

WAITER

Trainer Guide

National Vocational Certificate Level 2

Version 1 - July 2013

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INTRODUCTION

The Trainer Guide provides guidelines and instructions to instructors on the approaches that are required on the organisation and delivery of the curriculum training program.

The NVQF Competency-Based Training Curricula along with the associated Training Guides and the Assessment Guides are all developed from the skill competency standards established by the Industry Advisory Group (IAG).

The process of developing the national vocational qualification package has the following steps:

- Step 1: Identification of Occupation
- Step 2: DACUM/Occupational Analysis
- Step 3: Development of Competency Standards
- Step 4: Designing of Curriculum
- Step 5: Developing Teaching & Learning Material
- Step 6: Developing Assessment Package

The curriculum is organised as a series of modules. Each module is broken down into a series of Learning Units. Each Learning Unit includes Learning Outcomes, Learning Elements, an estimate of the time needed, a list of materials required and the location for the learning to take place.

This Trainer Guide covers information about the structure of the training programme, guides the instructor in developing lesson plans and in demonstration of skills. It also guides instructors how to assign projects to learners and the criteria to evaluate them. Guidelines and a template for Lesson Plan have been provided in this Trainer Guide along with some Model Lesson plans for one module that will help instructors in developing Lesson Plans for remaining modules.

For improving the quality of training materials, instructors are invited to give their feedback based on their experience of delivering the training. A template is provided to assist.

Competency Based Training (CBT)

In traditional TVET system, the unit of progression is time and it is trainer-centered. However, in Competency Based Training System, the unit of progression is mastery of specific knowledge, skills and attitudes enumerated in the competency standards and is learner-centered. Generally, two following terms are used in CBT, which are:

Competency: A skill performed to a specific standard under specific conditions.

Skill: A task or group of tasks performed to a specific level of competency or proficiency which often uses motor functions and typically require the manipulation of instruments and equipment (e.g. use of lawn mower in gardening). Some skills are knowledge and attitude based such as counseling or giving advice on some particular problem.

Competency Based Training

A Competency Based Training or CBT has the following characteristics:

- It is a training delivery system which focuses on competencies not on time.
- It is outcome based rather than the learning process within specified time.
- It is concerned with the attainment and application of skills, knowledge and attitude to a specific level of competency.

Basic Principles of CBT

Some basic principles of CBT are given below. These are guiding principles for implementation of competency based training.

1. Training and learning is based on CBT based Curriculum.
2. Delivery of training is modular based.
3. Learning is done by learners at own pace.
4. Training and learning is done on actual industry practices and procedures.
5. Assessment is based on collection of evidence.
6. Training programmes are flexible in terms of entry and exit.
7. Training programmes are registered with NAVTTC under NVQF guidelines.

SETTING LEARNING ENVIRONMENT

Learning environment comprises of learning context and conditions required to carry out training and learning activities. Quality of training and learning depends on the level of arrangements made for learning environment which includes workstations, practice area, computer lab and support service area. A good learning environment must ensure the following:

- Safety
- Accessibility
- Completeness of resources
- Relevance with the qualification
- Well organized and sequenced

You can print and use checklist provided below whenever you prepare or organise a training programme to make sure you have not forgotten anything. There is space provided for other items you may need to take into consideration. Use the third column to tick each item once you have completed its preparation.

Pre-session requirements	Training & Learning Materials made available for learners: Learner Guides, Trainer materials available.	✓
Classroom /workshop requirements	<p>Class rooms or workshop arranged</p> <p>Comfort: temperature, air conditioning, light, acoustics</p> <p>Equipment:</p> <p>Seating arrangements</p> <p>Training equipment checked and working:</p> <p>Tools and equipment</p> <p>Video, screen</p> <p>Flipchart and pens</p> <p>Overhead projector</p> <p>Computer equipment</p> <p>Consumable materials arranged according to number of trainees.</p> <p>Other:</p>	
Session requirements	<p>Lesson Plan developed and reviewed</p> <p>Assessment materials designed or made available</p> <p>Other:</p>	

DESIGN OF THE COURSE

The overview of this training course is given in this section along with some teaching and learning guidelines for the instructors. A Model lesson plans, template and guidelines to develop lesson plan have also been provided in this section. The instructor will develop lesson plans for the remaining learning units using the trainer guidelines.

Overview of Programme		
Course: Waiter		Course Duration: 800 hours
Course Overview:		
The purpose of this 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.		
Module	Learning Unit	Duration
Module 1: Maintain professional food outlet standards and environment throughout shift	LU1.Ensure professional food outlet standards are maintained for waiter's personal hygiene and grooming throughout the shift LU2.Maintain the health, safety and security of the food outlet working environment LU3.Communicate and work with food outlet associates and team efficiently and effectively throughout the shift LU4.Check that all food outlet products and equipment are in good order LU5. Ensure food outlet waste is minimized LU6.Attend food outlet briefing and be aware of daily requirements and other issues	60
Module 2: Develop communication and social skills for hospitality	LU1.Develop and use communication skills in a hospitality setting LU2. Develop and use social skills in a hospitality setting	60

Module 3: Prepare and clear service and guest areas for food and beverages service	LU1: Prepare and clear equipment, materials and service area for food and beverages service LU2: Prepare and clear guest area for food, beverages and takeaway services	120
Module 4: Serve food and beverages	LU1: Greet guests and take orders LU2: Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests LU3: Provide a food outlet counter and takeaway service LU4: Secure payment from guests for food and beverages using appropriate method LU5: Support Captain of food outlet where appropriate LU6: Maintain food safety for food outlet when storing, holding and serving food	200
Module 5: Provide a carvery / buffet service	LU1: Prepare and maintain a carvery/buffet display LU2: Serve and assist guests at the carvery/buffet	100
Module 6: Deliver effective guest service	LU1: Deliver effective and efficient service for food outlet guests LU2: Meet and exceed guest expectations LU3: Handle telephone calls LU4: Deal with guest complaints and complements	120

Module 7: Complete food outlet shift effectively	LU1: Ensure all surplus food, equipment and materials are returned from the food outlet to the appropriate department LU2: Clean and sanitize food outlet work area, equipment and surfaces LU3: Hand over to next food outlet shift	60
Total		800

Training Guidelines

Module 1: Maintain professional food outlet standards and environment throughout shift			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Ensure professional food outlet standards are maintained for waiter's personal hygiene and grooming throughout the shift	Illustrate Importance of Hygiene practice in daily life and hospitality career. Demonstrate of correct method of hand washing. Importance of personal grooming. Conduct a role play	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids
LU2.Maintain the health, safety and security of the food outlet working environment	Importance of working in a healthy, safe and hygienic way by following proper procedures and instructions, in order to avoid accidents. Taking personal responsibility, including taking reasonable care of own safety and the safety of others around you.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids
LU3.Communicate and work with food outlet associates and team efficiently and effectively throughout the shift	Importance of using appropriate methods of communication for food service outlets. Appropriate styles of communication for food service outlets including written, verbal, telephonic, internal memo, e-mail, food outlet log book, body language, visual signs etc.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids
LU4.Check that all food outlet products and equipment are in good order	Instruction to use checklists to check proper usage, cleaning, maintenance and working condition of equipment. Storage of equipment safely according to organizational requirements.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids
LU5. Ensure food outlet waste is minimized	Importance of minimizing and disposing food outlet waste promptly, hygienically and appropriately.	Classroom	Illustrative talk /

	Teaching the effective means of reducing waste in the food outlet.		Practical demonstration / Audio-Visual aids
LU6.Attend food outlet briefing and be aware of daily requirements and other issues	Significance of daily briefing/meeting to know the roles and responsibilities for the day, including team work tasks, number of bookings or any special instructions or requirements of the day.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids

Module 2: Develop communication and social skills for hospitality			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1. Develop and use communication skills in a hospitality setting	Importance of Product and service knowledge to develop individual's inter-personal and organizational communication skills.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids
LU2. Develop and use social skills in a hospitality setting	Guidance to develop and maintain good relationships with guest and associates to enhance self-esteem, social skills, and personal presentation.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids

Module 3: Prepare and clear service and guest areas for food and beverages service

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare and clear equipment, materials and service area for food and beverages service	<p>Guide</p> <p>Guidance to Food and beverage service settings and different layouts. Identification of equipment and materials needed for service.</p> <p>Guidance to Prepare and clear equipment for food and beverage service Safely & hygienically and in adequate stock to avoid delays during service period.</p>	Classroom / Training Restaurant	<p>Illustrative talk / Practical demonstration / Audio-Visual aids</p>
LU2: Prepare and clear guest area for food, beverages and takeaway services	<p>Guidance to prepare and clear guest service area for food and beverage service and take away.</p> <p>Checking and cleaning of equipment and area for hygiene and organizational development.</p>	Classroom / Training Restaurant	<p>Illustrative talk / Practical demonstration / Audio-Visual aids</p>

Module 4: Serve food and beverages			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Greet guests and take orders	Significance of greeting guest by following appropriate procedures. Illustrate importance of having knowledge of menus and products. And conduct role play for order taking.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU2: Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests	Illustrate different types of food service styles and usage of relevant equipment and materials. Role play the complete sequence of food and beverage service.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU3: Provide a food outlet counter and takeaway service	Discuss the usage of counter and takeaway service in food and beverage service outlet.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU4: Secure payment from guests for food and beverages using appropriate method	Set up a role play of a point of sale (POS). Show the complete procedure of payment.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU5: Support Captain of food outlet where appropriate	Discuss the responsibilities of Captain and of the restaurant hierarchy and how to support them.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids
LU6: Maintain food safety for food outlet when storing, holding and serving food	Demonstrate a personal hygiene checklist. Illustrate the proper ways of food safety control points.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids

Module 5: Provide a carvery / buffet service			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare and maintain a carvery/buffet display	Demonstrate the preparation of different types of carvery/buffet display.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU2: Serve and assist guests at the carvery/buffet	Conduct a role play of guest service to assist on carvery/buffet.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids

Module 6: Deliver effective guest service			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Deliver effective and efficient service for food outlet guests	Demonstrate a complete service procedure of food and beverage to guests. Conduct a role play on guest service session.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU2: Meet and exceed guest expectations	Identify the proper ways of guest satisfaction. Discuss the use of guest feedbacks for organizational development.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU3: Handle telephone calls	Demonstrate the way of handling phone calls. Conduct a role play of making and receiving professional calls.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU4: Deal with guest complaints and complements	Illustrate types of guest complaints and how to handle guest complaints. Using guest compliments for organizational development.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids

Module 7: Complete food outlet shift effectively			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Ensure all surplus food, equipment and materials are returned from the food outlet to the appropriate department	Introduce the organizational procedures for returning surplus food, equipment and material to the appropriate department.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids
LU2: Clean and sanitize food outlet work area, equipment and surfaces	Signify the purpose of cleaning food outlet equipment and surfaces for overall organizational development. Role play a session for cleaning and sanitizing session.	Classroom / Training Restaurant	Illustrative talk / Practical demonstration / Audio-Visual aids
LU3: Hand over to next food outlet shift	Illustrate the procedures for shift hand over. Conduct role play on shift hand over session according to checklists.	Classroom	Illustrative talk / Practical demonstration / Audio-Visual aids

LESSON PLANS

Dear Instructors,

Model Lesson Plans for one module have been provided in this trainer guide. A format and guidelines for writing Lesson Plans have also been provided in the succeeding pages. You are advised to prepare your own lesson plans for the remaining Learning Units using the suggested format and guidelines.

Guidelines for Writing Lesson Plan

The template for lesson plan has been provided at next page. These guidelines are for trainers for writing their own lesson plans which are as follows:

1. Introduce yourself and the Learning Unit, and state the Learning Outcomes of the session clearly to activate attention of learners.
2. In **Introduction** part of lesson plan state the Learning Objectives of the lesson. This allows the learners to organize their thoughts on what they will learn and to perform. Also state some questions to recall prior knowledge of learners to arouse their interest and motivation.
3. In **Body** part of lesson plan present the new information or material that is to be learned. Demonstration of a skill relevant with the Learning Unit is also stated here. Also mention the teaching and learning methods for each learning element from *Trainer Guidelines*, the relevant media including handouts, power-point slides, videos, white board and time duration for each activity in the relevant columns.
4. In **Conclusion** part list the strategies used for summarizing and reviewing the lesson delivered. Also mention the strategies for formative assessment to ensure that the transfer of knowledge and skill has been achieved.

Format for Lesson Plan			
Module			
Learning Unit			
Learning Outcomes			
Methods	Key Notes	Media	Time
Introduction			
Main Body			
Conclusion			
Total time:			

LESSON PLAN: 1			
Module 1	Maintain professional food outlet standards and environment throughout shift		
Learning Unit 1	Ensure professional food outlet standards are maintained for waiter's personal hygiene and grooming throughout the shift		
Learning Outcomes			
<div>1. Keep own self clean and adapt hygienic practice</div> <div>2. Follow the recommended procedures for washing hands at all appropriate times</div> <div>3. Avoid unsafe behavior that could contaminate the food being served</div> <div>4. Report any cuts, boils, grazes, injuries, illness and infections promptly to the appropriate person</div> <div>5. Wear waiter's uniform that is clean, fit for use and worn correctly</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<div>In this unit learners should be able to</div> <div>Illustrate Importance of Hygiene practice in daily life and hospitality career.</div> <div>Demonstrate of correct method of hand washing.</div> <div>Importance of personal grooming</div> <div>Motivate learners to arouse their interest for the learning unit.</div>	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	<div>Importance of keeping own self clean and hygienic, including having clean hair, skin and nails, for hygiene purposes, including preventing contamination of food being served</div> <div>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</div> <div>Avoiding unsafe behavior, including spitting, smoking, coughing, sneezing, touching own face, nose or mouth, blowing nose, scratching, chewing gum and eating, in order to prevent any contamination of food, equipment or work surfaces; organizational standards for safe behavior in the food outlet</div> <div>The importance of reporting cuts, grazes and skin conditions, illnesses (particularly stomach illnesses), and infections to the appropriate person (including Captain or other</div>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	1.5 Hour

Practical demonstration along with training video & Role Play	<p>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 organization), 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 organizational procedures, in order to present a professional image and to avoid possible contamination of food through bacteria and germs carried on dirty clothing</p>		8 Hours
Conclusion			
Illustrative Talk Assessment	<p>Complete understanding of professional food outlet standards are maintained for waiter's personal hygiene and grooming throughout the shift</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	25 Minutes
Total time:			10Hours

LESSON PLAN: 2			
Module 1	Maintain professional food outlet standards and environment throughout shift		
Learning Unit 2	Maintain the health, safety and security of the food outlet working environment		
Learning Outcomes			
<div>1. Maintain a safe, hygienic and secure food outlet working environment</div> <div>2. 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</div> <div>3. Report any accidents or near accidents quickly and accurately to the proper person</div> <div>4. Deal with problems and unexpected situations in an appropriate manner</div> <div>5. Practice emergency procedures correctly</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<p>In this unit learners should be able to implement Importance of working in a healthy, safe and hygienic way by following proper procedures and instructions, in order to avoid accidents.</p> <p>Taking personal responsibility, including taking reasonable care of own safety and the safety of others.</p> <p>Motivate learners to arouse their interest for the learning unit.</p>	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	<p>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</p> <p>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</p>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	1.5 Hours
Practical demonstration along with training video & Role Play			8 Hours

