



**Maldives National Skills Development Authority**



# **National Competency Standard for Barista**

**Standard Code: TOU07S17V2**

**Qualification Name: National Certificate III in Barista  
Qualification Code: TOU07SQ1L317**

## KEY FOR CODING

### Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc.</b>
MNQF level of Qualification	<b>L1, L2 etc.</b>
Version Number	<b>V1, V2 etc.</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

**1. Endorsement Application for Qualification 01****2. NATIONAL CERTIFICATE III IN BARISTA****3. Qualification code:** TOU07SQ1L317**Total Number of Credits: 52****4. Purpose of the qualification**

Holder of this qualification is to be recognized as a quality individual, possessing coffee knowledge, functional and people skills, an effective member of a team, who will be employed in a café, coffee franchise, F&B outlets in a hotel or a resort.

**5. Regulations for the qualification**

National Certificate III in Barista will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13

**6. Schedule of Units**

Unit No.	Unit Title	Code
1.	Observe personal and work place hygiene practices	TOU02S1U01V2
2.	Practice health, safety and security Practices	TOU02S1U02V2
3.	Provide effective customer care	TOU02S1U03V2
4.	Practice effective workplace communication	TOU07S1U04V2
5.	Perform computer operations	TOU07S1U05V2
6.	Develop Customer Service Fundamentals	TOU07S1U06V2
7.	Develop and Upkeep Industry Knowledge	TOU07S1U07V2
8.	Develop Coffee Knowledge	TOU07S1U08V2
9.	Prepare and serve coffee beverage	TOU07S1U09V2
10.	Perform basic maintenance of machine equipment	TOU07S1U010V2
11.	Perform basic cashiering and general control procedures	TOU07S1U11V2
12.	Practice Good Work Ethics	TOU07S1U12V2
13.	Working in a Team Environment	TOU07S1U13V2

**6. Accreditation requirements**

The training provider should have an operating café' or similar training facility to provide the trainees the hands-on experience related to this qualification

**7. Recommended sequencing of units**

As appearing under the section 06

**1. Endorsement Application for Qualification 02**

<b>2. NATIONAL CERTIFICATE IV IN BARISTA</b>		
<b>3. Qualification code:</b> TOU07SQ2L417		<b>Total Number of Credits :184</b>
<b>4. Purpose of the qualification</b> Holder of this qualification is to be recognized as a quality individual, possessing coffee knowledge, functional and people skills, an effective member of a team, who will be employed in a café, coffee franchise, F&B outlets in a hotel or a resort.		
<b>5. Regulations for the qualification</b>	National Certificate IV in Barista 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+18+19+20+21+22	
<b>6. Schedule of Units</b>		
<b>Unit No.</b>	<b>Unit Title</b>	<b>Code</b>
<b>1.</b>	Observe personal and work place hygiene practices	TOU02S1U01V2
<b>2.</b>	Practice health, safety and security Practices	TOU02S1U02V2
<b>3.</b>	Provide effective customer care	TOU02S1U03V2
<b>4.</b>	Practice effective workplace communication	TOU07S1U04V2
<b>5.</b>	Perform computer operations	TOU07S1U05V2
<b>6.</b>	Develop Customer Service Fundamentals	TOU07S1U06V2
<b>7.</b>	Develop and Upkeep Industry Knowledge	TOU07S1U07V2
<b>8.</b>	Develop Coffee Knowledge	TOU07S1U08V2
<b>9.</b>	Prepare and serve coffee beverage	TOU07S1U09V2
<b>10.</b>	Perform basic maintenance of machine equipment	TOU07S1U10V2
<b>11.</b>	Perform basic cashiering and general control procedures	TOU07S1U11V2
<b>12.</b>	Practice Good Work Ethics	TOU07S1U12V2
<b>13.</b>	Working in a Team Environment	TOU07S1U13V2
<b>14.</b>	Perform Espresso Fundamentals	TOU07S2U01V2
<b>15.</b>	Perform Milk Steaming Fundamentals	TOU07S2U02V2
<b>16.</b>	Perform Manual Brew Fundamentals	TOU07S2U03V2
<b>17.</b>	Prepare Café Tea	TOU07S2U04V2
<b>18.</b>	Prepare and Serve Common Café Menu Beverages	TOU07S2U05V2
<b>19.</b>	Develop Espresso Bar Efficiency and Workflow	TOU07S2U06V2
<b>20.</b>	Practice preventive maintenance of machine and	TOU07S2U07V2
<b>21.</b>	Enhance customer services experiences	TOU07S2U08V2
<b>22.</b>	Lead and manage people	TOU07S2U09V2
<b>7. Accreditation Requirements</b>	The training provider should have an operating cafe or similar training facility to provide the trainees with hands-on experience related to this qualification	
<b>8. Recommended Sequencing</b>	As appearing under the section 06	

## UNITS DETAILS

Unit Title	Unit Title	Code	Level	No of credits
1.	Observe personal and work place hygiene practices	TOU02S1U01V2	03	3
2.	Practice health, safety and security Practices	TOU02S1U02V2	03	3
3.	Provide effective customer care	TOU02S1U03V2	03	3
4.	Practice effective workplace communication	TOU07S1U04V2	03	3
5.	Perform computer operations	TOU07S1U05V2	03	3
6.	Develop Customer Service Fundamentals	TOU07S1U06V2	03	3
7.	Develop and Upkeep Industry Knowledge	TOU07S1U07V2	03	3
8.	Develop Coffee Knowledge	TOU07S1U08V2	03	3
9.	Prepare and serve coffee beverage	TOU07S1U09V2	03	8
10.	Perform basic maintenance of machine equipment	TOU07S1U10V2	03	5
11.	Perform basic cashiering and general control procedures	TOU07S1U11V2	03	3
12.	Practice Good Work Ethics	TOU07S1U12V2	03	6
13.	Working in a Team Environment	TOU07S1U13V2	03	6
14.	Perform Espresso Fundamentals	TOU07S2U01V2	04	18
15.	Perform Milk Steaming Fundamentals	TOU07S2U02V2	04	21
16.	Perform Manual Brew Fundamentals	TOU07S2U03V2	04	21
17.	Prepare Café Tea	TOU07S2U04V2	04	6
18.	Prepare and Serve Common Café Menu Beverages	TOU07S2U05V2	04	12
19.	Develop Espresso Bar Efficiency and Workflow	TOU07S2U06V2	04	12
20.	Practice preventive maintenance of machine and equipment	TOU07S2U07V2	04	18
21.	Enhance customer services experiences	TOU07S2U08V2	04	6
22.	Lead and manage people	TOU07S2U09V2	04	9

**Packaging of National Qualifications:**

National Certificate III in Barista will be awarded to those who are competent in units  
1+2+3+4+5+6+7+8+9+10+11+12+13

Qualification Code: TOU07SQ1L317

National Certificate IV in Barista 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+18+19+20+21+22

Qualification Code: TOU07SQ2L417

# Competency Standard for

## BARISTA

Unit No	Unit Title
1.	Observe personal and work place hygiene practices
2.	Practice health, safety and security Practices
3.	Provide effective customer care
4.	Practice effective workplace communication
5.	Perform computer operations
6.	Develop Customer Service Fundamentals
7.	Develop and Upkeep Industry Knowledge
8.	Develop Coffee Knowledge
9.	Prepare and serve coffee beverage
10.	Perform basic maintenance of machine equipment
11.	Perform basic cashiering and general control procedures
12.	Practice Good Work Ethics
13.	Working in a Team Environment
14.	Perform Espresso Fundamentals
15.	Perform Milk Steaming Fundamentals
16.	Perform Manual Brew Fundamentals
17.	Prepare Café Tea
18.	Prepare and Serve Common Café Menu Beverages
19.	Develop Espresso Bar Efficiency and Workflow
20.	Practice preventive maintenance of machine and equipment
21.	Enhance customer services experiences
22.	Lead and manage people

## Description of a Barista

A barista is part of a F&B beverage team who prepares and, if situation calls for, serves coffee beverages. These beverages could be prepared automatically through filter methods or with an espresso machine according to international specialty coffee industry standards. He or she would be the team expert in all things coffee to answer customers/ guests' coffee related questions.

## Competency Standard Development Process

The competencies were determined based on the expectation of tasks to be performed by a barista in the Maldives. The skill analysis was based global specialty coffee industry standards with moderate adjustments, pertaining to the industry trend relating to Maldives.

Competency standards used for similar type of training in other countries were also examined.

Further considerations were also given with special care, to not only develop deliverable skill sets, but to also lay a foundation in character building. This is in line with wholistic development philosophy, values, and practices common to the commercial coffee industry globally.

Final considerations were made to factor in the general demographic profile of vocational trainees and efforts were also made to communicate the objectives and criteria in simple English, in order to achieve a higher rate of success to this training module.



