

TRAINING REGULATIONS



FOOD AND BEVERAGE SERVICES NC III

**TOURISM SECTOR
(HOTEL AND RESTAURANT)**

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT
AUTHORITY**

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**TRAINING REGULATIONS FOR
FOOD AND BEVERAGE SERVICES NC III**

SECTION 1 FOOD AND BEVERAGE SERVICES NC III QUALIFICATION

The **FOOD AND BEVERAGE SERVICES NC III Qualification** consists of competencies that a person must achieve to deliver and supervise food and beverage service operations in various food and beverage service facilities.

This Qualification is packaged from the competency map of the **Tourism Sector (Hotel and Restaurant)** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO. BASIC COMPETENCIES

500311109	Lead workplace communication
500311110	Lead small teams
500311111	Develop and practice negotiation skills
500311112	Solve problems related to work activities
500311113	Use mathematical concepts and techniques
500311114	Use relevant technologies

CODE NO. COMMON COMPETENCIES

TRS311206	Roster staff
TRS311207	Control and order stock
TRS311208	Train small groups
TRS311209	Establish and conduct business relationships

CODE NO. CORE COMPETENCIES

TRS512393	Direct and lead service team in the dining area/restaurant
TRS512394	Oversee dining area operations
TRS512395	Oversee banquet and/or catering function

A person who has achieved this Qualification is competent to be a:

- Head Waiter
- Captain Waiter
- Host / Hostess
- Banquet Head Waiter

SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **FOOD AND BEVERAGE SERVICES NC III**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE : 500311109

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussions	2.1 Response to workplace issues is sought 2.2 Response to workplace issues is provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel. 3.4 Communication problems and issues are raised as they arise

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	1.1 Non-verbal gestures 1.2 Verbal 1.3 Face to face 1.4 Two-way radio 1.5 Speaking to groups 1.6 Using telephone 1.7 Written 1.8 Internet

EVIDENCE GUIDE

1. Critical aspects of competency	<i>Assessment requires evidence that the candidate:</i> 1.1 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues. 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Required knowledge and attitudes	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods
3. Required skills	3.1 Organize information 3.2 Understand and convey intended meaning 3.3 Participate in variety of workplace discussions 3.4 Comply with organization requirements for the use of written and electronic communication methods
4. Resource implications	The following resources MUST be provided: 4.1 Variety of Information 4.2 Communication tools 4.3 Simulated workplace
5. Method of assessment	Competency MUST be assessed through: 5.1 Direct Observation with questioning 5.2 Interview
6. Context of assessment	6.1 Competency may be assessed in the workplace or in simulated workplace environment 6.2 Assessment shall be observed while task are being undertaken whether individually or in-group

UNIT OF COMPETENCY : LEAD SMALL TEAMS**UNIT CODE : 500311110****UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to lead small teams including setting and maintaining team and individual performance standards.**

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Provide team leadership	1.1 Work requirements are identified and presented to team members. 1.2 Reasons for instructions and requirements are communicated to team members. 1.3 Team members' queries and concerns are recognized, discussed and dealt with.
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy. 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible.
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements. 3.2 Performance expectations are based on individual team member duties and area of responsibility. 3.3 Performance expectations are discussed and disseminated to individual team members.
4. Supervise team performance	4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required. 4.2 Team members are provided with feedback , positive support and advice on strategies to overcome any deficiencies. 4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy. 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction. 4.5 Team operations are monitored to ensure that employer/client needs and requirements are met. 4.6 Follow-up communication is provided on all issues affecting the team. 4.7 All relevant documentation is completed in accordance with company procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	1.1 Client Profile 1.2 Assignment instructions
2. Team member's concerns	2.1 Roster/shift details
3. Monitor performance	3.1 Formal process 3.2 Informal process
4. Feedback	4.1 Formal process 4.2 Informal process
5. Performance issues	5.1 Work output 5.2 Work quality 5.3 Team participation 5.4 Compliance with workplace protocols 5.5 Safety 5.6 Customer service

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Maintained or improved individuals and/or team performance given a variety of possible scenario</p> <p>1.2 Assessed and monitored team and individual performance against set criteria</p> <p>1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf</p> <p>1.4 <i>Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed</i></p> <p>1.5 <i>Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members</i></p>
<p>2. Required knowledge and attitudes</p>	<p>2.1 Company policies and procedures</p> <p>2.2 Relevant legal requirements</p> <p>2.3 How performance expectations are set</p> <p>2.4 Methods of Monitoring Performance</p> <p>2.5 Client expectations</p> <p>2.6 Team member's duties and responsibilities</p>
<p>3. Required skills</p>	<p>3.1 Communication skills required for leading teams</p> <p>3.2 Informal performance counseling skills</p> <p>3.3 Team building skills</p> <p>3.4 Negotiating skills</p>
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>4.2 Materials relevant to the proposed activity or task</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Direct observations of work activities of the individual member in relation to the work activities of the group</p> <p>5.2 Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal</p> <p>5.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</p>
<p>6. Context of assessment</p>	<p>6.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>6.2 Assessment shall be observed while task are being undertaken whether individually or in-group.</p>

UNIT OF COMPETENCY : DEVELOP AND PRACTICE NEGOTIATION SKILLS

UNIT CODE : 500311111

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes required to collect information in order to negotiate to a desired outcome and participate in the negotiation.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Plan negotiations	1.1 Information on <i>preparing for negotiation</i> is identified and included in the plan 1.2 Information on creating <i>non verbal environments</i> for positive negotiating is identified and included in the plan 1.3 Information on <i>active listening</i> is identified and included in the plan 1.4 Information on different <i>questioning techniques</i> is identified and included in the plan 1.5 Information is checked to ensure it is correct and up-to-date
2. Participate in negotiations	2.1 Criteria for successful outcome are agreed upon by all parties 2.2 Desired outcome of all parties are considered. 2.3 Appropriate language is used throughout the negotiation 2.4 A variety of questioning techniques are used. 2.5 The issues and processes are documented and agreed upon by all parties 2.6 Possible solutions are discussed and their viability assessed 2.7 Areas for agreement are confirmed and recorded 2.8 Follow-up action is agreed upon by all parties

