



Federal Ministry of Education



Regulatory Body



Sector Skills Council

NIGERIA SKILLS QUALIFICATION FRAMEWORK (NSQF)

NATIONAL OCCUPATIONAL STANDARDS (NOSSs) FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

FOOD AND BEVERAGE PRODUCTION TRADE

SUPERVISORY CADRE

SUPERVISOR COOKERY/F&B PRODUCTION

LEVEL 4

REVIEWED BY

HOSPITALITY & TOURISM SECTOR SKILLS COUNCIL OF NIGERIA (HTSSCN)

Federal Republic of Nigeria

27-28 AUGUST 2024

MEMBERS IN ATTENDANCE

LIST OF NOS REVIEWERS				
S/N	NAME	DESIGNATION	ORGANISATION/ ASSOCIATION/UNION	POSITION
1.	Prof. Bassey Esu	Trainer	Institute of Tourism Professionals of Nigeria (ITPN)	Chairman
2.	Nura Sani Kangiwa	Director General/CEO	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
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18.	Tina Ejiofor Ogonna	Trainer	National Institute for Hospitality & Tourism, (NIHOTOUR) Abuja FCT	Member
19.	Muhammad Bilyaminu Musa	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
20.	Maryam Yusha'u Abubakar	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
21.	Elijah Dabak Sheleph	Trainer	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
22.	Philip Egga Maga	Council Under-Secretary	NIHOTOUR/ HT Sector Skills Council Secretariat	Member/Secretary

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TABLE OF STANDARDS

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Unit 02	Maintain food safety when storing, preparing and cooking food
Unit 03	Work Effectively as part of a Hospitality Team
Unit 04	Communication System in a Work environment
Unit 05	Plan and organize the work -flow in a kitchen layout.
Unit 06	Purchase and receive kitchen equipment.
Unit 07	Purchase various food production commodities.
Unit 08	Plan various specialty menus
Unit 09	Plan the sequence of work schedules and production analysis in menus.
Unit 10	Store and issue various food production commodities

GENERAL INFORMATION

1.1 The NSQ Framework

The Nigeria Skills Qualifications Framework (NSQF) was approved by the Federal Executive Council in April 2013. The framework is a learning outcome-based qualification encompassing all education and training sectors and all forms of learning. It comprises about nine (9) levels, each being identified by a unique set of Level Descriptors. Each qualification has defined learning outcomes (LO), with each unit comprising the qualification mapped against the Level Descriptors. The Level Descriptors are in turn, classified into three separate strands (categories) covering Knowledge, Skills and Competence.

1.2 Context and Goals

The decision of the Hospitality and Tourism Sector Skills Council of Nigeria (HTSSCN) to review and develop new occupational trade standards based on the Nigeria Skills Qualifications Framework (NSQF) in Nigeria was driven by a number of challenges including:

- links and gaps between qualifications and the labour market is not strong
- lack of consistency in qualifications
- absence of a system for comparing qualifications to each other
- pathways of progression between qualifications is unclear
- value of qualifications to employers and learners is unclear
- update the original standards with new innovations in the occupational trade standards

1.3 Vision of the Occupational Trade Standards

The vision is for these challenges to be addressed through the development of a comprehensive NSQF that will cut across all sectors of education and training, irrespective of the nature or form of learning. The NSQF is envisaged to:

- provide a stronger basis for the understanding, comparison and recognition of national and foreign qualifications, thereby improving the understanding of employers, parents and learners of the value of qualifications
- provide fit-for-purpose qualifications that have stronger linkages with labour market and learner needs
- increase the accountability of education and training institutions towards maintaining high quality standards in their provisions
- improve the opportunities for mobility and progression of learners within and across higher education, vocational and general education sectors
- promote the concept of lifelong learning through the recognition of all types of learning: formal, non-formal and informal.

1.4 Aim of the Occupational Trade Standards

The standards are to produce learners with acquired skills and competence capable of carrying out hospitality, travel and tourism and trade operational tasks with stand-

alone occupational trade career path skills for both training standards and frameworks at levels accordingly.