<b>UNIT TITLE</b>	Observe personal hygiene and work place hygiene practices				
<b>DESCRIPTOR</b>	<p>This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.</p> <p>This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.</p>				
<b>CODE</b>	TOU02S1U01V2	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe hygiene presentation standards grooming, personal and	<p>1.1 Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures</p> <p>1.2 Adequate level of personal cleanliness observed throughout the work</p> <p>1.3 Effects of poor personal hygiene understood and avoided in all practices</p>
2. Follow procedures hygiene	<p>2.1 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements</p> <p>2.2 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job</p> <p>2.3 Hygiene standards of workplace maintained in line with enterprise procedures</p>
3. Identify and avoid hygiene risks	<p>3.1 Hygiene risks understood and avoided in line with general standards and guidelines</p> <p>3.2 Legislations on hygiene understood and properly followed</p>

## Range Statement

### *Procedures included*

- Grooming and personal presentation
- Personal hygiene

### Tools, equipment and materials required may include:

Nil

## ASSESSMENT GUIDE

### Form of assessment

- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

### Assessment context

Assessment may be done in workplace or a simulated work environment.

### Critical aspects

*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:*

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking routine medical checkups
- This unit may be assessed in conjunction with all and units which form part of the normal job role

### 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.

### Special notes

*During the assessment the trainees shall:*

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

## Resources required for assessment

*The following should be made available:*

- A workplace or simulated workplace
- Situations requiring hygienic work practices
- Procedures or instructions on personal hygiene, grooming and hygienic practices
- Materials, tooling and equipment

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Knowledge of national hygiene regulation regarding personal grooming standard and presentation</li><li>• General knowledge of common terminologies used in hygiene including personal hygiene</li><li>• Knowledge on general symptoms of different types of diseases</li><li>• Detailed knowledge and importance of illness and injury reporting procedures</li></ul>	<ul style="list-style-type: none"><li>• Ability to follow procedures and instructions</li><li>• Competent to work according to relevant hygiene regulations and procedures</li><li>• Competent to work to meet requirements for personnel hygiene and hygienic practices</li><li>• Communication skills</li><li>• Interpersonal skills</li></ul>

<b>UNIT TITLE</b>	Practice health, safety and security Practices				
<b>DESCRIPTOR</b>	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.				
<b>CODE</b>	TOU02S1U02V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow workplace health, safety and security procedures	1.1 Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2 Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3 Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. 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 procedures
3. 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
4. Clean the work area	4.1 Cleaning tasks accomplished to enterprise standards 4.2 Proper method for cleaning selected and employed for appropriate task
5. Secure work premises	5.1 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
- 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 utilising 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.
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### Assessment conditions

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

### 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

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"> <li>• General knowledge on safe practices</li> <li>• Communication procedures</li> <li>• Relevant workplace procedures and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake safe manual handling jobs</li> <li>• Competent to follow safety regulations</li> <li>• Competent to work safely with workplace equipment's, materials and colleagues</li> </ul>

<b>UNIT TITLE</b>	Provide effective customer care				
<b>DESCRIPTOR</b>	This unit addresses the importance of caring for customers in the hospitality industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need.				
<b>CODE</b>	TOU02S1U03V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
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 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

## 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, farewelling 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, fax machine, 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, fax machine, internet
- Handled customer complaints
- Depict effective communication skills

### Assessment conditions

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

### Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

### Resources required for assessment

*The following should be made available:*

- A workplace or simulated workplace
- Simulated work place scenarios

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• General knowledge of the implications on efficiency, morale and customer relations</li> <li>• General knowledge of ways of caring for customers</li> <li>• Knowledge of handling customer complain and other requests</li> <li>• General knowledge of Safe work practices and Personal hygiene</li> <li>• General knowledge of different types of service available for guest</li> <li>• General knowledge of up selling:               <ul style="list-style-type: none"> <li>➤ Attitude</li> <li>➤ Attentive, patient and cordial</li> <li>➤ Eye-to-eye contact</li> <li>➤ Maintain teamwork and cooperation</li> </ul> </li> </ul> <p>Theory:</p> <ul style="list-style-type: none"> <li>➤ Conflict resolution</li> <li>➤ Communication process</li> </ul>	<ul style="list-style-type: none"> <li>• Competent in providing customer care</li> <li>• Ability to work calmly and unobtrusively effectively</li> <li>• Ability to handle telephone inquiries and conversations</li> <li>• Correct procedure in handling telephone inquiries</li> <li>• Proper way of handling complaints</li> <li>• Effective communication skills</li> <li>• Non-verbal communication - body language</li> <li>• Good time management</li> <li>• Inter personal skills</li> </ul>

<b>UNIT TITLE</b>	Practice effective workplace communication
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<b>DESCRIPTOR</b>	This unit addresses the need for effective communication in the f 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. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition, it also highlights the need for cleaning telephone equipment.				
<b>CODE</b>	TOU02S1U04V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate non-verbal communication used 1.4. Appropriate lines of communication followed
2. Participate in workplace meetings and discussions	2.1 Meetings and discussions attended on time 2.2 Procedures to expressing opinions and following instructions clearly followed 2.3 Questions asked and responded to effectively 2.4 Meeting and discussion outcomes interpreted and implemented correctly
3. Handle relevant work related documentation	3.1 Conditions of employment understood correctly 3.2 Relevant information accessed from appropriate sources 3.3 Relevant data on workplace forms and other documents filled correctly 3.4 Instructions and guidelines understood and followed properly 3.5 Reporting requirements completed properly
4. Handle telephone	4.1 Procedures for taking messages and making outgoing calls followed correctly 4.2 Incoming calls answered correctly 4.3 Calls put on hold and transferred properly 4.4 Outgoing calls made efficiently 4.5 Communication in both English and Dhivehi demonstrated correctly

## Range Statement

*Procedures included:*

- Organizational hierarchy and reporting order
- Communications procedures
- Telephone handling procedures

*Aspects evaluated:*

- Non-verbal communication
- Interpersonal skills
- 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.

## Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

## Resources required for assessment

*The following should be made available:*

- A workplace or simulated workplace
- Materials and equipment

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• General knowledge of English and Divehi grammar</li> <li>• General knowledge of common telephone equipment</li> <li>• General knowledge on effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake effective customer relation communications</li> <li>• Competent in communicating basic with customers</li> <li>• Fluency in English and Dhivehi language usage</li> </ul>

<b>UNIT TITLE</b>	Perform Computer Operations				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.				
<b>CODE</b>	TOU02S1U05V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
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<p>1. Input data into computer</p>	<p>1.1. Data entered into the computer using appropriate program/application in accordance with company procedures</p> <p>1.2. Accuracy of information checked and information saved in accordance with standard operating procedures</p> <p>1.3. Input data stored in storage media according to requirements</p>
<p>2. Access information using computer</p>	<p>2.1 Correct program/application selected based on job requirements</p> <p>2.2 Program/application containing the information required accessed according to company procedures</p> <p>2.3 Desktop icons correctly selected, opened and closed for navigation purposes</p>
<p>3. Produce/output data using computer system</p>	<p>3.1 Entered/stored data processed using appropriate software commands</p> <p>3.2 Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures</p> <p>3.3 Files and data transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures</p>

## 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

### 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.

## Special notes for assessment

*During the assessment the trainees shall:*

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

## Resources required for assessment

Computer hardware with peripherals and appropriate software

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Basic ergonomics of keyboard and computer use</li><li>• Main types of computers and basic features of different operating systems</li><li>• Main parts of a computer</li><li>• Storage devices and basic categories of memory</li><li>• Relevant software</li><li>• General security and computer</li><li>• Viruses</li></ul>	<ul style="list-style-type: none"><li>• Reading skills required to interpret work instruction</li><li>• Communication skills</li><li>• Keyboard skills</li></ul>

<b>UNIT TITLE</b>	Develop Customer Service Fundamentals
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<b>DESCRIPTOR</b>	This unit of competency deals with the knowledge, skills, and attitudes in providing effective customer service with the goal of repeat business and positive word of mouth publicity.				
<b>CODE</b>	TOU07S1U01V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate the role of a Barista	1.1 Beverages prepared correctly 1.2 Information is communicated to the customer 1.3 Accurately represented knowledge of the industry and work of other coffee professionals (farmers, exporters, roasters).
2. Demonstrate the essential points of service	2.1 Described the importance of customer service to achieve organisational goals 2.2 Customer is promptly greeted with a warm smile 2.3 An appealing atmosphere is created for customer and staff interaction, forming a warm welcoming environment 2.4 Identified and met customers' needs through verbal and non-verbal skills, backed by expert knowledge of products 2.5 Prompt, efficient and pleasant service is offered.
3. Demonstrate Service Recovery	3.1 Nature and details of complaint are established and agreed with the customer 3.2 Responsibility for resolving the complaint is taken within limit of responsibility and not taken personally. 3.3 Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible

## Range Statement

*Steps of service recovery may include and not limited to:*

- Listen, acknowledge customer and hear their complaints
- Don't take complaints personally and don't be defensive
- Offer sincere apologies
- Offer alternatives or remedy, ask what will make things better
- Never deny, explain, or shift the blame. Take ownership of the complaint

*Factors to consider in communication may include and not limited to:*

- Body language
- Dressing and accessories
- Gestures and mannerisms
- Voice tonality and volume
- Use of space
- Culturally specific communication customs and practices

*Cultural and social differences may include and not limited to:*

- Modes of greeting, fare welling and
- Body language/ use of body gestures
- Formality of language

*Customer need may include and not limited to:*

- Physical Disabilities
- Special cultural or language needs
- Unaccompanied children
- Parents with young children
- Pregnant women
- Single women

*Greeting and conversation points may include and not limited to:*

- Eye contact and facial expression
- Modes of greeting and farewell
- Enquiry and addressing customer by name
- Time-lapse before a response

## ASSESSMENT GUIDE

### Forms of assessment

*Competency in this unit must be assessed through*

- Oral examinations
- Direct observation of the course of the training

### Assessment context

Assessment may be done in the workplace or in a simulated workplace setting

### Critical aspects (for assessment)

*Assessment requires evidence that the candidate:*

- Understand the importance of good customer service to achieve organisation goals
- Demonstrates and understands, factors and steps to good customer service
- Provide service recovery

### Assessment conditions

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

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Role and responsibility of Barista in customer service context</li><li>• Importance of customer service</li><li>• Factors and steps to effective customer service</li><li>• Steps to service recovery</li></ul>	<ul style="list-style-type: none"><li>• Effective communication skills</li><li>• Non-verbal communication - body language</li><li>• Interpersonal and rapport building with colleagues and customers</li><li>• Active listening</li><li>• Problem solving</li></ul>

<b>UNIT TITLE</b>	Develop and upkeep industry knowledge
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<b>DESCRIPTOR</b>	This unit of competency deals with the knowledge, skills and attitude required to access, increase and update industry knowledge. It includes seek information on the industry and update industry knowledge				
<b>CODE</b>	TOU07S1U02V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
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 on a regular basis
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

## 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.

*Information sources may include and not limited to:*

- Media
- Reference books
- Libraries
- Industry associations
- Industry journals
- Internet
- Personal observation and experience

*Information to assist effective work performance may include and not limited to:*

- 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
- Legislation that affects the industry
- Health and safety
- Hygiene

- Consumer protection
- Work ethic required to work in the industry and industry expectations of staff

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

*The following resources should be provided:*

- Sources of information on the industry
- Industry knowledge

## ASSESSMENT GUIDE

### Forms of assessment

*Competency in this unit may be assessed through:*

- Interview/questions
- Direct observation

### Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

### Critical aspects (for assessment)

*Assessment should provide evidence that the candidate:*

- Demonstrates the ability to identify and acquire relevant industry knowledge
- Has developed an attitude and behaviour of continuous pursuit to upkeep industry knowledge.

### Assessment conditions

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

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Overview of quality assurance in the industry</li> <li>• Role of individual staff members</li> <li>• Industry information sources</li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Ready skills needed to access industry information</li> <li>• Basic competency skills needed to research reference materials and access the internet</li> </ul>

<b>UNIT TITLE</b>	Develop Coffee Knowledge
<b>DESCRIPTOR</b>	This unit covers the general knowledge of coffee history and development. The coffee journey of seed to cup and the ability to transfer such knowledge.

<b>CODE</b>	TOU07S1U03V2	<b>Level</b>	3	<b>Credit</b>	3
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<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Describe the history and development of coffee	1.1 Adequate knowledge is gained about the origin of coffee and its global development throughout history.
2. Develop knowledge of seed to cup process of Coffee	2.1 Fundamental knowledge of coffee processes is articulated for further skills developments in coffee selections, espresso extraction and manual brew.
3. Provide expert advice on coffee and coffee services	3.1 Demonstrated knowledge of subject in customer service situations on the service floor and assisted on upkeeping knowledge on peer education. 3.2 Customer question related to coffee and espresso coffee service are promptly answered. 3.3 Accurate information is provided to colleagues and staff on coffee and coffee services. 3.4 Promoted and showed appreciation of coffee at appropriate opportunities. 3.5 Accurately displayed information on coffee and coffee styles for customers where suitable.

## Range Statement

*Specialty coffee industry literary resources may include and not limited to:*

- World Atlas of Coffee, James Hoffman
- Coffee Obsession, Moldaer Anette
- Uncommon Grounds, Mark Pendergrast

## ASSESSMENT GUIDE

### Forms of assessment

- Oral Examination
- Written examination

### Assessment context

Assessment may be conducted in the workplace or in a casual environment.

### Critical aspects (for assessment)

*Assessment requires evidence that the candidate demonstrates:*

- Adequate knowledge of the history and development of coffee
- Adequate knowledge of the seed to cup coffee process
- Ability to express and stipulate areas of knowledge

#### Assessment conditions

- Assessment must reflect the retention of the stipulated knowledge.
- Assessment can be conducted in a quiet, non-threatening environment to facilitate effective communication.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Discovery of coffee as a beverage</li><li>• Growth of consumption in coffee globally</li><li>• History of the Global Coffee Industry</li><li>• Coffee production process</li><li>• Coffee processing methods</li><li>• Coffee varieties</li></ul>	<ul style="list-style-type: none"><li>• Subject expert in the workplace, transferring of acquired knowledge to peers</li><li>• Effective sharing of knowledge with customers and peers</li><li>• Research skills</li></ul>



<b>UNIT TITLE</b>	Prepare and serve coffee beverages				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required in the preparation of standard coffee beverages, both hot and cold using the espresso machine and the other brewing methods like syphon, pour over and French press				
<b>CODE</b>	TOU07S1U04V2	<b>Level</b>	3	<b>Credit</b>	8

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Take orders of guests	1.1 Orders are taken and verified with guests or dining service crew. 1.2 Recommendations are offered to the guest on selection of coffee beverages. 1.3 General information about the coffee beans are provided to guests 1.4 <i>Mise-en-place for coffee service</i> is completed according to establishment's standards and procedures.
2. Prepare espresso-based beverages	2.1 Hot and cold espresso-based beverages are prepared according to standard recipes of the establishments. 2.2 Only good/perfect shots of espresso are served or used in the beverages. 2.3 Appropriate cups/glasses and accessories are selected according to the beverage ordered 2.4 Espresso beverages are served immediately
3. Prepare and serve brewed coffee	3.1 Brewed coffee is prepared according to the brewing method desired by the guest. 3.2 Coffee is brewed according to ideal brewing time of the method 3.3 Coffee beans are weighed or measured according to brewing method. 3.4 Brewed coffee is served immediately

## Range Statement

*Coffee beans information:*

- Variety
- Origin
- Coffee Blend
- Roast level
- Coffee grind

*Mis-en-place:*

- Preparing machine or brewing equipment
- Setting cups, saucers, accessories
- Supplies/condiments

*Hot and cold espresso-based beverages:*

**Hot**

- Espresso
- Americano
- Cappuccino
- Café Latte
- Café Mocha

**Cold**

- Mocha Frappe
- Ice Café Latte
- Iced Café Mocha

*Perfect shot of espresso:*

- Espresso shot within the parameters:
- Amount of ground coffee: Between 7-9 grams
- Volume: Between 25-35 ml
- Water temperature: Between 195-205 degrees F
- Atm pressure: Between 9-10 bars
- Extraction time: 20-30 seconds

*Coffee cups/glasses:*

- Espresso cups/demitasse
- Cappuccino cups
- Latte cups
- Irish glass
- Parfait

*Brewing method:*

- French Press/Plunger
- Siphon
- Pourover

## ASSESSMENT GUIDE

### Forms of assessment

*Competency in this unit may be assessed through:*

- Written and/or oral questions to test candidate's knowledge on espresso and espresso based beverages; brewing methods
- Practical/Demonstration on preparing the basic espresso-based beverages and brewing coffee using the different brewing methods

### Assessment context

Assessment must be conducted in the workplace or a simulated environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate

- Provided general information about the coffee beans to the guest
- Prepared hot and cold espresso-based beverages
- Served beverages immediately
- Brewed coffee with the used of the different brewing methods

### Assessment conditions

- Assessment must reflect the retention of the stipulated knowledge.
- Assessment can be conducted in a quiet, non-threatening environment to facilitate effective communication.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Coffee growing countries</li><li>• Coffee varieties</li><li>• Basic espresso beverages</li><li>• Brewing methods</li></ul>	<ul style="list-style-type: none"><li>• Extracting espresso</li><li>• Brewing coffee</li></ul>