RANGE OF VARIABLES

VARIABLE	RANGE
1. Preparing for negotiation	1.1 Background information on other parties to the negotiation 1.2 Good understanding of topic to be negotiated 1.3 Clear understanding of desired outcome/s 1.4 Personal attributes 1.4.1 self awareness 1.4.2 self esteem 1.4.3 objectivity 1.4.4 empathy 1.4.5 respect for others 1.5 Interpersonal skills 1.5.1 listening/reflecting 1.5.2 non verbal communication 1.5.3 assertiveness 1.5.4 behavior labeling 1.5.5 testing understanding 1.5.6 seeking information 1.5.7 self disclosing 1.6 Analytic skills 1.6.1 observing differences between content and process 1.6.2 identifying bargaining information 1.6.3 applying strategies to manage process 1.6.4 applying steps in negotiating process 1.6.5 strategies to manage conflict 1.6.6 steps in negotiating process 1.6.7 options within organization and externally for resolving conflict
2. Non verbal environments	2.1 Friendly reception 2.2 Warm and welcoming room 2.3 Refreshments offered 2.4 Lead in conversation before negotiation begins
3. Active listening	3.1 Attentive 3.2 Don't interrupt 3.3 Good posture 3.4 Maintain eye contact 3.5 Reflective listening
4. Questioning techniques	4.1 Direct 4.2 Indirect 4.3 Open-ended

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome.</p> <p>1.2 Participated in negotiation with at least one person to achieve an agreed outcome.</p>
2. Required knowledge and attitudes	<p>2.1 Codes of practice and guidelines for the organization</p> <p>2.2 Organizations policy and procedures for negotiations</p> <p>2.3 Decision making and conflict resolution strategies procedures</p> <p>2.4 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</p> <p>2.5 Flexibility</p> <p>2.6 Empathy</p>
3. Required skills	<p>3.1 Interpersonal skills to develop rapport with other parties</p> <p>3.2 Communication skills (verbal and listening)</p> <p>3.3 Observation skills</p> <p>3.4 Negotiation skills</p>
4. Resource implications	<p>The following resources MUST be provided:</p> <p>4.1 Room with facilities necessary for the negotiation process</p> <p>4.2 Human resources (negotiators)</p>
5. Method of assessment	<p>Competency may be assessed through:</p> <p>5.1 Observation/demonstration and questioning</p> <p>5.2 Portfolio assessment</p> <p>5.3 Oral and written questioning</p> <p>5.4 Third party report</p>
6. Context of assessment	<p>6.1 Competency to be assessed in real work environment or in a simulated workplace setting.</p>

UNIT OF COMPETENCY : SOLVE PROBLEMS RELATED TO WORK ACTIVITIES

UNIT CODE : 500311112

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem solving techniques and to determine and resolve the root cause of problems.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Identify the problem	1.1 Variances are identified from normal operating parameters; and product quality. 1.2 Extent, cause and nature are of the problem are defined through observation, investigation and <i>analytical techniques.</i> 1.3 <i>Problems</i> are clearly stated and specified.
2. Determine fundamental causes of the problem	2.1 Possible causes are identified based on experience and the use of problem solving tools / analytical techniques. 2.2 Possible cause statements are developed based on findings. 2.3 Fundamental causes are identified per results of investigation conducted.
3. Determine corrective action	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 <i>Action plans</i> are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures.
4. Provide recommendation/s to manager	4.1 Report on recommendations is prepared. 4.2 Recommendations are presented to appropriate personnel. 4.3 Recommendations are followed-up, if required.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Analytical techniques	1.1 Brainstorming 1.2 Intuitions/Logic 1.3 Cause and effect diagrams 1.4 Pareto analysis 1.5 SWOT analysis 1.6 Gant chart, Pert CPM and graphs 1.7 Scatter grams
2. Problem	2.1 Non – routine process and quality problems 2.2 Equipment selection, availability and failure 2.3 Teamwork and work allocation problem 2.4 Safety and emergency situations and incidents
3. Action plans	3.1 Priority requirements 3.2 Measurable objectives 3.3 Resource requirements 3.4 Timelines 3.5 Co-ordination and feedback requirements 3.6 Safety requirements 3.7 Risk assessment 3.8 Environmental requirements

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified the problem. 1.2 Determined the fundamental causes of the problem. 1.3 Determined the correct / preventive action. 1.4 Provided recommendation to manager. <p>These aspects may be best assessed using a range of scenarios / case studies / what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2. Required knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations <ul style="list-style-type: none"> 2.2.1 Relevant equipment and operational processes 2.2.2 Enterprise goals, targets and measures 2.2.3 Enterprise quality, OHS and environmental requirement 2.2.4 Principles of decision making strategies and techniques 2.2.5 Enterprise information systems and data collation 2.2.6 Industry codes and standards
<p>3. Required skills</p>	<ul style="list-style-type: none"> 3.1 Using range of formal problem solving techniques 3.2 Identifying and clarifying the nature of the problem 3.3 Devising the best solution 3.4 Evaluating the solution 3.5 Implementation of a developed plan to rectify the problem
<p>4. Resource implications</p>	<p>4.1 Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Case studies on solving problems in the workplace 5.2 Observation <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>6. Context of assessment</p>	<p>6.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : USE MATHEMATICAL CONCEPTS AND TECHNIQUES

UNIT CODE : 500311113

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in the application of mathematical concepts and techniques.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Identify mathematical tools and techniques to solve problem	1.1 Problem areas are identified based on given condition 1.2 <i>Mathematical techniques</i> are selected based on the given problem
2. Apply mathematical procedure/solution	2.1 Mathematical techniques are applied based on the problem identified 2.2 Mathematical computations are performed to the level of accuracy required for the problem 2.3 Results of mathematical computation is determined and verified based on job requirements
3. Analyze results	3.1 Result of application is reviewed based on expected and required specifications and outcome 3.2 <i>Appropriate action</i> is applied in case of error

RANGE OF VARIABLES

VARIABLE	RANGE
1. Mathematical techniques	May include but are not limited to: 1.1 Four fundamental operations Measurements 1.2 Use/Conversion of units of measurements 1.3 Use of standard formulas
2. Appropriate action	2.1 Review in the use of mathematical techniques (e.g. recalculation, re-modeling) 2.2 Report error to immediate superior for proper action

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Identified, applied and reviewed the use of mathematical concepts and techniques to workplace problems
2. Required knowledge and attitudes	2.1 Fundamental operation (addition, subtraction, division, multiplication) 2.2 Measurement system 2.3 Precision and accuracy 2.4 Basic measuring tools/devices
3. Required skills	3.1 Applying mathematical computations 3.2 Using calculator 3.3 Using different measuring tools
4. Resource implications	The following resources MUST be provided: 4.1 Calculator 4.2 Basic measuring tools 4.3 Case Problems
5. Method of assessment	Competency may be assessed through: 5.1 Authenticated portfolio 5.2 Written Test 5.3 Interview/Oral Questioning 5.4 Demonstration with questioning
6. Context of Assessment	6.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : USE RELEVANT TECHNOLOGIES

