

National Vocational & Technical Training Commission (NAVTTTC)



Curriculum for Food & Beverages Captain

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Islamic Republic of Pakistan
اسلامی جمہوریہ پاکستان
Islami Jumhuri-ye Pakistan



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Curriculum specification for F&B Captain

1. Introduction

The structure of this course

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

The full structure of the course is as follow:

| Module | Theory¹ Days/hours | Workplace² Days/hours | Total hours |
|---|--|---|------------------------|
| Module 1: Supervising the delivery of effective service for food outlet guests | 20 | 100 | 120 |
| Module 2: Co-ordinating the operation of the food and beverages service area | 20 | 140 | 160 |
| Module 3: Supervising the food outlet section | 40 | 160 | 200 |
| Module 4: Supervising hospitality events | 40 | 80 | 120 |
| Module 5: Supporting the professional development of the food and beverage service team | 40 | 160 | 200 |

¹ Learning Module hours in training provider premises

² Training workshop, laboratory and on-the-job workplace

Training providers need to understand that this curriculum for F&B Captain cannot be delivered in isolation, because of the level of supervisory responsibilities within the role. Training providers must therefore ensure that they also offer the F&B Waiter curriculum, with relevant opportunities for development of practical waiter skills. This will provide the context in which F&B Captains can develop their own supervisory skills.

In this respect, training providers will also need to ensure that they have the full range of tools, equipment, and consumable & supplies required for the F&B Waiter curriculum. These are detailed in Sections 8 and 9 of this document.

The purpose of the F&B Captain 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 and abroad. The course has been developed to address specific issues, such as the International, national, regional and local cultures, the manpower availability within the country, and meeting and exceeding the needs and expectations of their guests.

Central aim of the training provider, trainer or teacher

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

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

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

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

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

Method competence, communicative competence and learning competence are inherent part of developing expertise, self-competence and social competence in students through the F&B Captain curriculum. Method competence develops in students a willingness and ability to use a targeted, tactical approach during the handling of tasks and problems. Communication competence develops a willingness and ability to understand and to shape communicative situations, including the ability for students to perceive, understand and to represent their intentions and needs as well as those of their colleagues. Learning competence develops in students a willingness and ability to understand and evaluate – independently and with others – information about facts and contexts through the F&B Captain curriculum and to classify these in mental structures. As part of learning competence, students will demonstrate the ability and willingness to develop in his or her professional or social life learning techniques and learning strategies and to use them for lifelong learning.

Entry level for trainees

Matric plus 4 years' experience as a waiter in a commercial hospitality food outlet (e.g. hotel, restaurant, club, industrial canteen) and completion of appropriate admission assessment.

ALL ENTRANTS SHOULD HOLD A CURRENT MEDICAL FITNESS CERTIFICATE

Minimum teaching qualification

Intermediate, 4 Years of Experience as Restaurant manager with good command in English Language.

Graduate, 2 Years of Experience as Restaurant manager with good command in English Language.

Medium of instruction

Instruction will be in Urdu and English.

Terminology

This curriculum is for F&B Captain. Some organisations may use alternative terms to describe this job role, for example line manager or supervisor. Training providers should examine the Overview of the Curriculum to determine whether this curriculum meets the needs of potential students.

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

Laws and regulations

Training providers must ensure they keep up to date with laws, standards and regulations – at international, national and regional levels – relating to health and sanitation, food safety, guest rights and other relevant issues. These currently include:

- The Pure Food Ordinance 1960
- Pakistan Hotels and Restaurant Act 1976
- Pakistan Standards and Quality Control Authority Act 1996
- Factories Act 1934
- Punjab Factories Rules 1978
- Sindh Factories Rules 1975
- North-West Frontier Province Factories Rules 1975

- West Pakistan Hazardous Occupations Rules 1963
- Mines Act 1923
- Provincial Employees Social Security (Occupational Diseases) Regulation 1967
- Workmen Compensation Act 1923 and Rules 1961
- Dock Labourers Act 1934
- Hazard Analysis and Critical Control Points (HACCP)
- Occupational Health and Environmental Safety (OH & ES)
- Information Management Systems
- ISO 14001
- ISO 22000
- Risk Management
- Provincial Food Authority

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

Suggested distribution of modules

This qualification is made up of 5 modules. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

Three modules are interdependent:

Module 1: Supervising the delivery of effective service for food outlet guests;

Module 2: Co-ordinating the operation of the food and beverage service area; and Module 3: Supervising the food outlet section.

These modules need to be delivered in parallel. This is illustrated in the distribution table.

Module 4: Supervising hospitality events

Module 5: Supporting the professional development of the food and beverage service team – can be delivered at any stage.

The distribution table suggests that this should be delivered at the end of the course.

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

The distribution table is shown below:

| | | |
|---|---|--|
| Module 1: Supervise the delivery of effective guest service for food outlet guests 120 hours | Module 2: Co-ordinate the operation of the food and beverages service area 160 hours | Module 3: Supervise the food outlet section 200 hours |
| Module 4: Supervising hospitality events 120 hours | | |
| Module 5: Support the professional development of the food and beverage service team 200 hours | | |

2. Competency Standard – “F&B CAPTAIN” (NVQF – Level 3)

Description

F&B Captains are responsible for running a food outlet in a hotel, restaurant or a wide range of different hospitality establishments. While specific duties vary depending on the type of establishment, the duties of Captains will include supervising the preparation, service and clear-down of the outlet.

Overall objectives of this course

- To lead and supervise food outlet teams and ensure organisational service standards are upheld
- Present menus to guests, answer questions about dishes and make recommendations
- Check guests are enjoying their meals and take action to correct any problems
- Work closely with other team members to ensure excellent service is provided to all guests
- Support and take direction from Restaurant Manager
- Ensure the team is working hygienically and safely.

Competencies gained after completion of the course:

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

- Lead a food and beverage service team
- Supervise the application of food safety and hygiene regulations
- Supervise the delivery of effective guest service for food outlet guests
- Co-ordinate the operation of the food and beverages service area

- Supervise the food outlet section
- Supervise hospitality events
- Support the professional development of the food and beverage service team

Personal requirements

Captains need the following characteristics:

- A genuine interest in people and the food service industry
- An out-going personality
- Good health and stamina – able to stand for long duty hours in a food outlet environment
- Able to lead and work proactively as a member of a team
- Willing to maintain the high standard of cleanliness necessary in any food establishment
- Organizational skills
- Flexibility
- Teamwork and leadership
- Guest focused
- Desire to learn

Opportunities for employment and advancement

Captains are employed in hotels, clubs, restaurants, catering firms, cafeterias, marriage halls, institutions, specialty food outlets and isolated camps. Experienced Captains may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can become:

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

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

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

3. Overview of the curriculum for Captain

| Module Title and Aim | Learning Units | |
|---|---|------------------------------------|
| <p>Module 1: Supervise the delivery of effective service for food outlet guests</p> <p>Aim: The aim of this module is to develop the skills knowledge and understanding to supervise the delivery of effective service for food outlet guests</p> | <p>LU1: Ensure that the food outlet team improves service reliability and deliver effective guest service at all times</p> <p>LU2: Gather information on feedback of food outlet service and opportunities for improvement</p> <p>LU3: Manage complaints relating to food service provision</p> | <p>Timeframe of modules</p> |
| | | <p>120 hours</p> |
| | | <p>Theory Days/hours</p> |
| | | <p>20 hours</p> |
| | | <p>Workplace Days/hours</p> |
| <p>100 hours</p> | | |

| Module Title and Aim | Learning Units | |
|---|--|-----------------------------|
| <p>Module 2: Co-ordinate the operation of the food and beverage service area</p> <p>Aim: The aim of this module is to develop the skills knowledge and understanding to co-ordinate the operation of food and beverage service area</p> | <p>LU1: Ensure professional food outlet standards are maintained throughout food and beverage service and completion of shift</p> <p>LU2: Manage the food outlet's requisition requirements, work area and equipment</p> <p>LU3: Support the Restaurant Manager</p> <p>LU4: Ensure food outlet opens and finalizes the shift effectively</p> | Timeframe of modules |
| | | 160 hours |
| | | Theory Days/hours |
| | | 20 hours |
| | | Workplace Days/hours |
| | | 140 hours |
| <p>Module 3: Supervise the food outlet section</p> <p>Aim: The aim of this module is to develop the skills knowledge and understanding to supervise the food outlet section</p> | <p>LU1: Supervise preparation of the food outlet area for food and beverage service in different settings</p> <p>LU2: Supervise food and beverage service in different settings</p> <p>LU3: Manage communications between the food and beverage service area and other departments</p> <p>LU4: Ensure food and health and safety practices are followed by food outlet team members in the preparation and serving of food and drink</p> | Timeframe of modules |
| | | 200 hours |
| | | Theory Days/hours |
| | | 40 hours |
| | | Workplace Days/hours |
| | | 160 hours |

| Module Title and Aim | Learning Units | |
|---|--|-----------------------------|
| <p>Module 4: Supervising hospitality events</p> <p>Aim: The aim of this module is to develop the skills knowledge and understanding to supervise hospitality events, which may be at alternative premises</p> | <p>LU1: Understand the importance of planning hospitality events</p> <p>LU2: Understand how to supervise events</p> <p>LU3: Plan and supervise an event</p> | Timeframe of modules |
| | | 120 hours |
| | | Theory Days/hours |
| | | 40 hours |
| | | Workplace Days/hours |
| 80 hours | | |
| <p>Module 5: Support the professional development of the food & beverage service team</p> <p>Aim: The aim of this module is to develop the skills knowledge and understanding to support the professional development of the food & beverage service team</p> | <p>LU1: Contribute to the development of food outlet teams and individuals</p> <p>LU2: Contribute to the provision of required food outlet associates</p> <p>LU3: Lead the work of food outlet teams and individuals to achieve objectives</p> <p>LU4: Manage own self in a food outlet environment</p> <p>LU5: Contribute to the identification and implementation of sales development activities for food and beverage service</p> <p>LU6: Prepare, deliver and evaluate training sessions for food outlet associates and teams</p> | Timeframe of modules |
| | | 200 hours |
| | | Theory Days/hours |
| | | 40 hours |
| | | Workplace Days/hours |
| 160 hours | | |

4. Teaching and Learning Guide for F&B Captain

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

Different methodologies can therefore contribute to achieving this objective. Theory methodologies should be supported by appropriate resources, as indicated in the 'Materials Required' column of the Learning Unit specifications. Teachers should also illustrate theory sessions with examples of how the learning could be applied in the workplace. Practical methodologies should be set in an appropriate environment and supported by appropriate resources, also indicated in the 'Materials Required' column of the Learning Unit specifications. Methods that directly promote capacity-building for the student are particularly suitable, for example practical work, mock ups, role plays, emergency and contingency situational training, case studies, situational problem solving, body language, positive impressions, dignity in labor, and therefore should be included appropriately in the teaching approach.