	<p>from manufacturers and suppliers, websites, training materials</p> <p>Features of a healthy workplace, including suitable size; adequate lighting, heating and ventilation; safe floors (in good condition, ie not slippery, no torn or frayed carpeting, no obstructions), stairs, doors and windows; appropriate equipment that is regularly maintained; sufficient storage facilities; hygienic waste disposal facilities, assembly point for evacuations</p> <p>The importance of warning other people (including verbally, using warning notices) about hazards, in order to avoid further accidents and injuries</p> <p>Types of hazards to be found in the 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; 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 the food outlet, including fire, flood, accidents, gas leaks</p> <p>Dealing with emergencies, including taking</p>		
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	<p>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 organization's emergency procedures, in particular for illness, fire, security, external emergency, tackling the emergency using relevant equipment (fire equipment properly maintained and in good working order, first aid equipment properly stocked)</p> <p>Following emergency procedures, including alerting others, following instructions, taking action, evacuating the building</p>		
Conclusion			
Illustrative Talk	Complete understanding of health, safety and security of the food outlet	Class room with multimedia aid, audiovisual facilities and flip charts	25 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			10 Hours

LESSON PLAN: 3			
Module 1	Maintain professional food outlet standards and environment throughout shift		
Learning Unit 3	Communicate and work with food outlet associates and team efficiently and effectively throughout the shift		
Learning Outcomes 1. Communicate efficiently with colleagues throughout shift 2. Work effectively as part of a hospitality team			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<p>In this unit learners should be able to maintain Importance of using appropriate methods of communication for food service outlets.</p> <p>Appropriate styles of communication for food service outlets including written, verbal, telephonic, internal memo, e-mail, food outlet log book, body language, visual signs etc.</p> <p>Motivate learners to arouse their interest for the learning unit.</p>	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	<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 behavior on other people, including body language – posture/stance, facial expression, hand gestures, eye contact</p> <p>Interpreting and responding positively to non-verbal communication, including showing understanding, providing positive body language in return</p>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishm ents Role plays to develop skills, Training restaurant	1 Hour

Practical demonstration along with training video & Role Play	<p>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>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 broker, further training as required</p> <p>Characteristics of a good team, including commitment to the work in hand, working together, good management skills good communications</p> <p>Self and own team for planning and organizing work, including smooth and effective service, developing good relations, improving guest service as a result</p> <p>Making the most efficient use of own time, including good planning and preparation, avoiding things that may unnecessarily disrupt own time</p> <p>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>		8 Hours
Conclusion			
Illustrative Talk Assessment	<p>Complete understanding of Communication and work with food outlet associates and team efficiently and effectively throughout the shift</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Total time:			10 Hours

LESSON PLAN: 4			
Module 1	Maintain professional food outlet standards and environment throughout shift		
Learning Unit 4	Check that all food outlet products and equipment are in good order		
Learning Outcomes			
<div>1. Ensure all products and equipment used are properly cleaned, well maintained and in good condition</div> <div>2. Ensure that equipment and products are safely stored according to organisational SOP"s requirements</div> <div>3. Record any problems with the condition or function of any products or equipment and report them to the supervisor</div> <div>4. Report any maintenance issues to the engineering department and to the next shift for appropriate follow up</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<div>In this unit learners should be able to check</div> <div>Instruction to use checklists to check proper usage, cleaning, maintenance and working condition of equipment.</div> <div>Storage of equipment safely according to organizational requirements.</div> <div>Motivate learners to arouse their interest for the learning unit.</div>	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	<div>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</div>	Class room with multimedia aid, audio-visual facilities and flip charts	1 Hour
Practical demonstration along with training video & Role Play	<div>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</div> <div>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</div>	<div>Visit to hospitality establishments</div> <div>Role plays to develop skills, Training restaurant</div>	8 Hours

	housekeeping, engineering) are advised through the food outlet log Check that any problems reported previously have been dealt with, by checking in the log and confirming that appropriate action has been taken		
Conclusion			
Illustrative Talk Assessment	Complete understanding of Checking that all food outlet products and equipment are in good order <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Total time:			10 Hours

LESSON PLAN: 5			
Module 1	Maintain professional food outlet standards and environment throughout shift		
Learning Unit 4	Ensure food outlet waste is minimized		
Learning Outcomes			
1. Learning Outcomes			
2. Identify opportunities for reducing waste			
3. Follow organisational policies and procedures for managing and reducing waste			
4. Dispose of waste in line with organisational procedures			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learner should be able to identify the major source of waste in restaurant. Understand the knowledge of waste reduction method in restaurant Able to identify the training needs for staff and follow the waste reduction method	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	Understand the benefits that can be achieved through food outlet waste reduction measures, including cost reductions for the organization,	Class room with multimedia aid, audio-	1.5 Hour

Practical demonstration along with training video & Role Play	<p>improved profitability, tidy work areas, and benefits for the environment.</p> <p>Identify different method of food prevention from spoilage and discuss the suitable storage condition for food items in daily basis for restaurant</p> <p>Demonstrate 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>	visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	8 Hours
Conclusion			
Illustrative Talk Assessment	<p>Complete understanding of food wasting source in restaurant and keep food in recommended storage condition in restaurant</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	25 Minutes
Total time:			10 Hours

LESSON PLAN: 6			
Module 1	Maintain professional food outlet standards and environment throughout shift		
Learning Unit 4	Ensure food outlet waste is minimized		
Learning Outcomes			
<div>1. Make notes as required on requirements for food and beverage services</div> <div>2. Inform team leader if any products or equipment are in need of maintenance or attention</div> <div>3. Ensure a clear understanding of the briefing and what own role and responsibilities are</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learner should be able to follow the rules and regulation according to the restaurant policy Able to take reservation , note the special requirements of guest and meet the special expectation of guest in for increasing the quality of guest dining experience	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	Understand the method of take booking from guest, special requirements or special offers available Able to know the need for maintenance or attention for any products or equipment, which is not working properly including checking equipment operation, advising the Captain of any faults or other attention needed, ensuring food outlet log is completed appropriately	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments	1.5 Hour
Practical demonstration along with training video & Role Play	Deal with problems of quality or quantity of food or drink available, including acting within limits of own role and responsibility, checking with kitchen team, reporting to Captain 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 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	Role plays to develop skills, Training restaurant	8 Hours
Conclusion			

Illustrative Talk Assessment	<p>Complete understanding of reservation method, note the guest special requirements and need of maintains to equipment's use in service area and guest area</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	25 Minutes
Total time:			10 Hours

LESSON PLAN: 7			
Module 2	Develop communication and social skills for hospitality		
Learning Unit 1	Develop and use communication skills in a hospitality setting		
Learning Outcomes 1. Identify opportunities for reducing waste 2. Follow organisational policies and procedures for managing and reducing waste 3. Dispose of waste in line with organisational procedures			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learners should be able to manage Importance of Product and service knowledge to develop individual's inter-personal and organizational communication skills. Motivate learners to arouse their interest for the learning unit. State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	Expectations of guests and associates, including being treated with dignity, respect, understanding and kindness, professionalism 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 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	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	4 Hours
Practical demonstration along with training video & Role Play	Seeking information, including using open questions (beginning with „Who...“, „Where...“, „What...“, „When...“, „Why...“, „Which...“, „How...“); and using closed questions (that produce a response of „Yes“ or „No“) The need to seek information, including obtaining new information, checking or confirming details 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		65 Hours