UNIT CODE : 500311114

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills, and attitude required in selecting, sourcing and applying appropriate and affordable technologies in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Study/select appropriate technology	1.1 Usage of different technologies is determined based on job requirements 1.2. Appropriate technology is selected as per work specification
2. Apply relevant technology	2.1 Relevant technology is effectively used in carrying out function 2.2 Applicable software and hardware are used as per task requirement 2.3 Management concepts are observed and practiced as per established industry practices
3. Maintain/enhance relevant technology	3.1 Maintenance of technology is applied in accordance with the industry standard operating procedure, manufacturer's operating guidelines and occupational health and safety procedure to ensure its operative ability 3.2 Updating of technology is maintained through continuing education or training in accordance with job requirement 3.3 Technology failure/ defect is immediately reported to the concern/responsible person or section for appropriate action

RANGE OF VARIABLES

VARIABLE	RANGE
1. Technology	May include but are not limited to: 1.1 Office technology 1.2 Industrial technology 1.3 System technology 1.4 Information technology 1.5 Training technology
2. Management concepts	May include but not limited to: 2.1 Real Time Management 2.2 KAIZEN or continuous improvement 2.3 5 S 2.4 Total Quality Management 2.5 Other management/productivity tools
3. Industry standard operating procedure	3.1 Written guidelines relative to the usage of office technology/equipment 3.2 Verbal advise/instruction from the co-worker
4. Manufacturer's operating guidelines/instructions	4.1 Written instruction/manuals of specific technology/equipment 4.2 General instruction manual 4.3 Verbal advise from manufacturer relative to the operation of equipment
5. Occupational health and safety procedure	5.1 Relevant statutes on OHS 5.2 Company guidelines in using technology/equipment
6. Appropriate action	6.1 Implementing preventive maintenance schedule 6.2 Coordinating with manufacturer's technician

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Studied and selected appropriate technology consistent with work requirements</p> <p>1.2 Applied relevant technology</p> <p>1.3 Maintained and enhanced operative ability of relevant technology</p>
<p>2. Required knowledge and attitudes</p>	<p>2.1 Awareness on technology and its function</p> <p>2.2 Repair and maintenance procedure</p> <p>2.3 Operating instructions</p> <p>2.4 Applicable software</p> <p>2.5 Communication techniques</p> <p>2.6 Health and safety procedure</p> <p>2.7 Company policy in relation to relevant technology</p> <p>2.8 Different management concepts</p> <p>2.9 Technology adaptability</p>
<p>3. Required skills</p>	<p>3.1 Relevant technology application/implementation</p> <p>3.2 Basic communication skills</p> <p>3.3 Software applications skills</p> <p>3.4 Basic troubleshooting skills</p>
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.1 Relevant technology</p> <p>4.2 Interview and demonstration questionnaires</p> <p>4.3 Assessment packages</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Interview</p> <p>5.2 Actual demonstration</p> <p>5.3 Authenticated portfolio (related certificates of training/seminar)</p>
<p>6. Context of assessment</p>	<p>6.1 Competency may be assessed in actual workplace or simulated environment</p>

COMMON COMPETENCIES

UNIT OF COMPETENCY : ROSTER STAFF

UNIT CODE : TRS5311206

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behavior and motivations required to develop staff rosters. This role may be carried out by operational supervisors and managers.

ELEMENT	PERFORMANCE CRITERIA
	<i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Develop and implement staff rosters	<p>1.1 Rosters are developed in accordance with company agreements and wage budgets.</p> <p>1.2 Operational efficiency and customer service levels are maximized while wage costs are minimized in roster development.</p> <p>1.3 Duties are combined where appropriate to ensure effective use of staff.</p> <p>1.4 The available skills base is utilized appropriately to roster the most effective mix of staff and to meet different operational requirements.</p> <p>1.5 Rosters are presented in required formats to ensure clarity of information in accordance with company standards.</p> <p>1.6 Rosters are communicated to appropriate colleagues within designated timelines.</p>
2. Maintain staff records	<p>2.1 Time sheets and other documentation are completed accurately and within designated timelines.</p> <p>2.2 Staff records are updated accurately and maintained or stored in accordance with establishment procedures.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Rosters	May include : 1.1 An individual department 1.2 A whole establishment 1.3 A specific project
2. Company agreements	May include: 2.1 Number of hours worked in a given shift 2.2 Overall number of hours allocated to different staff members 2.3 Breaks between shifts 2.4 Nature of duties allocated 2.5 Use of permanent or casual staff

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated knowledge and understanding of the factors and issues which impact upon staff rostering</p> <p>1.2 Demonstrated familiarity with typical formats and the key information to be included</p> <p>1.3 Demonstrated the ability to prepare staff rosters which meet wage budgets and which provide a level of staffing sufficient to ensure the delivery of high quality customer service.</p>
2. Required knowledge	<p>2.1 The role of rosters and their importance in controlling staff costs</p> <p>2.2 Factors to be considered when developing rosters</p> <p>2.3 Formats for the presentation of staff rosters and details to be included</p> <p>2.4 Knowledge on area of operation for which roster is being developed.</p>
3. Required skills	<p>3.1 Organize information</p> <p>3.2 Prepare staff rosters</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Project or work activities which allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards</p> <p>4.2 Preparation of more than one roster to meet the staffing requirements of more than one operational situation</p>
5. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>5.1 Evaluation of the staffing costs and service levels at an event for which the candidate has prepared rosters</p> <p>5.2 Oral or written questions to assess knowledge of specific factors which affect the design of rosters</p> <p>5.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
6. Context for assessment	<p>6.1 Competency may be assessed in the workplace or in simulated workplace environment</p> <p>6.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

UNIT OF COMPETENCY : CONTROL AND ORDER STOCK

UNIT CODE : TRS311207

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behavior and motivations required to control and order stock in a range of hospitality establishments. This role is generally carried out by supervisors and team leaders.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Maintain stock levels and records	1.1 Stock levels are monitored and maintained according to company requirements. 1.2 Stock security is monitored and systems are adjusted as required. 1.3 Stock reorder cycles are monitored and adjusted as required. 1.4 Colleagues are informed of their individual responsibilities in regard to the reordering of stock. 1.5 Records of stock storage and movement are maintained in accordance with company procedures. 1.6 Stock performance is monitored and fast/slow-selling items are identified and reported in accordance with company procedures.
2. Process stock orders	2.1 Orders for stock are processed accurately and in accordance with company procedures. 2.2 Stock levels are maintained and recorded ensuring information is complete, correct and current. 2.3 Incoming stock is checked against purchase and supply agreements and all necessary details are recorded.
3. Minimize stock losses	3.1 Stock losses are identified and recorded according to company procedures. 3.2 Losses are reported in accordance with company procedures. 3.3 Avoidable losses are identified and reasons behind these losses are established. 3.4 Solutions to loss situations are recommended and related procedures are implemented to prevent future avoidable losses.
4. Follow-up orders	4.1 The delivery process is monitored to ensure agreed deadlines are met. 4.2 Continuity of supply is ensured by liaising with colleagues and suppliers. 4.3 Routine supply problems are followed up or referred to the appropriate person in accordance with company policy. 4.4 Stock is distributed to agreed locations.
5. Organize and administer stocks	5.1 Stocks are organized at appropriate intervals according to company policy and procedures. 5.2 Stocktaking responsibilities are allocated to staff. 5.3 Accurate stock reports are produced within designated timelines.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Stock	May include: <ul style="list-style-type: none"> 1.1 Food 1.2 Beverages 1.3 Equipment such as maintenance and cleaning equipment, office equipment 1.4 Linen 1.5 Stationery 1.6 Brochures and promotional materials 1.7 Cleaning supplies and chemicals 1.8 Vouchers and tickets 1.9 Souvenir products
2. Stock losses	May include: <ul style="list-style-type: none"> 2.1 Lack of rotation leading to product deterioration 2.2 Inappropriate storage conditions 2.3 Access by pests or vermin 2.4 Theft 2.5 Overstocking