4.1. Module 1: Supervising the delivery of effective service for food outlet guests

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to supervise delivery of effective guest service

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

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|--|---|---|---|---|---|
| <p>LU1:</p> <p>Ensure that the food outlet team improves service reliability and deliver effective guest service at all times</p> | <p>The student will be able to:</p> <p>Ensure that the team delivers effective guest service at all times.</p> <p>Improve service reliability for guests.</p> <p>Take action to improve the reliability of the team's delivery of service based on guest comments.</p> <p>Respond to service delivery problems when systems, people or resources have failed.</p> <p>Improve service standards by setting targets of achievement</p> | <p>Types of guests, including individuals, business people, families, the elderly, disabled people, young people, foreigners; guests at different times of day (including lunch, dinner); guest in a hurry or with plenty of time; local/international guests; spending power of guests; special dietary needs</p> <p>Ensuring that the team is prepared and organised so that they are consistently able to give prompt attention to guests and their expectations</p> <p>Maintaining service delivery, during very busy periods and unusually quiet periods</p> <p>Checking that the team is balancing the time they take with guests with the demands of other guests seeking their attention, in order to provide excellent guest service to all guests</p> <p>Service delivery problems when systems, people or resources have failed, including</p> | <p>Total: 48 hours</p> <p>Theory: 8 hours</p> <p>Practical: 40 Hours</p> | <p>Equipment and materials to enable team to run the service smoothly</p> <p>Organisation's guest service policy</p> <p>Organisation's aims and objectives statement</p> <p>Menus, drinks lists, other promotional materials</p> <p>Guests comment cards</p> <p>Comment log</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------------------------|--|----------|---|---|
| | <p>initiated by data collected.</p> | <p>delays in serving guests, poor quality of food or service</p> <p>Sources of information that will help solve a guest's query, including information from the guest, from guest records, from associates</p> <p>Logging and responding to comments and guest feedback, in order to establish reliability/quality of service provided to guests</p> <p>Using investigative and research tools to determine the quality of service provided, including guests comment cards, comment log books, guest feedback forms, questionnaires</p> <p>Results of data that can gauge how quality of service provision is affected by guest service problems, including analysis, discussion with other food outlet managers, associates</p> <p>Recommendations for service reliability improvements, including improvements in own area of responsibility and performance, from guest surveys and feedback, including suggestions by associates, feedback from investigations, seeking and securing approval from Restaurant Manager</p> <p>Maintaining service reliability improvements, including implementing and evaluating improvements, monitoring guest service</p> | | <p>books</p> <p>Guest feedback forms</p> <p>Analysis tools and recording forms</p> <p>Report templates</p> <p>Guest services resources, handouts, articles, journals.</p> <p>Computer, accessories, software</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> | <p>for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|--|--|---|---|---|--|
| | | responses | | | |
| LU2: Gather information on feedback of service and opportunities for improvement | The student will be able to: Collect and record feedback on the effectiveness of guest service. Analyse and interpret feedback and share findings on the effectiveness of guest service with others. Summarise the advantages and disadvantages of the effectiveness of guest service. Identify opportunities for further improvement. Present these opportunities to the management team. | The importance of feedback on the effectiveness of guest service, including the extent to which the food outlet has met or exceeded guest needs and expectations, gaps in provision, capacity for improvement The importance of summarising the advantages and disadvantages of the effectiveness of guest service, in order to reach organisational goals, to identify possible improvements Techniques to analyse and interpret feedback on the effectiveness of guest service to identify opportunities for further improvement, including reviewing, editing, analysing and reporting findings Analysing and interpreting feedback and sharing findings with others, including qualitative feedback by tracing themes, quantitative feedback by carrying out spreadsheet analysis Appropriate formats for presenting these opportunities to the management team, including formal report, informal discussion, presentation | Total: 36 hours Theory: 6 hours Practical: 30 hours | Computer, accessories, software Guest feedback forms Comment log books Analysis tools and recording forms Report templates Formats for presentation Computer, accessories, software | For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments Role plays to develop skills For practical learning: EITHER Training restaurant with operating team of waiters OR Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|--|--|---|--|---|
| | | | | | organisations, similar establishments) |
| <p>LU3</p> <p>Manage complaints relating to food service provision</p> | <p>The student will be able to:</p> <p>Identify food service complaints and the contribution required for resolution.</p> <p>Develop resolutions and agree actions to resolve food business complaints.</p> <p>Take action and make recommendations for improvements in response to food business complaints.</p> | <p>Identifying the complaints that require resolution, including talking to guests and associates</p> <p>Establishing the detail of the complaint, including gathering information about the complaint from guests, associates and others involved</p> <p>Confirming the contribution to the resolution that is required, including agreeing what actions can be taken within own scope of responsibility, discussing with superiors where necessary</p> <p>Agreeing the timelines required for the contribution to resolution, including securing agreement with the guest, associates and others on the proposed timeline</p> <p>Selecting or proposing resolutions which are which are proportionate and appropriate to the complaint, including refunds, offers of further service</p> <p>Checking that the potential resolutions meet with organisational guidelines, including checking with organisational policy on guest service, discussing with superiors if required</p> | <p>Total: 36 hours</p> <p>Theory: 6 hours</p> <p>Practical: 30 Hours</p> | <p>Organisation's guest service policy</p> <p>Organisation's aims and objectives statement</p> <p>Comment log books</p> <p>Guest services resources, handouts, articles, journals.</p> <p>Computer, accessories, software</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|--|----------|--------------------|---|
| | | <p>Discussing and agreeing resolutions with the relevant people, including guests, associates, others involved</p> <p>Agreeing action to resolve complaints within the limit of own authority, in line with organisational requirements and job specification</p> <p>Making suggestions to help prevent the reoccurrence of complaints, including further training for associates, suggestions for changes in Standard Operating Procedures</p> <p>Completing and processing all complaints records as required, including date and time complaint was made, who was involved, details of the complaint and the resolution</p> | | organisation) | commercial organisations, similar establishments) |

4.2. Module 2: Co-ordinating the operation of the food and beverage service area

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to co-ordinate the operation of food and beverage service area

