Technical and Vocational Education and Training Authority

National Competency Standard for Food and Beverage Services

Standard Code: TOUS06V2/20

PREFACE

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs.

Recognizing the importance of developing the youth sector to enable Maldives to transition from an upper-middle-income country to high-income country, the World Bank Country Partnership Framework (CPF) proposes to finance the Maldives Enhancing Employability and Resilience of Youth (MEERY) project. As part of the MEERY project is financing for skills development and entrepreneurship in priority sectors such as tourism, ICT and construction sector MEERY continues to provide support to TVET Authority to develop National Occupational Standard, instructional materials, assessment resource book and trainees log book for the National Occupational Standard for "Food and Beverage Services". As part of the MEERY Project, TVET Authority has only undertaken to review standard which were developed in the ESTP Project to increase the economic opportunities for youth's trainees and promote equitable economic & social development in the country.

The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for six key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction, Social and the Information and Technology sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards.

NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

NCS are developed by the Technical and Vocational and Education Training Authority of Ministry of Higher Education. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Qualification Authority.

Mohamed Hashim
Minister of State for Higher Education
TVET Authority

Ahmed Nisham
Director, Standard Development & Statistics
TVET Authority

TECHNICAL PANEL MEMBERS			
#	Name	Designation	Organization
01	Rahushath Ibrahim	Lecturer	Faculty of Hospitality and Tourism Studies, Maldives National University
02	Ahmed Mohamed (Afrah)	Co-founder and CEO	Coffee Lab Roasters
03	Ismail Rasheed	Operations Manager	Chefs Guild of Maldives / Huvafenfushi
04	Abdullah Salah Hassan	Freelancer	Chef's Guild of Maldives
05	Mohamed Jameel	Director of Food and Beverage	Chefs Guild of Maldives / Vakkaru Maldives
06	Ahmed Faisal	Food and Beverage Manager	Universal Resorts /Velassaru Maldives
07	Ali Farooq	Operations Manager	Universal Resorts / Kurumba Maldives
08	Mohamed Azeem	Assistant Food and Beverage Director	Dusit Thani Maldives
09	Mohamed Aalim	Director of Human Resources	Capella Hotels and Resorts
10	Ahmed Farish	Director of Human Resources	Trinitas Holdings Maldives Pvt Ltd
11	Ibrahim Zahir	-	Freelancer

VERSION	DEVELOPER	DATE	STANDARD CODE
V1	TVET Authority	2007	TOU01S07V1
V2	Maldives Institute of Technology	21th September 2020	TOUS06V2/20

	EMPLOYMENT SECTOR COUNCILS		
#	Name	Designation	Organization
01	Mariyam Noordeen	President	Chef's Guilds of Maldives
02	Dr. Sham'aa Abdullah Hameed	Education and Projects Manager	Parley Maldives
03	Fathmath Shifa	Assistant Director	Ministry of Tourism
04	Ali Adam	General Manager HR	Universal Enterprise / Maldives Association of Tourism Industry
05	Zoona Naseem	Co-founder	Moodhu Bulhaa Diving Centre
06	Aishath Neesha Mohamed Shahid	Deputy Managing Director	Maldives Marketing and Public Relations Corporation
07	Zubana Ibrahim	Assistant Director	Ministry of Economic Development
08	Mamdhoon Rasheed	Director	Ministry of Youth, Sports and Community Empowerment
09	Abdulla Su'ood	President	Maldives Association of Travel Agents and Tour Operators
10	Mohamed Wafir	Gold Member	Guesthouse Association of Maldives
11	Ali Hafeez	Lecturer	Faculty of Hospitality and Tourism Studies, Maldives National University

National Occupational Standard has been endorsed by:

Mariyam Noordeen
Chairperson
Tourism Employment Sector Council

Dr. Sham'aa Abdullah Hameed
Vice-Chairperson
Tourism Employment Sector Council

Technical and Vocational Education and Training Authority
Ministry of Higher Education
Handhuvaree Hingun, M. World Dream
Male', Maldives

Date of Endorsement: 2007	Date of Revision: 21th September 2020

Standard Development Process

To begin with, Food & Beverage Services occupations were profiled through study of the occupation across Maldivian workplaces. Referred occupational profiling process led to the development of the Draft Occupational Standard.

Referred draft occupational standard is then submitted to a team of Technical Panel (TP) selected from the Maldivian workplaces to review the Food & Beverage Service Standard. The members of the TP provided technical support by recommending changes to the Food & Beverage Service Standard through incorporation of units of competencies and editing of the already included competency units. Purpose of this process was to develop a standard that reflects authentic work practices of Food & Beverage Services across the Maldives. Technical Panel meetings continued in reviewing the Food & Beverage Service Standard until the Final Draft is developed and agreed among all the participating members.

Final Draft of Food & Beverage Service Standard is then submitted to the Tourism Employment Sector Council for endorsement and validation. A brief report on how the National Occupational Standard of Food & Beverage Service was compiled is also presented to the Tourism Employment Sector Council together with the standard. Council members ensured that the industry needs, including all the core and common competencies presented in the Food & Beverage Service standard reflect the work practices of Food & Beverage Service occupations across the Maldives. With further editing, Food & Beverage Service Standard has been endorsed by the Council.

With the endorsement from the Tourism Employment Sector Council, final document of the National Occupational Standard of Food & Beverage Service is submitted to Maldives Qualification Authority (MQA) for approval. With approval from MQA, the National Occupational Standard of Food & Beverage Service is published on TVETA website, to be used by training providers in delivering Food & Beverage Service Training programs across the Maldives.

Description of "Food and Beverage Services"

Food & Beverage Service play an important role in offering Maldivian hospitality to the guests arriving to Maldivian tourism and hospitality facilities.

Food and Beverage Service personnel are often seen as the frontline staff of expensive Maldivian resorts and it is important that they are effectively trained and skilled to ensure products sold through the restaurants and café across such enterprises remain of highest quality. With properly trained food and beverage service personnel, and with enhanced service quality, resort arrivals to the Maldivian resorts can be increased and the services offered from such enterprises can be maintained at highest quality.

Job opportunities upon completion of "National Certificate III in Food and Beverage Services"

Upon successful completion of the National Certificate III in for Food & Beverage Services, students can work in the following jobs.
1. *Waiter positions in local restaurants*
2. *Water positions in restaurants of Guest Houses and City Hotels*
3. *Waiter position in Resort restaurants*

4. *Host/Hostess*

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (CON) Fisheries and Agriculture (FNA) Information, Communication and Technology (ICT) Transport Sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in an industry sector	Two digits 01-99
Unit	U
Common Competency	CR
Core Competency	CM
Optional / Elective Competency	OP
Assessment Resources Materials	A
Learning Resources Materials	L
Curricular	C
Qualification	Q1, Q2 etc.
MNQF level of qualification	L1, L2, L3, L4 etc.
Version Number	V1, V2 etc.
Year of Last Review of standard, qualification	By "/" followed by two digits responding to the year of last review, example /20 for the year 2020

1. Endorsement Application for Qualification 01	

2. NATIONAL CERTIFICATE III IN FOOD AND BEVERAGE SERVICES	

3. Qualification code: TOUS06Q01L3V2/20	Total Number of Credits: 64

4. Purpose of the qualification

This qualification describes the performance outcomes, skills and knowledge required to work as waiters and service personnel at restaurants of resorts, guest houses and similar enterprises offering food services across Maldives. The holders of this qualification are expected to work as a Food and Beverage Service Personnel working under the supervision of Food Services Manager.