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated the ability to maintain continuous stock supply within a specific hospitality industry environment</p> <p>1.2 Demonstrated the ability to meet accuracy and speed requirements for completion and maintenance of stock records</p>
2. Required knowledge	<p>2.1 Stock level maintenance techniques as appropriate to the industry sector</p> <p>2.2 Typical stocktaking procedures as appropriate to the industry sector</p> <p>2.3 Stock recording systems</p> <p>2.4 Stock security systems</p> <p>2.5 Types of stock control documentation and systems that may be applied in the hospitality industry</p> <p>2.6 Reasons for stock loss and damage</p>
3. Required skills	<p>3.1 Collect, organize and analyze information</p> <p>3.2 Plan and organize activities</p> <p>3.3 Application of Required knowledge</p>
4. Resource implications	<p>The following resources should be provided:</p> <p>4.1 Project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time</p> <p>4.2 Use of real stock items</p> <p>4.3 Use of industry-current stock control technology or documentation</p> <p>4.4 Involvement of internal/external suppliers</p>
5. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>5.1 Review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet</p> <p>5.2 Written or oral questions to test knowledge of reasons for procedures</p> <p>5.3 Review of workplace reports and records related to stock control, prepared by the candidate</p> <p>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
6. Context for Assessment	<p>6.1 Competency assessment may occur in workplace or any appropriately simulated environment</p> <p>6.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p>

UNIT OF COMPETENCY : TRAIN SMALL GROUPS

UNIT CODE : TRS311208

UNIT DESCRIPTOR : This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Prepare for trainings	1.1 Specific training needs are identified and confirmed through consultation with appropriate personnel . 1.2 Training objectives are matched to identify to identify competency development needs. 1.3 Training approaches are planned and documented.
2. Deliver training	2.1 Training is conducted in a safe and accessible environment. 2.2 Training delivery methods appropriate to the participant(s) needs, trainer availability, location and resources are selected. 2.3 Strategies and techniques which facilitate the learning process are employed. 2.4 Training objectives, sequence of activities and assessment processes are discussed with training participant(s). 2.5 Systematic approach to training is undertaken to meet specific needs of training participant(s).
3. Provide opportunities for practices	3.1 Practice opportunities are provided to ensure that the participants achieve the components of competency . 3.2 Variety of methods for encouraging learning is implemented to meet the individual needs of participants .
4. Review training	4.1 Participants are encouraged to self evaluate performance and areas for improvement are identified. 4.2 Participants' readiness for assessment is monitored and assistance is provided with the collection of evidence for satisfactory performance. 4.3 Training is evaluated against objectives in the context of self-assessment, participant feedback, supervisor comments and measurements. 4.4 Training details are recorded according to enterprise and legislative requirements. 4.5 Results of evaluation are utilized to guide further training.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Training needs	May include: 1.1 Industry/enterprise or other performance competency standards 1.2 Industry/workplace training practices 1.3 Job descriptions 1.4 Results of training needs analysis 1.5 Business plans of the organization which identify skill development requirements 1.6 Standard operating and/or other workplace procedures
2. Appropriate personnel	May include: 2.1 Team leaders/supervisors/technical experts 2.2 Managers/employers 2.3 Training and assessment coordinators 2.4 Training participants 2.5 Representative from government regulatory bodies 2.6 Union/employee representatives
3. Training delivery methods	May include: 3.1 Presentations 3.2 Demonstrations 3.3 Explanations 3.4 Problem solving 3.5 Mentoring 3.6 Experiential learning 3.7 Group work 3.8 Job rotation
4. Strategies and techniques	May include: 4.1 Active listening 4.2 Targeted questioning 4.3 Points of clarification 4.4 Group discussions
5. Components of competency	May include: 5.1 Task skill 5.2 Task management skills 5.3 Contingency management skills 5.4 Job/role environment skills 5.5 Transfer and application of skills and knowledge of new contents
6. Needs of participants	Characteristics of training participants may include but not limited to: 6.1 Cultural, language, and educational background 6.2 Gender 6.3 Physical ability 6.4 Level of confidence, nervousness or anxiety 6.5 Age 6.6 Previous experience with the topic 6.7 Experience in training and assessment

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Demonstrated the ability to identify specific training needs and required competency outcomes. 1.2. Demonstrated the ability to outline the training approach and steps to be followed. 1.3. Demonstrated the ability to identify training participant(s) and delivery method(s) to be used 1.4. Demonstrated the ability to organize and conduct the training.
2. Required knowledge	<ol style="list-style-type: none"> 2.1 Identification of evidence of competency 2.2 Competency in the units being taught 2.3 Training delivery methods
3. Required skills	<ol style="list-style-type: none"> 3.1 Planning and documenting training approaches 3.2 Training delivery methods 3.3 Training strategies and techniques which facilitate learning process 3.4 Correct use of equipment and presentation skills appropriate for the training 3.5 Communication skills (written and oral)
4. Resource implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 4.1 Project or work activities that allow the candidate to demonstrate planning, conducting and review of training on a one-to-one or small group basis. 4.2 Access to records, logbooks, reports and other sources of information about the operation and/or the personnel.
5. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 5.1 Direct observation of performance in the conduct of the training 5.2 Evaluation of the training plans and documents prepared by the candidate 5.3 Oral or written questions to assess knowledge in training needs analysis
6. Context for assessment	<ol style="list-style-type: none"> 6.1 Competency assessment may occur in workplace or any appropriately simulated environment 6.2 Assessment shall be observed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