Duration 160 hours **Theory:** 20 hours **Practical:** 140 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|---|--|---|
| <p>LU1:</p> <p>Ensure professional food outlet standards are maintained throughout food and beverage service and completion of shift</p> | <p>The student will be able to:</p> <p>Ensure that associates maintain personal hygiene and wear appropriate waiter's uniform throughout shift</p> <p>Ensure that associates work effectively as part of a hospitality team and communicate efficiently with each other throughout shift</p> <p>Ensure that associates know and understand how to respond to hazards, accidents and emergencies</p> <p>Ensure waste is</p> | <p>Principles of professional standards, including personal hygiene and appropriate uniform (for health and safety purposes and to present a professional image), maintaining a safe, hygienic and secure working environment (to avoid any risks to guests and associates)</p> <p>The benefits of working effectively as part of a hospitality team and communicating efficiently with each other throughout shift, including good working practices, using appropriate technical and social language, efficient production and service of food, contributing to excellence in guest service, meeting organisational goals, attending briefing</p> <p>Supporting and developing safe work methods, including carrying out tasks in the right order, finishing one before starting the next, assembling ingredients and equipment before starting the task, allowing sufficient</p> | <p>Total: 60 hours</p> <p>Theory: 8 hours</p> <p>Practical: 52 Hours</p> | <p>Duty roster</p> <p>Job descriptions</p> <p>Standard operating procedures for safe and hygienic working</p> <p>Logbooks for recording accidents and incidents</p> <p>Equipment checklists</p> <p>F&B Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|---|----------|---|---|
| | properly managed | <p>time and space to complete the task involved, following a logical sequence, ensuring there are no spillages</p> <p>Types of hazards to be found in the food outlet, including slips; trips and falls; strains and sprains; sharp objects; cuts and lacerations; burns; hot liquids and surfaces; moving heavy items; working fast; likelihood and potential impact of hazard</p> <p>Ensuring that associates know and understand methods to deal with hazards correctly, including providing and using uniform; non-slip flooring; 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>Understanding risks from faulty equipment, including trapped hands or fingers, impact of a heavy object, contact with hot equipment, faulty electrical equipment, inappropriate use of equipment</p> <p>Understanding the effects and implications of accidents, including wastage of materials, wastage of time, increase in workload for other associates, disruption of workflow, loss of revenue, increase in costs</p> | | <p>(appropriate to the organisation), jacket (appropriate to the organisation)</p> <p>Organisational policy on managing waste</p> | <p>for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|--|----------|--------------------|----------------|
| | | <p>Ensuring that associates understand the importance of warning other people (including verbally, using warning notices) about hazards, to avoid accidents and injuries</p> <p>Ensuring that associates know the location of first aid equipment and the name of the first-aider in the workplace</p> <p>Responding to accidents in accordance with organisational requirements, including arranging for first aid, alerting supervisors and/or management (depending on the nature and seriousness of the accident), recording the accident and the actions taken</p> <p>Types of emergencies that may happen in the food outlet (including fire, flood, accidents, gas leaks)</p> <p>Minimising the risk of fire, including monitoring working practices and ensuring they meet organisational standards, ensuring that disposal and recycling of waste is being properly carried out, checking equipment is in good working order, managing associates' working practice</p> <p>Managing fire situations, including knowing the location of fire alarms and checking that associates know how to set them off, reasons to never approach a fire unless it is safe to do so, including identifying the risks,</p> | | | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|---|----------|--------------------|----------------|
| | | <p>using the correct equipment</p> <p>Managing the evacuation of the building, including turning off all power supplies, closing all doors and windows, not gathering personal possessions, gathering in a designated area, taking roll call of names to ensure no-one is missing</p> <p>Ensuring that associates understand how to deal with different types of emergency, including supporting associates in taking action within own responsibility, notifying engineering department, supervising the evacuation of the area or building, assembly point for evacuations</p> <p>The importance of following fire safety laws, including preserving life, preserving the fabric of the building, equipment and materials</p> <p>The possible causes of fire in the workplace, including poor working practices, build-up of waste, faulty equipment, careless practice</p> <p>The importance of maintaining records of and reporting all usual/non-routine incidents to the appropriate person, including name of those involved; date, place and time of incident, who was involved and what they saw, description of what happened, whether anyone was hurt, any damage to property,</p> | | | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|---|----------|--------------------|----------------|
| | | <p>whether emergency services were called</p> <p>Principles of waste management, including meeting food hygiene regulations, preventing contamination of service areas, avoiding pest infestation, reducing accidents and fire risks</p> <p>Supervising clearance of waste areas, including properly fitting lids for waste bins, use of disposable sacks, not overfilling bins, regular emptying and cleaning of bins</p> <p>Managing waste, including ensuring that associates identify opportunities for reducing and disposal of waste, follow organisational policies and procedures</p> <p>Keeping the food outlet area secure, including security of areas (key control), personal possessions, security of visitors and guests, following close-down procedures including managing food outlet and building security, including locking up, checking toilets and changing rooms are cleared, no open windows or doors, no hazards left (cooking and other equipment left on, cigarettes left burning), in order to protect staff, visitors and guests on the premises, to reduce theft and pilfering, and to keep the food outlet area safe and secure</p> <p>Dealing with problems and unexpected situations in an appropriate manner,</p> | | | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|--|--|---|--|---|--|
| | | <p>including consulting with other associates, Restaurant Manager, issuing directives, arranging training</p> <p>Compliance with relevant regulations and standards (see Introduction)</p> | | | |
| <p>LU2:</p> <p>Manage the food outlet's requisition requirements, work area and equipment</p> | <p>The student will be able to:</p> <p>Check current stock of food and other items available in the department</p> <p>Prepare requisition sheet to obtain appropriate amounts of food and other items from store</p> <p>Use stock control systems to manage levels and usage of stock</p> <p>Ensure that organisational yield levels are achieved</p> <p>Establish and maintain the condition of work areas and equipment</p> | <p>Operational knowledge and understanding of current and future requirements of business, including level of business for the day, number of bookings, any special bookings, special requirements or special offers available</p> <p>Assessing the level of current stock held by the department, including physical checks, checking records, checking current stock of food and other items, including numbers of dishes available in the kitchen</p> <p>Preparing requisition sheet to obtain appropriate amounts of food and other items from store, including using known information of booking levels and existing stock levels</p> <p>Checking that deliveries from store meet the type, quality and quantity requirements, including checking against requisition sheet for type and quantity, checking quality including appearance (size, shape, colour, gloss, and consistency), texture, flavour, smell</p> | <p>Total:</p> <p>40 hours</p> <p>Theory:</p> <p>4 hours</p> <p>Practical:</p> <p>36 Hours</p> | <p>Daily event sheets</p> <p>Buffet and à-la-carte menu</p> <p>Existing requisitions records and pads for developing new requisitions from stores</p> <p>Yield values</p> <p>Cost reports</p> <p>Weekly consumption reports</p> <p>Food outlet equipment and operating instructions</p> <p>Maintenance schedules for food</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels,</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---|--|----------|---|--|
| | <p>Ensure that equipment is being used correctly and efficiently by associates</p> <p>Ensure that specific items of equipment are maintained, calibrated or replaced as required</p> <p>Take corrective action where required to improve the safety of work areas</p> | <p>Ensuring that associates understand the benefits of different systems for managing stock, e.g; First In First Out (FIFO), Last In First Out (LIFO)</p> <p>Ensuring that associates operate appropriate stock management system according to organisation procedures, including checking stock usage, monitoring how associates select food for preparation and cooking</p> <p>Understanding par levels for different food and other items, including using par checklists and organisational guidelines</p> <p>Ensuring that associates meet the par level for food and other items used in the preparation and cooking of dishes for the outlet, including checking against yield values checklists</p> <p>Maintaining equipment, including its function and maintenance requirements; and work areas, including maintenance and refurbishment requirements; ensuring that equipment is being used correctly and efficiently by associates, checking with food outlet team if any products or equipment are in need of maintenance or attention, (including faulty equipment, worn fixtures and fittings), taking appropriate actions, advising engineering and/or housekeeping department</p> | | <p>outlet equipment</p> <p>Standard Operating Procedures for preparing and maintaining food outlet areas and equipment</p> <p>Fire equipment (see Section 5 for details)</p> <p>First aid equipment (see Section 5 for details)</p> <p>Equipment for contacting security</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the</p> | <p>restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|--|---|---|---|
| | | <p>Appropriate staff training activities to promote efficient usage of equipment and awareness of maintenance requirements</p> <p>Maintenance, calibration or replacement requirements for specific items of equipment, including following manufacturer's requirements, arranging for maintenance or replacement of equipment, process for reporting any maintenance requirements to the appropriate department, procedure for ensuring that food outlet areas are refurbished at appropriate and agreed intervals</p> <p>Compliance with relevant regulations and standards (see Introduction)</p> | | organisation) | |
| <p>LU3: Support the Restaurant Manager</p> | <p>The student will be able to:</p> <p>Discuss and agree on methods and formats of communication with the Restaurant Manager</p> <p>Agree with the Restaurant Manager daily and medium term areas for delegated responsibilities</p> <p>Support the Restaurant</p> | <p>Methods and formats for communication with the Restaurant Manager, including verbally, in writing, using the log; communicating through positive body language</p> <p>Agreeing on methods and formats of communication with the Restaurant Manager, including formal, informal, verbally, in writing, through the log, using appropriate technical and social language</p> <p>Areas for responsibilities delegated by Restaurant Manager on a daily and medium term basis, including operational,</p> | <p>Total: 30 hours</p> <p>Theory: 4 hours</p> <p>Practical: 26 hours</p> | <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Notice board</p> <p>Daily event sheets</p> <p>Buffet and à-la-carte menu</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning:</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|--|---|--------------------------------------|---|--|
| | <p>Manager in undertaking training and inspections</p> <p>Ensure that requirements of food outlet are signed off by Restaurant Manager</p> | <p>administrative and supervisory support</p> <p>Agreeing with the Restaurant Manager daily and medium term areas for delegated responsibilities, including through discussion, negotiating own goals, developing own skills</p> <p>Supporting the Restaurant Manager in undertaking training and inspections, including observation, developing and providing training, recording the outcomes of inspections, evaluating the effectiveness of training</p> <p>Ensuring that every day food and beverages requirements of section are signed off by Restaurant Manager, including presenting completed requisitions for sign-off, raising queries and issues</p> | | <p>Fire equipment (see Section 5 for details)</p> <p>First aid equipment (see Section 5 for details)</p> <p>Equipment for contacting security</p> <p>Standard Operating Procedures for the kitchen</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> | <p>EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |
| <p>LU4</p> <p>Ensure food outlet opens and</p> | <p>The student will be able to:</p> <p>Ensure that all</p> | <p>Understanding how to manage duty roster and any sickness, other absence and holiday entitlements</p> | <p>Total:</p> <p>30 hours</p> | <p>Markers and pens</p> <p>Notebook</p> | <p>For theoretical learning:</p> <p>Class room with</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------------------------|--|--|---|--|---|
| finalizes the shift effectively | <p>associates arrive for duty at the prescribed time</p> <p>Ensure that all associates are wearing appropriate uniform</p> <p>Ensure that all associates have checked that all equipment is in good working order</p> <p>Ensure that all associates clear work area of equipment and food products</p> <p>Ensure that all associates clean and sanitize all equipment and surfaces</p> <p>Ensure that all associates return all surplus food, equipment and materials to the appropriate department</p> <p>Ensure that all associates hand over to</p> | <p>Ensuring that all associates are fully prepared at the start of the shift, including allocating roles and responsibilities effectively, observing, asking questions</p> <p>Types of uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> <p>Checking that all equipment is in good working order, including questioning associates, testing equipment</p> <p>Cleaning and sanitizing routines and materials, including small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets; large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner</p> <p>Ensuring that all associates finalise the shift correctly and efficiently, including managing surplus food, checking that cleaning and sanitising has been carried out effectively, ensuring that associates communicate with the next shift, using appropriate technical and social language</p> | <p>Theory: 4 hours</p> <p>Practical: 26 hours</p> | <p>Log book</p> <p>Noticeboard</p> <p>Daily event sheets</p> <p>Buffet and à-la-carte menu</p> <p>Fire equipment (see Section 5 for details)</p> <p>First aid equipment (see Section 5 for details)</p> <p>Equipment for contacting security</p> <p>Schedule of food outlet equipment in use</p> <p>F&B Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation),</p> | <p>multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning: EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---------------------------|-------------------|----------|--|----------------|
| | next shift if appropriate | | | jacket (appropriate to the organisation) Standard operating procedures for opening and closing shift | |