<b>UNIT TITLE</b>	Perform basic maintenance of machines and equipment				
<b>DESCRIPTOR</b>	This unit deals with the knowledge and skills required in the regular maintenance of the espresso machine and other coffee equipment including cleaning and standard operating procedures that must be performed before and after operating the machines and equipment.				
<b>CODE</b>	TOU07S1U04V2	<b>Level</b>	3	<b>Credit</b>	5

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Maintain espresso machine	1.1 Back flushing of espresso is performed according to the type of machine. 1.2 Group head, gasket and porta filters are checked regularly. 1.3 Clean hot water is poured to the drip tray. 1.4 Steam wand is cleaned and wiped with a clean and moist rag. 1.5 Appropriate food grade cleaning chemical is used to backflush and descale espresso machine 1.6 Porta filter and baskets are soaked in hot water to remove oils. 1.7 Group head and screen are brushed at the end of the day. 1.8 Water softener filter is checked regularly. 1.9 Suitable cleaning tools and materials are used to perform maintenance procedures of the machine.
2. Clean doser grinder	2.1 Grounds are brushed off from the bottom and exterior part of the grinder 2.2 Bean hopper is wiped with clean cloth or paper towel or washed in warm water 2.3 The doser chamber or compartment (especially the chute area) is brushed out. 2.4 Grinder blades are checked regularly.
3. Care of small brewing devices	3.1 Small brewers are cleaned right after use in accordance with enterprise standards. 3.2 Small brewers are wiped dried before storage in accordance with enterprise standards. 3.3 Small brewers are stored in their proper places in accordance with enterprise standards. 3.4 Ceramics and glass brewers are washed and soaped after use in accordance with enterprise standards. 3.5 Filters of the small brewing apparatuses are checked for damages.

## Range Statement

*Food grade cleaning chemical:*

- Capsule form

- Powder form
- Tablet form

*Cleaning tools and materials:*

- Grinder brush
- Stiff bristle toothbrush
- Screwdrivers
- Cleaning espresso machine chemical
- Lint-free cloth/rags

*Grinder blades:*

- Flat burrs
- Conical burrs
- Blades

*Damages:*

- Holes
- Tears
- Clogs
- Worn out

## ASSESSMENT GUIDE

### Forms of assessment

*Competency in this unit may be assessed through:*

- Written and/or oral questions to test candidate's knowledge on espresso cleaning and maintenance
- Practical/demonstration on backflushing and cleaning of group head.

### Assessment context

Assessment must be conducted in the workplace or a simulated environment.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate

- Demonstrated the steps and procedures of backflushing
- Provided information about the parts of the espresso and doser grinder
- Demonstrated screwing and unscrewing back group head screen
- Separated and put parts back of espresso grinder

### Assessment conditions

- Assessment must reflect the retention of the stipulated knowledge.
- Assessment can be conducted in a quiet, non-threatening environment to facilitate effective communication.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Different types of coffee machines and grinders</li> <li>• Machine parts</li> <li>• Grinder parts</li> <li>• Backflush</li> <li>• Basic maintenance and trouble shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Backflushing</li> </ul>

<b>UNIT TITLE</b>	Perform basic cashiering and general control procedures				
<b>DESCRIPTOR</b>	This unit deals with the know ledge and skills required to perform basic cashiering function as well as carry out general control procedures including stock/inventory control.				
<b>CODE</b>	TOU07S1U05V2	<b>Level</b>	3	<b>Credit</b>	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Operate Point of sales system (POS)	1.1 <b>POS is prepared</b> before operation following standard procedures 1.2 <b>Business transactions</b> are entered and recorded in accordance with enterprise standards. 1.3 <b>Reports</b> are generated at the end of the shift in accordance with enterprise standards. 1.4 New item data are entered into the system in accordance with enterprise standard operating procedures. 1.5 Back up data base are made in accordance with enterprise standards.
2. Receive payments	2.1 Cash is received and counted in accordance with enterprise accounting procedures. 2.2 Change is given and counted in front of the guest in accordance with enterprise accounting procedures. 2.3 Receipts/tapes are printed out and given to guest in accordance with enterprise accounting procedures.
3. Handle Change Funds and Petty Cash	3.1 3.1 Cash funds are secured in accordance with enterprise standard procedures 3.2 Cash count reports are prepared in accordance with enterprise standard procedures. 3.3 Expenses are monitored and recorded in accordance with enterprise standard procedures.
4. Maintain par stock of items	4.1 Beginning and ending inventory are conducted before and after operations in accordance with enterprise inventory procedures 4.2 <b>Stocks</b> are requested according to enterprise standard procedures 4.3 Issued stock items are checked against requisition documents in accordance with enterprise procedures 4.4 Stock levels are monitored in accordance with par stocking procedures.

## Range Statement

*POS is prepared:*

- Turning on machine and checking peripherals
- Acquire opening reading or reset of machine
- Put cash (cash fund) into the cash tray

*Business Transactions:*

- ordering
- Receiving
- Invoicing
- Sales

*Reports:*

- Inventory
- Spoilage
- Void
- Sales

*Stocks:*

- Coffee beans
- Milk
- Sugar
- Bar supplies
- Flavored Syrups

## ASSESSMENT GUIDE

### Forms of assessment

*Competency in this unit may be assessed through:*

- Written and/or oral questions to test candidate's knowledge on POS system
- Practical/demonstration on simulated business transaction.

### Assessment context

Assessment must be conducted in the workplace or a simulated environment.

### Critical aspects (for assessment)

*Assessment requires evidence that the candidate*

- Demonstrated knowledge on the operation of POS
- Accomplished reports



- Followed procedures in daily sales reporting
- Followed procedures in securing cash and inventory

### Assessment conditions

- Assessment must reflect the retention of the stipulated knowledge.
- Assessment can be conducted in a quiet, non-threatening environment to facilitate effective communication.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Standard POS features</li> <li>• Policies and procedures related to cash handling</li> <li>• Benefits/uses of POS</li> <li>• Par stock</li> <li>• Inventory control</li> </ul>	<ul style="list-style-type: none"> <li>• Computer skills</li> <li>• Accounting skills</li> <li>• Stocking skills</li> <li>• Operating POS</li> </ul>

<b>UNIT TITLE</b>	PRACTISE GOOD WORK ETHICS				
<b>DESCRIPTOR</b>	This unit covers character development, establishing of good work habits and ethics foundational to a successful career				
<b>CODE</b>	TOUo7S1U12V1	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Commitment	1.1. Priorities are made to achieve organizational goals and objectives 1.2. Perseverance and hard work to maintain the set priorities in order to achieve of organizational goals and objectives 1.3. Teachability and eagerness to learn 1.4. Demonstrate creativity in job role
2. Honesty	2.1 Dependable and accountable for cashier operations, stocks, equipment and business resources 2.2 Courage to uphold what is true and admit when mistakes are made
3. Integrity	3.1. Demonstrating an ongoing commitment to do the right thing in every situation. 3.2. Conduct above-board and observe fairness in the course of business
4. Punctuality	4.1. Reporting to duty on time 4.2. Does not go absent without valid reasons 4.3. Adhering to leave application policies
5. Excellence	5.1. Overall striving, at times beyond stated responsibilities, in every aspect of the job, to be the best an individual can be.

## Range Statement

Appropriate sources:

- 1.1 Supervisors
- 1.2 Team Members
- 1.3 Customers

Resource:

- 3.1 One-on-One Mentorship
- 3.2 Peer-to-peer influence
- 3.3 Online research
- 3.4 Specialty Coffee Maldives literary resources

Protocols:

- 4.1 Organizational goals and objectives
- 4.2 Duty rosters
- 4.3 Cashier operations
- 4.4 Leave application policy
- 4.5 Stock accountability procedures

## ASSESSMENT GUIDE

### Form of assessment

- Direct Observation
- Peer Survey
- Oral Interview
- Duty Time Card or written daily staff movement record

### Assessment context

- Competency is to be assessed individually on the job, which reflects a range of opportunities for character development
- Peer written survey may be conducted out of workplace at the end of the training period
- Independent Oral Interview at the end of the training period
- Daily staff movement record can be tabulated at the end of the training period

### Critical aspects

It is essential the competencies are fully observed over the course of the training period holistically, and evident that competencies, with emphasis to excellence, have been incorporated in the candidate's value system. This unit may be assessed in conjunction with all units, which form part of the normal job role.

### Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time
- Peer written survey may be conducted in a separate environment removed from the candidate to ensure objective evaluation
- Independent Oral Interview to be conducted in a conducive relaxed environment

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Honesty, integrity and punctuality are fundamental values of any profession</li></ul>	<ul style="list-style-type: none"><li>• Ability to take ownership of organizational goals and objectives</li><li>• Setting right priorities</li></ul>

<ul style="list-style-type: none"> <li>• Pursuit of excellence is instrumental to personal development</li> <li>• Principles of accountability in business resources</li> <li>• Right priorities contributing to achievement of organizational goals and objectives will lead to career advancement</li> <li>• Teachability, eagerness to learn, together with hard work and perseverance will spur creativity, resulting in success.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to look at the “big picture” and go above and beyond the stated responsibilities when situation calls for</li> <li>• Work hard, Work smart</li> <li>• Asking the right questions</li> <li>• Report for duty on time</li> <li>• Procedures and communication for leave application</li> <li>• Cashier operation</li> <li>• Stock count and record</li> <li>• Admit to failures and mistakes</li> <li>• Creative ideas for job performance and productivity</li> </ul>
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<b>UNIT TITLE</b>	Work in Team Environment				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes necessary for contribution as a member of a team, to achieve optimal productivity				
<b>CODE</b>	TOU07S1U13V1	<b>Level</b>	3	<b>Credit</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Team role and scope	<p>1.1. The <b>role and objective of the team</b> is identified from available <b>sources of information</b></p> <p>1.2. Team parameters, reporting relationships, communication procedures and responsibilities are established and reinforced through team discussions</p>
2. Identify individual role and responsibilities within team	<p>2.1 Individual role and responsibilities within the team environment are identified</p> <p>2.2 Roles and responsibility of other team members are identified and recognized</p> <p>2.3 Reporting relationships and communication procedures within team and external parties are identified and understood</p>
3. Work as a team member	<p>3.1 Attitude of respect and honour towards team and external parties</p> <p>3.2 Overall service culture and recognising other team members and relevant external parties as 'customers', pivotal to organisational goals.</p> <p>3.3 Exercise empathy in a team setting</p> <p>3.4 Effective and appropriate contributions made to complement team activities and objectives, with individual skills and competencies in the <b>workplace context</b>, to create synergy (The whole is greater than the sum of its part).</p> <p>3.5 Cooperation with a team to solve problems, tackle work challenges</p>

## Range Statement

Sources of information:

- Organisation's vision, goals and objectives statement
- Standard operating and/or other workplace procedures
- Job descriptions
- Client/supplier instructions
- Quality standards
- OHS and environmental standards

## ASSESSMENT GUIDE

### Form of assessment

- Observation of the individual member's competency in relation to the work activities in a team setting
- Oral interview of candidate pertaining to understanding of individual and team's role and responsibility towards organizational goals and objectives.
- Peer interview in relation to team communication and synergy

### Assessment context

- Competency may be assessed in workplace or in a simulated workplace setting
- Assessment shall be observed while task is being undertaken in group over the duration of the training
- Interviews to be conducted in a conducive and non-threatening environment to facilitate effective feedback for assessment

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Followed designated work plan for the job
- Operated in a team to complete workplace activity
- Operated in a team to solve problems and tackle work challenges
- Worked effectively with others with a synergised outcome
- Demonstrated empathy towards other team members in the duration of the training
- Demonstrated respect, honour and a service culture attitude towards team members and external parties

### Assessment conditions

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

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Group planning and decision making</li><li>• Dynamics of a team context and individual's role within the team</li><li>• Principle of synergy and how to contribute with a team in achieving greater results</li><li>• Attitude of service culture is integral to effective team work</li></ul>	<ul style="list-style-type: none"><li>• Group Planning</li><li>• Group decision making</li><li>• Empathy, understanding other team members</li><li>• Exercise flexibility with team members in a range of work situations</li><li>• Problem solving as a group</li><li>• Service towards others</li></ul>

<b>UNIT TITLE</b>	Perform Espresso Fundamentals				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to prepare, extract and serve espresso coffee using an espresso machine				
<b>CODE</b>	TOU07S2U01V2	<b>Level</b>	4	<b>Credit</b>	18

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate knowledge and understanding of extraction parameters and factors of high quality espresso	1.1 Extraction parameters are moderated to achieve desired flavor profile for a range of different coffees.
2. Preparation and organization of work areas	<p>2.1 Espresso bar is organized according to workplace safety and hygiene practices, to enable efficient workflow and easy access to equipment and commodities.</p> <p>2.2 Work routines are developed according to organisational requirements.</p> <p>2.3 Espresso bar is prepared and tools and equipment required for coffee service are gathered according to organisational procedures.</p> <p>2.4 Coffee and commodities are stored in appropriate airtight containers and conditions are maintained to ensure quality and freshness, according to workplace hygiene procedures and food safety regulations.</p>
3. Grind, Dose and Tamping	<p>3.1 Coffee is selected and grinded to correct particle size and dose for optimal extraction</p> <p>3.2 Environmental and equipment factors affecting dosage are taken into consideration. Grind and dose are adjusted accordingly.</p> <p>3.3 Appropriate cups or glassware are selected to ensure they are warm before preparation.</p> <p>3.4 The required dosage is measured or dispensed and placed into clean filter basket. The coffee evenly tamped using correct pressure.</p>
4. Extraction and measurement of espresso	<p>4.1. The group head is cleaned prior to inserting group handle by releasing of purge water for three seconds from the group head before placement of group handle to extract coffee.</p> <p>4.2. The flow rate, time and color of extraction shot is monitored.</p>



	<p>4.3. Extraction rate and volume is analyzed to adjust where appropriate.</p> <p>4.4. Quality of extraction is assessed visually and where appropriate by the flavor is verified.</p> <p>4.5. Spent grounds (puck or cake) is checked to identify any required adjustments to dosage and tamping technique.</p>
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## Range Statement

Industrial coffee literature:

- The Professional Barista Handbook, Scott Rao
- Espresso Extraction: Measurement and Mastery, Scott Rao

Factors to consider in grinding coffee include:

- Grinder Settings
- Sensory analysis of grind, including:
  - Visual
  - Tactile
  - Olfactory
  - Tasting of finished product

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

- Types and brands of coffee grinders and coffee machines
- Service ware, including cups, saucers, mugs and glasses of various sizes
- Gram Scales
- Digital Timers
- Shot glasses
- Tampers
- Storage bins in appropriate sizes and materials
- Knock tubes for discarded pucks
- Cleaning cloths

## ASSESSMENT GUIDE

### Forms of assessment

- Direct observation of practical demonstration of extracting and serving coffee over an entire service period
- Tasting of coffee prepared by the candidate
- Written or oral questions to assess required knowledge relating to preparing and serving espresso coffee

### Assessment context

Assessment must ensure:

- Access to a workstation with industry-standard commercial espresso machine and appropriate service wares
- Access to a range of coffee types and commodities
- Preparation of quantities of coffee items within industry-realistic timeframes for multiple customers simultaneously

### Critical aspects (for assessment)

Evidence of the following is essential:

- Ability to recognise quality in espresso coffee and identify factors affecting quality and required outcomes
- Ability to address problems during preparation and service of espresso coffee
- Ability to extract and present quality coffee within realistic timelines
- Compliance with all workplace hygiene and food safety regulations
- Safe work practices in making espresso coffee.

### Assessment conditions

Assessment must reflect events and 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.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Types of bean, blends and roasts with a particular emphasis on Espresso roast</li><li>• key principles of Espresso Extraction</li><li>• Appropriate pour rate for espressos</li><li>• Factors affecting quality of Espresso</li><li>• Types of grind and grinding equipment</li><li>• Types of machines, equipment, accessories, their main features and differences</li><li>• Storage conditions and requirements for coffee and commodities</li><li>• Sequencing and production of orders</li></ul>	<ul style="list-style-type: none"><li>• Techniques for grinding, dosing, tamping and purging group head</li><li>• Quality extraction of espressos</li><li>• Ability to appreciate and communicate basic flavours and taste in cup</li><li>• Numeracy skills to calculate and measure doses of coffee</li><li>• Hygiene and food safety practices related to making, serving and storing coffee, coffee products and service equipment</li><li>• Safe work practices when using coffee machines and other equipment, including posture at workstation</li></ul>

<b>UNIT TITLE</b>	Perform Milk Steaming Fundamentals				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required to steam milk which is essential in the preparation of espresso-based beverages.				
<b>CODE</b>	TOU07S2U02V2	<b>Level</b>	4	<b>Credit</b>	21

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Preparation of milk and equipment.	1.1. Adequate amount of milk is measured according to the type of drinks to be prepared. 1.2. Appropriate size of steaming pitcher is selected in accordance with drinks ordered to avoid excessive wastage of milk 1.3. Steam wand is flushed to remove condensed water. 1.4. Steam wand is wiped before steaming and after steaming 1.5. Rags for the steam wand are kept clean and moist
2. Stretching milk	2.1 Steam wand is positioned at the right depth of the milk. 2.2 Full steam is applied when introducing air into the milk. 2.3 The sound of air being drawn into the milk is judged/evaluated thru the hissing sound. 2.4 Milk is stretched according to the desired volume of foam. 2.5 Milk is converted into micro foam.
3. Texturing milk	3.1. Steam wand is angled as appropriate to create a whirlpool effect. 3.2 Milk is spun to achieve the desired consistency. 3.3 Milk is steamed at the ideal temperature for immediate consumption. 3.4 Steam wand is shut off some 5 degrees before the desired temperature. 3.5 Steam wand is flushed and wiped after steaming. 3.6 Big bubbles are removed by swirling and knocking the pitcher on the counter
4. Basic free pour latte art	4.1 Basic pour of “Love Heart”, “Tulip” and “Rosetta” within 30 secs to ensure appropriate drinking temperature when served.