UNIT OF COMPETENCY : ESTABLISH AND CONDUCT BUSINESS RELATIONSHIPS

UNIT CODE : TRS311209

UNIT DESCRIPTOR : This unit covers the skills and knowledge required to manage business relationships with customers or suppliers within a tourism or hospitality context. It focuses on the relationship building and negotiation skills.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Establish and conduct business relationships	1.1 Relationships are established in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers. 1.2 Trust and respect are built in business relationships through use of effective communication skills and techniques 1.3 Opportunities to maintain regular contact with customers and suppliers are identified and taken up.
2. Conduct negotiations	2.1 Negotiations are conducted in a business-like and professional manner within the relevant cultural context. 2.2 Negotiations are conducted in the context of the current enterprise marketing focus. 2.3 Benefits for all parties in the negotiation are maximized through use of established techniques and in the context of establishing long term relationships. 2.4 Feedback and input from colleagues are incorporated into the negotiation. 2.5 The results of negotiations are communicated to appropriate colleagues and stakeholders within the appropriate timeframes.
3. Make formal business agreements	3.1 Agreements are confirmed in writing using formal contracts and in accordance to enterprise requirements. 3.2 Appropriate approvals for all aspects of formal agreements are checked and obtained in accordance with enterprise procedures. 3.3 The need for specialist advice in the development of contracts is identified and sought where appropriate.
4. Foster and maintain business relationships	4.1 Information needed to maintain sound business relationships are pro-actively sought, reviewed and acted upon. 4.2 Agreements are honored within the scope of individual responsibility. 4.3 Adjustments to agreements are made in consultation with the customer/supplier and information is shared with appropriate colleagues. 4.4 Relationships are nurtured through regular contact.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Business relationships	May include: 1.1 Customers 1.2 Suppliers 1.3 Government agencies 1.4 Concessionaires
2. Opportunities	May include: 2.1 Informal social occasions 2.2 Industry functions 2.3 Association membership 2.4 Co-operative promotions 2.5 Program of regular telephone contact
3. Negotiations	May include: 3.1 Corporate accounts 3.2 Service contacts 3.3 Agency agreements 3.4 Venue contracts 3.5 Rate negotiations 3.6 Marketing agreements 3.7 Preferred product agreements
4. Techniques	May include : 4.1 Identification of goals, limits 4.2 Clarification of needs of all parties 4.3 Identifying points of agreement and points of difference 4.4 Preparatory research of facts 4.5 Active listening and questioning 4.6 Non-verbal communication techniques 4.7 Appropriate language 4.8 Bargaining 4.9 Developing options 4.10 Confirming agreements 4.11 Appropriate cultural behavior

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated the ability to conduct successfully business negotiations 1.2 Demonstrated the ability to build and maintain relationships o achieve successful business outcomes 1.3 Demonstrated the knowledge and understanding of the current environment and major industry issues in which tourism and/or hospitality businesses operate.
2. Required knowledge	<ul style="list-style-type: none"> 2.1 Business environment including major industry issues in which the tourism and hospitality industry operates. 2.2 Legal issues that affect negotiations and contracts 2.3 General knowledge about contracts.
3. Required skills	<ul style="list-style-type: none"> 3.1 Negotiation and communication techniques appropriate to negotiations. 3.2 Interpersonal skills 3.3 Mathematical skills i.e. calculating profit margins for the contract
4. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Project or work activities conducted over a period of time so that all aspects of the unit can be assessed. 4.2 Relationship-building and negotiation activities with a range of individuals with whom the candidate has an actual or potential business relationship.
5. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Evaluation of negotiation and business relationships or agreements conducted or made by the candidate 5.2 Evaluation of reports prepared by the candidate detailing how the negotiation aspects of a project were managed. 5.3 Case studies to assess application of knowledge to business situations.
6. Context for assessment	<ul style="list-style-type: none"> 6.1 Competency assessment may occur in workplace or any appropriately simulated environment 6.2 Assessment shall be observed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

CORE COMPETENCIES

UNIT OF COMPETENCY : DIRECT AND LEAD SERVICE TEAM IN THE DINING AREA/RESTUARANT

UNIT CODE : TRS512393

UNIT DESCRIPTOR : This unit covers the knowledge and skills required in supervising and coordinating the activities of food service staff on their work shift in an outlet or restaurant to ensure fast and efficient food service to the guests. This includes food service duties as well as monitoring the entire food service process.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Supervise pre-opening preparations	1.1 Guest reservations are monitored and table assignment allocations are ensured. 1.2 Waiter service stations are inspected for completeness in stocks and supplies. 1.3 Tables are rechecked for accuracy in setting. 1.4 Cleanliness of the dining area/restaurant is checked according to standards of the establishment.
2. Oversee food and beverage service in the dining area	2.1 Standards of service are monitored throughout the day. 2.2 Service staffs are observed, ensuring quality service all the time. 2.3 Service briefing is conducted among service staff at the beginning of the shift. 2.4 Flow of service is coordinated with the kitchen. 2.5 Quality is controlled and ensured in all service areas. 2.6 Guest concerns are communicated to the chef and the kitchen staff. 2.7 Assistance in service is provided during peak hours or busy periods. 2.8 Guest concerns and complaints are resolved to the satisfaction of the guest.
3. Perform specialized dining room service	3.1 Specialized dining room service is carried out efficiently in accordance with the standards of the establishment. 3.2 Gueridon or sidetable trolley is set up with proper mise en place . 3.3 Safety precautions are taken and made certain all the time.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Service briefing	May include: 1.1 Table reservations 1.2 VIP guests 1.3 Daily specials, food promos 1.4 Out of stock items 1.5 Chefs' recommendations
2. Assistance in service	May include: 2.1 Greeting and welcoming guests 2.2 Taking table reservations 2.3 Escorting and seating guests 2.4 Taking food and beverage orders 2.5 Serving food and beverage orders 2.6 Wine selection
3. Specialized dining room service	May include: 3.1 Flaming or flambé service 3.2 Food carving (poultry and game etc) 3.3 Salad preparation 3.4 Deboning fish and seafoods
4. Gueridon mise en place	May include: 4.1 All necessary: dinnerware, glassware, silverware 4.2 Service plates 4.3 Napkins 4.4 Condiments 4.5 Salt and Pepper shakers 4.6 Food ingredients
5. Safety precautions	May include: 5.1 Regular checkup of tableside stove 5.2 Fire extinguisher in place 5.3 Sufficient distance from guest tables 5.4 Correct equipment and tools used 5.5 Compliance with occupational health and safety requirements

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Monitored mise en place preparations 1.2 Conducted service briefings 1.3 Performed specialized dining room service
2. Required Knowledge	2.1 Mise en place preparation 2.2 Duties and responsibilities of food and beverage service personnel 2.3 Tableware 2.4 Table set-ups 2.5 Specialized dining room service 2.6 Table service styles 2.7 Suggestive and upselling 2.8 Principles of OSHC
3. Required skills	3.1 Table set up 3.2 Conducting service briefing 3.3 Gueridon service 3.4 Sales skills 3.5 Effective customer relation skills
4. Resource Implications	The following resources should be provided: 4.1 carry out a range of suitably simulated practical assessment on how to conduct service briefings 4.2 the availability of gueridon or tableside trolley
5. Methods of Assessment	Competency in this unit may be assessed through : 5.1 Oral questions to test candidate's knowledge on Station mise-en-place; staff monitoring; ensuring quality service in the dining area 5.2 Simulation/role play to test the candidate's knowledge and skills in conducting daily briefing and gueridon service. 5.3 Portfolio
6. Context of Assessment	Assessment must be conducted in 6.1 Workplace or simulated environment 6.2 TESDA accredited assessment center/venue