5. Regulations for the qualification	National Certificate III in Food and Beverage Services will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14

6. Schedule of Units

Unit No	Unit Title	Code
Common Competencies		
01	Develop tourism industry knowledge	TOUCM01V2/20
02	Apply work ethics and professionalism	TOUCM02V1/20
03	Follow health, safety and security procedures	TOUCM03V2/20
04	Practice effective workplace communication	TOUCM04V2/20
05	Provide effective customer care	TOUCM05V2/20
06	Perform basic computer operations	TOUCM06V2/20
07	Provide first aid	TOUCM07V2/20
08	Respond to Fire	TOUCM08V1/20
Core Competencies		
09	Participate in safe food handling practices	TOUS06CR09V2/20
10	Apply knowledge of nutrition to food preparation	TOUS06CR10V2/20
11	Apply knowledge of cutlery, crockery and glassware	TOUS06CR11V2/20
12	Set and lay-up tables for service	TOUS06CR12V2/20
13	Prepare, carry, serve and clear food and simple beverages	TOUS06CR13V2/20
14	Take food orders	TOUS06CR14V2/20
15	Prepare and serve simple beverages	TOUS06CR15V2/20
16	Serve food and beverage	TOUS06CR16V2/20
17	Collect Payments	TOUS06CR17V2/20

7.Accreditation requirements	The training provider should place trainees in relevant industry or sector to provide trainees hands-on experience exposure related to this qualification.
8. Recommended sequencing of units	As appearing under the section 06

#	Unit Title	Code	Level	No of Credits
01	Develop tourism industry knowledge	TOUCM01V2/20	III	03
02	Apply work ethics and professionalism	TOUCM02V1/20	III	03
03	Follow health, safety and security procedures	TOUCM03V2/20	III	03
04	Practice effective workplace communication	TOUCM04V2/20	III	04
05	Provide effective customer care	TOUCM05V2/20	III	05
06	Perform basic computer operations	TOUCM06V2/20	III	03
07	Provide first aid	TOUCM07V2/20	III	05
08	Respond to Fire	TOUCM08V1/20	III	03
09	Participate in safe food handling practices	TOUS06CR09V2/20	III	03
10	Apply knowledge of nutrition to food preparation	TOUS06CR10V2/20	III	03
11	Apply knowledge of cutlery, crockery and glassware	TOUS06CR11V2/20	III	04
12	Set and lay-up tables for service	TOUS06CR12V2/20	III	04
13	Prepare, carry, serve and clear food and simple beverages	TOUS06CR13V2/20	III	03
14	Take food orders	TOUS06CR14V2/20	III	06
15	Prepare and serve simple beverages	TOUS06CR15V2/20	III	04
16	Serve food and beverage	TOUS06CR16V2/20	III	04
17	Collect Payments	TOUS06CR17V2/20	III	04

Packaging of National Qualifications:

National Certificate III in Food and Beverage Services will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17

Qualification Code: TOUS06Q01L3V2/20

Competency Standard for Food and Beverage Services

UNIT TITLE	Develop tourism industry knowledge					
DESCRIPTOR	This unit of competency deals with the knowledge and skills required to access tourism industry information relevant to the local context and promote products and services to fulfil the needs of customers.					
CODE	TOUCM01V2/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Seek information on the industry	1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities.
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using informal and/or formal research 3.3 Contact with local communities is maintained
4. Promote products and services to customers	4.1 Promotional initiatives are described that may be used to promote products and services 4.2 Selling skills are applied according to customer needs

RANGE STATEMENT

a) Information sources:

- ✓ media
- ✓ reference books
- ✓ libraries
- ✓ industry associations
- ✓ industry journals
- ✓ internet
- ✓ personal observation and experience
- ✓ online news media (local and global)

b) Information to assist effective work performance:

- ✓ different sectors of the industry and the services available in each sector
- ✓ relationship between tourism and hospitality
- ✓ relationship between the industry and other industries
- ✓ industry working conditions
- ✓ health and safety
- ✓ hygiene
- ✓ duty of care
- ✓ career opportunities within the industry
- ✓ work ethic required to work in the industry and industry expectations of staff
- ✓ quality assurance

c) Informal and formal research:

- ✓ Discussions with colleagues, management and customers
- ✓ Reading internal enterprise material about products and services
- ✓ Familiarity with customer comments including complaints
- ✓ Reading and researching product data and information
- ✓ Conducting internal testing to determine quality and differentials
- ✓ General media research
- ✓ Developing and analyzing responses to questionnaires
- ✓ Reading surveys and ratings

d) Promotional initiatives:

- ✓ Media campaigns
- ✓ Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

Tools, equipment and materials required may include:
Nil

ASSESSMENT GUIDE

Form of assessment

- Interview/questions
- Practical demonstration
- Portfolio of industry information related to trainee's work

Assessment context
Assessment may be done in a classroom or interview scenario.

Critical aspects
Assessment requires evidence that the candidate;

- Knew key sources of information on the industry
- Updated industry knowledge
- Accessed and used industry information

- Developed and updated local knowledge
- Promoted products and services.

Assessment condition
- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of neat work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Overview of the tourism industry, its products and services. ✓ Identify and evaluate quality of tourism related products and services ✓ Role of functions of individual staff members of tourism related organizations ✓ Identify and evaluate sources for reliable industry information	✓ Skills related to identifying various tourism related products and services. ✓ Identify sources of information related to various tourism related products. ✓ Convey proper information related to tourism products with accuracy

UNIT TITLE	Apply work ethics and professionalism				
DESCRIPTOR	This module covers the knowledge, skills and attitudes required in demonstrating proper work values and professionalism while at work place. Besides ethical values, knowledge and skills also developed on maintaining integrity at work.				
CODE	TOUCM02V1/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Define the purpose of work	1.1 One's unique sense of purpose for working and the whys of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is in harmony with company's values.
2. Apply work values/ethics	2.1 Work values/ethics/concepts are identified and classified in accordance with companies' ethical standard guidelines. 2.2 Work policies are undertaken in accordance with company's policies, guidelines on work ethical standard. 2.3 Resources are used in accordance with company's policies and guidelines. 2.4 Punctuality, absence from work, sick, family and annual leave is maintained alignment to the Employment Act of the Maldives
3. Deal with ethical problems	3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior are followed. 3.2 Work incidents/situations are reported according to company protocol/guidelines. 3.3 Resolution and/or referral of ethical problems identified are reported/documented based on standard operating procedure
4. Maintain integrity of conduct in the workplace	1.1 Personal behavior and relationships with co-workers and/or clients are demonstrated consistent with ethical standards, policy and guidelines. 1.2 Work practices are satisfactorily demonstrated and consistent with industry work ethical standards, organizational policy and guidelines.

	1.3 Instructions to co-workers are provided based on ethical lawful and reasonable directives

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Tools, equipment and material used in this unit may include:

For the purpose of delivering the assignment, students need to be familiarized with the following.

- ✓ Employment act of Maldives

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is critical that the assessment undertaken for this module be holistic and involve the following.

- ✓ Group discussion
- ✓ Role play
- ✓ Self-paced learning
- ✓ Written
- ✓ Demonstration
- ✓ Observation
- ✓ Interviews/questioning

Assessment conditions

Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: ✓ Work responsibilities/job functions ✓ Company code of conduct/values ✓ Concept of work values/ethics ✓ Company policies and guidelines ✓ Work ethical standard ✓ Company's identified ethical problems ✓ Work incidents/situation ✓ Standard operating procedures ✓ Report writing and documentation ✓ Fundamental rights at work including gender sensitivity ✓ Corporate social responsibilities ✓ Human and interpersonal Relations ✓ Value Formation ✓ Professional Code of Conduct and Ethics	Skills to be developed: ✓ Purpose for working and the why's of work are identified, reflected and linked to self-development ✓ Work values/ethics/concepts are identified and classified in accordance with companies' ethical standard ✓ Work policies are undertaken in accordance with company's policies. ✓ Resources are used in accordance with company's policies and guidelines. ✓ Work incidents/situations are reported according to company guidelines ✓ Personal behavior and relationships with co-workers and clients are within ethical standard ✓ Work practices are satisfactorily demonstrated and consistent. ✓ Instructions to co-workers are provided based on ethical lawful and reasonable directives

UNIT TITLE	Follow health, safety and security procedures				
DESCRIPTOR	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job for the benefit of the trainee, colleagues and customers				
CODE	TOUCM03V2/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures 1.2. Level of personal cleanliness set by the establishment is observed throughout work 1.1. Effects and consequences of poor personal hygiene understood and avoided in all practice
2. Follow workplace health, safety and security procedures	1.2. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.3. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.4. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
3. Deal with emergency situations	2.1. Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2. Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3. Emergency incidences reported in line with enterprise procedure
4. Identify and prevent hygiene risks	3.1. Hygiene risks identified, prevented and avoided in line with enterprise procedures 3.2. Hygiene risks reported to appropriate

			persons and corrective action taken in line with enterprise procedures
5.	Knowledge of the handling of machinery to prevent accidents	4.1.	Necessary information, instructions and training provided to ensure occupational health and safety of employees, and for the effective maintenance of the machinery
		4.2.	Procedures put in place to avoid accidents
		4.3.	incidents reported through proper channels of communication, in line with enterprise procedures
6.	Clean the work area	5.1	Cleaning tasks accomplished to enterprise standards
		5.2	Proper method for cleaning selected and employed for appropriate task
7.	Secure work premised	6.1	Work premises closed and locked at the end of work, in line with enterprise procedures

RANGE STATEMENT

Procedures included:
- ✓ Guidelines for safe handling of equipment of utensils
- ✓ Emergency procedures
- ✓ Fire safety procedures
- ✓ Security and safety guidelines
- ✓ Cleaning and decontamination procedures
- ✓ Procedures for cleaning and maintenance of machinery
- ✓ Waste handling procedures
- ✓ Cleaning chemicals handling guidelines
- ✓ Accident and incidence reporting procedures
- ✓ Basic first aid procedures

Tools, equipment and materials required may include:
- ✓ Relevant procedure manuals

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be holistic and must be observed through real or simulated Workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- ✓ Communicating effectively with others involved in or affected by the work.
- ✓ Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- ✓ Safely handling and storage of dangerous and/or hazardous goods and substances.
- ✓ Applying safe manual handling practices.
- ✓ Safely and effectively operating equipment and utilizing materials over the full range of functions and processes for work undertaken on worksite.
- ✓ This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- ✓ Assessment of hygienic work practices must be constantly evaluated.

