TECHNICAL &
VOCATIONAL
EDUCATION &
TRAINING

National Competency Standard for Food & Beverage Services Personnel
Standard Code: TOU11S18V2

[Endorsed by the MALDIVES QUALIFICATIONS AUTHORITY (MQA)]

PREFACE

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

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

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

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KEY FOR CODING

Coding Competency Standards and Related Materials

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

Endorsement Application for Qualification 01	
NATIONAL CERTIFICATE III IN FOOD & BEVERAGE SERVICES PERSONNEL	
Qualification code: TOU11SQ1L318	**Total Number of Credits:** 40
Purpose of the qualification	
The holders of this qualification are expected to work as an Assistant Waiter, mainly in a restaurant, catering firms, cafeterias, homes, specialty food outlets and will be working under the supervision of a Waiter	
Regulations for the qualification	National Certificate III in Food and Beverage Services Personnel will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10

Schedule of Units

Unit	Unit Title	Code
1.	Observe personal and work place hygiene practices	TOU11S1U01V2
2.	Practice health, safety and security practices	TOU11S1U02V2
3.	Provide effective customer care	TOU11S1U03V2
4.	Practice effective workplace communication	TOU11S1U04V2
5.	Perform computer operations	TOU11S1U05V2
6.	Develop and upkeep industry knowledge	TOU11S1U06V2
7.	Prepare restaurant for service	TOU11S1U07V2
8.	Demonstrate knowledge of basic service utensils	TOU11S1U08V2
9.	Take food and beverage orders	TOU11S1U09V2
10.	Serve and clear food	TOU11S1U10V2

Accreditation requirements	The training provider should have restaurant or similar training facility to provide the trainees the hands-on experience related to this qualification
Recommended sequencing of units	As appearing under the section 06

Endorsement Application for Qualification 02	
NATIONAL CERTIFICATE IV IN FOOD & BEVERAGE SERVICES PERSONNEL	
Qualification code: TOU11SQ2L418	**Total Number of Credits:** 130
Purpose of the qualification	
The holders of this qualification are expected to work as a Waiter, mainly in a restaurant, catering firms, cafeterias, homes, specialty food outlets and will be working under the supervision of a Head Waiter	
Regulations for the qualification	National Certificate IV in Food and Beverage Services Personnel 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+23+24+25

Schedule of Units

Unit	Unit Title	Code
1.	Observe personal and work place hygiene practices	TOU11S1U01V2
2.	Practice health, safety and security practices	TOU11S1U02V2
3.	Provide effective customer care	TOU11S1U03V2
4.	Practice effective workplace communication	TOU11S1U04V2
5.	Perform computer operations	TOU11S1U05V2
6.	Develop and upkeep industry knowledge	TOU11S1U06V2
7.	Prepare restaurant for service	TOU11S1U07V2
8.	Demonstrate knowledge of basic service utensils	TOU11S1U08V2
9.	Take food and beverage orders	TOU11S1U09V2
10.	Serve and clear food	TOU11S1U10V2
11.	Prepare non-alcoholic beverages	TOU11S2U01V2
12.	Prepare bills and process payments	TOU11S2U02V2
13.	Coordinate food and beverage services	TOU11S2U03V2
14.	Perform complex food services	TOU11S2U04V2
15.	Provide advice on food	TOU11S2U05V2
16.	Process reservation	TOU11S2U06V2
17.	Plan catering for events or functions	TOU11S2U07V2

18.	Use hyenic practices for food safety	TOU11S2U08V2
19.	Maintain work operations	TOU11S2U09V2
20.	Provide work skill instruction	TOU11S2U10V2
21.	Mentor in the workplace	TOU11S2U11V2
22.	Participate in environmentally sustainable work practices	TOU11S2U12V2
23.	Lead and manage people	TOU11S2U13V2
24.	Manage diversity in the workplace	TOU11S2U14V2
25.	Practice career professionalism	TOU11S2U15V2

Accreditation requirements	The training provider should have restaurant or similar training facility to provide the trainees the hands-on experience related to this qualification
Recommended sequencing of units	As appearing under the section 06

UNITS DETALS

Unit	Unit Title	Code	Level	No of credits
1.	Observe personal and work place hygiene practices	TOU11S1U01V2	3	3
2.	Practice health, safety and security practices	TOU11S1U02V2	3	3
3.	Provide effective customer care	TOU11S1U03V2	3	3
4.	Practice effective workplace communication	TOU11S1U04V2	3	3
5.	Perform computer operations	TOU11S1U05V2	3	3
6.	Develop and upkeep industry knowledge	TOU11S1U06V2	3	5
7.	Prepare restaurant for service	TOU11S1U07V2	3	5
8.	Demonstrate knowledge of basic service utensils	TOU11S1U08V2	3	5
9.	Take food and beverage orders	TOU11S1U09V2	3	5
10.	Serve and clear food	TOU11S1U10V2	3	5
11.	Prepare non-alcoholic beverages	TOU11S2U01V2	4	8
12.	Prepare bills and process payments	TOU11S2U02V2	4	8
13.	Coordinate food and beverage services	TOU11S2U03V2	4	8
14.	Perform complex food services	TOU11S2U04V2	4	8
15.	Provide advice on food	TOU11S2U05V2	4	5
16.	Process reservation	TOU11S2U06V2	4	5
17.	Plan catering for events or functions	TOU11S2U07V2	4	8
18.	Use hyenic practices for food safety	TOU11S2U08V2	4	5
19.	Maintain work operations	TOU11S2U09V2	4	5
20.	Provide work skill instruction	TOU11S2U10V2	4	5
21.	Mentor in the workplace	TOU11S2U11V2	4	5

22.	Participate in environmentally sustainable work practices	TOU11S2U12V2	4	5
23.	Lead and manage people	TOU11S2U13V2	4	5
24.	Manage diversity in the workplace	TOU11S2U14V2	4	5
25.	Practice career professionalism	TOU11S2U15V2	4	5

Packaging of National Qualifications:

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

Qualification Code: TOU11SQ1L318

National Certificate IV in Food and Beverage Services will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25

Qualification Code: TOU11SQ2L418

National Competency Standard for
FOOD AND BEVERAGE SERVICES PERSONNEL

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 and upkeep industry knowledge
7.	Prepare restaurant for service
8.	Demonstrate knowledge of basic service utensils
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13.	Coordinate food and beverage services
14.	Perform complex food services
15.	Provide advice on food
16.	Process reservation
17.	Plan catering for events or functions
18.	Use hyenic practices for food safety
19.	Maintain work operations
20.	Provide work skill instruction
21.	Mentor in the workplace
22.	Participate in environmentally sustainable work practices
23.	Lead and manage people
24.	Manage diversity in the workplace
25.	Practice career professionalism

Description of a Food and Beverage Services Personnel

Food and Beverage Services Personnel or Waiter in the Maldivian context is a service provider in the field of Tourism & Hospitality. The Waiter is expected to work under the supervision of a Head Waiter or any other person who is a professional of the field that could provide the required guidance and supervision. The Waiter shall serve guests by taking orders, serving food, preparing tables and processing payments. An important part of the work is to make guests feel welcome and comfortable during their meal.

Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to be performed by a Waiter in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Waiter training in Maldives. Competency standards used for similar type of training in other countries were also examined

Based on the task analysis, the following sector competencies were identified. They are grouped into common and core competencies. Although the lists of the competencies identified below are limited, their number will expand in time with further functional and job task analysis and introduction of newer qualifications.