4.3. Module 3: Supervising the food outlet section

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to supervise the food outlet section

Duration 200 hours **Theory:** 40 hours **Practical:** 160 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|--|--|--|--|--|---|
| <p>LU1: Supervise preparation of the food outlet area for food and beverage service in different settings</p> | <p>The student will be able to:</p> <p>Supervise preparation of the area for food and beverage service</p> <p>Ensure preparations are carried out in time to allow the scheduled food and beverage service to be provided</p> <p>Ensure that F&B service area ambiance meets the guest needs and expectations</p> <p>Supervise operation of the area for food and beverage service</p> <p>Ensure that food outlet standards are maintained throughout</p> | <p>Food and beverage settings, includes breakfast, lunch, hi tea, dinner, coffee shop/café, banquets</p> <p>Understanding and directing the skills, knowledge and resources of associates to carry out their responsibilities, following job descriptions, responding to training, taking personal responsibility</p> <p>Understanding and directing table layouts for reservations and other expected business, including positioning of tables, fire exits, guest requirements and requests, privacy where appropriate, traffic flows, space allowance between tables, guest entry points, access to toilets, visual impact, maximising capacity</p> <p>Purpose of cleaning programme, including encouraging safe working methods, removing particles of food, reducing the risk of contaminating food, helping to prevent accidents, reducing risks from pests, keeping</p> | <p>Total: 70 hours</p> <p>Theory: 10 hours</p> <p>Practical: 60 hours</p> | <p>Preparation checklists</p> <p>Job descriptions</p> <p>Duty roster</p> <p>Cleaning equipment and materials:</p> <p>small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets;</p> <p>large cleaning equipment, including jet washer, wet and dry vacuum cleaner; sanitizer,</p> | <p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>For practical learning: EITHER</p> <p>Role plays to develop skills</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|--|---|----------|---|---|
| | <p>the shift</p> <p>Deal with problems that may affect the standard of food service</p> <p>Maintain and monitor the cleaning programme</p> | <p>the food outlet pleasant to work in</p> <p>Functions of the cleaning programme, including working stations that are clean, cleared and sanitized; fixtures that are clean, cleared and well maintained; equipment that is clean and ready to use; guest walkways that are clean and cleared</p> <p>Managing the cleaning programme, including ensuring that all associates understand their role in undertaking cleaning duties; ensuring that there are sufficient associates to undertake the cleaning programme effectively; ensuring that associates have the cleaning tools and materials they need to undertake cleaning duties for their area of work, ensuring that associates are using cleaning tools and materials safely, effectively and efficiently</p> <p>Appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organisational standards</p> <p>The importance of maintaining the food and beverage service area at the correct controlled temperature, to ensure guests are comfortable and that associates are working in a pleasant environment</p> <p>Providing feedback on the effectiveness of</p> | | <p>vinegar, lemon, degreaser</p> <p>Record of expected bookings</p> <p>Reservations book or system</p> <p>Writing and order pads</p> <p>Menus and beverages lists</p> <p>Support material as required, including recipes, promotional materials</p> <p>Complaints Log</p> <p>Lighter</p> <p>Pen</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation),</p> | <p>(for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|--|--|---|---|---|
| | | <p>preparation procedures in area of responsibility to the Restaurant Manager</p> <p>Problems that may affect the standard of food service, including preparation of service or guest area, service equipment, levels of staffing</p> <p>Checking that there are no hazards present that would affect preparation of the food outlet, including making hazards safe, reporting hazards to others (Restaurant Manager, engineering department, housekeeping department)</p> <p>Implications of hazards, including serious safety hazards, high levels of wastage, maintenance requirements, training requirements</p> <p>Compliance with relevant regulations and standards</p> | | jacket (appropriate to the organisation) | |
| <p>LU2:</p> <p>Supervise food and beverage service in different settings</p> | <p>The student will be able to:</p> <p>Co-ordinate the food and beverage delivery operation</p> <p>Monitor food and beverage service to ensure that guest</p> | <p>Food and beverage settings, including breakfast, lunch, high tea, dinner, coffee shop/café, banqueting</p> <p>Coordinating with Sous Chef for timely preparation and presentation of guests' orders</p> <p>Coordinating with food and beverage service associates to ensure services to guests are</p> | <p>Total:</p> <p>70 hours</p> <p>Theory:</p> <p>10 hours</p> <p>Practical:</p> <p>60 hours</p> | <p>Duty roster</p> <p>Record of expected bookings</p> <p>Reservations book or system</p> <p>Writing and order</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---|---|----------|--|--|
| | <p>needs are being met at all times</p> <p>Identify and resolve any problems with food and beverage service</p> <p>Control practices for handling payments</p> <p>Manage the food and beverage service log on a daily basis</p> | <p>provided according the standards and procedures</p> <p>Understanding and assisting guests different dishes, including ingredients, composition, methods of cooking, flavour, use of herbs and spices</p> <p>Monitoring and addressing conduct and communications with guests, including advising and guiding associates, intervening if and when necessary, using appropriate social language</p> <p>Principles of holding and serving hot food, including pre-heating holding equipment, not using the equipment to re-heat food, checking the equipment regularly if hot water is used (including topping up with hot water, not cold), keeping food fully in lit areas when heated lights are used; using a temperature probe to check internal temperatures</p> <p>Managing the holding of cold food at room temperature carefully, including display cabinets below 5 to 8 degrees, maximum storage time of four hours</p> <p>Identifying and resolving problems with food and beverage service, including problems with poor standards of work, equipment, pests, quality or quantity of food and dishes</p> | | <p>pads</p> <p>Menus and beverages lists</p> <p>Support material as required, including recipes, promotional materials</p> <p>Standard operating procedures for food outlet, including handling problems and managing payments</p> <p>Food outlet log</p> <p>Complaints Log</p> <p>Lighter</p> <p>Pen</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the</p> | <p>Role plays to develop skills</p> <p>For practical learning: EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|---|----------|--|----------------|
| | | <p>ordered by guests, management of waste</p> <p>The importance of logging any problems or issues with food and beverage service according to organisational standards</p> <p>Managing the payment point, including ensuring preparations of necessary items for and making checks before the shifts starts</p> <p>Managing the payment point, including following proper procedures, reducing the risk of errors, maintaining the security of guests and staff, position of cash desk, managing keys; ensuring there is sufficient money in cash drawers at the beginning of shifts to manage payments from guests</p> <p>Supervising the processing of guest orders, including ensuring that postings are properly checked before handing over the check to the guest, to ensure that checks are ready at appropriate times for payment by guests</p> <p>Ensuring and supervising staff when presenting checks to guests according to organisational standards</p> <p>Making sure that all received payments by cash, check, credit cards, vouchers, or automatic debits are properly processed</p> <p>Ensuring all the food outlet log books are filled in daily according to organisational</p> | | <p>organisation), jacket (appropriate to the organisation)</p> | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|--|---|---|--|--|
| | | <p>requirements</p> <p>Managing records for lost property and suspicious items, including recording when and where lost property items were found, recording; recording items left behind by guests and ensuring they are kept safe; managing the handling of suspicious items in line with organisational requirements</p> <p>Compliance with relevant regulations and standards</p> | | | |
| <p>LU3:</p> <p>Managing communication between the food and beverage service area and other departments</p> | <p>The student will be able to:</p> <p>Agree with other department heads the most appropriate written, verbal and technological methods of communicating different types of information</p> <p>Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the</p> | <p>The purpose and benefits of making sure that communication delivers the ‘message’ in which it is intended to be received, including providing information, giving instructions, giving responses, using appropriate technical and social language</p> <p>Methods of communication that are available, including written communications, e-mails, verbal communications, using appropriate technical and social language; styles, including formal, informal; structuring communication so that it is clear and accurate</p> <p>The different departments which might need to communicate and their needs, including kitchen, housekeeping, engineering; appropriate methods of communication for</p> | <p>Total:</p> <p>20 hours</p> <p>Theory:</p> <p>10 hours</p> <p>Practical:</p> <p>10 hours</p> | <p>Notepads</p> <p>Pens</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Requisitions</p> <p>Cost reports</p> <p>Weekly consumption reports</p> <p>Communication systems, including electronic (by telephone) and manual (written</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>For practical learning:</p> <p>EITHER</p> <p>Role plays to develop skills</p> <p>Training restaurant with operating team of waiters</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|--|---|----------|---|---|
| | <p>food and beverages service to other departments</p> <p>Communicate appropriate information with other departments and make sure the communication has been delivered and received as intended</p> <p>Ensure that other departments have the opportunity to ask questions and checking their understanding</p> <p>Present a positive image of own self and the food and beverages service department</p> | <p>different departments; ensuring that communications with other departments have met their purposes</p> <p>The importance of non-verbal communication (body language), including how non-verbal communication impacts on other people, interpreting and responding positively to non-verbal communication</p> <p>The purpose and benefits of giving other departments the opportunity to ask questions, including checking their understanding, responding positively</p> <p>The purpose and value of presenting a positive image of own self and the food and beverage services department, including reflecting and generating confidence, providing assurances of effective service</p> <p>The purpose and benefits for other departments to have a friendly and purposeful way of communicating with them, including developing good working relationships, using appropriate technical and social language, adding value to the guest experience</p> <p>Types of problems that may occur with contacts, including conflict and aggression, finding ways to deal with these</p> | | <p>format)</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> | <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|--|---|--|---|--|
| <p>LU4</p> <p>Ensure food and health and safety practices are followed by food outlet team members in the preparation and serving of food and beverage</p> | <p>The student will be able to:</p> <p>Ensure that all associates are aware of and follow health and safety requirements in line with organisational requirements</p> <p>Ensure that associates follow safe working practices at all times</p> <p>Ensure that associates identify any hazards or potential hazards and deal with these correctly</p> <p>Ensure that associates report any accidents or near accidents quickly and accurately to the proper person</p> <p>Ensure that associates practise emergency and security procedures correctly</p> <p>Complete records as</p> | <p>The importance of working in a healthy, safe and hygienic way, to ensure there are no risks to guests or associates</p> <p>Key elements of a food safety policy, including standards of personal hygiene, procedures for reporting sickness and accidents, requirements for pest control measures, minimum acceptable standards of cleaning</p> <p>Food safety and hygiene practices, including carrying out tasks in the right order, finishing one before starting the next, assembling ingredients and equipment before starting the task, allowing sufficient time and space to complete the task involved, following a logical sequence, ensuring there are no spillages</p> <p>Ensuring that associates know and understand methods to deal with emergencies, including taking action within own responsibility, notifying engineering department, evacuating the area or building, ensuring security have been notified where necessary</p> <p>Ensuring that associates following emergency procedures, including alerting others, following instructions, taking action</p> <p>Completing records as required to</p> | <p>Total: 40 hours</p> <p>Theory: 10 hours</p> <p>Practical: 30 hours</p> | <p>Emergency notices</p> <p>Standard operating procedures for health and safety</p> <p>Equipment for contacting security, including telephones and other electronic devices</p> <p>Fire equipment (see Section 5 for details)</p> <p>First aid equipment (see Section 5 for details)</p> <p>Equipment for contacting security</p> <p>Logbooks for recording accidents and incidents</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>For practical learning:</p> <p>EITHER</p> <p>Role plays to develop skills</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---|--|----------|--|------------------------|
| | <p>required to demonstrate that section team follows health and safety requirements</p> | <p>demonstrate that section team follows health and safety requirements</p> <p>Advising associates of the sources of information about health, hygiene and safety in the food outlet, including Standard Operating Procedures for food outlet, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials</p> <p>Food safety when storing, preparing and cooking food, including handling food hygienically, preparing and cooking food carefully and thoroughly, storing food correctly, keeping all kitchen areas clean, avoiding cross-contamination</p> <p>Understanding food poisoning, including causes (by eating contaminated foods), symptoms (including abdominal pain, diarrhoea, vomiting, fever), people at risk (including babies and young children, pregnant and nursing mothers, the elderly and infirm, people who are already ill)</p> <p>Causes of food poisoning, including chemicals, viruses, moulds, physical contaminants</p> <p>Compliance with relevant regulations and standards (see Introduction)</p> | | <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> | <p>establishments)</p> |