Resources required for assessment

The following should be made available:

- ✓ A workplace or simulated workplace
- ✓ Situations requiring safe working practices
- ✓ Instructions on safe working practice
- ✓ Hazardous chemicals and/or dangerous goods information
- ✓ Common food services equipment with their usage guideline

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ General knowledge on safe practices ✓ Communication procedures ✓ Relevant workplace procedures and guideline	✓ Undertake safe manual handling jobs ✓ Competent to follow safety regulations ✓ Competent to work safely with workplace equipment, machines, materials and colleagues

UNIT TITLE	**Practice effective workplace communication**					
DESCRIPTOR	This unit addresses the need for effective communication in the hospitality industry. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them including how to use the telephone effectively.					
CODE	TOUCM04V2/20	**LEVEL**	III	**CREDIT**	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Speak English and Dhivehi at an operational level	2.1 Workplace interactions with colleagues appropriately made 2.2 Verbal instructions or requests are responded to at an operational level 2.3 Appropriate non-verbal communication used 2.4 Simple requests are made 2.5 Routine procedures are described 2.6 Different forms of expression in English and Dhivehi is identified and used as appropriate
3. Participate in workplace meetings and discussions	3.1 Team meetings are attended on time 3.2 Own opinions are clearly expressed and those of others are listened to without interruption 3.3 Meeting inputs are consistent with the meeting purpose and established protocols 3.4 Workplace interactions are conducted in a courteous manner 3.5 Questions about simple routine workplace

	procedures and matters concerning working conditions of employment are asked and responded to 3.6 Meetings outcomes are interpreted and implemented
4. Complete relevant work-related documents	4.1 Range of forms relating to conditions of employment are completed accurately and legibly 4.2 Workplace data is recorded on standard workplace forms and documents 4.3 Basic mathematical processes are used for routine calculations 4.4 Errors in recording information on forms/ documents are identified and properly acted upon 4.5 Reporting requirements to supervisor are completed according to organizational guidelines
5. Manage workplace calls and messages	5.1. Operate workplace phones 5.2. Attend and manage phone calls 5.3. Read and respond to texts and messages 5.4. Perform communication in both English and Dhivehi

RANGE STATEMENT

Procedures included:
- ✓ Organizational hierarchy and reporting order
- ✓ Communications procedures
- ✓ Telephone handling procedures

Aspects evaluated:
- ✓ Non-verbal communication
- ✓ Verbal communication
- ✓ Interpersonal skills
- ✓ Body language
- ✓ General attitude to customers, colleagues and work
- ✓ Conformity to policies and procedures

Tools, equipment and material used in this unit may include

- ✓ Telephone
- ✓ Note pads
- ✓ Pens
- ✓ Forms and formats related to inter-personal communication

ASSESSMENT GUIDE

Forms of assessment
Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ General knowledge of English and Divehi grammar ✓ General knowledge of common telephone equipment ✓ General knowledge on effective communication	✓ Undertake effective customer relation communications ✓ Competent in communicating basic with customers ✓ Fluency in English and Dhivehi language usage

UNIT TITLE	**Provide effective customer care**					
DESCRIPTOR	This unit addresses the importance of caring for customers in the hospitality industry, especially while working as a Food and Beverage Personnel. It is a very important unit related to providing effective customer care and will include greetings, identifying needs of, delivering quality customer care, handling of inquiries, complaints and managing angry customers.					
CODE	TOUCM05V2/20	**LEVEL**		III	**CREDIT**	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Greet customers and colleagues	1.1.	Customers and colleagues greeted according to standard procedures and social norms
	1.2.	Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1	Appropriate interpersonal skills are used to ensure that customer needs are accurately identified
	2.2	Customer needs are assessed for urgency so that priority for service delivery can be identified
	2.3	Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor
	2.4	Customers informed correctly
	2.5	Personal limitation identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1	Customer needs are promptly attended to in line with organizational procedure
	3.2	Appropriate rapport is maintained with customer to enable high quality service delivery
	3.3	Opportunity to enhance the quality of service and products are taken wherever possible
4. Handle inquiries	4.1	Customer queries handled promptly and properly
	4.2	Personal limitations identified and assistance from proper sources sought when required
5. Handle complaints	5.1	Responsibility for handling complaints taken within limit of responsibility
	5.2	Personal limitations identified and assistance from proper sources sought when required
	5.3	Operational procedures to handling irate or difficult customers followed correctly
	5.4	Details of complaints and comments from customers properly recorded
6. Handle and manage angry customers	6.1	Apply principles related to anger management
	6.2	Meet with angry customers and console them accordingly
	6.3	Maintain a log book for recording customer service incidents.

Range Statement

Procedures included:
- ✓ Greeting procedure
- ✓ Complaint and comment handling procedure
- ✓ Incidence reporting procedures
- ✓ General knowledge of property
- ✓ Standard operating procedures for service deliveries
- ✓ Non-verbal and verbal communication
- ✓ Dress and accessories
- ✓ Gestures and mannerisms
- ✓ Voice tonality and volume
- ✓ Culturally specific communication customs and practices
- ✓ Cultural and social differences

Includes but are not limited to:
- ✓ Modes of greeting, fare welling and conversation
- ✓ Body language/ use of body gestures
- ✓ Formality of language

Interpersonal skills:
- ✓ Interactive communication
- ✓ Good working attitude
- ✓ Sincerity
- ✓ Pleasant disposition
- ✓ Effective communication skills
- ✓ Customer needs

Customer with limitation may include:
- ✓ Those with a disability
- ✓ Those with special cultural or language needs
- ✓ Unaccompanied children
- ✓ Parents with young children
- ✓ Pregnant women
- ✓ Single women

Tools, equipment and materials required may include:
- ✓ Relevant procedure manuals
- ✓ Availability of telephone, printer, computer, internet, etc.
- ✓ Availability of data on projects and services; tariff and rates, promotional activities in place etc.

ASSESSMENT GUIDE

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

- ✓ Assessment requires evidence that the candidate:
- ✓ Complied with industry practices and procedures
- ✓ Used interactive communication with others
- ✓ Complied with occupational, health and safety practices
- ✓ Promoted public relation among others
- ✓ Complied with service manual standards
- ✓ Demonstrated familiarity with company facilities, products and services
- ✓ Applied company rules and standards
- ✓ Applied telephone ethics
- ✓ Applied correct procedure in using telephone, printer, computer, internet
- ✓ Handled customer complaints
- ✓ Depict effective communication skills

Assessment conditions

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- ✓ Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS

Knowledge to be developed:
✓ effective customer services principles, including requirements to meet customer service needs and expectations
✓ workplace products and services
✓ customer service reporting procedures
✓ customer service problem-resolution procedures.
	Skills to be developed:
	✓ promote products and services in a clear and direct manner
	✓ identify customer needs and expectations
	✓ resolve customer concerns and complaints by taking appropriate action, including:
	  • handling customer needs in a courteous, discreet and sensitive manner
	  • addressing customer complaints and escalating where necessary
	✓ apply workplace procedures relating to customer feedback, including:
	  • customer service and continuous improvement processes
	  • workplace customer service practices