Unit 01

UNIT TITLE	**Observe personal and work place hygiene practices**				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard. 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.				
CODE	TOU11S1U01V2	**Level**	3	**Credit**	3

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

RANGE STATEMENT

Procedures included

- Grooming and personal presentation
- Personal and work place 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 our in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

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UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• Knowledge of national hygiene regulation regarding personal grooming standard and presentation • General knowledge of common terminologies used in hygiene including personal hygiene • Knowledge on general symptoms of different types of diseases • Detailed knowledge and importance of illness and injury reporting procedures	• Ability to follow procedures and instructions • Competent to work according to relevant hygiene regulations and procedures • Competent to work to meet requirements for personnel hygiene and hygienic practices • Communication skills • Interpersonal skills

Unit 2

UNIT TITLE	Practice health, safety and security Practices				
DESCRIPTOR	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.				
CODE	TOU11S1U02V2	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
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

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5. Secure work premised	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
- Guidelines for proper lifting and carrying of heavy objects
- 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.

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- This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- General knowledge on safe practices - Communication procedures - Relevant workplace procedures and guidelines	- Undertake safe manual handling jobs - Competent to follow safety regulations - Competent to work safely with workplace equipments, materials and colleagues

Unit 03

UNIT TITLE	**Provide effective customer care**				
DESCRIPTOR	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.				
CODE	TOU11S1U03V2	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Greet customers and colleagues	1.1. Customers and colleagues greeted according to standard procedures and social norms 1.2. Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1 Appropriate interpersonal skills are used to ensure that customer needs are accurately identified 2.2 Customer needs are assessed for urgency so that priority for service delivery can be identified 2.3 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor 2.4 Customers informed correctly 2.5 Personal limitation identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1 Customer needs are promptly attended to in line with organizational procedure 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery 3.3 Opportunity to enhance the quality of service and products are taken wherever possible
4. Handle inquiries	4.1 Customer queries handled promptly and properly 4.2 Personal limitations identified and assistance from proper sources sought when required

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5. Handle complaints	5.1 Responsibility for handling complaints taken within limit of responsibility
	5.2 Personal limitations identified and assistance from proper sources sought when required
	5.3 Operational procedures to handling irate or difficult customers followed correctly
	5.4 Details of complaints and comments from customers properly recorded
6. Speak English and Dhivehi at an operational level	6.1 Conversations are carried on with customers
	6.2 Verbal instructions or requests are responded to at an operational level
	6.3 Simple requests are made
	6.4 Routine procedures are described
	6.5 Different forms of expression in English and Dhivehi is identified and used

Range Statement

Procedures included:

- Greeting procedure

- Complaint and comment handling procedure

- Incidence reporting procedures

- General knowledge of property

- Standard operating procedures for service deliveries

- Non-verbal and verbal communication

- Dress and accessories

- Gestures and mannerisms

- Voice tonality and volume

- Culturally specific communication customs and practices

- Cultural and social differences

Includes but are not limited to:

- Modes of greeting, fare welling and conversation

- Body language/ use of body gestures

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- 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

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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.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Knowledge of the property and its services.	• Inter personal skills • Communication skills • Telephone handling skills

Unit 04

UNIT TITLE	**Practice effective workplace communication**					
DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements					
CODE	TOU11S1U04V2	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Speak English and Dhivehi at an operational level	2.1 Conversations are carried on with colleagues 2.2 Verbal instructions or requests are responded to at an operational level 2.3 Simple requests are made 2.4 Routine procedures are described 2.5 Different forms of expression in English and Dhivehi is identified and used as appropriate
3. Participate in workplace meetings and discussions	3.1 Team meetings are attended on time 3.2 Own opinions are clearly expressed and those of others are listened to without interruption 3.3 Meeting inputs are consistent with the meeting purpose and established protocols 3.4 Workplace interactions are conducted in a courteous manner 3.5 Questions about simple routine workplace procedures and maters concerning working conditions of employment are asked and responded to 3.6 Meetings outcomes are interpreted and implemented

4. Complete relevant work-related documents	4.1 Range of forms relating to conditions of employment are completed accurately and legibly
	4.2 Workplace data is recorded on standard workplace forms and documents
	4.3 Basic mathematical processes are used for routine calculations
	4.4 Errors in recording information on forms/ documents are identified and properly acted upon
	4.5 Reporting requirements to supervisor are completed according to organizational guidelines
5. Maintain inter-departmental information and communication	5.1 General function of different departments is explained.
	5.2 General and specific customer requirements and reservation details are communicated to appropriate departments and colleagues
	5.3 Follow up on customer request and ensure that all specific requirements in his reservation details are addressed prior to guest arrival.

Range Statement

Appropriate sources:

- Team members
- Suppliers
- Trade personnel
- Local government
- Industry bodies

Medium:

- Memorandum
- Circular
- Notice
- Information discussion
- Follow-up or verbal instructions
- Face to face communication

Storage:

- Manual filing system
- Computer-based filing system

Forms:

- Personnel forms, telephone message forms, safety reports

Workplace interactions:

- Face to face
- Telephone
- Electronic and two-way radio

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- Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams

Protocols:

- Observing meeting
- Compliance with meeting decisions
- Obeying meeting instructions

ASSESSMENT GUIDE

Forms of assessment

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

- Direct Observation
- Oral interview and written test

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)

1.3.   Assessment requires evidence that the candidate:

- Prepared written communication following standard format of the organization
- Accessed information using communication equipment
- Spoken English at a basic operational level
- Made use of relevant terms as an aid to transfer information effectively
- Conveyed information effectively adopting the formal or informal communication
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Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities	• Communication skills • Numeracy skills

Unit 05

UNIT TITLE	Perform Computer Operations				
DESCRIPTOR	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.				
CODE	TOU11S1U05V2	**Level**	3	**Credit**	3

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

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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.

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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

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

Unit 06

UNIT TITLE	Develop and upkeep industry knowledge					
DESCRIPTOR	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					
CODE	TOU11S1U06V2	**Level**	3	**Credit**	5	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Seek information on the industry	1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities 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

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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

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UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Overview of quality assurance in the industry • Role of individual staff members • Industry information sources	• Time management • Ready skills needed to access industry information • Basic competency skills needed to research reference materials and access the internet

Unit 07

UNIT TITLE	Prepare restaurant for service				
DESCRIPTOR	This unit covers the knowledge and skills required for preparing and clearing restaurant for food services. It includes related aspects of decorating and arrangement of equipment and utensils as required				
CODE	TOU11S1U07V2	**Level**	3	**Credit**	5

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

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4. Follow the cleaning procedures and routines	4.1. Cleared equipment and materials for food and beverages service to suit the restaurant requirements
	4.2. Cleared the service area for food and beverages service to suit the restaurant requirements
	4.3. Demonstrated safe and hygienic working practices when preparing and clearing dining and service areas and equipment
	4.4. Assembled for cleaning or stored, any reusable service items and equipment from the food service
	4.5. Where appropriate, stored condiments and accompaniments for future use in line with food hygiene legislation
	4.6. Disposed rubbish, used disposables and waste food following recommended procedures
	4.7. Checked at the end of a shift that the work area and service equipment are clean, free from damage and ready for future use

RANGE STATEMENT

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

- Carrying and laying up tables
- Setting and laying up buffet tables
- Performing cleaning procedures