## Range Statement

Steaming pitcher, sizes may include but not limited to:

- 400ml
- 600ml
- 1000ml

Desired increased volume of macrofoam:

- 0.5cm for Flat White
- 1cm for Latte
- 2cm for Cappuccino

Desired consistency:

- Silky
- Velvety
- Pouring consistency
- Naturally sweet
- Glossy

Ideal temperature:

- Ideal temperature for steaming milk is between 60-65 Degree Celsius, suitable for immediate consumption when served

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

The following resources should be provided:

- Commercial espresso machine
- Institutional coffee grinder
- Coffee beans
- Coffee bar tools and supplies (tamper, steaming pitcher etc.)
- Milk
- Chiller/ref or ice box with ice

## ASSESSMENT GUIDE

### Forms of assessment

Competency in this unit may be assessed through:

- Written and/or oral questions to test candidate's knowledge on the step by step procedure of steaming milk; chemistry or composition of milk; its effect on the texture and sweetness of the steamed milk etc.
- Practical/Demonstration on steaming milk

### Assessment context

Assessment must be conducted at workplace or simulated environment

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Measured the adequate amount of milk according to the kind of drink to be prepared.
- Use chilled milk.
- Selected the correct size of steaming pitcher
- Flushed and wiped the steam wand before and after steaming milk
- Kept rags clean and moist
- Stretched milk according to the desired volume of foam
- Steamed milk to its desired texture
- Steamed the milk to the ideal temperature

### 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

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Milk types and Chemistry of milk</li><li>• Stages of steaming milk</li><li>• Milk characteristics for free pour Latte Art</li></ul>	<ul style="list-style-type: none"><li>• Milk texturing and steaming, to the desired volume, texture, and temperature appropriate for types of espresso-based milk beverages.</li><li>• Free Pour Latte Art</li></ul>

<b>UNIT TITLE</b>	Perform Manual Brew Fundamentals				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to extract and serve manual brew methods				
<b>CODE</b>	TOU07S2U03V2	<b>Level</b>	4	<b>Credit</b>	21

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare and serve manual brewed coffee	1.1 Demonstrated adequate understanding of various manual brew method 1.2 Showed the ability to explain to peers and customers the difference in cup quality of various manual brew methods 1.3 Factors affecting brew quality are understood 1.4 With understanding of origins, coffee varieties, processing methods, the best brew methods and parameters were applied 1.5 Coffee is brewed according to ideal brew parameters of the method 1.6 Coffee beans are weighed or measured according to brewing method. 1.7 Brewed coffee is served immediately.

## Range Statement

Manual Brew Methods may include:

- V60 pourover
- Aeropress
- Chemex pourover
- Drip Coffee
- Cold Brew
- French Press
- Syphon

## ASSESSMENT GUIDE

### Forms of assessment

Competency in this unit must be assessed through:

- Written examination
- Practical demonstration

### Assessment context

- Assessment may be done in the workplace or in a simulated workplace setting
- Written examination is to be conducted in a classroom setting

### Critical aspects (for assessment)

Assessment required evidence that the candidate:

- Understand and able to explain the various manual brew methods
- Understand the factors contributing to cup quality
- Able to proficiently brew coffee with the various manual brew methods

### Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Cup characteristics of coffee origin, varietals and processing methods</li><li>• Key principles to manual brewed coffee</li></ul>	<ul style="list-style-type: none"><li>• Communication skills- provide advice to customers about coffee brew methods and cup characteristics where appropriate.</li><li>• Determine customer coffee preferences and requirements, and offer coffee style choices and accompaniments accordingly.</li><li>• Brew and serve according to customer preferences</li></ul>

<b>UNIT TITLE</b>	Prepare Café Tea				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to brew and serve a range of tea beverages				
<b>CODE</b>	TOU07S2U04V2	<b>Level</b>	4	<b>Credit</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare and serve a variety of cafe teas	1.1 Described the traditional tea types 1.2 Described the modern tea types 1.3 Applied appropriate time and brew water temperature for different tea types 1.4 Chai Latte was brewed and served
1. Prepare and serve Chinese Tea	2.1 Described the varieties of Chinese Tea 2.2 Performed basic Chinese Tea etiquette

## Range Statement

Traditional Café teas includes and are not limited to:

- English Breakfast
- Peppermint
- Earl Grey
- Chamomile

Modern tea types include and are not limited to:

- Flower tea blends
- Fruit tea blends
- Green Tea
- Chai Latte

Chines Tea variety includes and are not limited to:

- Dragon Well
- Pu-er
- Tie Guan Yin
- White tip
- Silver tip
- Jasmine

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

The following resources should be provided:

- Range of tea leaves and tea powder
- Tea pots, cups and saucer



- Brew kettle, scales and timer

## ASSESSMENT GUIDE

### Forms of assessment

Competency in this unit must be assessed through:

- Oral Questions and Answers
- Practical demonstration

### Assessment context

- Assessment may be done in the workplace or in a simulated workplace setting
- Written examination is to be conducted in a classroom setting

### Critical aspects (for assessment)

Assessment required evidence that the candidate:

- Possess knowledge of tradition, modern and Chinese tea characteristics
- Able to proficiently brew the range of teas listed in this unit

### Assessment conditions

- Oral interview is to be conducted along with the practical tests conducted in the workplace setting

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Variety of traditional, modern and Chinese teas</li><li>• Appropriate brew parameters for each type of tea</li></ul>	<ul style="list-style-type: none"><li>• Provide advice to customers about tea varieties and their respective flavour characteristics where appropriate.</li><li>• Determine customer coffee preferences and requirements, and offer tea choices accordingly.</li><li>• Brew and serve according to customer preferences</li></ul>

<b>UNIT TITLE</b>	Prepare and serve Common Café Menu Beverages				
<b>DESCRIPTOR</b>	This unit covers the skills and knowledge required in the preparation of standard coffee beverages, both hot and cold using the espresso machine				
<b>CODE</b>	TOU07S2U05V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrated the knowledge of Common Cafe Beverages	1.1 Prepared common café beverages
2. Take orders of guests	2.1. Orders are taken and verified with guests or dining service crew. 2.2. Recommendations are offered to the guest on selection of coffee beverages. 2.3. General information about the coffee beans are provided to guests 2.4. Preparation of espresso bar for coffee service is completed according to establishment's standards and procedures.
3. Prepare espresso based beverages	3.1 Hot and cold espresso-based beverages are prepared according to standard recipes of the establishments. 3.2 Only good/perfect shots of espresso are served or used in the beverages. 3.3 Appropriate cups/glasses and accessories are selected according to the beverage ordered. 3.4 Espresso beverages are served immediately.
4. Serve and present Espresso Coffee	4.1 Coffee attractively presented using clean ceramic or glass cups, avoiding drips and spills. 4.2 Coffee is served at the required temperature, according to customer requirements and style, with appropriate crema, steamed milk and accompaniments.