UNIT TITLE	**Perform basic computer operations**					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.					
CODE	TOUCM06V2/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Start computer, system information and features	1.1. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.2. Ensure work organization meets organizational and occupational health and safety (OHS) requirements for computer operation 1.3. Start computer or log on according to user procedures 1.4. Identify basic functions and features using system information 1.5. Customize desktop configuration, if necessary, with assistance from appropriate persons 1.6. Use help functions as required
2. Organize files using basic directory and folder structures	2.1 Create folders/subfolders with suitable names 2.2 Save files with suitable names in appropriate folders 2.3 Rename and move folders/subfolders and files as required 2.4 Identify folder/subfolder and file attributes 2.5 Move folders/subfolders and files using cut and paste, and drag and drop techniques 2.6 Save folders/subfolders and files to appropriate media where necessary 2.7 Search for folders/subfolders and files using appropriate software tools 2.8 Restore deleted folder/subfolders and files as necessary
3. Print information	3.1 Print information from installed printer 3.2 View progress of print jobs and delete as required 3.3 Change default printer if installed and required
4. Shut down computer	4.1 Close all open applications 4.2 Shut-down computer according to user procedures
5. Basic Microsoft Word and Excel skills	5.1. Ensure data is entered, checked and amended in accordance with

		organizational and task requirements, to maintain consistency of design and layout
		5.2. Format spreadsheet using software functions; to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements
		5.3. Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required
		5.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
		5.5. Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organizational style and presentation requirements
		5.6. Use system features to identify and manipulate screen display options and controls
		5.7. Use manuals, user documentation and online help to overcome problems with document presentation and production

Range Statement:
This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:
- ✓ Storage device
- ✓ Different software and hardware
- ✓ Personal computers system
- ✓ Laptop computer
- ✓ Printers
- ✓ Scanner
- ✓ Keyboard
- ✓ Mouse
- ✓ Disk drive /CDs, DVDs, compressed storage device

ASSESSMENT GUIDE
The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this occupational standard

Forms of assessment
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- ✓ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate

- ✓ demonstration of techniques
- ✓ oral or written questioning to assess knowledge of computer operations and functions
- ✓ review of shortcuts created
- ✓ review of folders/subfolders created.

Critical aspects (for assessment)

Evidence of the following is essential:
- ✓ navigation and manipulation of the desktop environment within the range of assigned workplace tasks
- ✓ knowledge of organizational requirements for simple documents and filing conventions
- ✓ application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

Assessment conditions
- ✓ Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.
- ✓ Assessment must include direct observation of tasks.
- ✓ Where assessment of competency includes third-party evidence, individuals must provide evidence
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge required: ✓ Basic ergonomics of keyboard and computer use ✓ Main types of computers and basic features ✓ Of different operating systems ✓ Main parts of a computer ✓ Storage devices and basic categories of memory ✓ Relevant software ✓ General security and computer Viruses	Skills required: ✓ communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback ✓ problem-solving skills to solve routine problems in the workplace, while under direct supervision ✓ technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer ✓ basic typing techniques and strategies.

UNIT TITLE	Provide first aid					
DESCRIPTOR	This unit deals with the skills and knowledge required for the provision of essential first aid in recognizing and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required.					
CODE	TOUCM07V2/20	**LEVEL**	III	**CREDIT**	05	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Assess the situation	1.1. Physical hazards and risks to self and others' health and safety identified 1.2. Immediate risks to self and casualty's health and safety minimized by controlling hazards in accordance with occupational health and safety requirements 1.3. The situation assessed and prompt decision taken on actions required 1.4. Assistance sought from relevant persons/authority, as required and at the appropriate time
2. Apply basic first aid techniques	2.1. Casualty's physical condition assessed by visible vital signs 2.2. First aid provided to stabilize the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognized first aid procedures 2.3. Available first aid equipment used as appropriate
3. Monitor the situation	3.1. Back-up services appropriate to the situation identified and notified promptly 3.2. Information about the patient's condition reported accurately and clearly to emergency services personnel or health professionals
4. Prepare required documentation	4.1. Documented emergency situations according to enterprise procedures 4.2. Clear and accurate reports are provided within required time frames

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include:
- ✓ Checking and maintaining the casualty's airway, breathing and circulation
- ✓ Checking the site for danger to self, casualty and others, and minimizing the danger.

Physical and personal hazards may include:
- ✓ Workplace hazards such as fire, floods, violent persons
- ✓ Environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- ✓ Proximity of other people
- ✓ Hazards associated with the casualty management processes

Risks may include:
- ✓ Worksite equipment, machinery and substances
- ✓ Bodily fluids
- ✓ Risk of further injury to the casualty
- ✓ Risks associated with the proximity of other workers and bystanders

First aid management will need to account for:
- ✓ Location and nature of the work environment
- ✓ Environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- ✓ The level of knowledge, skills, training and experience of the person administering first aid
- ✓ Familiarity with particular injuries
- ✓ Legal issues that affect the provision of first aid in different industry sectors
- ✓ The characteristics of the site where the injury occurs
- ✓ The nature of the injury and its cause
- ✓ Infection control procedures
- ✓ Availability of first aid equipment, medications and kits or other suitable alternative aids
- ✓ Proximity and availability of trained paramedical and medical/health professional assistance
- ✓ The patient's cardio-vascular condition as indicated by vital signs such as body temperature, pulse rate and breathing rates
- ✓ Unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs

Vital signs include:
- ✓ Breathing
- ✓ Circulation
- ✓ Consciousness

Injuries may include:
- ✓ Abdominal trauma
- ✓ Allergic reactions
- ✓ Bleeding
- ✓ Chemical contamination
- ✓ Choking
- ✓ Cold injuries
- ✓ Cardio-vascular failure

- ✓ Dislocations and fractures
- ✓ Drowning
- ✓ Poisoning and toxic substances
- ✓ Medical conditions including epilepsy, diabetes, asthma
- ✓ Eye injuries
- ✓ Head injuries
- ✓ Minor skin injuries
- ✓ Neck and spinal injuries
- ✓ Needle stick injuries
- ✓ Puncture wounds and cuts
- ✓ Crush injuries
- ✓ Shock
- ✓ Smoke inhalation
- ✓ Sprains and strains
- ✓ Substance abuse
- ✓ Unconsciousness
- ✓ Infections
- ✓ Inhalation of toxic fumes and airborne dusts
- ✓ Bone and joint injuries
- ✓ Eye injuries
- ✓ Burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:
- ✓ Unconsciousness
- ✓ Confusion
- ✓ Tremors
- ✓ Rigidity
- ✓ Numbness
- ✓ Inability to move body parts
- ✓ Pain
- ✓ Delirium
- ✓ External bleeding
- ✓ Internal bleeding
- ✓ Heat exhaustion
- ✓ Hypothermia
- ✓ Pre-existing illness

Appropriate persons/authority from whom assistance may be sought may include:
- ✓ Emergency services personnel
- ✓ Health professionals
- ✓ Colleagues
- ✓ Customers
- ✓ Passers by

Assistance may include, as appropriate to emergency situations:
- ✓ Maintaining site safety and minimizing the risk of further injury or injury to others
- ✓ Making the casualty comfortable and ensuring maximum safety
- ✓ Assessment of injury situations
- ✓ Providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- ✓ Giving CPR and mouth-to-mouth resuscitation
- ✓ Giving reassurance and comfort
- ✓ Raising the alarm with emergency services or health professionals
- ✓ Removing debris

Tools, equipment and material used in this unit may include:
- ✓ First aid kit
- ✓ Pressure and other bandages
- ✓ Thermometers
- ✓ Eyewash
- ✓ Pocket face masks
- ✓ Rubber gloves
- ✓ Dressings
- ✓ Flags and flares
- ✓ Fire extinguishers
- ✓ Communication equipment such as mobile phones

ASSESSMENT GUIDE
Forms of assessment

Assessment methods must be chosen to ensure that application of accepted first aid techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- ✓ Practical demonstration of the use of commonly-used equipment and first aid supplies
- ✓ Explanation about management of a variety of common simulated injury situations
- ✓ Questions to test knowledge of injury situations, types of injury and management of injury situations
- ✓ Review of portfolios of evidence and third-party reports of performance of first aid by the candidate

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

Assessment must ensure:
- ✓ Use of real first aid equipment
- ✓ Ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ✓ Ability to apply established first aid principles including:
  - o Checking and maintaining the casualty's airway, breathing and circulation
  - o Checking the site for danger to self, casualty and others and minimizing the danger