Tools, equipment and material used in this unit may include

Crockery

- Dinner plate
- Show plate
- Fish plate
- Dessert plate
- Side plate
- Pasta plate

- Cup and saucer

- Soup cup and saucer

- Cereal plate/bowl and saucer

- Tea/coffee pot

- Creamer jug

- Sugar bowl

Trays

- Round tray

- Oblong tray

Cutlery

- Dinner Knife

- Dinner fork

- Fish Knife

- Fish fork

- Salad knife

- Salad fork

- Dessert knife

- Dessert fork

- Dessert spoon

- Soup Spoon

- Dessert spoon

- Tea spoon

Glassware

- Water goblet

- Tumbler

- High ball

Equipment

o For setting and laying table
    - Table
    - Tablecloth

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- Table centerpieces
- Sauce boat
- Napkins
- Table of various shapes/size
- Buffet cloth
  o For Cleaning
  - Cloths
  - Dusters
  - Mops
  - Brushes
  - Buckets
  - Hand-held cleaning spray

Utensil

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

Material

  o For setting and laying table
  - Buffet food, breakfast, dinner/meal, refreshment and high tea
  o For Cleaning
  - Sanitizer
  - Detergent
  - Disinfectant
  - Degreaser

ASSESSMENT GUIDE

Forms of assessment

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

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Assessment context

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

Critical aspects (for assessment)

- Knowledge of the flow of menu
- Aesthetic lay up of buffet tables
- Efficient cleaning procedures using relevant cleaning equipment

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Equipment available • Decorative styles	• Aesthetic skills • Proper restaurant and equipment cleaning skills

Unit 08

UNIT TITLE	Demonstrate knowledge of basic service utensils				
DESCRIPTOR	This unit covers the Knowledge and skills required to select, maintain and use appropriate cutlery, crockery and glassware in food services				
CODE	TOU11S1U08V2	**Level**	3	**Credit**	5

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

RANGE STATEMENT

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

- Handling cutlery, crockery & use of glassware
- Selecting, using, cleaning and storage of cutlery, crockery & use of glassware

Tools, equipment and material used in this unit may include

Crockery

- Dinner plate
- Show plate
- Fish plate
- Dessert plate
- Side plate
- Pasta plate
- Cups and saucer
- Coffee cup and Saucer/demitasse

- Soup cups and saucer

- Cereal plate/bowl and saucer

- Tea/coffee pot

- Creamer jug

- Sugar bowl

Trays

- Round tray

- Oblong tray

Cutlery

- Dinner Knife

- Dinner fork

- Fish Knife

- Fish fork

- Salad knife

- Salad fork

- Dessert knife

- Dessert fork

- Dessert spoon

- Soup Spoon

- Dessert spoon

- Tea spoon

- Coffee/demitasse spoon

- Long spoon

Glassware

- Water goblet

- Tumbler

- High ball

- Morning glass

Equipment

- Table

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- Tablecloth

Utensils

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

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

- Identification and naming of food services equipment and utensils
- Application of proper cleaning techniques

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Knowledge of food and beverages on the establishment's menu	• Basic food services skills • Proper cutlery, crockery and glassware cleaning skills

Unit 09

UNIT TITLE	Take food and beverage orders				
DESCRIPTOR	This unit covers the knowledge and skills required to take food and beverage orders.				
CODE	TOU11S1U09V2	**Level**	3	**Credit**	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Explain menu	1.1 Layout and arrangement of menu described correctly in relations to general sequence of services 1.2. Menu explained to enable customers select dishes or drinks 1.3. Dishes and drinks correctly explained with reference to main ingredients used
2. Take food and beverage orders	2.1 Orders taken and written down on order chits accurately. 2.2. Orders confirmed with customers by repeating. 2.3. Customers food and beverage orders correctly entered into electric order taking
3. Process food and beverage orders	3.1. Orders placed with relevant production unit (kitchen or bar) and cashier 3.2. Orders identified and collected giving sufficient preparation time

RANGE STATEMENT

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

- Explaining menu
- Taking and processing food and beverage order

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Tools, equipment and material used in this unit may include

- Menu
- Pens
- Order pads
- Billing equipment

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

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

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Knowledge of food and beverages on the menu	• Ability to explain dishes on the menu

Unit 10

UNIT TITLE	Serve and clear food and beverage					
DESCRIPTOR	This unit covers the knowledge and skills required to serve food and beverages in basic styles. It also covers the preparation of still room's beverages and coffees. It includes taking processing and servicing of room services orders.					
CODE	TOU11S1U10V2	**Level**	3	**Credit**	5	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Carry and serve food and beverages to table	1.1. Prepared food and beverages garnished to standards of the establishment 1.2. Prepared food and beverages carried, served and cleared using a tray according to industrial norms 1.3. Two plated dishes carried simultaneously in one hand safely and promptly. 1.4. Correct sequence of food and beverages followed 1.5. Dishes and drinks placed in correct positions on the table according to industry norms 1.6. Safe and hygienic practices followed according to statutory regulations.
2. Clear plates from tables	2.1 Finished plates stacked to the hand, demonstrating standard technique and carried safely to the wash-up.
3. Clean up tables after service	3.1. Finished plates and glassware removed from tables 3.2. Tables cleared away promptly after customers leave. 3.3. Tabletop cleaned to maintain hygiene standards in readiness for the next customers. 3.4. Unclear tables cleared and cleaned without disturbing the customers

4. Counter food service	4.1. Provide a food outlet counter and takeaway service
	4.2. Greet guests and take orders
	4.3. Maintain food safety for food outlet when storing, holding and serving food

RANGE STATEMENT

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

- Carrying plates and trays (2 plates in one hand)
- Serving and clearing plated meals/in the correct sequence
- Preparing and serving food order from a service counter
- Norms and standard of serving and clearing
- Serving food and beverages
- Serving accompaniments
- Serving ashtrays
- Holding the right posture, from the right standing position, moving in the right direction
- Deliver effective and efficient service for food outlet guests

Tools, equipment and material used in this unit may include

Crockery

- Dinner plate
- Show plate
- Fish plate
- Dessert plate
- Side plate
- Pasta plate
- Cups and saucer
- Coffee cup and Saucer/demitasse
- Soup cup and saucer
- Cereal plate/bowl and saucer
- Tea/coffee pot
- Creamer jug
- Sugar bowl

Trays

- Round trays
- Oblong trays

Cutlery

- Dinner Knife
- Dinner fork
- Fish Knife
- Fish forks
- Salad knife
- Salad forks
- Dessert knife
- Dessert fork
- Dessert spoon
- Soup Spoon
- Dessert spoon
- Tea spoon
- Coffee/demitasse spoon
- Long spoon

Glassware

- Water goblet
- Tumbler
- High ball
- Morning glass
- Cocktail

Equipment

- Table
- Tablecloth
- Sauce boat

- Flower vase
- Ashtrays
- Plate cover
- Ice bucket & tong

Utensils

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

Materials

- Cleaning agents
- Cleaning cloth
- Food/dishes and drinks

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

- Hygiene aspects related to the serving and clearing tables
- Presentation and serving of food
- Placing and clearing food to an from the table
- Identification of the customer requirement

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Serving of food using two plate technique • Health and Hygiene practices and regulation • Food service terminologies • Standard operational procedures related to serving food • Cleaning techniques and use of chemical safely	• Ability to serve the food using two plate technique • Apply health and hygiene practices • Ability to follow Standard operational procedures and regulations • Ability to identify customer requirements • Ability to serve simple dishes and drinks • Ability to identify customer requirements • Carrying food and beverages by hand and tray • Communication skills