## Range Statement

Common Café Items may include and not limited to (hot and cold):

- Espresso
- Ristretto
- Americano (Long Black)
- Flat White
- Espresso Macchiato (short Macchiato)
- Long Macchiato (double shot)
- Café Latte
- Cappuccino
- Café Mocha
- Hot Chocolate

Coffee beans information may include:

- Variety
- Origin
- Coffee Blend
- Roast level
- Coffee grind

Espresso Bar preparation may include:

- Preparing machine or brewing equipment
- Setting cups, saucers, accessories
- Supplies/condiments

Commercial standard Espresso shot parameters:

- Dose between 7-9 grams
- Volume: Between 25-35 ml
- Water temperature: Between 90 – 96 degrees Celsius
- Atm pressure: Between 9-10 bars
- Extraction time: 20-30 seconds

Specialty Coffee typical Espresso:

- Dose between 15-22 grams
- Volume: Between 30-45 ml (short double)
- Water temperature: Between 90 – 96 degrees Celsius
- Atm pressure: Between 9-10 bars
- Extraction time: 28-33 seconds

## ASSESSMENT GUIDE

### Forms of assessment

Competency in this unit may be assessed through:

- Written and/or oral questions to test candidate's knowledge on espresso and espresso based beverages
- Practical/Demonstration on preparing the basic espresso-based beverages

### Assessment context

Assessment must be conducted in

- Workplace or simulated environment

### Critical aspects (for assessment)

Assessment requires evidence that the candidate

- Provided general information about the coffee beans to the guest
- Prepared hot and cold espresso-based beverages
- Served beverages immediately

### 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.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Coffee growing countries</li><li>• Coffee varieties</li><li>• Basic Espresso beverages</li></ul>	<ul style="list-style-type: none"><li>• Extracting Espresso</li><li>• Preparation of basic Espresso beverages</li></ul>

<b>UNIT TITLE</b>	Develop Espresso Bar Efficiency and Workflow				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to plan and monitor espresso coffee service efficiently				
<b>CODE</b>	TOU07S2U06V2	<b>Level</b>	4	<b>Credit</b>	12

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate efficiency at Espresso Bar	1.1 Maintained and cleaned espresso bar for service efficiency 1.2 Work flow for multiple orders are planned and organized 1.3 Milk is steamed for multiple cups of coffee with one pitcher 1.4 Milk is simultaneously steamed and espresso is extracted.
2. Demonstrate team work	2.1 Team work is demonstrated on dedicated espresso and milk stations
3. Monitor quality and service of coffee	3.1 Coffee beans are evaluated to ensure freshness and appropriate oil content. 3.2 Faults and problems are diagnosed in quality of coffee. 3.3 Follow up and feedback is taken on coffee quality from customers and staff. 3.4 Problems are dealt according to nature of problem and enterprise practices.

## Range Statement

Characteristics of coffee include:

- Colour
- Appearance, including opacity or transparency
- Aroma
- Flavour
- Taste
- Freshness
- Presentation.

Evaluate espresso coffee quality includes:

- Use of visual and other sensory means, such as smelling and tasting coffee
- Customer feedback
- Consistency of product

Indicators of quality include:

- Industry and enterprise standards and requirements

- Customer feedback
- Repeat business
- Sales of particular items, coffee types and styles.

## ASSESSMENT GUIDE

### 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 workplace observation over the duration of the training
- Practical test on multiple orders
- Written or oral questions to test knowledge required to plan and monitor espresso coffee service
- Testing of candidate's ability to analyze and solve typical problems in coffee service or coffee quality

### Assessment context

Assessment must ensure access to a coffee station with a range of industry-current equipment.

- Work activities that allow the candidate to develop and maintain systems for the service of coffee over a period of time.

### Critical aspects (for assessment)

Evidence of the following is essential:

- Proficiency in simultaneous extraction of coffee and steaming of milk
- Ability to work in pairs to fulfill high quantity order
- Ability to diagnose and troubleshoot problems with coffee quality

### 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.
- Practical tests conducting at workplace
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Workflow and efficiency in espresso bar service</li><li>• Coffee quality, diagnosis and troubleshoot</li><li>• Teamwork dynamics</li></ul>	<ul style="list-style-type: none"><li>• Process high volume of orders</li><li>• Simultaneously steam milk and extract espresso</li><li>• Work in pairs on dedicated milk and espresso stations</li><li>• Resolve coffee quality issues</li></ul>

<b>UNIT TITLE</b>	Practice preventive maintenance and maintenance of machines and equipment				
<b>DESCRIPTOR</b>	This unit deals with the knowledge and skills required in regular preventive maintenance of the espresso machine and other coffee equipment including cleaning and standard operating procedures that must be performed before and after operating the machines and equipment.				
<b>CODE</b>	TOU07S2U07V2	<b>Level</b>	4	<b>Credit</b>	18

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Preventive maintenance of espresso machine	1.1 Back flushing of espresso is performed according to the type of machine. 1.2 Group head gaskets and porta filters are checked and cleaned regularly. 1.3 Clean hot water flushing the drip tray at daily closing 1.4 Steam wand is cleaned and wiped with a clean and moist rag. Mandatory purging before and after steaming milk 1.5 Appropriate food grade cleaning chemical is used to back flush and descale espresso machine 1.6 Porta filter and baskets are soaked in hot water to remove oils. 1.7 Group head and screen are brushed at the end of the day. 1.8 Water softener filter is checked regularly. 1.9 Suitable cleaning tools and materials are used to perform maintenance procedures of the machine.
2. Clean doser grinder	2.1 Grounds are brushed off from the bottom and exterior part of the grinder 2.2 Bean hopper is wiped with clean cloth or paper towel or washed in warm water 2.3 The doser chamber or compartment (especially the chute area) is brushed out. 2.4 <b>Grinder</b> burrs are checked regularly.
3. Care of small brewing devices	3.1 Brew equipment are cleaned right after use each time 3.2 Brew equipment are wiped dried before being stored in their designated places.



4. Basic Service Maintenance	4.1 The operation and efficiency of the espresso machine and grinder are monitored and assessed during usage and took appropriate action where required in relation to defects and faults according to enterprise policies and procedures, OHS and warranty requirements.  4.2 Identified situations requiring the attendance of a trained service technician, licensed electrician, or a designated senior person within the organisation.  4.3 Energy and water resources are used efficiently when preparing coffee and cleaning equipment to reduce negative environmental impacts.
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## Range Statement

Food grade cleaning chemical may include and not limited to:

- Capsule form
- Powder form
- Tablet form

Cleaning tools and materials may include and not limited to:

- Grinder brush
- Stiff bristle toothbrush
- Screwdrivers
- Cleaning espresso machine chemical
- Lint-free cloth/rags

Grinder types:

- Flat burrs
- Conical burrs
- Blades

Damages may include:

- Holes
- Tears
- Clogs
- Worn out

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

- Commercial espresso machine
- Institutional coffee grinder
- Cleaning tools and materials
- Cleaning chemical

## ASSESSMENT GUIDE

### Forms of assessment

Competency in this unit may be assessed through:

- Written exams on basic maintenance knowledge and procedure
- Practical demonstration

### Assessment context

Assessment must be conducted in:

- Workplace or simulated environment
- Classroom room environment

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated the steps and procedures of back flushing
- Provided information about the parts of the espresso and dozer grinder
- Demonstrated screwing and unscrewing back group head screen
- Understand the overall procedures of cleaning and service maintenance

### Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Steps of preventive maintenance</li><li>• Espresso machine parts</li><li>• Grinder parts</li><li>• Basic maintenance and trouble shooting</li></ul>	<ul style="list-style-type: none"><li>• Back flushing</li><li>• Cleaning group heads</li><li>• Cleaning grinder</li><li>• Cleaning of brew equipment</li><li>• Timely identifying equipment fault and address issues according to organisational guidelines</li></ul>

<b>UNIT TITLE</b>	Enhance customer service experiences				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to provide professional and personalized customer service experiences. It requires the ability to determine and meet customer preferences, develop customer relationships, respond to difficult service situations and take responsibility for resolving complaints.				
<b>CODE</b>	TOU07S2U09V2	Level	4	Credit	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Provide a quality service experience.	1.1 Determined and confirmed customer preferences, needs and expectations. 1.2 Advised customers about appropriate products and services to meet their needs. 1.3 Anticipated customer preferences, needs and expectations throughout the service experience. 1.4 Promptly provided products and services with professional and personalized service to meet individual preferences. 1.5 Offered extras and add-ons and provided tailored and additional products and services. 1.6 Liaised with team members and suppliers to ensure efficient service delivery. 1.7 Shared customer information with team members to ensure quality service.
2. Proactively respond to difficult service situations	2.1 Identified problems with products and services and took immediate action to address before provision to customer. 2.2 Anticipated delays in product and service provision and regularly updated customer on expected outcomes. 2.3 Advised customers of alternative products and services. 2.4 Proactively compensated for service difficulty in line with own level of responsibility and organisational policy. 2.5 Provided ongoing internal feedback on service issues and suggest improvements.
3. Resolve customer complaints.	3.1 Used questioning techniques to establish and agreed on nature, possible cause, and details of the complaint. 3.2 Assessed impact on customer. 3.3 Took responsibility for resolving complaints in a professional manner and used communication techniques to assist in their management.

	<p>3.4 Determined options to resolve complaints and promptly analyzed and decided on optimal solutions, took organisational constraints into account.</p> <p>3.5 Acted swiftly to resolve complaints and prevented escalation, in consultation with customer and to customer satisfaction.</p> <p>3.6 Turned complaints into opportunities to demonstrate high quality customer service.</p> <p>3.7 Provided internal feedback on customer complaints and feedback and required follow-up in order to avoid future occurrence.</p> <p>3.8 Reviewed and evaluated complaints and solutions to enhance response to future issues</p>
4. Develop customer relationships.	<p>4.1. Promoted repeat business by offering promotional services according to individual empowerment and organisational policy.</p> <p>4.2. Maintained customer profiles to enhance service delivery.</p> <p>4.3. Provided personalized service to customers in a professional manner that builds repeat business.</p> <p>4.4. Provided tailored products and services based on customer profile.</p>

**Range Statement**

Customer preferences, needs and expectations:

may be determined by:

- active listening
- observation
- questioning
- recognition of non-verbal signs

may include:

- assistance
- comfort
- courtesy
- empathy and support

- emergency support
- friendliness
- new experiences
- prompt service
- special requests
- value for money

may be related to:

- age
- gender
- prior knowledge
- social and cultural characteristics
- special needs.