1.5 Design, Level and Credit of the Occupational Trade Standard

The design and development of occupational trade standards are generally undertaken by the Hospitality and Tourism Sector Skills Council of Nigeria. The Council also has the responsibility for developing, maintaining and updating the standards. The awarding body classifies the qualifications, approves and monitors deliveries at centres and issues qualifications to competent learners.

1.6 Validation of Occupational Standards

All occupational standards placed on the NSQ are to be validated the Council stakeholders to ensure that they are fit-for-purpose and meet validation standards and the needs of learners or the labour market. It also ensures that the validation standards, process and roles of validators are defined and transparent.

As a matter of policy, a Validation Panel of practising employers, professional experts and educators/trainers ensure that each occupational standards meet the Validation Standards which the regulatory body oversees. Panel members were selected in a transparent and objective manner and the Validation Panel only judge the validity of occupational standards using the Validation Standards published as provided in the NSQ Handbook. The Panel assigned a Validity Period of three (3) years for every valid standard.

1.7 Enabling Learners with Special Needs

As a matter of policy, the developed standards create the environment that enables learners with special needs to be integrated into the education and training systems and recognizing their achievements on the NSQ. By these, the workplaces and centres to handle training must provide equal and suitable opportunities for the integration and access of learners with special needs and recognition of their achievements. Learners with special needs are to be provided with suitable support and resources and ensure their integration and recognition of achievements.

1.8 Promoting Lifelong Learning

The Council pursuant to the NSQF guideline develop the occupational standards to promote Lifelong Learning which aims to recognize prior learning, and to further enhance progression pathways between education and training sectors. This is by developing a common understanding of Recognition of Prior Learning (RPL) in the context of the NSQ to be on equal terms with formal learning. With guidance, the training centre are to provide mechanisms for RPL in accordance with the NSQ education and training regulations.

1.9 Placement of Occupational trade standard on the NSQ

The occupational trade standards are developed in accordance with the NSQ process for ‘Qualification Placement’. These are with the aim of ensuring that Training Provider/ roles and responsibilities in the ‘Qualification Placement’ process are clear, transparent and the arrangements for placing occupational trade standard on the NSQ.

1.10 Method of Assessment

As validated by the Council, the assessment tasks and activities are designed to ensure that individual learners have the opportunity to demonstrate their achievement of different learning outcomes. One way of ensuring this is directly linking the assessment to the learning outcomes, making the purpose of assessment clear and transparent, including to individual learners. Assessment involves gathering, evaluating, analysing and judging evidence in order to decide whether a learner has achieved the predefined learning outcomes. It relies on a broad range of formative and summative assessment tools and processes the former providing an insight into learner progress while the latter is rather more formal and provides evidence for future credits and awards upon achieving competences on desired trade standards.

In the course of training, assessment often relies on the use of a number of tools and instruments. Assessment tools and instruments can include, but are not limited to:

- Case Studies
- Observed Practical Exercises
- Observed Performance at Work
- Role-play and/or other targeted Group Activity
- Oral, Audio and Visual Processes and Presentations
- Long-Answer Questions (reports, proposals for action, specialist articles)
- Short Answer Questions and Structured Questions for oral (Skills based and Written for knowledge-based criteria)
- Selected-Response Items (e.g. multiple-choice).

Assessment processes is both fit-for-purpose, rigorous and fair, and should be aligned with the level and type of learning provided by the qualification or unit. With assessment practices managed and delivered across a broad range of education and training institutions, it is important to ensure that quality assurance mechanisms are in place with a view to ensuring that assessment is efficiently, effectively and consistently delivered, and that internal and external assessment moderation and verification processes exist.

1.11 Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

SECTOR: HOSPITALITY TRAVEL AND TOURISM
OCCUPATIONAL TRADE: FOOD AND BEVERAGE PRODUCTION
CADRE: SUPERVISORY
CAREER PATH: COOKERY/ F&B PRODUCTION SUPERVISOR
NSQ LEVEL: 4