Unit 11

UNIT TITLE	Prepare non-alcoholic beverages				
DESCRIPTOR	This unit covers skills and knowledge required to prepare non-alcoholic beverages to necessary standards in the hospitality industry. It incorporates pertinent safety and hygiene, and organizational standards.				
CODE	TOU11S2U01V2	**Level**	4	**Credit**	8

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

RANGE STATEMENT

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

- Preparing simple hot beverages
- Preparing simple hot beverages

Specific customer preferences may include

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- Brands
- Crockery
- Garnishes
- Glassware
- Ice
- Mixers
- Size
- Strength
- Temperature

Non-alcoholic drinks include

- Coffee
    - Instant
    - Espresso based
- Tea
    - Black
    - Green
    - Herbal
    - Milk
- Freshly squeezed juices
- Frappes
- Hot and iced chocolate
- Juices
- Milkshakes
- Non-alcoholic cocktails
- Smoothies

Tools, equipment and material used in this unit may include

Crockery

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

Trays

- Round tray

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- Oblong tray

Cutlery

- Tea spoon
- Coffee/demitasse spoon
- Long spoon

Glassware

- Water goblet
- Tumbler
- High ball
- Morning glass

Equipment

- Percolators and urns
- Drip filter systems
- Coffee plunger
- Blender
- Fridge
- Juicer
- Teapots
- Espresso machine

Materials

- Ingredients for preparing the specified non-alcoholic beverages

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ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

- Efficiency in preparing beverages
- Identification of the customer requirement
- Prepare a diverse range of non-alcoholic beverages, over multiple service periods, to meet different customer requests use the correct equipment, ingredients and standard measures
- Work with speed and efficiency to deal with numerous service tasks simultaneously
- Integrate knowledge of:
  - Major types of teas, non-espresso coffees, other non-alcoholic beverages and their characteristics
  - Preparation methods for popular non-alcoholic beverages

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Preparation of hot beverages such as coffee and tea • Preparation of cold beverages such as fruit juices, milk shakes, smoothies, cocktails • Health and Hygiene practices • Relevant terminologies • Standard operational procedures related to preparation of simple non-alcoholic beverages	• Apply health and hygiene practices • Ability to follow Standard operational procedures and regulations • Ability to identify customer requirements • Ability to prepare simple non-alcoholic beverages

Unit 12

UNIT TITLE	Prepare bills and process payments				
DESCRIPTOR	This unit covers the competencies required to present and settle bills according to organizational procedures				
CODE	TOU11S2U02V2	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Present bills	1.1. Bills collected from cashier and presented to correct customer 1.2. Queries from customers clarified to customer satisfaction
2. Settle bills	2.1. Bill disputes settled with assistance from cashier or supervisor 2.2. correct balance taken back to customer 2.3. Processed payments with cash card through EFTPOS

RANGE STATEMENT

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

- Presenting and settling bills
- Providing change

Tools, equipment and material used in this unit may include

- Cash register/drawer
- Cash float
- Order pads/ bills
- Pens
- Bill folder
- Electronic point-of-sale (POS) system
- Electronic funds transfer at point of sale (EFTPOS) equipment.

ASSESSMENT GUIDE
Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

- Effective use of table layout and table numbering systems
- Interpersonal skills related to handling customer disputes
- Efficient use of POS for billing

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- Preparing bills - Working Knowledge of EFTPOS, POS system and billings software - Knowledge of menu	- Undertake effective customer relations - Use of POS system - Use of EFTPOS equipments - Interpersonal Skills - Basic arithmetic skills

Unit 13

UNIT TITLE	Coordinate food and beverage service				
DESCRIPTOR	This unit covers the competencies required to organize food and beverage services delivered to customers. It incorporates all aspects of organizing food and beverage service, using a range of service methods and team coordination skills.				
CODE	TOU11S2U03V2	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Coordinate, organise and prepare for food and beverage service.	1.1. Plan and follow a jobs checklist and work schedule, according to staff roster and roles and responsibilities of team members. 1.2. Plan room layout to accommodate reservations and effective work flow. 1.3. Liaise with other team members on the table and room set-up, type of menu and style of service, and drink list. 1.4. Liaise with chef about menu, available portions and specials. 1.5. Carry out Mise en place according to restaurant procedures and requirements. 1.6. Check stock levels, equipment cleanliness and quantity required for food and beverage service according to established systems and procedures.
2. Coordinate and complete end of service procedures.	2.1. Coordinate end of service procedures according to restaurant procedures, and environmental considerations. 2.2. Store food and beverage service items, equipment and commodities appropriately to minimise waste. 2.3. Check closing stock, prepare a requisition for replacement stock and complete timesheets. 2.4. Participate in debriefing sessions with colleagues where appropriate, identifying possible improvements.

RANGE STATEMENT

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

- Coordinating and organizing food and beverage service
- Coordinating and completing end of service procedures

Mise en place may include:

- Preparing garnishes, condiments and other commodities
- Organising service ware and equipment.

End of service procedures may include:

- Safe storage of food and beverage items
- Cleaning procedures related to floor and equipment
- Debriefing sessions, including quality service reviews
- Restocking
- Preparations for the next service period.

Environmental considerations may include

- Recycling and minimising waste
- Responsible disposal of waste
- Efficient energy use
- Efficient water use

Tools, equipment and material used in this unit may include

- Glassware
- Crockery
- Cutlery
- Platters, lids and covers
- Service utensils
- Oven to tableware
- Condiments and condiment containers
- Linen
- Chairs
- Tables
- Food menus
- Display materials

- Tea and coffee making equipment
- Espresso machine

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

- Ability to carry out a number of activities effectively and simultaneously
- Ability to maintain the cleanliness and tidiness of work areas, including dealing with disposables and recyclables
- Ability to participate in the service process and work flow as part of a team and take responsibility for own work and the quality of outcomes

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	**Underpinning Skills**
- Knowledge of safe and hygienic work practices - Knowledge of time management and planning work - Working Knowledge of food and beverage service skills	- planning and organising work - working within or setting timelines - integration and application of food and beverage service skills, including mise en place, service procedures, close down and customer relations - using safe and hygienic work practices in relation to provision of food and beverage services and according to enterprise and legislative requirements

Unit 14

UNIT TITLE	Perform complex food services				
DESCRIPTOR	This unit covers the knowledge and skills required to practice food services in advanced styles. It incorporates aspects of food preparation and portioning necessary for senior level food services personnel.				
CODE	TOU11S2U04V2	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare for complex food services	1.1 Utensils required for silver service selected and prepared. 1.2 Utensils and equipment required for gueridon selected and prepared. 1.3 Dining table laid up to suit the service requirement. 1.4 Equipment and utensils required for services selected, prepared and arranged correctly.
2. Perform silver service	2.1 Dishes explained to customers correctly, using customer friendly language. 2.2 Food served in silver service style, demonstrating correct posture and service technique. 2.3 Food and condiments positioned and placed correctly, based on advice from kitchen or supervisor. 2.4 Hot dishes handled carefully and advice given to customers. 2.5 Equipment and utensils required for services selected, prepared and arranged correctly.
3.Perform gueridon service	3.1 Dishes explained to customers correctly, using customer friendly language. 3.2 Food prepared ,carved ,boned , portioned and served to customer, demonstrating correct posture and technique.