	<p>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, summarizing what has been said, letting the guest or associate finish speaking / not interrupting</p> <p>Giving information, including information that is required, focusing on the information needed, being brief and to the point, confirming that the information given is appropriate, checking that the guest or associate is satisfied with the information given, asking questions to confirm</p> <p>Barriers to good communications, including complicated messages or language, incorrect or inappropriate use of technical terminology or jargon, disregard for the needs of the guest or associate, fatigue, disinterest, poor listening skills, bad prior experiences with the guest or associate, noise or other distractions</p> <p>Opportunities to apply social communication skills, including for newly arriving guests, guests already using hospitality services, guests who are leaving, associates needing help or support, new 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>		
Conclusion			
Illustrative Talk	Complete understanding of Development and use communication skills in a hospitality setting	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Assessment	<ul style="list-style-type: none"> Summarizes the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			70 Hours

LESSON PLAN: 8			
Module 2	Develop communication and social skills for hospitality		
Learning Unit 2	Develop and use social skills in a hospitality setting		
Learning Outcomes 1. Make notes as required on requirements for food and beverage services 2. Inform team leader if any products or equipment are in need of maintenance or attention 3. Ensure a clear understanding of the briefing and what own role and responsibilities			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learners should be able to develop and maintain good relationships with guest and associates to enhance self-esteem, social skills, and personal presentation Motivate learners to arouse their interest for the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	Principles of developing and maintaining good relationships with guest and associates, including maintaining and enhancing self-esteem, listening and responding with empathy	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	4 Hours
Practical demonstration along with training video & Role Play	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 feedback from Captain, from other associates, recognizing strengths and weaknesses of own social skills 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 Opportunities to apply social skills in a hospitality industry, including with new or regular guests, with new or regular associates, with Captain or supervisor		25 Hours
Conclusion			

Illustrative Talk	Complete understanding of development and use social skills in a hospitality setting	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			30 Hours

LESSON PLAN: 9			
Module 3	Prepare and clear service and guest areas for food and beverages service		
Learning Unit 1	Prepare and clear equipment, materials and service area for food and beverages service		
Learning Outcomes 1. Understand the expectations of guests and associates in hospitality industry 2. Develop technical and social skills 3. Apply communication skills in a hospitality industry			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<p>In this unit learners should be able to set Food and beverage service settings and different layouts. Identification of equipment and materials needed for service.</p> <p>Prepare and clear equipment for food and beverage service Safely &hygienically and in adequate stock to avoid delays during service period.</p> <p>Motivate learners to arouse their interest for the learning unit.</p>	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minute
Main Body			
Illustrative talk	<p>Cover layups for different settings and styles, including table d"hôtes, à la carte, functions, counter and take-away service</p> <p>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 tea, coffee and other drinks, milk/cream, sugar)</p> <p>Prepare of service areas, including waiters" pantry. sideboards/side tables/service station:</p>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishm ents Role plays to develop skills, Training restaurant	7 Hours

<p>Practical demonstration along with training video & Role Play</p>	<p>ensuring there is sufficient space to carry out work activities, not overcrowding storage space, minimising the risk of contaminating foods</p> <p>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>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>Service equipment's (including hot plates/plate warmers, refrigerated units, hot/cold beverage service containers, equipment for making hot drinks) should be turned on before service and off afterwards, including ensuring they are ready and operating at the correct temperature for use during service, saving power after service</p> <p>Sources of information on health and safety and food information, including Standard Operating Procedures, Captain or supervisor, HR department</p> <p>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>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>Keep the cleanliness of the service area after service, to maintain professional standards and to support the next shift</p> <p>Ensure that food items and equipment are returned and/or stored appropriately following service, including checking and wrapping/covering any returned food items for re-use, returning food items for storage at the correct temperatures, disposing of any unsafe food correctly</p> <p>Dispose of broken glass and crockery safely, by wrapping in old newspaper and securing with tape or string</p> <p>Check the table and other linen for cleanliness following service period, returning used linen to housekeeping in line with organizational requirements</p>		<p>32 hours</p>
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Conclusion			
Illustrative Talk Assessment	<p>Complete understanding of Food and beverage settings, including breakfast, lunch, high tea, dinner, coffee shop/café, banqueting; room layouts for different settings (formal, informal, buffet)</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Total time:			40 Hours

LESSON PLAN: 10			
Module 3	Prepare and clear service and guest areas for food and beverages service		
Learning Unit 2	Prepare and clear guest area for food, beverages and takeaway services		
Learning Outcomes <ol style="list-style-type: none">1. Understand the principles of developing and maintaining good relationships with guest and associates2. Develop social skills3. Apply social skills in a hospitality industry			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<p>In this unit learners should be able to prepare and clear guest service area for food and beverage service and take away.</p> <p>Checking and cleaning of equipment and area for hygiene and organizational development</p> <p>Motivate learners to arouse their interest for the learning unit.</p>	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	<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>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishm ents Role plays to develop skills, Training restaurant	11 Hours

<p>Practical demonstration along with training video & Role Play</p>	<p>Maintaining presentation standards in the display of food, in order to ensure food is appealing to guests and to promote sales 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>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 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 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 Practice Clearing techniques for equipment, including trolleys, trays, clearing glassware, linen, soiled linen (including returning to housekeeping for laundry) Practice to turn certain electrical and gas equipment (including hot plates/plate warmers, refrigerated units, hot/cold beverage service containers, equipment for making hot drinks) on and off before and after service, to ensure the equipment is ready for the service period, and to reduce costs and not waste gas and electricity after the shift 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 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 Clean of all service equipment and areas after service, including work area, tables, chairs, floor, dishwasher, sinks, waste disposal area The types of unexpected situations that may occur when preparing and clearing areas, including shortage of service equipment, linen, table space, wrong allocation of table covers, and dealing with these, including informing the Captain, seeking help from other associates (including from other departments, - housekeeping, engineering)</p>		<p>68 Hours</p>
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Conclusion			
Illustrative Talk Assessment	<p>Complete understanding of how to prepare and clear guest area for food, beverages and takeaway services</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Total time:			80 Hours

LESSON PLAN: 11			
Module 4	Serve food and beverages		
Learning Unit 1	Greet guests and take orders		
Learning Outcomes 1. Understand a range of food and beverage settings and cover lay-ups 2. Prepare and clear equipment and materials for food and beverages service in different settings 3. Prepare and clear service area for food and beverages service in different settings 4. Demonstrate safe and hygienic working practices when preparing and clearing			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learners should be able to greet guest by appropriate procedures. Illustrate importance of having knowledge of menus and products. And conduct role play for order taking. Motivate learners to arouse their interest for the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	Types of guest, including individuals, business people, families, the elderly, disabled people (including wheel-chair users, partially sighted or blind people, hard of hearing, other physical disabilities), children and young people, foreigners 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 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	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	4 Hours
Practical demonstration along with training video &	Types of assistance that guests may need on arrival, including making or confirming booking / reservation, assistance with hanging coats / outdoor clothing, knowing where to go, and dealing with these, including checking booking		25 Hours

<p>Role Play</p>	<p>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, flavor, use of herbs and spices, pricing of dishes</p> <p>The importance of having knowledge of and giving accurate information (including about the menu and different dishes) to guests, including meeting guest needs, descriptions of dishes, ensuring sufficient dishes are available, avoiding food allergies, complying with health and safety</p> <p>Opportunities and sales techniques for maximizing the order, including recommending special dishes, selling extra dishes (such as salads, bread, water), encouraging guests to order desserts</p> <p>Assisting guests to make a choice where appropriate, including finding out about their likes and dislikes, knowing and explaining the composition of dishes on the menu, understanding the basic guidelines of menu planning and how to choose dishes, recommending appropriate dishes, special considerations (including shortage of time, religious or dietary needs)</p> <p>Taking guests' orders, including choosing the right time to take the order (not too soon or too late), checking guests are ready to order, standing by the host, being patient with indecisive guests or those who change their minds, recording number of dishes required, any special requirements or changes to normal dishes; manual/paper or electronic systems for taking orders, including first orders (starters and main courses), returning for second/third order (sweets and coffee/tea/other drinks)</p> <p>The types of unexpected situations that may occur when greeting guests and dealing with their orders, including unexpected bookings, insufficient table space, insufficient staffing, and dealing with these, including recording reservation information, informing the guest about options (waiting for a table, choosing another food outlet), informing Captain about staffing issues</p>		
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Conclusion			
Illustrative Talk	Complete understanding of how to Greet guests and take orders	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Assessment	<ul style="list-style-type: none">Summaries the learning unit by review important points.Conduct formative assessment at the end of the session.		
			Total time:

LESSON PLAN: 12			
Module 4	Serve food and beverages		
Learning Unit 2	Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests		
Learning Outcomes			
<div>1. Check at the beginning of a shift that the work area and service equipment are hygienic, free from damage and prepared ready for use</div> <div>2. Check that there are sufficient stocks of service items ready for service</div> <div>3. Switch on appropriate service equipment in time to reach the recommended operating temperature</div> <div>4. Display promotional materials ready for guest use</div> <div>5. Check that refuse and waste food containers are clean and ready for use</div> <div>6. Display food immediately before service, in line with operational procedures</div> <div>7. Assemble for cleaning or store any reusable service items and equipment from the food service</div> <div>8. Where appropriate, store condiments and accompaniments for future use in line with food hygiene legislation</div> <div>9. Dispose of rubbish, used disposables and waste food following recommended procedures</div> <div>10. Check at the end of a shift that the work area and service equipment are clean, free from damage and ready for future use</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<div>In this unit learners should be able to Illustrate different types of food service styles and usage of relevant equipment and materials.</div> <div>Roles play the complete sequence of food and beverage service.</div> <div>Motivate learners to arouse their interest for the learning unit.</div>	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	<div>Methods of food service, including plate, family, solver, table theatre (cooking, carving, filleting, dressing), tray 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</div> <div>Knowledge of menu items, food ingredients and approximate quantities of the food dishes</div>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop	11Hours

<p>Practical demonstration along with training video & Role Play</p>	<p>available on the menu, hot and cold beverages, in order to meet guests" needs accurately</p> <p>Safe and hygienic working practices when serving guests' food and beverages orders and maintaining guest and service areas, including waiter"s uniform, using correct equipment, following correct procedures, to ensure there is no danger or risk to food or guests" and associates" health, to deliver quality standards and present a good image of the organisation</p> <p>Reasons why food and beverages should be arranged and presented in line with the menu specifications, to meet organisational standards, to meet guest needs and to present a good impression of the organization</p> <p>Changing the cover at appropriate times, in order to meet the requirements of guests" food orders, following organizational guidelines The correct condiments and accompaniments for each menu item, including dry seasonings/ flavorings; mustards, sauces and salad dressings; prepared bread items, butter</p> <p>The importance of taking care to serve food and beverages hygienically, in order to ensure high standards of food safety are maintained, to minimize the risk of food poisoning (particularly to babies and young children, pregnant women and nursing mothers, the elderly and infirm, those already suffering from illness or a medical condition)</p> <p>Sequence of service in line with organizational requirements, including collecting food from the service point, carrying dishes safely, serving cold food before hot, ladies, gentlemen, children, the host, serving all guests at the same time 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>Work under pressure, including planning, prioritizing, communicating with guests or associates, teamwork, remaining polite and courteous</p> <p>Maintaining the service throughout the shift, clearing tables in line with organizational requirements, including waiting till all guests have finished, using appropriate clearing techniques, clearing to sideboard or waiter's pantry, tidying the table, adjusting covers Holding hot and cold food for service, including using hot-cases for storing food above 63 degrees, not holding hot</p>	<p>skills, Training restaurant</p>	<p>48 Hours</p>
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	<p>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) 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 Equipment for drinks, including crockery, silverware, hot drinks machines, coffee and espresso machines, still sets, filter machines, urns, blenders, steamers, cream whippers, kettles and boilers, cafetières, vacuum flasks</p> <p>The need for drink, supplies and accompaniments and drinks equipment to be available and ready for immediate use, in order to meet guests’ needs promptly 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 pulling the chair out, helping with coats, opening the door, thanking them for their custom, using the organization’s accepted farewell</p>		
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Conclusion			
Illustrative Talk Assessment	<p>Complete understanding of how to apply appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	30 Mint
Total time:			60 Hours

LESSON PLAN: 13			
Module 4	Serve food and beverages		
Learning Unit 3	Provide a food outlet counter and takeaway service		
Learning Outcomes			
<div>1. Greet guests, identify their requirements and check any booking records as appropriate to the service operation</div> <div>2. Provide guests with assistance on arrival Make sure guests have access to the correct menu</div> <div>3. Give accurate information on individual dishes according to guests' requirements</div> <div>4. Take the opportunity to maximize the order using appropriate sales techniques</div> <div>5. Identify, record and deal with their order promptly</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<div>In this unit learners should be able to manage counter and takeaway service in food and beverage service outlet</div> <div>Motivate learners to arouse their interest for the learning unit.</div>	Class room with multimedia aid, audiovisual facilities and flip charts	5 Minutes
Main Body			
Illustrative talk	<div>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</div> <div>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 cutting equipment, risks from cross-contamination</div>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	5.5 Hours
Practical demonstration along with training video & Role Play	Organize the counter, including displaying food items in an attractive manner, checking temperatures of refrigerators, freezers and display equipment, maintaining sufficient equipment (crockery, cutlery, trays, service equipment) in good order		

	<p>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>Maintain display information in good order and up to date, including display board, menus, price lists</p> <p>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>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>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>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 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>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>Handle and disposing of waste correctly, following organisational requirements and taking appropriate steps to reduce waste</p> <p>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</p>		
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	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		
Conclusion			
Illustrative Talk Assessment	<p>Complete understanding of food outlet counter and takeaway service</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	2.5 Hours
Total time:			40 Hours

LESSON PLAN: 14			
Module 4	Serve food and beverages		
Learning Unit 4	Secure payment from guests for food and beverages using appropriate method		
Learning Outcomes <ol style="list-style-type: none">1. Use appropriate methods and equipment to serve food and accompaniments to guests in different settings2. Prepare and serve drinks to guests in different settings3. Maintain the food and beverage service throughout the shift4. Demonstrate safe and hygienic working practices when serving food, accompaniments, and beverages to guests5. Store food and equipment safely in line with organisational requirements6. Dispose of waste in line with organisational requirements7. Deal with unexpected situations in line with organisational guidelines			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<p>In this unit learners should be able to work on point of sale (POS).</p> <p>Show the complete procedure of payment.</p> <p>Motivate learners to arouse their interest for the learning unit.</p>	Class room with multimedia aid, audiovisual facilities and flip charts	5 min
Main Body			
Illustrative talk	<p>Setting up the point of sale(POS), including collecting the float, preparing the cash till. 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>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	3.5 Hours
Practical demonstration along with training video & Role Play	<p>Methods of payment, including cash, cheque, credit cards, vouchers, automatic debits or ledger payments, foreign currency, complimentary</p> <p>The correct procedures for handling payments/cash, including preparing guest's bill, counting the money received from guest counting out change returned to guest, processing payments using credit/debit cards or other forms</p>		26 Hours

	<p>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>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>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>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>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>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> <p>Report suspicious items and lost property, including bags or packages left by guests, to Captain or supervisor</p>		
Conclusion			

Illustrative Talk Assessment	<p>Complete understanding of Secure payment from guests for food and beverages using appropriate method</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	Class room with multimedia aid, audiovisual facilities and flip charts	25 Hours
Total time:			30 Hours