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Basic anatomy and physiology ✓ Resuscitation ✓ Bleeding control ✓ Care of the unconscious ✓ Airway management ✓ Basic infection control principles and procedures ✓ Legal requirements ✓ Duty of care ✓ Reporting requirements	✓ Assertiveness skills ✓ Communication skills ✓ Decision making ✓ Report preparation ✓ Provide first aid ✓ Provide various types of treatments ✓ Demonstrate the four-step process providing basic first aid

UNIT TITLE	Respond to Fire				
DESCRIPTOR	This unit covers the competency required to carry out initial response to suppress a fire. It also includes the ability to identify the nature and classification of the fire, report the fire and carry out evacuation procedures. The unit does not cover the competencies needed to become a professional firefighter and will be covered in other related units in relevant standards.				
CODE	TOUCM08V1/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
5. Prepare for fire	1.1 Procedures related to a fire emergency are accessed, interpreted and rehearsed 1.2 Location of firefighting equipment is identified and the equipment is checked in accordance with organisational procedures and referred for maintenance/replacement as required
6. Carry out initial notification and assessment	2.1 Nature and scope of the fire is identified, confirmed and reported to appropriate personnel 2.2 Fire situation is assessed and appropriate course of action is determined in keeping with requirements for personal safety 2.3 Notification of fire threat is undertaken in accordance with authorized procedures 2.4 Emergency evacuation procedures are followed, where appropriate, and in accordance with organisational procedures
7. Extinguish fires	3.1 Fires are extinguished using the appropriate equipment, materials and procedures 3.2 Extinguisher is applied to ensure fast knockdown of fire 3.3 Extinguisher is used at the appropriate range and time 3.4 Extinguisher is used to minimise damage to equipment and facilities and to minimise risk of injury to personnel

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance.

Firefighting equipment may include,
- ✓ Extinguishers
- ✓ Fire blankets
- ✓ Fire hose reels
- ✓ Fire hydrants
- ✓ Firefighting vehicles
- ✓ Personal protection equipment (PPE)

Tools, equipment and material used in this unit may include:

All relevant equipment to develop the competency of providing fire skills relevant.

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that application of firefighting can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

Assessment must ensure:

- ✓ Use of real fire related equipment
- ✓ Ability to assess situations requiring responding to fire and to decide on a plan of action including seeking help

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: ✓ composition of teams, and roles and responsibility of team members ✓ fire alarm systems ✓ local area emergency procedures ✓ principles of teamwork, team aims and objectives ✓ site emergency plan ✓ techniques for supporting others/team members ✓ types, operations and application of firefighting equipment including extinguishers, hose reels and, where appropriate, monitors ✓ verbal and non-verbal communication techniques including language, language style, active listening	Skills to be development: ✓ access, read and interpret local emergency procedures ✓ apply evacuation procedures ✓ assess fire situation and notify authorities ✓ carry out periodic checks on firefighting equipment ✓ identify emergency alarms and match with response requirement ✓ identify, select and use firefighting equipment ✓ participate in a team ✓ use a variety of verbal and non-verbal communication techniques

UNIT TITLE	Participate in safe food handling practices
DESCRIPTOR	It applies to food handlers who directly handle food during the course of their daily work activities. This includes cooks, chefs, caterers, kitchen hands and food and beverage attendants. The Safe food handling practices reflect hazard analysis and critical control points (HACCP) method, but this unit can apply to other food safety systems.

CODE	TOUS06CR09V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow food safety program.	1.1 Access and use relevant information from organisational food safety program. 1.2 Follow policies and procedures in food safety program. 1.3 Control food hazards at critical control points. 1.4 Complete food safety monitoring processes and complete documents as required. 1.5 Identify and report non-conforming practices. 1.6 Take corrective actions within scope of job responsibility for incidents where food hazards are not controlled.
2. Store food safely.	2.1 Select food storage conditions for specific food type. 2.2 Store food in environmental conditions that protect against contamination and maximise freshness, quality and appearance. 2.3 Store food at controlled temperatures and ensure that frozen items remain frozen during storage.
3. Prepare food safely.	3.1 Use cooling and heating processes that support microbiological safety of food. 3.2 Monitor food temperature during preparation using required temperature measuring device to achieve microbiological safety. 3.3 Ensure safety of food prepared, served and sold to customers.
4. Dispose of food safely.	4.1 Mark and separate from other foodstuffs any food identified for disposal until disposal is complete. 4.2 Dispose of food promptly to avoid cross-contamination.

Range Statement

Range of knowledge and skills covered through this unit includes the following.
- ✓ Develop fundamental knowledge related to food safety
- ✓ Knowledge related of food safety practices across restaurants and similar food production enterprises
- ✓ Awareness on the food safety regulations across the Maldives

Tools, equipment and material used in this unit may include:

Following tools and equipment are vital for smooth implementation of the competency unit.
- ✓ An appropriate site to effectively learn and demonstrate knowledge and skills stipulated in the unit
- ✓ All the relevant regulations

ASSESSMENT GUIDE

Forms of assessment

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in context of the job role, and:
- ✓ demonstrate use of safe food handling practices in food handling work functions on at least three occasions
- ✓ demonstrate the correct methods of controlling food hazards at every critical control points while handling food

Assessment context

Skills must be demonstrated in an operational food preparation area and serving area and need to be:
- ✓ a commercial workplace
- ✓ a simulated industry environment.

Critical aspects (for assessment)

Besides a relevant workplace, assessment must ensure access to all the relevant fixtures, small equipment, small utensil, relevant cutlery to demonstrate and assess performance of the students.

Assessment conditions

This unit may be assessed in conjunction with other units, which form the qualification. It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Develop knowledge: ✓ key features of food safety regulations of the Maldives ✓ Fundamentals of food safety ✓ Fundamentals of hazard analysis and critical control points (HACCP) or other food safety system principles, procedures and processes. ✓ food safety monitoring techniques ✓ visually examining food for quality review ✓ methods to ensure the safety of food served and sold to customers ✓ packaging control: ✓ relevant to food preparation and storage ✓ relevant food disposable procedures	Develop Skills: ✓ demonstrate use of safe food handling practices in food handling work functions on at least three occasions ✓ demonstrate the correct methods of controlling food hazards at each of the following critical control points: ▪ receiving ▪ storing ▪ preparing ▪ processing ▪ displaying and/or serving ▪ packaging ▪ transporting ▪ disposing.

UNIT TITLE	Apply knowledge of nutrition to food preparation				
DESCRIPTOR	This unit covers the performance outcomes, skills and knowledge required to prepare and cook food to meet special dietary requirements through application of basic nutritional principles for health, cultural and other factors.				
CODE	TOUS06CR10V2/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Develop fundamental knowledge related to food and nutrition	1.1	Nutritional characteristics of the 5 Food Groups
	1.2	Major roles and functions of the principle nutrients, and the links between food, nutrition and health
	1.3	Benefits of a balanced diet
	1.4	Identify groups of people who have dietary requirements
2. Understand the ingredients and appropriate cooking techniques suitable for special dietary requirements	2.1	Select ingredients essential for special dietary requirements
	2.2	Select appropriate cooking techniques suitable for special dietary requirements
3. Identify and understand the impact of food preparation and cooking on the nutritional content of food	3.1	Identify changes that can be made to dishes to produce healthier food
	3.2	Describe ways in which nutrients in food can be destroyed during, storage, preparation, cooking, holding (hot food)
	3.3	Understand methods for retaining the nutritional content of food
	3.4	Identify foods that can be used to make menus healthier
4. Confirm special dietary requirements and select ingredients.	4.1	Confirm the dietary and cultural food requirements of the customer.
	4.2	Liaise with others to clarify requirements.
	4.3	Confirm health consequences of ignoring special dietary requirements of customers.
	4.4	Access special dietary recipes and select specialized ingredients.

5. Prepare, handle and store food according to hygiene standards	5.1 Understand hygiene risks related to preparing, handling and storage of food 5.2 Follow procedures set by the establishment to avoid cross contamination due to bacteria, pests and chemical substances.