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	3.3 Hot dishes and equipment handled carefully and advice given to customers.

RANGE STATEMENT

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

- Serving food from platter
- Serving food from carving trolley
- Finishing and serving food from a gueridon trolley

Tools, equipment and material used in this unit may include

Crockery

- Dinner plate
- Show plate
- Fish plate
- Dessert plate
- Side plate
- Pasta plate
- Cup and saucer
- Soup cup and saucer

Tray

- Oblong tray

Cutlery

- Dinner knife
- Dinner fork
- Fish knife
- Fish fork
- Salad knife
- Salad fork
- Desert knife
- Desert fork

- Desert spoon
- Soup spoon

Glassware

Equipment

- Table
- Table cloth
- Platter, sectioned, oblong
- Trolley
- Flower vase
- Ashtrays

Utensil

- Service fork
- Service spoon
- Service ladle
- Soup ladle
- Cake server
- Tong

Material

- Prepared food dishes

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

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- Fluency with practice of service styles

- Communication skills

- Correct and efficient use of service utensils

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- Food services styles and their application - Knowledge related to the equipment - Basic knowledge of food preparation	- Knife skills - Use of related equipments

Unit 15

UNIT TITLE	Provide advice on food				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to provide accurate information and advice on different menu options. It requires the ability to evaluate organisational menu items, provide advice to customers on their menu selection, contribute to menu design, and continuously extend personal product knowledge of food and cuisines.				
CODE	TOU11S2U05V2	**Level**	4	**Credit**	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Research information on food.	1.1. Identify sources of information on food. 1.2. Develop current knowledge of food to provide informed customer advice. 1.3. Evaluate the characteristics of organisational menu items using sensory evaluation techniques.
2. Advise customers on menu items	2.1. Provide accurate information on different menu options. 2.2. Discuss methods of cooking and different culinary styles in clear and simple language. 2.3. Respond correctly and in a professional manner to customer questions on menu items. 2.4. Provide information and advice on menu items in response to special dietary requirements and in line with business considerations. 2.5. Offer variations to menu items in response to customer preferences and dietary requirements. 2.6. Assist customers with menu selections according to taste, price preferences and other specific needs.

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3. Contribute to menu development.	3.1. Discuss and contribute to content of menus with appropriate managers. 3.2. Suggest a variety of menu items at different cost points to reflect the type of food outlet. 3.3. Provide information on customer feedback and preferences. 3.4. Nominate preferences of particular target groups. 3.5. Identify bestselling menu items to contribute to organisational profitability.
4. Extend and update own food knowledge.	4.1. Conduct research to access current, accurate and relevant information about food. 4.2. Identify customer taste trends based on customer contact and workplace experience. 4.3. Source information on current and emerging food service trends and customer preferences. 4.4. Provide informed input about food trends and menu items to support organizational activities.

RANGE STATEMENT

Tools, equipment and material used in this unit may include

Sources of information may include;

- chefs, cooks and other food service personnel
- food and beverage reference books
- food and cooking demonstrations
- general and trade media, including print and electronic
- the Internet
- product suppliers
- recipes and menus
- trade shows and exhibitions

Current knowledge includes:

- menus and specials

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- promotional activities

- trends

- promotional activities

- seasonal produce

- typical foods of the local area.

Sensory evaluation techniques may include:

- smell or nose appraisal

- taste tests

- visual inspection of presentation.

Information may include:

- ingredients

- menus items that cannot be adjusted

- methods of cooking

- variations that can be achieved to suit the customer.

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 observation of the individual providing advice to customers or colleagues about food and menu items

- observation of a presentation on selected food types and their characteristics

- written or oral questioning to assess knowledge

- review of portfolio of evidence and third-party workplace reports of on-the-job performance by the individual.

Critical aspects (for assessment)

- identify the characteristics and evaluate a range of food types and organisational menu items using sensory evaluation techniques

- provide advice to customers on menu selection

- maintain and continuously extend personal food and menu product knowledge to enhance organisational activities

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UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- major food types and their characteristics - major suppliers - methods of preparation, cooking and production - origins and cultural background and issues - presentation styles - service styles	- communication skills to discuss menu items with customers and articulate advice about food selections - critical thinking skills to evaluate wide ranging information about food and cuisines - learning skills to continuously update knowledge of foods and food service trends - literacy skills to read and interpret detailed product information, promotional material, menus, recipes and reviews about cuisines - problem-solving skills to recognise customer preferences and adjust advice to take account of these - self-management skills to take responsibility for sourcing and updating current and emerging product information - teamwork skills to share current knowledge and new information with colleagues.

Unit 16

UNIT TITLE	Process reservations				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to receive and process reservations for in a restaurant				
CODE	TOU11S2U06V2	**Level**	4	**Credit**	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Receive reservation request.	1.1. Determine availability of requested reservation and advise customer. 1.2. Offer alternatives for unavailable reservations, including waitlist options. 1.3. Answer enquiries regarding costs.
2. Record details of reservation.	2.1. Record customer details against reservation to allow correct interpretation by other operational personnel. 2.2. Enhance customer service and operational efficiency by using available customer profile or history. 2.3. Record any special requests. 2.4. Confirm all details with customer, and then confirm their understanding and agreement. 2.5. File reservation according to system and procedural requirements and provide customer with reference code.
3. Update reservations.	3.1. Retrieve reservation data. 3.2. Update financial status of reservation. 3.3. Accept, process and record any customer requests for amendments or cancellations. 3.4. Provide details of amendment or cancellation conditions and charges and confirm customer understanding and agreement.

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4. Advise others of reservation details.	4.1.Communicate general and specific customer requirements and reservation details to appropriate departments and colleagues.

RANGE STATEMENT

Tools, equipment and material used in this unit may include

General and specific customer requirements and reservation details may include:

- date and time
- no. of pax
- dietary requirements

ASSESSMENT GUIDE

Forms of assessment

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, of the individual receiving and processing reservations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Critical aspects (for assessment)

- complete reservation activities within commercial time constraints.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- customer information required to record details - features of products sold and specific costs.	- communication skills to elicit information from the customer about their requirements - literacy skills to read and interpret customer requests - problem-solving skills to offer alternatives for unavailable reservations.

Unit 17

UNIT TITLE	Plan catering for events or functions				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to plan catering for events or functions.				
CODE	TOU11S2U07V2	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1.Identify purpose and scope of the event.	1.1. Discuss and clarify purpose of event or function with stakeholders. 1.2. Accurately identify specific customer needs and preferences and determine catering requirements.
2. Implement the catering plan	2.1.Provide accurate information on catering plan to relevant personnel to ensure effective implementation. 3.5.Implement and monitor catering plan for the event, making adjustments as required. 3.6.Obtain feedback from customer and operational staff after the event to inform future catering activities.