LESSON PLAN: 15			
Module 4	Serve food and beverages		
Learning Unit 5	Support Captain of food outlet where appropriate		
Learning Outcomes <ol style="list-style-type: none">1. Give guests information that meets their needs, and promotes the organisation's products and services2. Find out what guests require, and if necessary tell them about any waiting time Process the order promptly3. Serve food and beverages at the recommended temperature, using clean, hygienic and appropriate service equipment for the appropriate type4. Make sure there are appropriate condiments and accompaniments available for guests5. Keep work area tidy, hygienic and free from rubbish and food debris during service6. Maintain enough stocks of clean service items and restock with food and beverages items when necessary7. Display and store food and beverage items in line as required8. Clear the work area of used and un-required service items at the appropriate times9. Dispose of rubbish, used disposable items and food waste as required			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<p>In this unit learners should be able to share the responsibilities of Captain and of the restaurant hierarchy and how to support them</p> <p>Motivate learners to arouse their interest for the learning unit.</p>	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	<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>importance of attending promptly for duty, in order to ensure that preparation for service of food is efficient and effective 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>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	2.5 Hours

Practical demonstration along with training video & Role Play	<p>Maintaining good rapport with the Captain and enhancing the guest experience, including communicating promptly any complements, complaints or problems, offering support to food outlet and other associates during busy times</p> <p>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>		
Conclusion			
Illustrative Talk	Complete understanding of how to assist and support captain & associates	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			20 Hours

LESSON PLAN: 16			
Module 4	Serve food and beverages		
Learning Unit 6	Maintain food safety for food outlet when storing, holding and serving food		
Learning Outcomes <ol style="list-style-type: none">1. Maintain clean and orderly checkout areas2. Count float money at the beginning of shifts to ensure that amounts are correct and that there is adequate change to run the entire shift3. Prepare all the necessary items for making checks before the shifts starts and restock materials if required4. Keep guest check ready at all times by posting food items as soon as possible5. Re-check postings before handing over the check to the guest6. Present the check to the guest according to the organisation"s procedures7. Receive payment by appropriate method and validate if it is necessary8. Carry out transactions without delay and give relevant confirmation to the guest9. Give correct change for cash transactions10. Make the payment point contents available for authorised collection when asked to11. Look out for and report suspicious items or lost property			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<p>In this unit learners should be able to</p> <p>Demonstrate a personal hygiene checklist.</p> <p>Illustrate the proper ways of food safety control points.</p> <p>Motivate learners to arouse their interest for the learning unit.</p>	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	<p>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 behavior that could contaminate the food being served</p> <p>Make sure food outlet surfaces and equipment are clean and in good condition, including carrying out additional cleaning if required</p> <p>Using only clean and suitable cloths and equipment for wiping and cleaning between tasks, in order to maintain hygiene and prevent the risk of cross-contamination</p> <p>Able to Remove any used food outlet equipment that is damaged or has loose parts, reporting it to the Captain</p> <p>Identify, take appropriate action and report to the Captain any damage to food outlet surfaces,</p>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishm ents Role plays to develop skills, Training restaurant	2.5 Hours

<p>Practical demonstration along with training video & Role Play</p>	<p>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 (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>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>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>Keep necessary records up-to-date, including storage records, delivery records and open and closing inventories</p> <p>Organisation's procedures for items that may cause allergic reactions</p>		<p>17 Hours</p>
Conclusion			
<p>Illustrative Talk</p> <p>Assessment</p>	<p>Complete understanding of how to maintain food safety for food outlet when storing, holding and serving food</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts</p>	<p>25 Minutes</p>

Total time:	20 Hours
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LESSON PLAN: 17			
Module 5	Provide a carvery / buffet service		
Learning Unit 1	Prepare and maintain a carvery/buffet display		
Learning Outcomes			
<div>1. Attend the briefing and support Captain and associates in understanding the requirements, roles and responsibilities of the shift</div> <div>2. Maintain good rapport with the Captain to make the food outlet a positive experience for guests and associates</div> <div>3. Support the Captain in greeting and seating the guests and enhancing the guest experience</div> <div>4. Coordinate with Captain during operations to ensure smooth operation of the food and beverages outlet</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<div>In this unit learners should be able to demonstrate the preparation of different types of carvery/buffet display</div> <div>Motivate learners to arouse their interest for the learning unit.</div>	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	<div>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</div> <div>Planning a buffet or carvery service, including, starting time, how many dishes, style of dishes, methods of service, vegetarian options, special equipment</div> <div>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)</div>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishm ents Role plays to develop skills, Training restaurant	4.5 Hours
Practical demonstration	Sequence of dishes for carveries and buffets, including hot dishes at start of layout, cold dishes		35 Hours

along with training video & Role Play	<p>and salads to follow, sauces 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>Ensure that food items are replenished and displayed correctly throughout service, including informing kitchen of usage, meeting guest needs</p> <p>Turn on service equipment before service, to ensure service temperatures are properly maintained, turning off after service to preserve energy</p> <p>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 in good time</p> <p>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>		
Conclusion			
Illustrative Talk	Complete understanding of how to prepare and maintain a carvery/buffet display	Class room with multimedia aid, audiovisual facilities and flip charts	25 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			40 Hours

LESSON PLAN: 18			
Module 5	Provide a carvery / buffet service		
Learning Unit 2	Prepare and maintain a carvery/buffet display		
Learning Outcomes			
<div>1. Keep own self clean and hygienic</div> <div>2. Keep the food outlet working area clean and hygienic</div> <div>3. Store food safely</div> <div>4. Hold and serve food safely</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<div>In this unit learners should be able to manage guest service to assist on carvery/buffet</div> <div>Motivate learners to arouse their interest for the learning unit.</div>	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	<div>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</div> <div>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)</div> <div>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 parts</div> <div>Able to Maintain the carver or buffet, including tidying and replenishing dishes as required in line with organisational requirements</div> <div>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</div> <div>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</div> <div>Able to Present food neatly, to ensure it looks attractive and appealing, meets guests"</div>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishm ents Role plays to develop skills, Training restaurant	9 Hours

Practical demonstration along with training video & Role Play	<p>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-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>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>		50 Hours
Conclusion			
Illustrative Talk	Complete understanding of Prepare and maintain a carvery/buffet display	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			60 Hours

LESSON PLAN: 19			
Module 6	Deliver effective guest service		
Learning Unit 1	Deliver effective and efficient service for food outlet guests		
Learning Outcomes 1. Deliver effective guest service at all times 2. Develop and maintain positive working relationships with guests 3. Give guests a positive impression of self and the organisation			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learners should be able to complete service procedure of food and beverage to guests. Conduct a role play on guest service session Motivate learners to arouse their interest for the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	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	Class room with multimedia aid, audiovisual facilities and flip charts	4.5 Hours
Practical demonstration along with training video & Role Play	Able to Promote a positive image of own self and the organisation, including personal presentation, prompt attention, good social communications with guests, in order to provide efficient and effective guest service and to develop good relationships with guests and associates 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 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		25 Hours

	<p>efficient service 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 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 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 Able to knowThe 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 Able to Reorganise own work to respond to unexpected additional workloads, including planning ahead, prioritising work, asking for assistance at busy periods 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 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 guest service, and checking that they fully understand, including asking questions, watching body language 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 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>		
Conclusion			
Illustrative Talk	Complete understanding of how to Deliver effective and efficient service for food outlet guests	Class room with multimedia aid, audiovisual	25 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. 		