Range Statement:
- ✓ This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage.
- ✓ Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:
- ✓ Storage device
- ✓ Different software and hardware
- ✓ Desktop computers system
- ✓ Laptop computer
- ✓ Printers
- ✓ Scanner
- ✓ Keyboard
- ✓ Mouse
- ✓ Disk drive /CDs, DVDs, compressed storage device

ASSESSMENT GUIDE

Forms of assessment

The assessor may select two of the following assessment methods to objectively assess the candidate:
- ✓ Observation
- ✓ Questioning
- ✓ Practical demonstration

Assessment context

Assessment may be conducted out of the workplace preferably in a computer classroom

Critical aspects (for assessment)

Assessment must show that the candidate:
- ✓ Selected and used hardware components correctly and according to the task requirement
- ✓ Identified and explain the functions of both hardware and software used, their general features and capabilities
- ✓ Produced accurate and complete data in accordance with the requirements
- ✓ Used appropriate devices and procedures to transfer files/data accurately

Assessment conditions

Assessment may be conducted out of the work environment and may include assignments and projects.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Basic ergonomics of keyboard and computer use ✓ Main types of computers and basic features of different operating systems ✓ Main parts of a computer ✓ Storage devices and basic categories of memory ✓ Relevant software ✓ General security and computer Viruses	✓ Reading skills required to interpret work instruction ✓ Communication skills ✓ Keyboard skills

UNIT TITLE	Apply knowledge of cutlery, crockery and glassware					
DESCRIPTOR	This unit covers the knowledge and skills required to select, maintain and use appropriate cutlery, crockery and glassware in food services					
CODE	TOUS06CR11V2/20	**LEVEL**		III	**CREDIT**	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Select appropriate cutlery, crockery and glassware	1.1.	Cutlery, crockery and glassware selected according to the drink or dish served as set by the establishment
2. Use cutlery, crockery and glassware in service	2.1.	Cutlery, crockery and glassware handled and used according to industry standards
	2.2.	Cutlery, crockery and glassware cleaned and stored according to industry standards

Range Statement
- ✓ Competencies in this unit relates to the following procedures performed by employees in an independent or hotel food services unit
- ✓ Handling cutlery, crockery & use of glassware
- ✓ Selecting, using, cleaning and storage of cutlery, crockery & use of glassware

Tools, equipment and material used in this unit may include:
Crockery
- ✓ Dinner plate
- ✓ Show plate
- ✓ Fish plate
- ✓ Dessert plate
- ✓ Side plate
- ✓ Pasta plate
- ✓ Tea cup and saucer
- ✓ Coffee/demi-tasse cup and
- ✓ Soup cups and saucer Cereal plate/bowl and saucer
- ✓ Tea/coffee pot
- ✓ Creamer jug
- ✓ Sugar bowl

Trays
- ✓ Round tray
- ✓ Oblong tray

Cutlery

- ✓ Dinner knife
- ✓ Dinner fork
- ✓ Fish knife
- ✓ Steak knife

- ✓ Fish fork
- ✓ Salad knife
- ✓ Salad fork
- ✓ Dessert fork
- ✓ Dessert spoon
- ✓ Soup Spoon
- ✓ Dessert spoon
- ✓ Tea spoon
- ✓ Coffee/demi-tasse spoon
- ✓ Long spoon

Glassware

- ✓ Water goblet
- ✓ Red wine glass
- ✓ Tumbler
- ✓ High ball
- ✓ Beer glass
- ✓ Beer mug
- ✓ Morning glass
- ✓ Cocktail
- ✓ Champagne Saucer
- ✓ Champagne flute
- ✓ Brandy balloon
- ✓ Sherry glass
- ✓ Whiskey glass

Equipment

- ✓ Table
- ✓ Tablecloth

Utensils

- ✓ Cocktail fork
- ✓ Service folk
- ✓ Service spoon
- ✓ Service ladle
- ✓ Soup ladle
- ✓ Cake server

ASSESSMENT GUIDE

Forms of assessment

Holistic and longitudinal forms of assessment can be carried out for this unit. Reports from supervisors can be used in addition to workplace observations in support of the assessment. Knowledge can be assessed using oral questioning

Assessment context

This unit may be assessed in the workplace or simulated environment, where all the tools and equipment's are available

Critical aspects (for assessment)

- ✓ Identification and naming of food services equipment and utensils

- ✓ Application of proper cleaning techniques

Assessment conditions

This unit may be assessed in conjunction with other units, which form the qualification. It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Knowledge of food and beverages related to the establishment's menu	✓ Basic food service skills

UNIT TITLE	Set and lay-up tables for service				
DESCRIPTOR	This unit covers the knowledge and skills required for preparing dining and buffet tables for food services. It includes related aspects of decorating and arrangement of equipment and utensils				
CODE	TOUS06CR12V2/20	**LEVEL**	III	**CREDIT**	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Arrange tables	1.1.	Tables arranged in line to suit the requirements of the dining room or event
	1.2.	Tables checked for steadiness and adjusted
2. Lay-up tables	2.1.	Table clothes laid or changed in classic style.
	2.2.	Cutlery, crockery and glassware polished in classic style.
	2.3.	Napkins folded according to the styles instructed by the establishment.
	2.4.	Covers laid with cutlery, crockery, glassware and napkin as required by the menu.
	2.5.	Table centerpieces (cruet set, ashtray, flower vase) placed neatly and identically on all tables.
3. Prepare buffet tables	3.1.	Tables of various shapes and sizes joined to form buffet table.
	3.2.	Buffet tables clothed and dressed in styles to suit different catering requirements.
	3.3.	Buffet equipment and utensils arranged, set-up and made ready for placing food

Range Statement

Competencies in this unit relates to the following procedures performed by employees in an independent or hotel food services unit
- ✓ Carrying and laying up tables
- ✓ Setting and laying up buffet table.

Tools, equipment and material used in this unit may include:

Crockery

- ✓ Dinner plate
- ✓ Show plate
- ✓ Fish plate
- ✓ Dessert plate

- ✓ Side plate
- ✓ Pasta plate
- ✓ Tea cup and saucer
- ✓ Coffee/demi-tasse cup and saucer
- ✓ Soup cup and saucer
- ✓ Cereal plate/bowl and saucer
- ✓ Tea/coffee pot
- ✓ Creamer jug
- ✓ Sugar bowl

Trays

- ✓ Round tray
- ✓ Oblong tray

Cutlery

- ✓ Dinner knife
- ✓ Dinner fork
- ✓ Fish knife
- ✓ Steak knife
- ✓ Fish fork
- ✓ Salad knife
- ✓ Salad fork
- ✓ Dessert knife
- ✓ Dessert fork
- ✓ Dessert spoon
- ✓ Soup Spoon
- ✓ Dessert spoon
- ✓ Tea spoon
- ✓ Coffee/demi-tasse spoon

Glassware

- ✓ Water goblet
- ✓ Red wine glass
- ✓ White wine
- ✓ Tumbler
- ✓ High ball
- ✓ Beer glass
- ✓ Beer mug
- ✓ Morning glass
- ✓ Cocktail
- ✓ Champagne Saucer
- ✓ Champagne flute
- ✓ Brandy balloon
- ✓ Sherry glass
- ✓ Whiskey glass

Equipment

- ✓ Table
- ✓ Tablecloth
- ✓ Sauce boat
- ✓ Tables of various shapes/size
- ✓ Buffet cloth
- ✓ Heating element/fuel

Utensils

- ✓ Cocktail fork
- ✓ Service folk
- ✓ Service spoon
- ✓ Service ladle
- ✓ Soup ladle
- ✓ Cake server

Other items

- ✓ Buffet food, breakfast, lunch and dinner meals, refreshments, and high tea

ASSESSMENT GUIDE

Forms of assessment

Holistic and longitudinal forms of assessment can be carried out for this unit. Reports from the supervisors can be used in addition to the workplace observations in support of the assessment. Knowledge can be assessed using oral questioning

Assessment context

This unit may be assessed in the workplace or simulated environment, where all the tools and equipment are available

Critical aspects (for assessment)

- ✓ Knowledge of the flow of menu
- ✓ Aesthetic lay up of buffet tables

Assessment conditions

This unit may be assessed in conjunction with other units, which form the qualification. It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Types of buffet and individual cover setting styles ✓ Equipment available ✓ Decorative styles	✓ Aesthetic skills ✓ Attention to detail

UNIT TITLE	Prepare, carry, serve and clear food and simple beverages					
DESCRIPTOR	This unit covers skills and knowledge required to prepare, carry, serve and clear food and beverages using tray and by hand. Incorporates pertinent safety and hygiene and organizational standards.					
CODE	TOUS06CR13V2/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
8. Carry and serve food to table	1.5. Two plated dishes carried simultaneously in one hand safely and promptly. 1.6. Food and beverages and accompaniments carried on, and served from trays according to industrial norms 1.7. Correct sequence of meal courses followed 1.8. Safe and hygienic practices followed according to statutory regulations.
9. Clear plates from tables	2.4. Finished plates stacked onto the hand, demonstrating standard technique and carried safely to the wash-up.
10. Clean up tables after service	3.3. Finished plates and glassware removed from tables 3.4. Tables cleared away promptly after customers leave. 3.5. Table top cleaned to maintain hygiene standards in readiness for the next customers. 3.6. Unclear tables cleared and cleaned without disturbing the customers