4.4. Module 4: Supervising Food and Beverage events

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to supervise F&B events, which may be at alternative premises

Duration 120 hours **Theory:** 40 hours **Practical:** 80 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|--|---|---|
| <p>LU1: Understand the importance of planning F&B events</p> | <p>The student will be able to:</p> <p>Explain the health and safety and legislative requirements relevant to F&B events</p> <p>Explain the importance of assessing the impact that the event is likely to have on others</p> <p>Identify the information required to plan different types of events</p> <p>Explain how to deal with additional requirements for different client groups</p> <p>Explain the importance of obtaining reliable</p> | <p>Types of events, including banquets, corporate entertainment events, receptions, conferences, parties, weddings, promotions, fundraising; themed events</p> <p>Carrying out a risk assessment of the premises: fire and health and safety risk assessment including identifying hazards, looking around the premises, asking staff and suppliers, and checking records of any health and safety incidents, long-term health problems,</p> <p>Managing hazards, including considering who could be affected by the hazard, evaluating the scale of the risk and how effective any existing precautions are, complying with specific health and safety regulations and meeting industry standards</p> <p>Importance of assessing the impact that the event is likely to have on others, including the use of resources (such as water, police,</p> | <p>Total: 30 hours</p> <p>Theory: 12 hours</p> <p>Practical: 18 Hours</p> | <p>Event booking form</p> <p>Details of event organiser, date and time of event, costs, numbers of people attending</p> <p>Job descriptions for events roles</p> <p>Risk assessment forms</p> <p>HACCP standards</p> <p>Menus and beverages lists</p> <p>Support material as required, including recipes, promotional</p> | <p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality event operations</p> <p>For practical learning: Suitable event venue</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---|---|----------|--|----------------|
| | <p>sources of information</p> <p>Up to date knowledge of importance of briefing staff prior to the event and after the event</p> <p>Explain how to ensure the products and services available support a variety of events</p> <p>Explain how to ensure appropriate management of contractors likely to be employed for events</p> <p>Explain how to carry out a risk assessment of the premises</p> | <p>emergency services, increase in traffic), impact on local community (such as economic benefits, noise, possible conflicts), avoiding complaints from local community</p> <p>Information required to plan different types of events, including guests' specific requirements (purpose of event, guest needs, date and time, location, budget, number of guests, catering requirements, records of communication with guest, using appropriate social language), staffing, equipment, venue capacity, other specifications (ticketing, entertainment, publicity, legislation, applications for licences)</p> <p>Dealing with additional requirements for different client groups, including children, older people, people with disabilities</p> <p>Importance of obtaining reliable sources of information, including smooth running of the event, guest satisfaction, legislation compliance</p> <p>Importance of briefing staff: prior to the event, including providing information, going over service standards and encouraging team members to ask questions regarding service and product knowledge, confirming duties, motivating team members</p> <p>Debriefing staff after the event, including</p> | | <p>materials</p> <p>Standard operating procedures for food outlet, including handling problems</p> | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|---|---|----------------|
| | | <p>assessing if objectives and service targets have been accomplished, giving individuals or team the opportunity to talk about their experience, discussing how they managed to perform their duties, identifying individuals in need of support, giving support and monitoring their future performance</p> <p>Ensuring the products and services available support a variety of events, including according to guest requirements, objectives, time planning, venue, entertainment, catering requirements, staffing requirements, contingency arrangements, marketing and publicity, control of attendance, facilities</p> <p>Ensuring appropriate management of contractors, including contract details (cost, staffing, event details, legal requirements), expectations (clear communication, using appropriate technical and social language, commitment, legislation compliance, meeting agreed requirements)</p> | | | |
| <p>LU2: Understand how to supervise F&B events</p> | <p>The student will be able to: Explain how to monitor the F&B event Explain how to carry out an inspection of</p> | <p>Monitoring the event: including observing and assessing the performance of individuals and teams against set standards and targets, guest feedback, support and development of team members performing below target, possible revision of team responsibilities, reviewing and evaluating team-working</p> | <p>Total: 30 hours Theory: 16 hours Practical:</p> | <p>Event booking form Details of event organiser, date and time of event, costs, numbers of</p> | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|--|--|----------|---|----------------|
| | <p>equipment used during F&B events</p> <p>Explain how information about the event should be communicated to guests and staff</p> <p>Explain the importance of communicating with the organiser of the F&B event</p> <p>Explain the legislative requirements relevant to the clearing of the venue where the F&B event is being held</p> <p>Explain how to deal with problems that may arise during and after an F&B event</p> | <p>arrangements, application of corrective measures to remedy team underachievement, maintaining team focus</p> <p>Carrying out an inspection of equipment to be used during events, including deciding what to inspect, how often it needs to be inspected, who should carry out the inspection, what specific items or areas need inspecting, standard required (legal requirements, local needs), checking that the working environment and procedures are meeting the required standards, checking that equipment is available and is not faulty or broken, use of checklists, procedures for remedial action</p> <p>Importance of communicating with the organiser of the event, including using appropriate social language, reducing mistakes, gaining clarification, ensuring understanding, maintaining standards, ensuring guest satisfaction, dealing with problems, making changes/adjustments to services and products if necessary</p> <p>Legislative requirements relevant to the venue where the event is being held</p> <p>Dealing with problems that may arise: during an event including identifying with the guest, listening to the guest and acknowledging the</p> | 14 Hours | <p>people attending</p> <p>Job descriptions for events roles</p> <p>Risk assessment forms</p> <p>HACCP standards</p> <p>Menus and beverages lists</p> <p>Support material as required, including recipes, promotional materials</p> <p>Standard operating procedures for food outlet, including handling problems and managing payments</p> | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|--|---|--|---|---|----------------|
| | | <p>guest's point of view, asking the guest what resolution they would like to see, asking colleagues' opinions; after the event including identification of the situations, complaint-handling procedures, seeking advice from appropriate person/s, consistency, timeliness/responsiveness, providing information to guests, using appropriate documentation relating to service, using corrective action in response to problems</p> | | | |
| <p>LU3: Plan and supervising F & B events</p> | <p>The student will be able to:</p> <p>Ensure equipment and materials needed for the event are available to the staff that will need to use them</p> <p>Inspect the event venue to ensure that it has been prepared as agreed</p> <p>Communicate the legal requirements of the event to guests and staff</p> <p>Liaise with relevant people before, during</p> | <p>Ensuring availability of equipment and materials needed for the event, including availability of equipment including use of checklist of equipment and materials needed, checking the equipment and materials needed are available before the event and checking with appropriate staff on the day of the event that they have what they need, checking the equipment and materials are in working order and are appropriate for their purpose; staffing</p> <p>Inspecting the event venue to ensure that it has been prepared as agreed, including layout, access, cleanliness, set-up of equipment/materials, meets with legal requirements</p> <p>Communicating the legal requirements of the event: verbal including tone of voice,</p> | <p>Total: 60 hours</p> <p>Theory: 8 hours</p> <p>Practical: 52 Hours</p> | <p>Preparation checklists</p> <p>Job descriptions</p> <p>Duty roster</p> <p>Cleaning equipment and materials: small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets; large cleaning equipment, including</p> | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---|---|----------|--|----------------|
| | <p>and after the event</p> <p>Monitor the event to ensure that it is running to plan</p> <p>Record relevant information about the event</p> | <p>appropriate technical language (such as evacuation procedures, emergency exits); nonverbal, body language including facial expression, posture, maintaining personal space, eye contact, smiling; written conventions including correct layout, accurate spelling, grammar and punctuation (such as signs and notices); behaviour including welcoming, offering help and assistance, active listening, selecting and providing accurate information, recording and relaying messages, keeping records and information</p> <p>Liaising with relevant people before, during and after the event, including police (such as routing and road closures, signage, transport requirements, parking, crowd control), venues (such as price, date), catering providers (such as quantity, cost, food, staffing), arranging equipment hire (such as seating, staging, lighting, sound, portable lavatories), booking entertainment, applications for licences (such as music, alcohol sales), fire brigade and first-aid organisations</p> <p>Monitoring the event to ensure that it is running to plan, including observing and assessing the performance of individuals and teams against set standards and targets, guest feedback, supporting and development</p> | | <p>dishwasher, jet washer, wet and dry vacuum cleaner; sanitizer, vinegar, lemon, degreaser</p> <p>Record of expected bookings</p> <p>Reservations book or system</p> <p>Writing and order pads</p> <p>Menus and beverages lists</p> <p>Support material as required, including recipes, promotional materials</p> <p>Complaints Log</p> <p>Lighter</p> <p>Pen</p> <p>Captain's uniform, including black trousers, white</p> | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|--|----------|--|----------------|
| | | <p>of team members performing below target, possible revision of team responsibilities, reviewing and evaluating team-working arrangements, application of corrective measures to remedy team underachievement, maintaining team focus, adapting as required</p> <p>Recording relevant information about the event, including guests' data, sales figures, keeping receipts, reportable injuries</p> | | <p>shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation) System for improvement of system</p> | |