	<ul style="list-style-type: none"> Conduct formative assessment at the end of the session. 	facilities and flip charts	
Total time:			30Hours

LESSON PLAN: 20			
Module 6	Deliver effective guest service		
Learning Unit 2	Meet and exceed guest expectations		
Learning Outcomes 1. Deal with guests across a language divide 2. Promote additional services or products to guests 3. Support the improvement of service reliability for guests			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learners should be able to Identify the proper ways of guest satisfaction. Discuss the use of guest feedbacks for organizational development Motivate learners to arouse their interest for the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	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 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	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishm ents Role plays to develop skills, Training restaurant	4.0 Hours
Practical demonstration along with training video &	services or products Able to Give the guest time to ask questions about the additional services or products, in order to provide full information Able to Give information to move the situation forward		25 Hours

Role Play	<p>when the guest shows interest, including additional information, asking questions to identify guests" needs and interests 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 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 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>guests in their first languages, by learning and practicing common phrases in other major languages 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 Able to identify the benefits of dealing with guests in their first language if possible, including obtaining and giving accurate information 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 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>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 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 Able to Explain to a guest the inability to hold an extended conversation in their first language, including written notices, agreed visual signals Able to Possible sources of assistance to use when a language barrier</p>		
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	<p>demands additional language skills, including word cards, visual cards to assist the conversation, finding another associate who understands the language 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 service policy, including direction on meeting and exceeding guest needs, training for associates, responses to complements and complaints Able to identify Situations where guest service can be improved, including slow food service, poor quality, lack of courtesy, incorrect information provided or recorded 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 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>		
Conclusion			
Illustrative Talk	Complete understanding of how to meet and exceed guest expectations	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			30 Hours

LESSON PLAN: 21			
Module 6	Deliver effective guest service		
Learning Unit 3	Handle telephone calls		
Learning Outcomes 1. Answer telephone calls following organisational procedures 2. Use appropriate communication skills 3. when answering telephone calls Record appropriate details of telephone calls 4. Transfer telephone calls to others where appropriate			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learners should be able to Handle telephone calls Motivate learners to arouse their interest for the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk Practical demonstration along with training video & Role Play	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 Able to know Organisational procedures for receiving telephone calls, including standard greeting, finding information, recording information, seeking help from others where necessary, confirming details with guest and other associates 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 Able to Record appropriate details in writing, including important information (name, booking details, contact details including return telephone number, time of the call)	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	4 Hours 25 Hours
Conclusion			

Illustrative Talk	Complete understanding of how to handle calls	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			60 Hours

LESSON PLAN: 22			
Module 6	Deliver effective guest service		
Learning Unit 4	Deal with guest complaints and complements		
Learning Outcomes			
1. Solve problems for guests 2. Handle complaints and compliments within own role 3. Record information according to organisational procedures			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learners should be able to Illustrate types of guest complaints and how to handle guest complaints. Using guest compliments for organizational development Motivate learners to arouse their interest for the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	Able to Improve guest loyalty working relationships with service partners or associates by solving problems, including availability of tables, of dishes, timing of service	Class room with multimedia aid, audio-visual facilities and flip charts	4.5 Hours
Practical demonstration along with training video & Role Play	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 any service problems, prompt and polite advice to guest, ensuring the Captain is aware of the situation and monitors it Securing agreement for the solution with quests	Visit to hospitality establishm ents Role plays to develop skills,	25 Hours

	<p>or own supervisor, including verbally and in writing as required 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 Able to Identify best options for solving a repeated guest service problem, including balancing guest expectations with the needs of the organisation 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 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 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 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 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>	Training restaurant	
Conclusion			
Illustrative Talk	Complete understanding of how to deal with guest complaints and complements	Class room with multimedia aid, audiovisual facilities and flip charts	25 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		

Total time:	30 Hours
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LESSON PLAN: 23			
Module 7	Complete food outlet shift effectively		
Learning Unit 1	Ensure all surplus food, equipment and materials are returned from the food outlet to the appropriate department		
Learning Outcomes			
<div>1. Identify and return unused food items to the kitchen or to the concerned department</div> <div>2. Identify and return equipment and materials to the appropriate store</div> <div>3. Maintain proper logs or records of returned items</div> <div>4. Advise supervisor of any problems with returning surplus food, equipment and material to the appropriate department</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<div>In this unit learners should be able to manage returning of surplus food, equipment and material to the appropriate department according to organizational procedures</div> <div>Motivate learners to arouse their interest for the learning unit.</div>	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	<div>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</div> <div>Able to know the organisational procedures for returning surplus food, equipment and material to the appropriate department.</div>	Class room with multimedia aid, audio-visual facilities and flip charts	2.5 Hours
Practical demonstration along with training video & Role Play	<div>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</div> <div>Able to know the process for recording returns of surplus food, equipment and material to the</div>	<div>to hospitality establishments</div> <div>Role plays to develop skills, Training restaurant</div>	27 Hours

	<p>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>		
Conclusion			
<p>Illustrative Talk</p> <p>Assessment</p>	<p>Complete understanding of how to ensure all surplus food, equipment and materials are returned from the food outlet to the appropriate department</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts</p>	<p>25 Minutes</p>
Total time:			<p>30 Hours</p>

LESSON PLAN: 24			
Module 7	Complete food outlet shift effectively		
Learning Unit 2	Clean and sanitize food outlet work area, equipment and surfaces		
Learning Outcomes			
<div>1. Select and use appropriate equipment and products for cleaning and sanitizing equipment and surfaces.</div> <div>2. Ensure that equipment and products used for cleaning are in good condition and changed when required.</div> <div>3. Store equipment and products for cleaning and sanitizing equipment and surfaces after use according to organisational requirements.</div> <div>4. Report to supervisor any problems with cleaning, equipment or products.</div>			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	<div>In this unit learners should be able to manage cleaning food outlet equipment and surfaces for overall organizational development.</div> <div>Roles play a session for cleaning and sanitizing session.</div> <div>Motivate learners to arouse their interest for the learning unit.</div>	Class room with multimedia aid, audiovisual facilities and flip charts	05 Minutes
Main Body			
Illustrative talk	<div>Standards of cleanliness and tidiness expected when clearing the food outlet work area</div> <div>Principles of sanitization, including disinfection, action of chemicals on surfaces, implications for working practice</div> <div>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</div>	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	2.5 Hours
Practical demonstration along with training video & Role Play	<div>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)</div> <div>Clean materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</div> <div>Correct storage of equipment and products for cleaning and sanitizing equipment and surfaces after use, including store cupboards or other storage areas, secure cupboards or areas for chemicals and other sensitive products</div>		27 Hours

	<p>Importance of storing chemicals and other sensitive products securely, including preventing theft or misuse</p> <p>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>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>		
Conclusion			
<p>Illustrative Talk</p> <p>Assessment</p>	<p>Complete understanding of how to Clean and sanitize food outlet work area, equipment and surfaces</p> <ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 	<p>Class room with multimedia aid, audiovisual facilities and flip charts</p>	<p>25 Minutes</p>
Total time:			30 Hours

LESSON PLAN: 25			
Module 7	Complete food outlet shift effectively		
Learning Unit 3	Hand over to next food outlet shift		
Learning Outcomes 1. Ensure that work area is fully maintained ready for next shift 2. Ensure that next shift is prepared and ready for handover 3. Notify next shift of any special requirements, events, requests or comments relating to guests in order to maintain guest service 4. Notify next shift of any problems with the service, equipment or products 5. Complete any food outlet log entries as required by organisation 6. Leave work area promptly and courteously			
Methods	Key Notes	Media	Time
Introduction			
Illustrative talk	In this unit learners should be able to do accordingly procedures for shift hand over. Conduct role play on shift hand over session according to checklists Motivate learners to arouse their interest for the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Main Body			
Illustrative talk	Importance of completing all procedures for handing over to next food outlet shift.	Class room with multimedia aid, audio-	3 Hours
Practical demonstration along with training video & Role Play	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 Notify next food outlet shift of any problems with the service, equipment or products, including written record, personal briefing to other associates 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 Make appropriate entries in food outlet logs, including appropriate detail, people involved, time, actions taken, to ensure efficient operation	visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills, Training restaurant	36 Hours
Conclusion			

Illustrative Talk	Complete understanding of	Class room with multimedia aid, audiovisual facilities and flip charts	30 Minutes
Assessment	<ul style="list-style-type: none"> Summaries the learning unit by review important points. Conduct formative assessment at the end of the session. 		
Total time:			40 Hours

DELIVERY AND FACILITATION

Demonstration of Skill

Demonstration or modelling a skill is a powerful tool which is used in vocational training. The instructions for trainers for demonstration of a skill are given under three stages.