Range Statement

Competencies in this unit relates to the following procedures performed by employees in an independent or hotel food services unit

- ✓ Carrying plates and trays (2 plates in one hand)
- ✓ Serving and clearing plated meals/in the correct sequence
- ✓ Preparing simple beverages
- ✓ Preparing and serving food order from a service counter

Tools, equipment and material used in this unit may include:

Crockery

- ✓ Dinner plate
- ✓ Dessert plate

- ✓ Cups and saucer
- ✓ Soup cups and saucer
- ✓ Tea/coffee pot
- ✓ Creamer jug
- ✓ Sugar bowl

Trays

- ✓ Round tray
- ✓ Oblong tray

Cutlery

- ✓ Dinner Knife
- ✓ Dinner fork
- ✓ Soup Spoon
- ✓ Dessert spoon
- ✓ Tea spoon

Glassware

- ✓ Water goblet
- ✓ Tumbler

Equipment

- ✓ Table
- ✓ Tablecloth

Materials

- ✓ Cleaning agents
- ✓ Cleaning cloth/Waiter's cloth
- ✓ Tea
- ✓ Coffee
- ✓ Ready mix Juice
- ✓ Sugar
- ✓ Milk

ASSESSMENT GUIDE

Forms of assessment

Holistic and longitudinal forms of assessment can be carried out for this unit. Reports from the supervisors can be used in addition to the workplace observations in support of the assessment. Knowledge can be assessed using oral questioning

Assessment context

This unit may be assessed in the workplace or simulated environment, where all the tools and equipment are available

Critical aspects (for assessment)

- ✓ Hygiene aspects related to the preparation and serving

- ✓ Presentation and serving of food
- ✓ Placing and clearing food to and from the table
- ✓ Identification of the customer requirement

Assessment Conditions

This unit may be assessed in conjunction with other units, which form the qualification. It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Serving of food using two plate technique ✓ Health and hygiene practices and regulation ✓ Terminologies ✓ Standard operational procedures related to serving food ✓ Cleaning techniques and use of chemical safely ✓ Preparation of coffee, tea and ready-made juices ✓ Serving techniques ✓ Standard operational procedures related to preparation and serving simple non-alcoholic beverages	✓ Ability to serve the food using two plate technique ✓ Apply health and hygiene practices ✓ Ability to follow standard operational procedures and regulations ✓ Ability to identify and anticipate customer needs and requirements ✓ Ability to follow standard operational procedures in clearing plates and the table. ✓ Ability to prepare and serve simple non-alcoholic beverages

UNIT TITLE	Take food orders				
DESCRIPTOR	This unit covers the knowledge and skills required to take and process food orders followed by sufficient explanation of the various menu items and their ingredients and cooking processes to clients seeking food and beverage services.				
CODE	TOUS06CR14V2/20	**LEVEL**	III	**CREDIT**	06

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Explain Menu	1.1 Menu items on offer described clearly and correctly in relation to the general sequence of service 1.2 Menu explained to enable customers select dishes or drinks 1.3 Dishes correctly explained including the main ingredients used, any special methods of cooking applied, and how it is served
2. Take food and beverage orders	2.1 Orders taken and written down on kitchen and bar order tickets (KOT/BOT) accurately 2.2 Repeat the order to customers to ensure there is no mistake 2.3 Customers' food and beverage orders correctly entered into the software used at the establishment. Any special requests from customers informed clearly to the kitchen/Chef 2.4 Bills produced from electric billing equipment accurately
3. Process food and beverage orders	3.1 Orders placed with relevant production unit (kitchen or bar) and cashier 3.2 Orders identified and collected allowing sufficient preparation time based on specific turnaround time for orders set by the establishment 3.3 For takeaway orders received from the kitchen, check if all items including condiments included and portion is controlled according to set standards of the establishment before dispatching. 3.4 Takeaway orders are packed using containers suitable for the type of food and according to the set hygiene standards. 3.5 Bills checked for accuracy and produced to customer in a timely manner

Range Statement

Competencies in this unit relates to the following procedures performed by employees in an independent or hotel food services unit
- ✓ Explaining menu
- ✓ Taking and processing food and beverage order

Tools, equipment and material used in this unit may include:
- ✓ Menu
- ✓ Billing equipment
- ✓ Pens
- ✓ Order pads

ASSESSMENT GUIDE

Forms of assessment

Holistic and longitudinal forms of assessment can be carried out for this unit. Reports from the supervisors can be used in addition to the workplace observations in support of the assessment. Knowledge can be assessed using oral questioning

Assessment context

This unit may be assessed in the workplace or simulated environment, where all the tools and equipment is available

Critical aspects (for assessment)

Knowledge of menu, food and beverages
Efficient use of billing equipment
Communication skills

Assessment conditions

This unit may be assessed in conjunction with other units, which form the qualification. It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Knowledge of the food and beverage items presented on the menu ✓ Knowledge of special dietary requirements ✓ Knowledge of order-taking and processing of orders ✓ Social etiquette	✓ Ability to explain dishes on the menu ✓ Ability to take clear orders and deliver it to customer

UNIT TITLE	Prepare and serve simple beverages					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of teas, non-espresso coffees and other non-alcoholic beverages. It requires ability to select ingredients and equipment and to use a range of methods to make and present drinks.					
CODE	TOUS06CR15V2/20	**LEVEL**	III	**CREDIT**	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Select ingredients.	1.1 Check and identify specific customer preferences for beverages on order. 1.2 Identify and obtain correct ingredients for simple beverages
2. Select, prepare and use equipment.	2.1 Select equipment of correct type and size. 2.2 Safely assemble and ensure cleanliness of equipment before use. 2.3 Use equipment safely and hygienically according to manufacturer instructions.
3. Prepare and serve simple beverages	3.1 Prepare drinks using appropriate methods and standard recipes to meet customer requests. 3.2 Ensure correct strength, taste, temperature and appearance for each drink prepared. 3.3 Minimise waste to maximise profitability of beverages produced. 3.4 Present drinks attractively in appropriate crockery or glassware with accompaniments and garnishes according to organisational standards. 3.5 Evaluate the presentation of beverages and make adjustments before serving.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Specific customer preferences may include:
- ✓ Brands
- ✓ Crockery
- ✓ Garnishes
- ✓ Glassware
- ✓ Ice
- ✓ Mixers
- ✓ Strength
- ✓ temperature

Simple beverages include:
- ✓ carbonated drinks
- ✓ children's specialty drinks
- ✓ Different types of coffee
- ✓ flavoured milks

- ✓ freshly squeezed juices
- ✓ health drinks
- ✓ hot and iced chocolate
- ✓ juices
- ✓ milkshakes
- ✓ smoothies
- ✓ soft drinks
- ✓ varieties of tea, including
- ✓ Water

Equipment may include:
- ✓ Coffee machines
- ✓ drip filter systems
- ✓ plungers
- ✓ blenders
- ✓ fridges
- ✓ juicers
- ✓ milkshake machines
- ✓ teapots

Tools, equipment and material used in this unit may include:

Following tools and equipment are vital for smooth implementation of the competency unit.
- ✓ An appropriate site to effectively learn and demonstrate knowledge and skills stipulated in the unit
- ✓ All the relevant equipment for implementing the unit.

ASSESSMENT GUIDE

Forms of assessment

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
- ✓ demonstrate the competency to prepare simple beverages
- ✓ demonstrate the correct methods of using the workplace equipment for making simple beverages.