TABLE OF STANDARDS AND CREDITS

S/N	Unit Title	Unit code	Credit value	GLH
Mandatory Units				
1	Maintain a safe, hygienic and secure working environment	HTTGP001L4	3	30
2	Maintain food safety when storing, preparing and cooking food	HTTSP001L4	3	30
3	Work Effectively as part of a Hospitality Team	HTTGP002L4	3	30
4	Communication System in a Work environment	HTTGP003L4	1	10
Optional Unit				
5	Plan and organize the work -flow in a kitchen layout.	HTTSP002L4		
6	Purchase and receive kitchen equipment.	HTTSP003L4	10	10
7	Purchase various food production commodities.	HTTSP004L4	8	80
8	Plan various specialty menus	HTTSP005L4	8	80
9	Plan the sequence of work schedules and production analysis in menus.	HTTSP006L4	7	70
10	Store and issue various food production commodities	HTTSP007L4	7	70

Abbreviations: HTT= Hospitality Travel and Tourism Sector

GP= General Practice

SP= Supervisor F & B Production

001= Unit number

L4= Level 4

UNIT 01: MAINTAIN SAFE HYGIENIC AND SECURE WORKING ENVIRONMENT

Unit reference number: HTTGP001L 4

NSQ level: 4

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit is about personal hygiene, environment sanitation and ensuring own contribution to Security in the Work place. It focuses on the learner's ability to work under safe and hygienic conditions, preventing cross-contamination. More so, it provides the learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares, cooks or comes in contact with food.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Assignment (Ass) Personal Statement (PS)

Personal Statement (PS) Reflective/Learning Journal (LJ)

Work Product [(WP)]

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 01: MAINTAIN SAFE HYGIENIC AND SECURE WORKING ENVIRONMENT

Ability to control and report hazards in one's Workplace	3.1	Identify some hazards or potential hazards in your work Environment and act appropriately.						
	3.2	Report any accidents or near accidents quickly and accurately to the right person.						
	3.3	Follow health, hygiene and safety procedures while working.						
	3.4	Practice emergency procedures correctly.						
	3.5	Follow Security Procedures of the Organization.						
	3.6	Observe Government regulations on health and safety in your Industry (OHS Act 2012).						
LO4 Comply with Health and Safety Regulations								
	4.1	State the importance of working in a healthy, safe and hygienic way.						
	4.3	State where you can obtain information about Health and safety in your work place.						

Unit 001: Maintain a Safe, Hygienic and Secure Environment

	particular fire, and how these should be followed.								
4.13	State the possible causes for fire in the workplace.								
4.14	Describe how to minimise the risk of fire.								
4.15	State where to find fire alarms and how to set them off.								
4.16	State why a fire should never be approached unless it is safe to do so.								
4.17	State the importance of following fire safety laws.								
4.18	Describe organisational security procedures and why these are important.								
4.19	State the correct procedures for dealing with customer property.								
4.20	State the importance of reporting all usual/non-routine incidents to the appropriate person.								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 02: MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

Unit reference number: **HTTSP001L4**

NSQ level: **4**

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit is about personal hygiene, environment sanitation and ensuring own contribution to Security in the Work place. It focuses on the learner's ability to work under safe and hygienic conditions, preventing cross-contamination. More so, it provides the learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares and cooks food.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective Statement (P) Reflective/Learning Journal (LI)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

Unit 2: Maintain food safety when storing, preparing and cooking food

LO (Learning Outcome)			Criteria:-		Evidence Type		Evidence Ref Page number	
LO1 Maintain Personal Hygiene and Cleanliness	1.1	Wear clean and hygienic clothes suitable for the tasks to be carried out.						
	1.2	Put on appropriate hair covering.						
	1.3	Wear only safe jewellery and other accessories, to avoid food safety hazards.						
	1.4	Change clothes when necessary.						
	1.5	Wash hands thoroughly whenever it is required.						
	1.6	Avoid unsafe acts that may contaminate food.						
	1.7	Report any cuts, boils, grazes, illness and infections to the right personnel promptly.						
	1.8	Ensure that any cuts, boils, skin infections and grazes are treated and covered appropriately.						
LO2 Need for								
	2.1	Explain why clean and hygienic clothes must be worn.						

Personal Hygiene	2.2	State why hair must be covered.									
	2.3	Enumerate the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking food.									
	2.4	Explain the food safety hazards that jewellery and accessories can cause.									
	2.5	Explain why clothes should be changed and when.									
	2.6	State why hands must be washed at specific instances in Food Preparation Units.									
	2.7	Describe how to wash hands safely.									
	2.8	Explain why it is important not to handle food when a person has open injuries.									
	2.9	State what to do if anyone has an open wound.									
	2.10	Explain why it is important to report illnesses and infections promptly.									