RANGE STATEMENT

Tools, equipment and material used in this unit may include

Event or function may include:

- banquets
- conferences
- corporate events
- exhibitions
- industry and other awards presentations
- meetings or seminars
- parties

Creative elements may include:

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- buffet showpieces
- floral displays and decorations
- room decorations
- staffing

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:

- written or oral questioning to assess knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Critical aspects (for assessment)

demonstrate knowledge of:

- major characteristics of different types of events and functions
- catering and service styles for different types of events
- roles and responsibilities of kitchen and service staff

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- major characteristics of different types of events and functions - service order and timing for food and beverage items to complement event or function activities - service expectations	- communication skills including active listening and open and closed questioning to consult and liaise on catering requirements with customers and other stakeholders - critical thinking skills to analyse operational factors influencing catering - literacy skills to read and interpret written feedback - numeracy skills to calculate timings for the preparations and service of food - problem-solving skills to identify times when assistance is required from colleagues and external specialists - teamwork skills to invite and coordinate the input of others in the organisation

Unit 18

UNIT TITLE	Use hygienic practices for food safety				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organizational procedures and to identify and control food hazards.				
CODE	TOU11S2U08V2	**Level**	4	**Credit**	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow hygiene procedures and identify food hazards.	1.1. Follow organisational hygiene procedures. 1.2. Report unsafe practices that breach hygiene procedures promptly. 1.3. Identify food hazards that may affect the health and safety of customers, colleagues and self. 1.4. Remove or minimise the hygiene hazard and report as appropriate for follow-up.
2. Report any personal health issues.	2.1. Report personal health issues likely to cause a hygiene risk. 2.2. Report incidents of food contamination resulting from personal health issues. 2.3. Cease participation in food handling activities where own health issue may cause food contamination.
3. Prevent food contamination.	3.1. Maintain clean clothes, wear required personal protective clothing, and only use organisation-approved bandages and dressings. 3.2. Prevent food contamination from clothing and other items worn.

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	3.3. Prevent unnecessary direct contact with ready to eat food.
	3.4. Ensure hygienic personal contact with food and food contact surfaces.
	3.5. Use hygienic cleaning practices that prevent food-borne illnesses.
4. Prevent cross-contamination by washing hands.	4.1. Wash hands at appropriate times and follow hand washing procedures consistently.
	4.2. Wash hands using appropriate facilities.

RANGE STATEMENT

Tools, equipment and material used in this unit may include

Hygiene procedures:

- cleaning and sanitising practices to avoid contamination of food
- personal hygiene
- regular hand washing
- safe and hygienic handling of food and beverages
- safe handling and disposal of linen and laundry

Food hazards may include:

- airborne dust
- colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
- contaminated food
- dirty equipment and utensils
- items, such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions
- use of practices not in keeping with current organisational activities

Unhygienic practices may include:
- blowing nose
- coughing
- drinking

- eating

- scratching skin and hair

- sneezing

- spitting

- touching wounds

- transmitting tobacco products by smoking.

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 observation of the candidate using hygienic work practices during an integrated assessment of operative functions, such as cleaning and setting up the tables

- use of problem-solving exercises so the individual can respond to a range of situations where food hazards exist

- written or oral questioning to assess knowledge of the content of hygiene procedures and food safety standards and codes

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Critical aspects (for assessment)

Evidence of the ability to:

- integrate the use of predetermined hygiene procedures and food safety practices within day-to-day food handling work functions

- integrate, into daily work activities, knowledge of the basic aspects of food safety standards and codes and the ramifications of disregarding this.

Assessment conditions

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• hygiene actions that must be adhered to by businesses to avoid food-borne illnesses	• communication skills to verbally report hygiene hazards and poor organisational practice

• employee responsibility to participate in hygienic practices • major causes of food contamination and food-borne illnesses • the contents of hygiene and food safety procedures • hygienic work practices for individual job roles and responsibilities.	• literacy skills to comprehend workplace documents or diagrams that interpret the hygiene and food safety procedures • problem-solving skills to identify and report hygiene hazards.

Unit 19

UNIT	Monitor work operations				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions, and solve problems				
CODE	TOU11S2U09V2	**Level**	4	**Credit**	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Monitor and improve workplace operations.	1.1. Monitored efficiency and service levels through close contact with day-to-day operations. 1.2. Ensured workplace operations support overall organisational goals and quality assurance initiatives. 1.3. Identified quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals. 1.4. Proactively consulted with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations. 1.5. Provided feedback to colleagues and management to inform future planning. 1.6. Identified and took opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation. 1.7. Assessed and responded to opportunities to improve sustainability of day-to-day operations.
2. Plan and organise workflow.	2.1. Assessed current workloads, and scheduled work to maximise efficiency and customer service quality within budget constraints. 2.2. Delegated work according to principles of delegation. 2.3. Assessed workflow and progress against agreed objectives and timelines.

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	2.4. Assisted colleagues in prioritising workload through supportive feedback and coaching. 2.5. Provided timely input to appropriate management regarding staffing needs.
3. Monitor and support team members.	3.1. Monitored team and individual performance against agreed goals and objectives. 3.2. Proactively shared information, knowledge and experiences with team members. 3.3. Challenged and tested ideas within the team in a positive and collaborative way. 3.4. Provided feedback, coaching and support to team members. 3.5. Completde and submited organisation records as required.
3. Solve problems and make decisions.	3.1. Identified and analysed workplace problems from an operational and customer service perspective. 3.2. Initiated short-term actions to resolve immediate problems where appropriate. 3.3. Analysed problems for long-term impact, and assess and action potential solutions in consultation with relevant colleagues. 3.4. Where a team member raises a problem, encouraged individual participation in solving it. 3.5. Took follow-up action to monitor effectiveness of solutions.

Range Statement

Tools, equipment and material used in this unit may include

Procedures and systems may relate to:

- administration

- health and safety

- service standards

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- technology
- work practices.

Sustainability may be:

economic:

- business profitability

environmental:

- conservation of resources
- handling of waste

social:

- cultural diversity
- ethical practices.

Principles of delegation may relate to:

- clear communication of what is required
- gaining commitment
- no undue interference
- regular reporting
- selecting the right person.

Workplace records may include:

- regular performance reports
- staff records.

Workplace problems may include:

- delays and time difficulties
- difficult customer service situations
- equipment breakdown or technical failure
- failure to deliver promised service to customers
- inadequate financial resources
- inadequate staffing
- poor rostering
- poor staff performance
- procedural inadequacies or failures
- unrealistic or impractical product development or marketing resulting in operational difficulties.

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:

- evaluation of a team-based project or work activity conducted by the individual, including reporting on that activity
- use of case studies and problem-solving exercises to assess ability to develop approaches to different workplace situations and problems
- written or oral questioning to assess knowledge of management principles, management roles and responsibilities and legal issues affecting operational management
- 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 which reflects a range of safe working practices.

Critical aspects (for assessment)
It is essential that the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- plan and organise workflow for a team operation
- monitor and respond to a range of team based operational and service issues over a period of time
- demonstrate knowledge of work structures plus frontline management roles and responsibilities in the relevant industry sector
- demonstrate knowledge of quality assurance, workflow planning and delegation techniques in a frontline management context.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- work organisation and work planning methods appropriate to the industry sector - leadership and management roles in the relevant industry sector	- communication and leadership skills to delegate work within a team - critical thinking skills to evaluate internal and external business information - literacy skills

- operational functions in the relevant industry sector
- concepts of quality assurance and how it may be managed and implemented in the workplace
- sustainability considerations for frontline operational management, including:
- relationship between operational efficiency and financial sustainability
- ways of minimising waste in the relevant work context
- social responsibilities of the operation
- time management principles and their application to leaders and managers for planning own work and the work of others
- principles of effective delegation
- problem-solving and decision making processes and techniques and their application to typical workplace issues
- industrial or legislative issues that affect short-term work organisation appropriate to the industry sector, including:
- relationship of relevant industrial awards to hours and conditions of work
- ensuring systems and procedures meet work health and safety requirements.