UNIT OF COMPETENCY : OVERSEE DINING AREA OPERATIONS

UNIT CODE : TRS512394

UNIT DESCRIPTOR : This unit covers the knowledge and skills in overseeing and supervising wait staff to ensure the smooth flow of service in the dining or restaurant area. This includes scheduling work shifts, monitoring and developing staff performance.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Organize dining room staff	1.1 Opening and closing duties are assigned in accordance with <i>industry and/or enterprise standards</i> . 1.2 Sidework and service stations are assigned in accordance with industry and/or enterprise standards. 1.3 Duty/shift schedules are set in accordance with industry and/or enterprise standards.
2. Enforce policies	2.1 Punctuality and attendance of staff are checked in accordance with industry and/or enterprise standards.. 2.2 Standards of service are implemented and monitored in accordance with industry and/or enterprise standards.. 2.3 <i>Food safety and risk management standards</i> are strictly implemented in accordance with enterprise standards. 2.4 Employee discipline is imposed in accordance with enterprise standards. . 2.5 Disciplinary action is recommended when applicable.
3. Develop dining staff	3.1 New dining staff are <i>trained</i> in accordance with enterprise standards. 3.2 Deserving employees for promotion are identified. 3.3 Re-training or cross-training of regular employees are recommended when appropriate 3.4 Performance of staff is appraised in accordance with enterprise policies. 3.5 <i>Employee feedback</i> is given or conducted regularly and in real-time if possible

RANGE OF VARIABLES

VARIABLE	RANGE
1. Industry and enterprise standards in giving assignments	May include: 1.1 Skills level of staff 1.2 Number of tables 1.3 Seniority 1.4 Number of staff in the shift 1.5 Special (client/guest) requests
2. Food safety and risk management standards	May include: 2.1 Hand washing 2.2 Plate handling/Glasswares/Silverwares 2.3 Food and beverages probing 2.4 Inspection of staff during service briefing 2.5 Employee hygiene practices 2.6 Food handling 2.7 Food storage 2.8 Facility/dining room safety
3. Staff Training	May include: 3.1 Company standards 3.2 Service procedures 3.3 Policies on gratuities 3.4 Shift schedules 3.5 Interpersonal skills 3.6 Handling guest complaints 3.7 Duties and responsibilities
4. Employee feedback	May include: 4.1 Praise 4.2 Criticisms 4.3 Employee satisfaction 4.4 Training evaluation 4.5 Compensation

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Prepared staff schedules 1.2 Monitored employee performance 1.3 Conducted training for employees 1.4 Provided employee feedback
2. Required Knowledge	2.1 Dining room set up 2.2 Staff scheduling 2.3 Food handling standards 2.4 Food storage 2.5 Employee development 2.6 Providing feedback 2.7 Performance appraisal 2.8 Risk management for facility/dining room 2.9 Technology knowledge
3. Required Skills	3.1 Staff roster 3.2 Giving feedback
4. Resource Implications	The following resources should be provided: 4.1 carry out a range of suitably simulated practical assessment on how to monitor employee performance 4.2 the availability of forms e.g staff weekly schedules; employee handbooks; performance appraisal
5. Methods of Assessment	Competency in this unit may be assessed through : 5.1 Oral questions to test candidate's knowledge in the organization of service staff in the dining area. 5.2 Simulation/role play to test the candidate's knowledge and skills in conducting performance appraisal, disciplining erring employees, providing employee feedback. 5.3 Portfolio
6. Context of Assessment	Assessment must be conducted in: 6.1 Workplace or simulated work environment or 6.2 TESDA accredited assessment center/venue

UNIT OF COMPETENCY : OVERSEE BANQUET AND/OR CATERING FUNCTION

UNIT CODE : TRS512395

UNIT DESCRIPTOR : This unit covers the knowledge and skills in supervising the tasks and duties related to the proper functioning of a banquet event. This includes banquet logistics of pre-function set up, food and beverage service and post event clean up.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Supervise pre-function mise-en place	1.1 Adequate supplies are obtained in accordance to event/function requirements. 1.2 Tables and chairs are set up according to event/function requirements 1.3 Serving stations/food islands are set up in designated locations. 1.4 Tableware are inspected for damages and cleanliness 1.5 Floor plan/ seating diagram is prepared and available for reference of the banquet staff. 1.6 Appropriate flatware is set according to the menu. 1.7 Meetings and briefings are conducted prior to the banquet function.
2. Oversee meal service	2.1 Contact with host, chef and kitchen staff is maintained all throughout the event. 2.2 Prompt delivery of each course to every table is ensured. 2.3 Timing of service of each course of the meal is coordinated with the kitchen, service staff and host. 2.4 Banquet staff work and pace are monitored all throughout the meal service. 2.5 The banquet service style is implemented in accordance with what is stipulated in the event order form or with special arrangement with the host.
3. Supervise after meal service	3.1 Coffee and tea service is provided upon guest request. 3.2 Banquet area " break down " is supervised according to enterprise standards. 3.3 Event report is prepared after each function
4. Perform customer relations	4.1 Guest needs and concerns are attended promptly. 4.2 Professional demeanor of the staff is checked at all times.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Meetings and briefings	Topics may include: 1.1 Type of event 1.2 Event date/time/number of participants 1.3 Menu items and descriptions 1.4 Major ingredients 1.5 Sauces 1.6 Accompaniments 1.7 Predominant spices and seasonings 1.8 Decorations/theme/concept 1.9 Service style
2. Normal Banquet staff work	May include: 2.1 Refilling of water 2.2 Providing correct silverware or flatware 2.3 Anticipating guest needs 2.4 Answering inquiries
3. Room "break down"	May include: 3.1 Clear all tables 3.2 Clear all tablewares (silverware, glassware etc.) 3.3 Dispose of decorations' 3.4 Collect linen according to standards 3.5 Clearing out of tables and chairs 3.6 Cleaning/vacuuming of floors 3.7 Proper food waste disposal
4. Event Report	May include : 4.1 Actual number of covers 4.2 Guest concerns 4.3 Incident reports 4.4 Price/cost of function 4.5 Breakage reports 4.6 Number of staff 4.7 Summary of the function
5. Professional demeanor	May include : 5.1 Proper uniform 5.2 Grooming and personal standards 5.3 Effective communication skills 5.4 Proper footwear 5.5 Polite and courteous manner towards guests