LO (Learning Outcome)	Criteria:-			Evidence Type			Evidence Ref	Page number
	2.11	State why it is even more important to report stomach illnesses.						
	2.12	Explain why it is important to avoid doing certain things that can contaminate food while handling it.						
LO 3: Work Environment Hygiene	3.1	Ensure that surfaces and equipment are clean and in good condition.						
	3.2	Use appropriate cloth that is clean for wiping and cleaning and cleaning equipment as you work.						
	3.3	Discard any surfaces and equipment that are damaged or that have any lose parts.						
	3.4	Report damaged surfaces, walls, ceilings, furniture, fittings and equipment to the appropriate Personnel.						
	3.5	Ensure that waste is disposed promptly, hygienically and suitably						
	3.6	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings.						
	3.7	Identify and act appropriately on any signs of pests.						

3.8	Explain why surfaces and equipment must be clean, hygienic and suitable for the intended use before commencing a new task.							
3.9	Describe how to sanitize surfaces and work tools before use.							
3.10	State why it is important to use only clean and suitable cloths when cleaning before tasks.							
3.11	Explain why surfaces, parts of the work place and equipment that are damaged or have loose parts constitute food safety hazards.							
3.12	State the types of damage to be alert for.							
3.13	Enumerate types of damaged surfaces or equipment that can cause food safety hazards.							
3.14	Describe how to deal with damaged surfaces and equipment.							

LO (Learning Outcome)	Criteria:-	Evidence Type		Evidence Ref Page number
LO 4 Storing Food Safely	3.15	State the importance of clearing and disposing of waste promptly and safely.		
	3.16	Describe how to dispose of waste safely.		
	3.17	State the types of pests that could be found in catering Establishments.		
	3.18	Describe the signs that signify the presence of pests.		
LO 4 Storing Food Safely	4.1	Check the freshness, temperature and expiry date of food items.		
	4.2	Look for any important information on the label and leave it intact.		
	4.3	Carry out any necessary action		

	to prepare food for storage.								
4.4	Place food in appropriate storage place or equipment without temperature change.								
4.5	Ensure that storage areas for different types of food items are clean, suitable and at the right temperature.								
4.6	Prevent contamination while storing food.								
4.7	Follow appropriate stock usage procedures.								
4.8	Dispose of any expired foods safely.								
4.9	Keep all required records up-to-date.								
4.10	Explain why it is important to ensure that food items are safe on delivery.								
4.11	State why food should be prepared before storage.								
4.12	Explain why food must be put in the correct storage area.								
4.13	Enumerate the food storage temperatures.								
4.14	Explain the importance of keeping storage areas clean and tidy.								
4.15	State how to check that food is stored at the correct temperature.								
4.16	Explain why any expired food must be thrown away and not used.								

LO (Learning Outcome)	Criteria:-		Evidence Type				Evidence Ref Page number		
	4.17	Explain why it is important to keep raw and ready-to-eat food apart.							
	4.18	List types of raw and ready-to-eat foods.							
	4.19	Explain why it is important to have a stock usage policy that rotates stock.							

LO 5 Food Safety in Preparing, Cooking and Holding	5.1	Inspect food before and during preparation and cooking for any hazards.										
	5.2	Follow correct procedures for dealing with food hazards.										
	5.3	Handle different types of food safely to prevent cross-contamination between them.										
	5.4	Keep all required record supdated.										
	5.5	Follow laid down procedures for items that can cause allergic reactions.										
	5.6	Use appropriate methods, times and temperatures in order to maintain food safety.										
	5.7	Describe how to check that food is safe while holding and serving.										
	5.8	State why and when it is necessary to defrost foods before cooking.										
	5.9	Explain what to do on discovering any food safety hazards.										
	5.10	State why thorough cooking and reheating methods should be used.										
	5.11	Explain how to check that food is thoroughly cooked or safely reheated.										
	5.12	Explain why it is important to ensure that food is at the right temperature during holding and before service.										
	5.13	Describe how to safely and thoroughly defrost food.										
	5.14	Enumerate how to recognize conditions leading to safety hazards.										
	5.15	State why it is important to know the foods that can cause allergic reactions.										
	5.16	Outline the procedure to follow in handling food that can cause allergic reactions.										