4.5. Module 5: Supporting the professional development of the food & beverage service team

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to support the professional development of the food & beverage service team

Duration 200 hours **Theory:** 40 hours **Practical:** 160 hours

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|---|---|---|--|---|
| LU1: Contributing to the development of food outlet teams and individuals | <p>The student will be able to:</p> <p>Contribute to the identification of development needs for food outlet individuals and teams accurately</p> <p>Ensure that the development needs identified are consistent with food outlet team objectives and organisational values</p> <p>Ensure that contributions to the planning process reflect the identified development needs of all those food outlet associates under own responsibility</p> | <p>Identifying development needs for food outlet individuals and teams accurately, including individual personal objectives, team objectives, development and training objectives</p> <p>The importance of using sufficient, reliable and valid information, in order to plan effectively, to maximise opportunities, to add value to the organisation's goals</p> <p>Presentation of development needs to food outlet associates in a way which is likely to influence their decision-making positively, including providing guidance, support and motivation</p> <p>The importance of food outlet team development to the continuing effectiveness of the organisation, including own role and responsibilities in contributing to this process, developing and securing support from food outlet</p> | <p>Total: 40 hours</p> <p>Theory: 8 hours</p> <p>Practical: 32 Hours</p> | <p>Standard Operating Procedures for training and development</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Business objectives</p> <p>And appropriate analysis reports</p> | <p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning: EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---|--|----------|--|---|
| | <p>Agree ideas with individual food outlet team members</p> <p>Contribute to the development activities to support food outlet team objectives and plans</p> <p>Take into account the work activities, learning abilities and personal circumstances of individual food outlet team members</p> <p>Encourage and use feedback from those taking part in the activities to improve own future contributions to development activities</p> <p>Contribute to the assessment of food outlet associates against development objectives</p> <p>Provide information about assessments to authorised people only, in the required format and to</p> | <p>associates, seeking contributions to the development process from food outlet associates</p> <p>Collecting and validating relevant information needed to identify food outlet development needs, including informally from associates, formally through guest surveys, job appraisals</p> <p>Food outlet team objectives and organisational values, i.e. delivering excellent food and guest service, which have a bearing on development needs, including development opportunities, training and re-training needs</p> <p>Analysing different decisions whether food outlet development needs are consistent with organisational objectives and values, including identifying and defining development needs, evaluating these against organisational objectives, prioritising development</p> <p>Assessing food outlet associates against development objectives using clear, agreed criteria and sufficient, valid and reliable information, including job appraisals, feedback from guests and other associates</p> <p>The importance of taking account of the</p> | | <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> | <p>for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|--|---|---|---|--|--|
| | agreed deadlines | food outlet work activities of associates, their learning abilities and personal circumstances when agreeing ideas with individual food outlet team members | | | |
| <p>LU2:</p> <p>Contributing to the provision of required food outlet associates</p> | <p>The student will be able to:</p> <p>Use methods to assess and select food outlet associates that meet organisational requirements</p> <p>Provide information that is complete, accurate and supports the fair assessment of food outlet associates</p> <p>Make suggestions for the selection of food outlet associates that are based on objective assessments of the information against agreed selection criteria</p> <p>Make suggestions for selection that are clear and accurate</p> <p>Make suggestions available only to</p> | <p>Presenting suggestions for selection effectively, based on sound information, including known capabilities, job descriptions, performance appraisals, training schedules and review</p> <p>Communicating effectively with the range of food outlet associates involved, including verbally and in writing, using appropriate technical and social language,</p> <p>The importance of confidentiality during selection processes including the kinds of information that may be made known to associates</p> <p>The importance of keeping accurate, complete and clear records of own contributions to the selection process, in order to support and audit decisions and judgements made</p> <p>The range of methods which may be used for the assessment and selection of staff, including formal and informal, and the relative advantages and disadvantages of these for the team</p> | <p>Total: 20 hours</p> <p>Theory: 4 hours</p> <p>Practical: 16 Hours</p> | <p>Standard Operating Procedures for workforce planning</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection assessments</p> <p>Notice board</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés,</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|--|---|---|---|--|
| | <p>authorised people</p> <p>Handle communications with food outlet associates in a manner and at a level and pace appropriate to their needs</p> <p>Make sure records of own contribution to the selection process are complete, accurate, clear and meet organisational requirements</p> | <p>Possible contributions to the assessment and selection of staff, including contributing to appraisals, providing formal and informal feedback to the food outlet associate, to the HR department</p> <p>Making fair and objective assessments against criteria during the selection process, including understanding the criteria, ensuring that assessments are objective and not influenced by personal views</p> | | <p>organisation), jacket (appropriate to the organisation)</p> | <p>clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |
| <p>LU3:</p> <p>Leading the work of food outlet teams and individuals to achieve objectives</p> | <p>The student will be able to:</p> <p>Plan the work of food outlet teams and individuals</p> <p>Involve the food outlet team and individuals when planning their work</p> <p>Present work plans in a way that gains the support and commitment of those involved</p> <p>Assess the work of food outlet teams and</p> | <p>The importance of effective communication when explaining work plans and allocations, including clear explanations, using appropriate technical and social language, ensuring associates have the opportunity to ask questions</p> <p>The importance of the associate being clear about the purpose of the work to be done, including communicating this effectively to those involved, understanding role and responsibilities</p> <p>The importance of regularly reviewing work, using own observations, job descriptions and evaluations, training schedules and reviews, in order to</p> | <p>Total: 40 hours</p> <p>Theory: 8 hours</p> <p>Practical: 32 hours</p> | <p>Standard Operating Procedures for leading a department</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning: EITHER</p> <p>Training restaurant</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|--|--|----------|---|---|
| | <p>individuals</p> <p>Provide both positive and negative feedback to food outlet teams and individuals on their work</p> <p>Review the work of the food outlet team and individuals on a regular basis</p> <p>Provide support for continuous improvement for food outlet teams and individuals</p> | <p>manage time, the achievement of objectives, provide support and guidance</p> <p>The importance of assessing the on-going work of food outlet teams and individuals, including the associate's role and responsibilities in relation to this, reviewing and revising objectives in order to deliver an effective team effort</p> <p>The importance of providing clear and accurate feedback to team members on their performance, including the associate's role and responsibilities in relation to this, reviewing the associate's own objectives and modifying them if required</p> <p>The importance of providing team members with the opportunity to contribute to the planning and organisation of their work, in order to manage the whole team effort, motivate the team, support effective team working</p> <p>The importance of providing opportunities to team members to assess their own work, including ways to encourage and enable this involvement, identifying for the associates the benefits of doing this</p> <p>Motivating team members and gain their commitment by providing feedback, in</p> | | <p>assessments</p> <p>Notice board</p> <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> | <p>with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|---|----------|--------------------|----------------|
| | | <p>order to maximise their own effort, help them to achieve their personal objectives and contribute to the team effort</p> <p>The importance of good communication skills when providing feedback on work and performance, adopting a positive approach, being supportive, encouraging the associate to ask questions</p> <p>Providing positive feedback to individual associates and the food outlet team, i.e. choosing an appropriate time and a place to give feedback, providing feedback in a way which encourages team members to feel that the associate respects them, the importance of being encouraging when providing feedback to team members and showing respect for those involved</p> <p>Importance of providing constructive suggestions on how performance can be improved, in order to maintain commitment and maximising the individual/team effort</p> <p>The importance of giving those involved the opportunity to provide suggestions on ways to improve their work, ensuring they feel part of the team and that their contribution is valued</p> <p>The importance of planning work activities and the associate's role and</p> | | | |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|--|--|--|--|---|---|
| | | responsibilities in relation to this, matching activities to each associate's job role and capabilities, challenging and stretching associates, developing realistic and achievable work plans for teams and individuals both in the short and medium term | | | |
| <p>LU4:</p> <p>Managing own self in a food outlet environment</p> | <p>The student will be able to:</p> <p>Develop objectives for own food outlet work role which are compatible with the vision, objectives and values of the organisation</p> <p>Agree, with line manager, objectives for own food outlet work role and ways to evaluate progress and achievement</p> <p>Prioritise objectives and manage own time in order to achieve them and delegate objectives and responsibilities</p> <p>Use technology effectively to help achieve own objectives</p> | <p>The organisation's structure, systems, business processes and organisational objectives</p> <p>The importance of gathering valid information, in order to plan own development effectively and set appropriate benchmarks by which to measure progress</p> <p>Analysing own work role and relating to other roles in the organisation, identifying long term and short term goals</p> <p>Monitoring changes, trends and developments, including technological advances, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage</p> <p>The impact of different factors on own role, including time, cost, support from others (associates, Restaurant Manager, HR department)</p> | <p>Total:</p> <p>40 hours</p> <p>Theory:</p> <p>8 hours</p> <p>Practical:</p> <p>32 hours</p> | <p>Job description and evaluations</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Standard format and forms</p> <p>Computer, software and accessories</p> <p>Communication devices (including telephone and mobile)</p> <p>Captain's uniform, including black trousers, white</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---|--|----------|---|---|