PRE-DEMONSTRATION STAGE

Prior to demonstration of a skill, it is necessary to plan according to lesson plan.

- Read the Procedure mentioned in the Learner Guide for the relevant Learning Unit before demonstration.
- Prepare the physical environment according to requirement of the curriculum.
- Arrange all tools, equipment and consumable material which are required for demonstration of a skill.
- Prepare teaching aids such as audio visual aids, real objects, Models, finished products etc. as required.
- Practice the skill before demonstration to learners, if possible.

DEMONSTRATION STAGE

- Introduce the skill to learners clearly at the commencement of demonstration.
- Explain how the skill relates with the skill(s) already acquired and describe the expected results or show the objects to learners.
- Carry out demonstration in a way that it can be seen by all learners.
- Perform each step slowly and read out each step of the Performance Guide loudly so that all learners can hear and understand.

- Eye contact with the learners should be maintained throughout the demonstration. The instructor should not speak to the equipment.
- In instances where theoretical knowledge is required, temporarily suspend the demonstration and present the theoretical inputs.
- Ask questions and find out whether the trainees have a clear understanding on what was explained.
- Identify critical or complex steps, or steps that involve safety precautions to be followed.
- Repeat critical steps in demonstration, if required.
- Summarize the demonstration by asking questions to learners.

POST DEMONSTRATION STAGE

Allow the learners to perform the relevant skill under your instructions and supervision. This is a very important stage because the learner actually practices the skill according to the instructions already given by the instructor.

PRACTICE

Allow the learners to practice the skill individually or in groups.

ASSESSMENT

Assessment should be done only when the learner is able to perform the relevant skill at the required competency level. If the learner performs a skill at the required competency level, then it should be entered and certified in his/her Evidence Guide.

Instructional Delivery Modes

In Competency Based Training, Competency Standards are the driving force that helps in recognizing the delivery modes and methods for a particular competency. Some delivery modes have been described below which can be used according to the requirements of your competency standards.

1. **Direct Instruction:** It involves face-to-face interaction between a instructor and the trainee. Lecture, illustrative talk, demonstration, role play, guided practice, assigning projects, independent practice, assignments, research, surveys, product development etc. are some of the instructional methods under this mode of instruction.
2. **On-Job-Training (OJT)/Work-based Instruction:** In OJT or work-based instruction, a learner acquires competencies under the guidance of an expert supervisor outside the training institute environment. The learner observes the procedures in the industry and after guidance from his supervisor demonstrates the competency to get certificate of the qualification.
3. **Distance-based Instruction:** It is a mode of delivery in which instruction is provided through open and distance learning mechanism. Information and Communication Technology (ICT), internet and postal services are used for interaction.

Instructional Delivery Methods

Once the instructional delivery modes are identified for a particular competency or a learning module, the next step is to select appropriate instructional delivery methods that can maximize learning and help learners in achieving the desired performance criteria specified by the industry. The instructional delivery methods are categorized into two basic types which are described below.

TEACHER CENTERED DELIVERY METHODS

Lectures / Illustrative Talk	Verbal and visual illustrations are used to clarify concepts, processes or structures. Listening and viewing are more effective when verbal and visual illustrations are used together.
Demonstrations /Modeling a Skill	In demonstration, learners are shown the correct steps for completing a task or are shown an example of a correctly completed task. Modeling is learning by seeing and doing, rather than only listening and obeying.

LEARNER CENTERED DELIVERY METHODS

Working in Groups	Learners work together to complete a task.
Individual Practice	Learners work in small groups to practice new skills.
Doing Research	Learner is given an assignment to carry out some research or survey, in market or in industry, regarding the skills specified in the relevant competency standards.
Role Playing	Learners practice new behavior by assuming a character or role, personality or attitude other than their own.
Group Discussions	Learners discuss issues together and present ideas and opinions to others.
Questions and Answers	Instructor may ask questions to learners to check and build their understanding about a field or area specified in the competency standards.
Study Visits / Field Trips	Through this method, learners are given orientation about the actual processes and procedures performed in industry.

ASSESSMENT OF LEARNERS

Formative Assessment

Learners may be formatively assessed throughout the course. After gaining the competencies mentioned in the learning modules, the learners will be assessed according to the requirements mentioned in the assessment package. This assessment will include practical activities and quizzes.

Summative Assessment

A final summative assessment will be conducted by the Qualification Awarding Body (QAB) to whom the training institute is affiliated with. Purpose of this assessment is to verify whether the learner has achieved all the competencies of the qualification for which he/she was enrolled.

This assessment is to be completed at the end of the course for which a separate Evidence Guide is provided in the Assessment Package. This assessment may include projects developed by the learners, quizzes and practical activities as indicated in the relevant nationally approved Evidence Guides.

Projects

It is an established fact that the self-learning process takes place efficiently in learners by engaging them in a well-planned project. They can be given a project at the end of a learning module or after several learning modules, as applicable. Mainly the projects have two types:

1. Production type: In this type of projects, the outcome will be tangible product (constructed or a finished product).
2. Problem solving type: In this type of projects, a problem solving process takes place.

Special attention should be given to the following when assigning the projects to learners.

1. Explain the give main stages in a project as mentioned below.
 - Planning
 - Organizing
 - Implementing
 - Interpreting
 - Presenting
2. Involve learners in the selection of projects. Listen to their views and determine clearly the objective of the project. Recognition of useful ideas, decisions, etc. proposed by them will lead to develop an interest and a responsibility among the trainees.

3. Entrust responsibility to learners during planning and organizing stages.
4. Projects can be assigned to learners individually or in groups. Generally, group work is found to provide successful results.
5. For maximization of self-learning, allow the trainees to engage in a variety of activities. Collection of necessary information, explorations, observation, etc. should be done by the learners themselves. Provide instructions only when it is necessary.
6. The activities of a project must spread over a reasonable period of time.

Assessment of Projects

The following criteria may be used in assessing projects.

Stage 1: Planning

1. To what extent is the coverage of the project identified?
2. Is the objective established by the learners suitable for the project?
3. Can the learners achieve the objective in terms of their abilities and available facilities?

Stage 2: Organizing

1. To what detail are all the activities in the project identified?
2. How systematically are the activities and procedures organized?
3. Are alternative actions planned for problematic situations that may arise?

Stage 3: Implementing

1. How well did the learners demonstrate the relevant competencies when they were engaged in the project?
2. To what accuracy did the learners perform the relevant tasks?
3. How successfully did the trainees face problematic situations?

Stage 4: Interpreting

1. How accurately and meaningfully are the information analyzed and synthesized?
2. How accurately and clearly are the observations and conclusions interpreted?
3. To what extent is the prior knowledge applied in carrying out the project and in problem solving?
4. To what extent were the learners involved in exploratory and creative activities during the project?

Stage 5: Presenting

1. How simply and clearly are the views expressed when presenting?
2. How attractive was the manner of presentation? To what extent was visual media used?
3. Has the project been completed within the time limit?

EVALUATION OF TRAINING MATERIAL


The trainers/instructors who implement this training material can inform NAVTTC promptly of any shortcomings in training material on the following format. Please consider it as one of your responsibilities.

Format


Trade:			
Training Material	Module Title & Module Code	Learning Unit Title & Learning Unit Code	Suggested amendments/ feedback/proposal
Trainer Guide			
Learner Guide			
Trainer Name:		Training Centre:	
Signature of Trainer:		Date:	

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