Customers may include:

- business to business
- corporate
- online
- the media
- retail

internal:

- colleagues
- managers
- members of a team
- staff from other departments
- new or regular
- visitors

Extras and add-ons may include:

products not requested by the customer but identified as a good fit, including:

- special offers or packages
- storage for luggage after check-out

Compensate for the situation may involve:

considering the:

- financial constraints of the organisation
- profitability of the sale

provision of some or all services:

- free of charge
- at reduced rate

provision of:

- special attention during the service period
- special customer service delivery on next attendance.
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### **ASSESSMENT GUIDE**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, to assess the individual’s ability to determine different customer service needs and expectations, liaise with team members to ensure efficient service delivery.
- resolve customer complaints
- use of problem-solving exercises so the individual can identify reasons for difficult service situations and provide suggested solutions
- written or oral questioning to assess knowledge of:

**Assessment context**

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

**Critical aspects**

Evidence of the ability to:

- provide professional and personalised customer service experiences on multiple occasions to meet the expectations of a variety of customers
- communicate with a diverse range of customers including those with special needs to provide a total quality service experience
- resolve difficult service situations and customer complaints within designated times
- demonstrate knowledge of professional service standards expected of service industry personnel
- complete service within commercial time constraints and designated response times so that all customers are served effectively.

**UNDERPINNING KNOWLEDGE AND SKILLS**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• principles and benefits of enhanced customer service experiences and positive communication</li> <li>• techniques to anticipate customer preferences, needs and expectations throughout the service experience</li> <li>• conflict resolution techniques</li> <li>• value of staff and customer feedback in enhancing service delivery</li> <li>• for the specific industry sector:</li> <li>• professional service standards expected of service industry personnel</li> <li>• attitudes and attributes expected by the service industries to work with customers</li> <li>• accepted service standards and rituals</li> </ul>	<ul style="list-style-type: none"> <li>• communication skills to determine customer needs and preferences through observation, questioning and active listening</li> <li>• discuss service difficulties with team members and suppliers</li> <li>• use probe questioning to gain information, clarify ambiguities and adequately understand customer complaints</li> <li>• initiative and enterprise skills to:</li> <li>• offer additional services and products</li> <li>• proactively compensate for service difficulties</li> <li>• literacy skills to:</li> </ul>

<ul style="list-style-type: none"><li>•</li><li>• different customer service needs and expectations</li><li>• types of customer loyalty programs</li><li>• the essential features and usage of the customer data base</li><li>• for the particular organisation:</li><li>• designated response times for providing service and resolving complaints</li><li>• customer service policies and procedures including those for complaint handling</li><li>• promotional services offered.</li></ul>	<ul style="list-style-type: none"><li>• read and interpret policies and procedures</li><li>• write entries into customer service data bases</li><li>• numeracy skills to calculate the cost of products and services, estimate profitability and consider the cost of customer compensation</li><li>• problem-solving skills to identify and resolve difficult service situations and customer complaints</li><li>• self-management skills to take responsibility for customer service outcomes</li><li>• teamwork skills to share customer information with team members to ensure efficient service delivery</li><li>• technology skills to use computers and data bases that manage customer profiles and promotional activities.</li></ul>
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<b>UNIT TITLE</b>	Lead and manage people				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to lead and manage people and teams and support and encourage their commitment to the organization. It requires the ability to lead by example and manage team performance through effective leadership.				
<b>CODE</b>	TOU07S2U11V2	Level	4	Credit	9

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Model high standards of performance and behavior.	1.1 Acted as a positive role model through individual performance. 1.2 Showed support for and commitment to organisational goals in day-to-day work performance. 1.3 Interacted with team members in a positive and professional manner.
2. Develop team commitment and cooperation.	2.1 Developed and clearly communicate short, medium and long-term plans and objectives consistent with organisational goals in consultation with the team. 2.2 Communicated expectations, roles and responsibilities of team members to encourage them to take responsibility for own work. 2.3 Encouraged teams and individuals to develop innovative approaches to work. 2.4 Identified and rewarded individual and team efforts and contributions. 2.5 Modelled and encouraged open and supportive communication within the team. 2.6 Seek and shared information from the wider business environment with the team. 2.7 Represented team interests in the wider environment. 2.8 Seek feedback from team members and implemented changes within the bounds of organisational goals and policies.
3. Manage team performance.	3.1. Delegated tasks and responsibilities, identified barriers to delegation, and implemented processes to overcome them. 3.2. Evaluated team member skills and provided opportunities for individual development. 3.3. Monitored team performance to ensure progress towards achievement of goals.

	<p>3.4. Provided mentoring and coaching to support team members.</p> <p>3.5. Motivated individuals and teams to achieve optimum performance.</p> <p>3.6. Provided recognition and rewards for team achievements.</p>
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### Range Statement

Plans and objectives may:

- short
- medium
- long-term
- relate to:
- contingency management
- increased productivity
- meeting Key Performance Indicators (KPI)
- operational activities
- organisational strategies
- performance targets for a particular project
- sales targets
- task management.

Team may be:

- paid employees
- permanent team

Expectations, roles and responsibilities may include:

- adherence to policies and procedures
- cooperative and open communication
- nature and scope of work
- relationships with others in the workplace and interdependent areas of activity

- reporting requirements
- roles of leaders and managers, including:
- decision making
- delegation of tasks
- information provision
- monitoring staff
- planning and organising.

Innovative approaches may include:

- alerting colleagues to the potential of new technologies
- making suggestions about better ways of doing things
- seeking information or ideas from unexpected places
- trying new approaches to old problems.

Open and supportive communication may involve:

- being prepared to declare own need for assistance
- involving others in developing solutions
- planned and unplanned exchanges of information
- providing constructive feedback
- providing open access to documents
- using technology to support effective communication, e.g. email groups.

Information may include:

- organisation performance, including financial
- changes in organisational policies
- marketing information and targets
- overall organisational objectives
- plans for new equipment
- rationale for management decisions
- technology updates
- training developments.

Feedback may be about:

- allocation of tasks
- effectiveness of communication:
  - from the leader
  - within the team
  - within the enterprise

performance of:

- individuals
- self
- team
- the enterprise

interaction between:

- different departments
- different teams
- other supervisors and managers

workplace practices:

- efficiency
- deficiencies.

Opportunities for individual development may include:

- change in job responsibilities
- external training and professional development
- formal promotion
- internal training and professional development

opportunity for greater autonomy or responsibility.

Recognition and reward for team members may include:

- acknowledgment to the whole team of individual good performance
- incentive initiatives

- informal acknowledgment
- presentation of awards
- written reports to management.

## **ASSESSMENT GUIDE**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- model high standards of performance and behaviour
- communicate expectations, roles and responsibilities of team members
- delegate individual tasks
- coach and support team members to achieve optimum performance
- evaluation of reports prepared by the individual detailing how team commitment was encouraged and how team performance was managed during the conduct of operational activities
- use of, case studies and problem-solving exercises so the individual can suggest methods to overcome problematic performance issues for individuals and the team
- oral or written questioning to assess knowledge of leadership, motivation and teamwork principles
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

### ***Assessment context***

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

### ***Critical aspects***

#### **Assessment conditions**

Evidence of the ability to:

- lead by example and build positive team culture through effective leadership
- monitor individual and team performance over a period of time and motivate individuals and teams to achieve optimum performance
- integrate knowledge of leadership, motivation and teamwork principles.

**UNDERPINNING KNOWLEDGE AND SKILLS**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• roles of and functions performed by supervisors and managers</li> <li>• different leadership styles</li> <li>• characteristics of effective leadership</li> <li>• principles of teamwork, including:</li> <li>• characteristics of effective teams</li> <li>• roles and attributes of team members</li> <li>• organisation of teams</li> <li>• potential team problems</li> <li>• benefits of effective teamwork</li> <li>• role and theories of motivation</li> <li>• group dynamics</li> <li>• types of organisational plans and planning processes.</li> </ul>	<ul style="list-style-type: none"> <li>• communication skills to provide effective support and motivation to a team and overcome communication barriers</li> <li>• problem-solving skills to identify skill deficiencies and provide opportunities for individual development</li> <li>• self-management skills to take responsibility for team outcomes</li> <li>• teamwork skills to represent team interests in the wider organisation environment.</li> </ul>