| | <p>Identify and eliminate distractions and activities that do not support the achievement of own objectives</p> <p>Monitor changes to the organisation's objectives, processes, systems and structures and how they impact on own role</p> <p>Identify and respond quickly and positively to new opportunities and urgent situations when they arise, revising own objectives and priorities as necessary</p> <p>Get regular feedback on own food outlet performance from those who are able to provide objectively the specific and valid feedback</p> <p>Monitor progress towards own food outlet objectives and evaluate, with line manager, the extent to which objectives have</p> | <p>The importance of managing own resources, particularly knowledge, understanding, skills and time</p> <p>Identifying the requirements of own work role and others, including developing better productivity for whole food outlet team, sharing new skills with other associates, improving motivation, developing and improving the reputation of the whole food outlet team</p> <p>Setting work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound), in order to plan out development and organise any formal learning to be undertaken</p> <p>Measuring the progress against work objectives, in order to judge progress, to reflect on achievements, to modify the plan, to set new objectives</p> <p>Getting and making effective use of feedback on own performance, informally from associates, formally through guest surveys, job appraisals</p> <p>Updating work objectives in the light of own performance, including feedback received or changes in organisational priorities</p> | | <p>shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> | <p>for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---|--|--|---|--|--|
| | <p>been achieved</p> <p>Agree, with line manager, any changes to own food outlet objectives in the light of own performance, feedback received or changes in organisational priorities</p> | <p>Recording the use of own time and identifying possible improvements, including judging the effectiveness of development activities, prioritising activities, balancing development activities against main work role</p> <p>Working with individuals within own area of work, understanding their roles, responsibilities, competencies and potential, helping them with their own development, maximising support based on own experience</p> <p>The agreed requirements of own work role including the limits of own responsibilities, matching these requirements to personal development plan, identifying and agreeing personal work objectives (with Restaurant Manager, HR department)</p> | | | |
| <p>LU5:</p> <p>Contributing to the identification and implementation of sales development activities for food and beverage</p> | <p>Support the management team in establishing clear sales development activities for the organisation</p> <p>Assist in preparing a sales plan that identifies and prioritise sales development activities</p> | <p>The importance of developing and implementing sales development activities, in order to add value to the organisation's objectives, to contribute to profitability</p> <p>The importance of creativity and innovation in sales development activities, including responding to trends, experimenting with new approaches and</p> | <p>Total: 20 hours</p> <p>Theory: 4 hours</p> <p>Practical: 16 hours</p> | <p>Standard Operating Procedures for selling practices in food outlets</p> <p>Job descriptions and evaluations</p> <p>Training schedules and</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|---|---|----------|--|--|
| service | <p>that are consistent with the vision of the organisation</p> <p>Ensure that the plan is flexible and open to change</p> <p>Discuss and agree who should be responsible for implementing sales development activities and then allocate resources effectively</p> <p>Agree with senior colleagues measuring, monitoring and evaluating performance against sales development activities</p> <p>Gain the commitment of associates for the implementation of sales development activities</p> <p>Bring together the needs and expectations of associates with what is required of them to implement sales development activities</p> | <p>ideas to support food & beverage sales</p> <p>Developing sales objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time bound), including short and long-term goals, individual and team objectives</p> <p>Delegating responsibility and allocating resources to support implementation of sales development activities, including different departments, allocating time, funding, materials</p> <p>Developing measures and methods for monitoring and evaluating performance against the implementation of sales development activities, establishing clear monitoring and evaluation criteria, establishing appropriate timelines</p> <p>Understanding the market in which the organisation works, including the guest base (leisure & business, combination; actual and potential guests), location (city-centre, rural), size of organisation</p> <p>Understanding the needs and expectations of actual and potential guests, including level and speed of service and attention, range of products</p> <p>Understanding actual and potential</p> | | <p>reviews</p> <p>Example sales plans</p> <p>Report templates</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Noticeboard</p> <p>Safety equipment</p> | <p>skills</p> <p>For practical learning: EITHER</p> <p>Training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|--|---|---|---|---|---|
| | | <p>competitors and partners, including what they offer, their competitive edge</p> <p>New and available opportunities for sales development activities, including new products (dishes, menus, beverages), new services (type of food service)</p> <p>The needs and expectations of colleagues and other key stakeholders, including associates within own food outlet team, other departments, stakeholders in the organisation (managers, shareholders)</p> <p>Sources of information that can aid monitoring and evaluation for sales development activities, including questionnaire data, research, sales figures, opinion polls</p> | | | |
| <p>LU6</p> <p>Preparing, delivering and evaluating training sessions for food outlet associates and teams</p> | <p>Prepare appropriate food outlet training plans and materials</p> <p>Produce specific aims and objectives for the session</p> <p>Identify the resources needed to deliver the session</p> <p>Select appropriate methods to deliver training</p> | <p>The purpose and necessary outcomes from the training session, including personal, departmental or organisational objectives, new or corrective/remedial training</p> <p>Different ways to deliver the session, including on and off the job, single sessions, series of training sessions</p> <p>Appropriate use of technology-based delivery and e-learning, including reducing the costs associated with delivering</p> | <p>Total: 40 hours</p> <p>Theory: 8 hours</p> <p>Practical: 32 hours</p> | <p>Standard Operating Procedures for training and development</p> <p>Job descriptions and evaluations</p> <p>Markers and pens</p> <p>Notebook</p> | <p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>Role plays to develop skills</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|--|---|----------|---|---|
| | <p>Ensure all learning materials are available</p> <p>Deliver food outlet training to individuals or groups</p> <p>Use a range of appropriate techniques and activities throughout the session, including technology-based learning</p> <p>Carry out assessments at appropriate points to ensure that learning has taken place</p> <p>Evaluate the effectiveness of training</p> | <p>training, increasing the effectiveness of the training environment, helping training to contribute to organisational goals</p> <p>Ways of delivering the session which meet the aims and objectives of the session, including practical activities, role plays, case studies, live on-the-job training</p> <p>An appropriate plan for the training session, including teaching and learning methods, aims and objectives; topics; variety of methods; timing; resources; checks on learning, resources and assessment methods</p> <p>Selecting and using an appropriate range of methods and resources to support delivery of the training session, including teacher centred (lecture, explanation, demonstration); learner centred (goal setting, self-direction, problem solving, negotiation, discussion, presentation, journals)</p> <p>Managing the training process, following the plan; supporting learners; accommodating learning preferences; barriers to learning; independent working; feedback; managing group dynamics; differences; inappropriate behaviour;</p> | | <p>Log book</p> <p>Notice board</p> <p>Standard training formats for preparing, delivering and evaluating</p> <p>Training resources, including flip charts, markers, projectors, screens, handouts, notes, case studies, problems, exercises, textbooks, videos, audio materials, computer assisted learning materials, internet, experimental materials, work place facilities, training rooms, support materials</p> <p>support staff</p> | <p>For practical learning: EITHER</p> <p>Training room and/or training restaurant with operating team of waiters</p> <p>OR</p> <p>Access to a commercial food outlet for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations & similar establishments)</p> |

| Learning Unit | Learning Outcomes | Learning Elements | Duration | Materials Required | Learning Place |
|---------------|-------------------|--|----------|--|----------------|
| | | <p>ensuring that the methods chosen will promote equal opportunities and access</p> <p>Review the effectiveness of the training session, including sources of feedback (learners; self; other stakeholders; informal and formal checks)</p> <p>Determine the strengths and weaknesses of the training session, including achievement against targets; feedback from associates, HR department; evaluative comments; reviews</p> <p>Make recommendations for improving the training session, including the action plan; professional development; schemes of work; session plans; teaching techniques; resources used; teaching style; implementation of changes; record of modifications</p> | | <p>Captain's uniform, including black trousers, white shirt, black socks, black shoes, tie (appropriate to the organisation), jacket (appropriate to the organisation)</p> | |

5. General assessment guidance for the F&B Captain Curriculum

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

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

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

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

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

Methods of assessment

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

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

Examples for direct assessment of a captain include:

- Work performances, for example supervising the preparation and operation of the area for food and beverage service...
- Demonstrations, for example demonstrating the use of a particular training resource in preparation for staff development.
- Direct questioning, where the assessor would ask the student how he might ensure that the food outlet team improves service reliability and deliver effective guest service at all times.
- Paper-based tests, such as multiple choice or short answer questions on ways to support the food outlet manager and associates, or how to ensure that food safety practices are followed by team members in the preparation and serving of food and drink

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

Examples for indirect assessment of a captain include:

- Work products, such as requisitions prepared to ensure the requirements of the food and beverage service outlet are met
- Workplace documents, such as filled checklists to ensure that the cleaning programme has been completed correctly and according to the organisational standards.