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Set up banquet function room according to prescribed requirements 1.2 Conducted pre-event meetings or briefings 1.3 Coordinated between the service staff and kitchen and other departments that are concerned with the event 1.4 Monitoring staff performance during the event 1.5 Prepare pre and post evaluation reports
2. Required Knowledge	<ul style="list-style-type: none"> 2.1 Banquet service 2.2 Banquet set-ups 2.3 Banquet floor plan 2.4 Catering service 2.5 Understanding Banquet event order forms
3. Required Skills	<ul style="list-style-type: none"> 3.1 Banquet service 3.2 Setting up banquets 3.3 Communication skills 3.4 Preparing floor plans 3.5 Interpreting Banquet Order forms 3.6 Handling guest complaints
4. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Actual event or function 4.2 Banquet event forms 4.3 Staff schedules
5. Methods of Assessment	<p>Competency in this unit may be assessed through :</p> <ul style="list-style-type: none"> 5.1 Written and/or Oral questions to test candidate's knowledge in the <ul style="list-style-type: none"> a. organization of service staff for a banquet event. b. Floor plan preparation c. Table assignments d. Work flow e. Briefing 5.2 Simulation/role play to test the candidate's knowledge and skills in overseeing meal service; supervising after meal service and performing customer relations. 5.3 Portfolio
6. Context of Assessment	<p>Assessment must be conducted in:</p> <ul style="list-style-type: none"> 6.1 Workplace or simulated work environment or 6.2 TESDA accredited assessment center/venue

SECTION 3 TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for FOOD AND BEVERAGE SERVICES NC III.

The guidelines include information on curriculum design, training delivery, trainee entry requirements, tools and equipment, training facilities, and trainer's qualification among others.

3.1 CURRICULUM DESIGN

Course Title : FOOD AND BEVERAGE SERVICES

NC Level: III

Nominal Training Duration: **20 Hrs. (Basic)**
 24 Hrs. (Common)
 186 Hrs. (Core)

Course Description:

This course is designed to enhance the knowledge, skills, and attitudes of trainee in accordance with industry standards. It covers the basic, common and core competencies required for the NCIII level in the delivery and supervision of food and beverage service in various foodservice facilities. It covers the core competencies on directing and leading service team in the dining area, overseeing dining operations and banquet and catering function.

BASIC COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Lead workplace communication	1.1 Communicate information about workplace processes. 1.2 Lead workplace discussions. 1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> • Group discussion • Role Play • Brainstorming 	<ul style="list-style-type: none"> • Observation • Interviews
2. Lead small teams	2.1 Provide team leadership. 2.2 Assign responsibilities among members. 2.3 Set performance expectation for team members. 2.4 Supervise team performance	<ul style="list-style-type: none"> • Lecture • Demonstration • Self-paced (modular) 	<ul style="list-style-type: none"> • Demonstration • Case studies

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
3. Develop and practice negotiation skills	3.1 Identify relevant information in planning negotiations 3.2 Participate in negotiations 3.3 Document areas for agreement	<ul style="list-style-type: none"> • Direct observation • Simulation/role playing • Case studies 	<ul style="list-style-type: none"> • Written test • Practical/performance test
4. Solve workplace problems related to work activities	4.1 Explain the analytical techniques. 4.2 Identify the problem. 4.3 Determine the possible cause/s of the problem.	<ul style="list-style-type: none"> • Direct observation • Simulation/role playing • Case studies 	<ul style="list-style-type: none"> • Written test • Practical/performance test
5. Use mathematical concepts and techniques	5.1 Identify mathematical tools and techniques to solve problem 5.2 Apply mathematical procedures/solution 5.3 Analyze results	<ul style="list-style-type: none"> • Direct observation • Simulation/role playing • Case studies 	<ul style="list-style-type: none"> • Written test • Practical/performance test
6. Use relevant technologies	6.1 Study/select appropriate technology 6.2 Apply relevant technology 6.3 Maintain/enhance relevant technology	<ul style="list-style-type: none"> • Direct observation • Simulation/role playing • Case studies 	<ul style="list-style-type: none"> • Written test • Practical/performance test

COMMON COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Roster staff	1.1 Develop and implement staff rosters 1.2 Maintain staff records	<ul style="list-style-type: none"> • Discussion • Case study 	<ul style="list-style-type: none"> • Observation • Interview • Written test
2. Control and order stock	2.1 Maintain stock levels and records 2.2 Process stock orders 2.3 Manage stock losses 2.4 Follow-up orders 2.5 Organize and administer stocks	<ul style="list-style-type: none"> • Discussion • Lecture • Simulation 	<ul style="list-style-type: none"> • Written test • Review of documents
3. Train small groups	3.1 Prepare for training 3.2 Deliver training 3.3 Provide opportunities for practices 3.4 Review training	<ul style="list-style-type: none"> • Lecture/ • Discussion • Demonstration • Hands-on • Video Viewing 	<ul style="list-style-type: none"> • Written Test • Oral Questioning • Review of documents • Direct observation
4. Establish and conduct business relationships	4.1 Establish and conduct business relationships 4.2 Conduct negotiations 4.3 Make formal business agreements 4.4 Foster and maintain business relationships	<ul style="list-style-type: none"> • Lecture/ • Discussion • Demonstration • Hands-on • Video Viewing 	<ul style="list-style-type: none"> • Written Test • Oral Questioning • Review of documents • Direct observation • Case studies

CORE COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Direct and lead service team in the dining area/ restaurant	1.1 Supervise pre-opening preparations 1.2 Oversee food and beverage service in the dining area 1.3 Perform specialized dining room service	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Hands-on • Video Viewing 	<ul style="list-style-type: none"> • Oral or written test • Direct observation • Practical test
2. Oversee dining area operations	2.1 Organize dining room staff 2.2 Enforce policies 2.3 Develop dining staff	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Hands-on • Video Viewing 	<ul style="list-style-type: none"> • Oral or written test • Direct observation • Practical test • Sensory evaluation of finished product
3. Oversee banquet and/or catering function	3.1 Supervise pre-function mise-en place 3.2 Oversee meal service 3.3 Supervise after meal service 3.4 Perform customer relations	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Hands-on • Video Viewing 	<ul style="list-style-type: none"> • Oral or written test • Direct observation • Practical test • Sensory evaluation of finished product

3.2 TRAINING DELIVERY

The delivery of training should follow the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based on the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended, thus, programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality where the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners
- Supervised industry training or on-the-job training is a training approach designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students who wish to enter this training should possess the following requirements:

- can communicate in basic English in both oral and written form
- must have completed the 10-year basic education
- can perform basic mathematical computation
- must be competent in the entire Food and Beverage Services NCII qualification either through training, experience or certification

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for FOOD AND BEVERAGE SERVICES NC III are as follows:

WAITERING TOOLS, MATERIALS AND EQUIPMENT					
QTY	DINNERWARE	QTY	CUTLERIES	QTY	GLASSWARE
24	Dinner plates, 10"	24	Dinner knives	24	Red wine glasses
6	Show/service plates, 11-14"	24	Dinner forks	24	White wine glasses
24	Salad plates 7-8"	24	Salad knives	24	Water goblets
24	Fish plates, 8-9"	24	Salad forks	24	Juice glasses/Hi ball
24	Dessert plates, 7-8"	24	Fish knives	24	Champagne flute
24	Side plates or bread plates, 6"	24	Fish forks	24	Collins glasses
24	Soup plate/bowl	24	Soup spoons (cream and consume)	24	Pilsner glasses/Ice tea glasses
24	Cups and saucers 5-6 oz	24	Dessert spoons		
24	Dinner plates, 10"	24	Dessert forks		
		24	Teaspoons		
		24	Cocktail forks		
		6	Service forks		
		6	Service spoons		
		24	Steak knives		
		24	Butter knives		
		24	Oyster forks		

QTY	OTHER SERVICEWARE	QTY		QTY	OTHER ACCESSORIES
2	Coffee pot	6	table cloths	6	Menu Folders
2	Tea pot	6	Table skirting cloths		Order pads
4	Salt and Pepper shakers	6	Side towels	6	Bill folder/change trays
6	service trays	30	16" x16" Cloth Table napkin	2	Waiter station/cabinet
8	Silver platters			2	Tray stand (Dummy waiter)
8	Round (bar) trays			2	Boning knives
4	Tooth pick holders			6	All-purpose knives
6	Napkin holders			4	Chopping boards
3	Sugar containers			10	Utility bowls/plates
3	Creamer containers		EQUIPMENT	2 sets	Wooden fork and spoons
4	Sauce/gravy boats	1	Tableside service cart w/ rechaud (Gueridon)	2	Wooden bowls (Caesar salad preparation)
4	Soup tureen	1	(push) cart to transport/move banquet operating equipment	4	Plastic bin boxes to be used when moving banquet operating equipment
2	Peppermill			2	Non-stick round (crepe) pan
6	Service forks and spoons		INGREDIENTS for	2	Turners (for non-stick pans)
2	Food tongs		Caesar Salad		
2	Sauce ladles		Crepes		
2	Soup ladles			TABLES/CHAIRS	
2	Cake servers			4	Square/rectangular tables (4's/6's)
6	Water pitchers			3	round tables (8's)
2	Ice buckets with tongs			50	Dining/Banquet chairs

***NOTE:** Implementation of the training program can be made possible through a MOA between the **Training school** and **Industry (Full Service Restaurant or Catering Service)** for the use of the facilities.

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Laboratory	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area			36 sq. m.
Total workshop area:			156 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR TOURISM SECTOR (HOTELS AND RESTAURANTS)

FOOD AND BEVERAGE SERVICES NC III

TRAINER'S QUALIFICATIONS

- Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Food and Beverage Services NC III
- Must have at least 3 years industry experience
- Must have attended relevant upgrading food and beverage services training and seminars

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1 To attain the National Qualification of **FOOD AND BEVERAGE SERVICES NC III**, the candidate must demonstrate competence in all the units of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.2 The qualification for **FOOD AND BEVERAGE SERVICES NC III** may be attained through demonstration of competence covering all the required core units of qualification.
- 4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.4 The following are qualified to apply for assessment and certification:
 - 4.4.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs
 - 4.4.2 Experienced workers (wage employed or self employed)
- 4.5 The guidelines on assessment and certification are discussed in detail in the "*Procedures Manual on Assessment and Certification*" and "*Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)*".

**COMPETENCY MAP
FOOD AND BEVERAGE SERVICES NC III**

Clean and maintain kitchen premises	Prepare poultry and game dishes	Select, prepare and serve speciality cuisine's	Manage facilities associated with commercial catering contracts	Direct and lead service team in the dining area/restaurant	Prepare and present gateaux, tortes and cakes	Provide accommodation reception services	Plan and schedule routine maintenance, repairs and modifications
Prepare stocks, sauces and soups	Prepare seafood dishes	Monitor catering revenue and costs	Plan the catering for an event or function	Oversee dining area operations	Prepare and display petits fours	Conduct night audit	Contribute to the implementation of emergency procedures
Prepare appetizers	Prepare desserts	Establish and maintain quality control	Design menus to meet market needs	Oversee banquet and/or catering function	Present desserts	Provide club reception services	Observe and monitor people
Prepare salads and dressings	Package prepared food	Apply cook-chill-freeze production process	Develop a food safety program	Operate a food outlet	Clean bar areas	Provide porter services	Escort, carry and store valuable items
Prepare sandwiches	Plan and prepare food for ala carte and buffets	Prepare foods according to dietary and cultural needs	Prepare the dining room/restaurant area for service	Prepare tenders for catering contracts	Operate bar	Provide housekeeping services to guests	Manage physical assets
Prepare meat dishes	Plan and control menu-based catering	Transport and store food in a safe and hygienic manner	Welcome and take food and beverage orders	Develop a food safety program	Prepare and mix alcoholic concoctions and hot drinks	Prepare rooms for guests	Manage stock purchases and inventory
Prepare vegetable dishes	Organize bulk cooking operations	Apply catering control principles	Prepare food and beverage service to guests	Plan coffee shop layout, menu and storage (Coffee Shop)	Provide wine service	Clean premises	Provide for the safety of Very Important Persons (VIP)
Prepare egg dishes	Prepare pates and terrines	Develop menus to meet special dietary and cultural needs	Provide room service	Prepare and produce bakery products	Receive and process reservations	Provide valet services	Provide a lost and found facility
Prepare starch dishes	Plan, prepare and serve specialized food items	Select catering system	Receive and handle guest concerns	Prepare and produce pastry products	Operate a computerized reservations system	Launder linen and guest clothes	

**CORE
COMPETENCIES**

COMMON COMPETENCIES	Develop and update industry knowledge	Observe workplace hygiene procedures	Perform computer operations	Perform workplace and safety practices	Provide effective customer service
	Roster staff	Control and order stock	Train small group	Establish and conduct business relationships	
	Manage workplace diversity	Manage finances within a budget	Manage quality customer service	Conduct assessment	

BASIC COMPETENCIES	Receive and respond to workplace communication	Work with others	Demonstrate work values	Practice basic housekeeping procedures	Participate in workplace communication	Work in a team environment	Practice career professionalism
	Lead workplace communication	Lead small teams	Develop and practice negotiation skills	Solve problems related to work activities	Use mathematical concepts and techniques	Use relevant technologies	Practice occupational health and safety procedures
	Utilize specialized communication skills	Develop teams and individuals	Apply problem solving techniques in the workplace	Collect, analyze and organize information	Plan and organize work	Promote environmental protection	

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