Assessment context

Assessment must ensure use of an operational food and beverage outlet with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for preparing simple beverages

Critical aspects (for assessment)

Evidence of the ability to:
- ✓ prepare and present a diverse range of non-alcoholic beverages, over multiple service periods, to meet different customer requests
- ✓ present multiple non-alcoholic beverages that are attractive and consistent in quality, volume and appearance
- ✓ use the correct equipment, ingredients and standard measures
- ✓ work with speed and efficiency to deal with numerous service tasks simultaneously

Assessment conditions

This unit may be assessed in conjunction with other units, which form the qualification. It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be covered: ✓ culinary terms for and characteristics of ingredients commonly used to produce non-alcoholic beverages ✓ major types of non-espresso coffees, teas, other non-alcoholic beverages and their characteristics ✓ preparation methods for a variety of non-espresso coffees, teas and other non-alcoholic beverages ✓ equipment used to produce simple beverages	Skills to be developed: ✓ determine customer preferences and prepare suitable beverage tailored to the customer's requirements ✓ Skills to read and interpret beverage menus and standard recipes for simple beverages ✓ planning and organising skills to sequence the preparation of beverages to efficiently serve customers ✓ problem-solving skills to identify deficiencies in beverage quality and make adjustments to ensure a quality product ✓ technology skills to use equipment for the preparation of non-alcoholic beverages.

UNIT TITLE	Serve food and beverages				
DESCRIPTOR	This unit covers the knowledge and skills required to serve food and beverages in basic styles. It also covers preparation of still room's beverages and coffees. It includes taking, processing and servicing of room services orders				
CODE	TOUS06CR16V2/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare and serve beverages	1.1 Machine based coffees, coffee-based beverages, alcoholic and non-alcoholic beverages, and fresh fruit juices prepared to customer requirements. 1.2 Alcoholic and non-alcoholic beverages served to tables according to standards of the establishment 1.3 Beverages garnished to the standards of the establishment 1.4 Safe and hygienic practices followed according to statutory regulations 1.5 Beverages carried, served and cleared using a tray
2. Serve and clear food and beverages to and from tables	2.1 Three plated-dishes carried simultaneously in one hand safely. 2.2 Dishes and drinks placed in correct positions on the table according to industry norms and standards 2.3 Safe and hygienic practices followed in handling and serving according to sanitary standards 2.4 Finished plates picked up and stacked to the hand, demonstrating standard technique and carried safely to the wash-up. 2.5 Tables cleared in preparation for the course to follow demonstrating standard technique 2.6 Sequence of service followed in serving meals of more than one course according to industry norms
3. Attend to special requests from customers	3.1. Special requests from customers understood and necessary action taken
4. Provide room service	4.1. Orders taken and verified by repeating to the customer 4.2. Trays assembled according to the order placed

	4.3. Trays carried using correct technique
	4.4. Orders served in the room, entering the room in the correct manner and serving orders according to customer request
	4.5. Trays cleared as and when requested by customer

Range Statement

Competencies in this unit relates to the following procedures performed by employees in an independent or hotel food services unit

- ✓ Do NOT carry more than three plates serving and clearing food and beverages in dining room in the correct sequence
- ✓ Knowledge of norms and standard of serving and clearing
- ✓ Having the right posture and maintaining personal space; moving in the right direction, following the correct sequence of service.
- ✓ Preparing beverages; tea; coffee; espresso and fruit juices
- ✓ Taking orders from tables and serving
- ✓ Taking orders on the telephone
- ✓ Serving food in guestrooms
- ✓ Serving food and beverages at banquets
- ✓ Serving accompaniments
- ✓ Serving ashtrays
- ✓ Clearing
- ✓ Presenting the bill

Tools, equipment and material used in this unit may include:

Crockery

- ✓ Dinner plate
- ✓ Show plate
- ✓ Fish plate
- ✓ Dessert plate
- ✓ Side plate
- ✓ Pasta plate
- ✓ Tea cup and saucer
- ✓ Coffee/demi-tasse cup and sauce
- ✓ Soup cup and saucer
- ✓ Cereal plate/bowl and saucer
- ✓ Tea/coffee pot
- ✓ Creamer jug
- ✓ Sugar bowl

Trays

- ✓ Round tray
- ✓ Oblong tray

Cutlery

- ✓ Dinner knife
- ✓ Dinner fork

- ✓ Fish knife
- ✓ Steak knife
- ✓ Fish fork
- ✓ Salad knife
- ✓ Salad fork
- ✓ Dessert knife
- ✓ Dessert fork
- ✓ Dessert spoon
- ✓ Soup Spoon
- ✓ Dessert spoon
- ✓ Tea spoon
- ✓ Coffee/demi-tasse spoon
- ✓ Long spoon

Glassware

- ✓ Water goblet
- ✓ Red wine glass
- ✓ White wine
- ✓ Tumbler
- ✓ High ball
- ✓ Beer glass
- ✓ Beer mug
- ✓ Morning glass
- ✓ Cocktail
- ✓ Champagne Saucer
- ✓ Champagne flute
- ✓ Brandy balloon
- ✓ Sherry glass
- ✓ Whiskey glass

Equipment

- ✓ Table
- ✓ Tablecloth
- ✓ Cruets
- ✓ Sauce boat
- ✓ Flower vase
- ✓ Ashtrays
- ✓ Plate cover
- ✓ Ice bucket & tong
- ✓ Bar equipment

Utensils

- ✓ Cocktail fork
- ✓ Service folk
- ✓ Service spoon
- ✓ Service ladle
- ✓ Soup ladle
- ✓ Cake server

Material

- ✓ Cleaning agents

- ✓ Cleaning cloth
- ✓ Waiter's cloth
- ✓ Tea
- ✓ Coffee
- ✓ Ready mix Juice
- ✓ Sugar
- ✓ Milk
- ✓ Food/dishes

ASSESSMENT GUIDE

Forms of assessment

Holistic and longitudinal forms of assessment can be carried out for this unit. Reports from the supervisors can be used in addition to the workplace observations in support of the assessment. Knowledge can be assessed using oral questioning

Assessment context

This unit may be assessed in the workplace or simulated environment, where all the tools and Equipment is available

Critical aspects (for assessment)

- ✓ Efficiency in preparing beverages
- ✓ Fluency with practice of service styles
- ✓ Interpersonal skills related to communicating with customers and colleagues while asking, relaying and delivering orders

This unit may be assessed in conjunction with other units, which form the qualification. It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Food service terminology ✓ Be familiar with the establishment's menu ✓ Alcoholic and non-alcoholic cocktails ✓ Classification of alcoholic beverage ✓ Ingredients and preparation methods for common dishes ✓ Waiter service sequence	✓ Operate food service equipment mentioned in the range statement. ✓ Carrying food and beverages by hand and tray ✓ Communication and interpersonal skills

UNIT TITLE	Collect Payments				
DESCRIPTOR	This unit covers the competencies required to present and settle bills according to organizational procedures				
CODE	TOUS06CR17V2/20	**LEVEL**	III	**CREDIT**	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Present bills	1.1 Bills collected from cashier, checked for accuracy, and presented to correct customer. 1.2 Queries from customers clarified to customer satisfaction.
2. Settle bills using cash	2.1 Bill disputes settled with assistance from cashier or supervisor. 2.2 Cash is received and counted 2.3 Receipts are issued and transaction documented according to enterprise policies and procedures
3. Process card payments and bank transfers	3.1 Based on preference from customers, correct documentation and equipment for particular card/funds transfer is identified and facilitates 3.2 For card payments ensure receipts are issued 3.3 If transferred, ensure transfer receipts are secured at the counter

Range Statement

Competencies in this unit relates to the following procedures performed by employees in an independent or hotel food services unit
- ✓ Presenting and settling bills
- ✓ Providing correct change

Tools, equipment and material used in this unit may include:
- ✓ Cash register/drawer
- ✓ Cash float
- ✓ Order pads/ bills
- ✓ Pens
- ✓ Bill folder
- ✓ Cash Card Machines
- ✓ Account details of the restaurant

ASSESSMENT GUIDE

Forms of assessment

Holistic and longitudinal forms of assessment can be carried out for this unit. Reports from the supervisors can be used in addition to the workplace observations in support of the assessment. Knowledge can be assessed using oral questioning

Assessment context

This unit may be assessed in the workplace or simulated environment, where all the tools and

Equipment's are available

Critical aspects (for assessment)
Assessment must ensure access to:
- ✓ point-of-sale equipment and software currently used to process and reconcile financial transactions
- ✓ current commercial procedures and documentation for the processing of financial transactions
- ✓ cash and other forms of payments

Assessment conditions
Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where financial transactions are processed. This can be:
- ✓ an industry workplace
- ✓ a simulated industry environment.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Preparing bills ✓ Working knowledge of computer and billings software ✓ Knowledge of menu	✓ Undertake effective customer relations. ✓ Use of computer and related peripherals. ✓ Interpersonal Skills. ✓ Basic arithmetic skills.