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

Principles of assessment

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

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

Validity means that a valid assessment assesses what it claims to assess. For example, if the cooking ability is to be assessed and certificated, the assessment should involve performance criteria that are directly related to that cooking activity. An interview about different nutrients would not meet the performance criteria.

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

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

Assessment strategy for the F&B Captain Curriculum

This curriculum consists of 5 modules:

- Module 1: Supervising the delivery of effective service for food outlet guests
- Module 2: Co-ordinating the operation of the food and beverage service area
- Module 3: Supervising the food outlet section
- Module 4: Supervising hospitality events
- Module 5: Supporting the professional development of the food and beverage service team

Sessional assessment

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

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

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

Final assessment

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

The final **theoretical** assessment shall consist of **one** 3-hours paper. The paper shall include at least **two** extended answer questions. The remainder shall consist of half multiple choice and half short-answer questions.

For the final **practical** assessment, each student shall be assessed over a period of two days, with two 3-hours sessions on each day. This represents a total of four sessions totalling 12 hours of practical assessment for each student. During this period, each student must be assessed using either case study or role-play, depending on his or her circumstances. For example, their work commitments may prevent them from attending one or more role-play sessions. In this case, written case studies may be used instead.

Role-plays must be based on scenarios. The title of the modules must be stated clearly at the start of each question. Each student within the group of five students must be given a different role. Students must be given 30 minutes at the start of the role-play to prepare for their role. The remaining time (2½ hours) must focus on group work and how students manage the whole task. An example is provided below:

Role-play 3: This role-play is about finding ways to improve guest service through professional development. It is based on the following module:

- Module 5: Supporting the professional development of the food and beverage service team

Scenario: You are part of a group of 5 Captains who jointly operate a range of food outlets in a large sports club. Over the previous six months, you have been collecting information on how effective the organisation's guest service is within the food outlets.

The management has asked your group to outline how you plan to address the professional development of the food outlets. Some issues will relate to individual outlets and others will need a co-ordinated approach.

Spend 30 minutes preparing for your role. Spend the remaining 2½ hours working as a group to manage the whole task. You should ensure that you summarise your own effort and the group effort, showing how each task integrates with others.

Roles are as follows:

- **Student A:** focusing on the development of teams and individuals.
- **Student B:** focusing on ways to lead the work of food outlet teams and individuals to achieve objectives.
- **Student C:** focusing on ways to manage own self in a food outlet environment.
- **Student D:** focusing on the identification and implementation of sales development activities.
- **Student E:** focusing on ways to Prepare, deliver and evaluate training sessions for food outlet associates and teams

The assessment team

The number of assessors must meet the needs of the students and the training provider. For example, where **two assessors** are conducting the assessment, there must be a maximum of **five students per assessor**. In this example, a group of 20 students shall therefore require

assessments to be carried out over a four-day period. For a group of only 10 students, assessments would be carried out over a two-day period only.

Planning for assessment

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

Final assessment: Training providers need to decide ways to combine modules and role-play/case study scenarios into a cohesive two-day final assessment programme for each group of five students. Training providers must agree the role play/case study arrangements in advance and ensure that assessors are properly briefed. This should include a meeting with the assessors to discuss the role play/case study scenarios and agree upon a standardised methodology for awarding marks.

6. Planning aid for sessional assessments

| Module 1: Supervising the delivery of effective service for food outlet guests | | | |
|--|---|--------------------------------|------------------------|
| Learning Units | Recommended formative assessment | Recommended Methodology | Scheduled Dates |
| LU1: Ensure that the food outlet team improves service reliability and deliver effective guest service at all times | | | |
| LU2: Gather information on feedback of food outlet service and opportunities for improvement | | | |
| LU3: Manage complaints relating to food service provision | | | |
| Module 2: Co-ordinating the operation of the food and beverage service area | | | |
| Learning Units | Recommended formative assessment | Recommended Methodology | Scheduled Dates |
| LU1: Ensure professional food outlet standards are maintained throughout food and beverage service and completion of shift | | | |
| LU2: Manage the food outlet's requisition requirements, work area and equipment | | | |
| LU3: Support the Restaurant Manager | | | |
| LU4: Ensure food outlet opens and finalizes the shift effectively | | | |

| Module 3: Supervise the food outlet section | | | |
|--|---|--------------------------------|------------------------|
| Learning Units | Recommended formative assessment | Recommended Methodology | Scheduled Dates |
| LU1: Supervising preparation of the food outlet area for food and beverage service in different settings | | | |
| LU2: Supervising food and beverage service in different settings | | | |
| LU3: Manage communications between the food and beverage service area and other departments | | | |
| LU4: Ensure food and health & safety practices are followed by food outlet team members in the preparation and serving of food and drink | | | |

| Module 4: Supervising hospitality events | | | |
|---|---|--------------------------------|------------------------|
| Learning Units | Recommended formative assessment | Recommended Methodology | Scheduled Dates |
| LU1: Understand the importance of planning hospitality events | | | |
| LU2: Understand how to supervise events | | | |
| LU3: Plan and supervise an event | | | |

| Module 5: Supporting the professional development of the food & beverage service team | | | |
|--|---|--------------------------------|------------------------|
| Learning Units | Recommended formative assessment | Recommended Methodology | Scheduled Dates |
| LU1: Contribute to the development of food outlet teams and individuals | | | |
| LU2: Contribute to the provision of required food outlet associates | | | |
| LU3: Lead the work of food outlet teams and individuals to achieve objectives | | | |
| LU4: Manage own self in a food outlet environment | | | |
| LU5: Contribute to the identification and implementation of sales development activities for food & beverage service | | | |
| LU6: Prepare, deliver and evaluate training sessions for food outlet associates and teams | | | |

7. Tools and equipment for the F&B Captain curriculum

Documents, policies and guidelines

| | |
|--|---|
| 1 class set | Standard operating procedures for food outlet |
| 1 book | Organisation's aims and objectives statement |
| 20 | Organisation's guest service policy |
| 1 class set | Examples of menus, recipes, drinks list, function planner, other promotional materials from different organisations |
| 1 completed class copy as example 20 blank copies | Food outlet log books |
| 1 completed class copy as example 20 blank copies | Logbooks for recording accidents and incidents |
| 20 copies | Organisational procedures for dealing with problems |
| 20 copies | Organisational procedures for dealing with emergencies |
| 20 copies | Organisational guidelines for responding to and reporting accidents |
| 1 class set | Organisational policy and procedures for disposing of waste |
| 1 class set | Examples of support materials as required, including recipes & promotional materials from different organisations |

| | |
|--|---|
| 20 copies | Guest service resources, handouts, articles, journals |
| 1 class set | Examples of emergency notices |
| 1 completed class copy as example 20 blank copies | Record of guest reservations |
| 1 completed class copy as example 20 blank copies | Record of guest needs, likes and dislikes |
| 5 copies | Directories of existing businesses |
| 1 completed class copy as example 20 blank copies | Examples of business plans |
| 1 completed class copy as example 20 blank copies | Examples of financial plans |
| 1 class set | Advertising materials for potential business premises |
| 1 class set | Copies of job advertisements for hospitality jobs |
| 1 class set | Information on sources of finance |
| 1 completed class copy as example 20 blank copies | Business planner templates |
| 1 completed class copy as example 20 blank copies | Start-up-costs estimator |
| 1 class set | Details of potential competitors, including brochures, websites and promotional materials |

| | |
|--|---|
| 1 class set | Case studies of examples of communication methods and how they are used to promote a business |
| 1 completed class copy as example 20 blank copies | Guest research tools, including questionnaires and surveys |
| 1 class set | Case studies of arrangements agreed between business owners and other people or organisations |
| 1 completed class copy as example 20 blank copies | Event booking forms |
| Contact details for colleagues, supervisor | |

Tools and equipment

| | |
|--------|---|
| 1 set | Fire equipment, including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs |
| 1 set | First aid equipment, including plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-free cleansing wipes; tape; Alcohol swabs, distilled water, for cleaning wounds and as an eye bath |
| 2 sets | Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets; large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner, carpet hot air dryer |
| 20 | Calculators |
| 2 | Computers, accessories, software |

Uniform (may be purchased by students)

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

8. List of consumable & supplies for the F&B Captain curriculum

- Restaurant order pads holders
- Writing and order pads
- Materials for cleaning and sanitizing equipment and work surfaces, including sanitizer, vinegar, lemon, degreaser