- numeracy skills to develop schedules and timelines for team activities
- planning and organising skills to coordinate multiple and potentially competing operational priorities
- problem-solving skills to anticipate and respond to a wide range of unpredictable operational problems and situations at a frontline management level.

Unit 20

UNIT	**Provide work skill instruction**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.				
CODE	TOU11S2U10V2	**Level**	4	**Credit**	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gathered information about learner characteristics and learning needs 1.2. Confirmed a safe learning environment 1.3. Gathered and checked instruction and demonstration objectives and seek assistance if required 1.4. Accessed and reviewed relevant learning resources and learning materials for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organised access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notified learners of details regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Used interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Followed the learning program and/or delivery plan to cover all learning objectives 2.3. Used delivery techniques to structure, pace and enhance learning 2.4. Applied coaching techniques to assist learning 2.5. Used communication skills to provide information, instruct learners and demonstrate relevant work skills

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	2.6. Provided opportunities for practice during instruction and through work activities
	2.7. Provided and discussed feedback on learner performance to support learning
3. Check training performance	3.1. Used measures to ensure learners are acquiring and can use new technical and generic skills and knowledge
	3.2. Monitored learner progress and outcomes in consultation with learner
	3.3. Reviewed relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflected upon personal performance in providing instruction and demonstration, and document strategies for improvement
	4.2. Maintained, stored and secured learner records according to organisational and legal requirements

Range Statement

Tools, equipment and material used in this unit may include

Learner characteristics may include:

- language, literacy and numeracy levels
- learning styles
- past learning and work experiences
- specific needs
- workplace culture.

Safe learning environment may include:

- exit requirements
- personal protective equipment
- safe access
- safe use of equipment.

Instruction and demonstration objectives may include:

- competencies to be achieved
- generic and technical skills, which may be:
- provided by the organisation
- developed by a colleague
- individual or group objectives
- learning outcomes.

Learning resources may include:

- any material used to support learning, such as:
- learner and user guides
- trainer and facilitator guides
- example training programs
- specific case studies
- professional development materials
- assessment materials
- a variety of formats
- those produced locally
- those acquired from other sources.

Learning materials may include:

- handouts for learners
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.

Details may include:

- location and time
- outcomes of instruction or demonstration
- reason for instruction or demonstration
- who will be attending instruction session.

Delivery techniques may include:

- coaching
- demonstration
- explanation
- group or pair work
- providing opportunities to practise skills and solve problems

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- questions and answers.

    Coaching may include:

- learning arrangements requiring immediate interaction and feedback
- on-the-job instruction and 'buddy' systems
- relationships targeting enhanced performance
- short-term learning arrangements
- working on a one-to-one basis.

    Measures may include:

- informal review or discussion
- learner survey
- on-the-job observation
- review of peer coaching arrangements.

ASSESSMENT GUIDE

Forms of assessment

- on-the-job observation
- review of peer coaching arrangements

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 the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
- different learning objectives
- a range of techniques and effective communication skills appropriate to the audience.

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UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• learner characteristics and needs • content and requirements of the relevant learning program and/or delivery plan • sources and availability of relevant learning resources and learning materials • content of learning resources and learning materials • training techniques that enhance learning and when to use them • introductory knowledge of learning principles and learning styles • relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures • risk controls for the specific learning environment	• time-management, skills to ensure all learning objectives are covered • reflection skills in order to identify areas for improvement • literacy skills to complete and maintain documentation • technology skills to operate audio-visual and technical equipment • interpersonal skills to engage, motivate and connect with learners • observation skills to monitor learner acquisition of new skills, knowledge and competency requirements

Unit 21

UNIT	Mentor in the workplace				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.				
CODE	TOU11S2U11V2	**Level**	4	**Credit**	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Develop a mentoring plan	1.1. Identified scope and boundaries of the mentoring relationship according to organisational procedures 1.2. Established ground rules and negotiate realistic expectations 1.3. Established and maintained confidentiality of the relationship in accordance with legislation , policy and procedures
2. Facilitate mentoring relationship	2.1. Developed learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Shared personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Supported the person being mentored to develop and use skills in problem solving and decision making 2.4. Used personal and professional networks to assist the person being mentored 2.5. Provided information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Used techniques for resolving differences without damaging the relationship, and obtain assistance according to organisational policy and procedures

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3. Monitor mentoring relationship	3.1. Provided planning assistance and guidance as requested by the person being mentored in a form and style to suit their requirements 3.2. Provided feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process 3.3. Recognized and discussed changes in the mentoring relationship with appropriate stakeholders 3.4. Negotiated and managed closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1. Established and discussed benefits gained from the mentoring process 4.2. Reflected on and articulated the personal benefits gained from providing mentoring 4.3. Identified and reported the outcomes of the mentoring arrangement and the benefits to the organization according to organisational policy and procedures to improve the mentoring system or program

Range Statement

Tools, equipment and material used in this unit may include

Mentoring may include:

- long-term focus on personal growth and learning
- wide range of learning oriented to:
- support
- guidance in personal or career growth
- relationship, not just a procedure or activity
- one person professionally assisting the career development of another.

Ground rules may include:

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- training for mentoring partners

- mentoring agreement

- active involvement of both partners in the mentoring process.

Techniques for resolving differences may include:

- finding a mutually beneficial solution

- self-disclosure

- inviting discussion

- providing explanations

- accessing assistance.

Mentoring relationship may include:

- informal workplace development program

- formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.

Stakeholders may include:

- trainee or apprentice

- manager or supervisor

- learning support services, including assistive technology and diagnostic testing

- funding organisation

- supplier of learning resources.

Benefits may include:

- insights into organisational culture, attitudes and expected behaviours

- supportive environment in which successes and failures can be evaluated

- networking opportunities

- development of workplace competence and self-confidence

- recognition and job satisfaction

- mutual respect.

Benefits to the organisation may include:

- increased productivity

- new competencies in the person being mentored

- staff motivation

- more committed, involved and responsible learners.

ASSESSMENT GUIDE

Forms of assessment

- on-the-job observation
- review of peer coaching arrangements

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 the candidate applied safety and hygiene guidelines effectively.

Evidence of the ability to:

- prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship
- facilitate at least three mentoring sessions
- provide information on sessions, including comments and notes from both mentor and learner.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring • training plans and responsibilities • training products and strategies for learning • mentoring methodologies and strategies • acceptable behaviour in the mentoring relationship	• planning and time-management skills to mentor in a workplace • oral communication and language skills to motivate learners • organisational skills to provide guidance and feedback to individuals • interpersonal skills to engage in relationship building, including building trust and maintaining confidentiality

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• equal employment opportunity, equity and diversity principles • reporting requirements for hazards and incidents • specific procedures for work tasks • safe use and maintenance of relevant equipment	• communication skills to use a range of communication strategies, including listening, questioning, and giving and receiving feedback

Unit 22

UNIT TITLE	Participate in environmentally sustainable work practices					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.					
CODE	TOU11S2U12V2	Level	4	Credit	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify current resource use	1.1 Identified workplace environmental and resource efficiency issues 1.2 Identified resources used in own work role 1.3 Documented and measured current usage of resources using appropriate technique 1.4 Recorded and filed documentation measuring current usage, using technology (such as software systems) where applicable 1.5 Identified and reported workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Followed workplace procedures to ensure compliance 2.2 Reported breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Followed organisational plans to improve environmental practices and resource efficiency 3.2 Worked as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Made suggestions for improvements to workplace practices in own work area

Range Statement

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Environmental and resource efficiency issues may include:

- maximising opportunities to improve business environmental performance
- minimising environmental risks
- promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system
- using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage

Appropriate techniques may include:

- examining and documenting resources in work area
- examining invoices from suppliers
- examining relevant information and data
- measuring resource usage under different conditions
- reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:

- meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required:
- international
- local government
- industry
- organisation

Organisational plans may include:

- documented policies and procedures
- work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework

Suggestions may include ideas that help to:

- improve energy efficiency

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- increase use of renewable, recyclable, reusable and recoverable resources
- maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate
- prevent and minimise risks

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 questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques over time and in a range of situations
- analysis of responses to case studies and scenarios
- review of documentation measuring current resource usage
- review of identified and reported workplace environmental hazards.

Assessment context

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

Critical aspects

Evidence of the following is essential:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

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UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- environmental and resource hazards/risks - environmental or sustainability legislation, regulations and codes of practice applicable to own work role - OHS issues and requirements - organisational structure, and reporting channels and procedures - relevant environmental and resource efficiency systems and procedures - sustainability in the workplace - terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.	- analytical skills to comply with all relevant legislation associated with job specifications and procedures - communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency - communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation - literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use - technology skills to select and use technology appropriate for a task.

Unit 23

UNIT TITLE	Lead and manage people					
DESCRIPTOR	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.					
CODE	TOU11S2U13V2	**Level**	4	**Credit**	5	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
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. 3.4. Provided mentoring and coaching to support team members. 3.5. Motivated individuals and teams to achieve optimum performance. 3.6. Provided recognition and rewards for team achievements.

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:

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- 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.

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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:

- 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
• roles of and functions performed by supervisors and managers • different leadership styles • characteristics of effective leadership • principles of teamwork, including: • characteristics of effective teams • roles and attributes of team members • organisation of teams • potential team problems • benefits of effective teamwork • role and theories of motivation • group dynamics • types of organisational plans and planning processes.	• communication skills to provide effective support and motivation to a team and overcome communication barriers • problem-solving skills to identify skill deficiencies and provide opportunities for individual development • self-management skills to take responsibility for team outcomes • teamwork skills to represent team interests in the wider organisation environment.

Unit 24

UNIT TITLE	Manage diversity in the workplace					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organisation's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace.					
CODE	TOU11S2U14V2	**Level**	4	**Credit**	5	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Implement diversity policy	1.1 Located and reviewed diversity policy 1.2 Determined its application to the specific work context 1.3 Instituted actions to ensure that the diversity policy is understood and implemented by relevant parties 1.4 Provided feedback and suggestions for improvement to ensure currency and efficacy of diversity policy
2. Foster respect for diversity in the work team	2.1 Addressed own prejudices and demonstrate respect for difference in personal interactions 2.2 Aimed for diversity in selecting and recruiting staff 2.3 Identified and addressed training needs to address issues of difference in the team 2.4 Managed tensions and encourage collaboration and respect between staff who struggle to work effectively with difference 2.5 Assisted staff to see that working effectively with difference is a strength that can improve the products, services and customer relations 2.6 Managed allegations of harassment and addressed complaints according to established organisational procedures
3. Promote the benefits of diversity	3.1 Promoted the workforce diversity in internal and external forums to enhance the image and reputation 3.2 Captured ideas and information from the diversity in the workforce to enhance products and services and contribute to competitive advantage 3.3 Supported organisational efforts to value diversity

Range Statement

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- *Diversity may relate to:*

any form of difference, such as:

- ability, aptitude and disability
- age
- culture
- ethnicity
- gender
- language
- marital status or family arrangements
- nationality
- personality
- race
- religion
- sexuality

- *Actions may include:*
- displaying policy on noticeboards and other public areas
- distributing copies of policy to staff
- explaining policy to staff at meetings or other forums
- reinforcing key messages from policy in supervisory discussions, performance appraisals or other interactions.

- *Training needs may involve:*
- cultural competency training
- culturally-specific training
- diversity training
- equal opportunity training
- ethics training
- grievance management training
- human rights training
- recruitment and selection training
- workplace bullying, discrimination or harassment training.

- Complaints may include:
- informal complaints that are managed within the workplace.

- Internal and external forums may include:
- business meetings

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➢ conferences and seminars

➢ newsletters and bulletins

➢ professional networks

➢ staff meetings

➢ staff updates.

ASSESSMENT GUIDE

The following assessment methods are appropriate for this unit:

➢ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate

➢ observation of demonstrated techniques in performance management

➢ observation of presentations around protocols for handling complaints and bullying or harassment

➢ review of strategies developed to ensure that diversity is understood and respected in the work team

➢ oral or written questioning to assess knowledge of human rights and relevant legislative requirements.

Assessment context

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

Critical aspects

Evidence of the following is essential:

• promotion of strategies to ensure that diversity is understood and respected in the work team

• demonstration of compliance with protocols for handling complaints of bullying or harassment.

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UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• formal and informal complaints procedures	• analytical skills to determine how to make intelligent applications of policy in the work context • communication skills to explain and promote the benefits of diversity and relate to people from a range of backgrounds • learning skills to assist people within the organisation to understand the diversity policy, using different methods to cater for differences in learning styles • self-management, learning and development skills to reflect on and review own prejudices

Unit 25

UNIT TITLE	Practice career professionalism				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.				
CODE	TOU11S2U15V2	**Level**	4	**Credit**	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Integrate personal objectives with organizational goals	1.1	Personal growth and work plans are pursued towards improving the qualifications set for the profession
	1.2	Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation
	1.3	Commitment to the organization and its goal is demonstrated in the performance of duties
2. Set and meet work priorities	2.1	Competing demands are prioritized to achieve personal, team and organizational goals and objectives.
	2.2	Resources are utilized efficiently and effectively to manage work priorities and commitments
	2.3	Practices along economic use and maintenance of equipment and facilities are followed as per established procedures
3. Maintain professional growth and development	3.1	Trainings and career opportunities are identified and availed based on job requirements
	3.2	Recognitions are received and demonstrated as proof of career advancement
	3.3	Licenses and/or certifications relevant to job and career are obtained and renewed

Range Statement

Evaluation:

- Performance Appraisal
- Psychological Profile
- Aptitude Tests

Resources:

- Human
- Financial
- Technology
  o Hardware
  o Software

Trainings and career opportunities:

- Participation in training programs
  o Technical
  o Supervisory
  o Managerial
  o Continuing Education
- Serving as Resource Persons in conferences and workshops

Recognitions:

- Recommendations
- Citations
- Certificate of Appreciations
- Commendations
- Awards
- Tangible and Intangible Rewards

Licenses and/or certifications:

- National Certificates
- Certificate of Competency
- Support Level Licenses
- Professional Licenses

ASSESSMENT GUIDE

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

- Portfolio Assessment
- Interview
- Simulation/Role-plays
- Observation
- Third Party Reports

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- Exams and Tests

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:
- Attained job targets within key result areas (KRAs)
- Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation
- Completed trainings and career opportunities which are based on the requirements of the industries
- Acquired and maintained licenses and/or certifications according to the requirement of the qualification

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- Work values and ethics (Code of Conduct, Code of Ethics, etc.) - Company policies - Company-operations, procedures and standards - Fundamental rights at work including gender sensitivity - Personal hygiene practices	- Appropriate practice of personal hygiene - Intra and Interpersonal skills - Communication skills