LO (Learning Outcome)	Criteria:-	Evidence Type	Evidence Ref
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								Page number
LO 6 Maintaining Food Safety	5.17	Explain what to do if a customer asks if a particular dish is free from a certain food allergen.						
	5.18	Describe how a raw food can contaminate a ready to eat food and how this can be avoided.						
	5.19	State the right cooking and re-heating temperatures and times for foods one is working with.						
	5.20	Enumerate the types of foods that may need to be frozen or stored cold because they are not to be consumed immediately.						
	5.21	Describe how to store food safely when it is not for immediate consumption.						
	6.1	Enumerate how to operate a food safety management system.						
	6.2	Explain the concept of hazards to food safety in Catering operations.						
	6.3	Explain why it is important to control food safety hazards in order to reduce or eliminate risks.						
	6.4	State what may happen if hazards are not controlled.						
	6.5	List the types of hazards that may occur in a catering operation.						
	6.6	Enumerate how to control hazards by cooking, chilling, cleaning and avoiding cross-contamination.						
	6.7	Explain why monitoring is important.						
	6.8	List the key stages in the monitoring process.						
	6.9	State why it is important to know what to do when things go wrong.						
	6.10	Explain why there are some hazards more important than others.						

6.11	State the appropriate personnel to report to if there are food safety hazards.											
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Learners Signature:	Date:
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Assessors Signature:	Date:
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IQA Signature (if sampled)	Date:
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EQA Signature (if sampled)	Date:
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UNIT 03: TEAM WORK AT HOSPITALITY WORKPLACE

Unit reference number: HTTGP003L4

NSQ level: 4

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit deals with fulfilling one's own roles when working in a team, that is the people working with you in your work place, in such a way that one contributes to the team's effectiveness. 'Team' here includes your line manager or immediate supervisor as well as other people there working at the same level as the learner. The unit focuses on carrying out instructions accurately, working at a good pace so as not to slow down the work of others, communicating with the people you work with and receiving constructive feedback to improvement. This unit is appropriate for a person at a supervisory level of engagement in the Hospitality Industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

Unit 03: Work effectively as part of a Hospitality Team

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Plan and Organise own work	1.1	Ensure that one understands what is required for one's own work.							
	1.2	Adhere to instructions accurately.							
	1.3	Plan and organize one's tasks and place in order of importance.							
	1.4	Place everything needed for work within reach.							
	1.5	Keep work areas clean and tidy.							
	1.6	Keep waste to a minimum.							
	1.7	Seek assistance if in need and from the relevant person.							
	1.8	Provide work output in due time as agreed.							
LO2 Work effectively with Members of own team									
	2.1	Assist team members when they ask.							
	2.2	Ensure that any assistance given is within limits of one's own responsibilities.							

	2.3	Manage time well in spite of assisting others.						
	2.4	Ensure information transmitted to others in the team is timely.						
	2.5	Maintain cordial working relations with team mates.						
	2.6	Report any misunderstandings or incidences in relating with team mates to the relevant person.						
	2.7	Communicate clearly and effectively with team members.						
LO3 Develop own skills								
	3.1	Seek feedback on your work and be able to use the feedback constructively.						
	3.2	Identify with appropriate persons what aspects of your work that are up to standard and what areas to improve.						
	3.3	Agree on what you have to do to improve your work.						
	3.4	Agree on a learning Plan with the appropriate person.						
	3.5	Seek opportunities to review and develop your learning plan.						

Unit 02: Work effectively as part of a Hospitality Team

LO (Learning outcome)		Criteria:-	Evidence Type			Evidence Ref Page number		
LO 4 Knowledge of Work Management	4.1	State why it is important to understand what is required of you at work.						
	4.2	Explain how you can organize your work to avoid distractions and use time effectively.						
	4.3	State the benefits of being organized and having work tools close at work before starting jobs.						
	4.4	Explain why it is important to clean up your work area while working.						
	4.5	Explain why it is important to minimize waste.						
	4.6	Explain in which cases you need to ask for help and who is the appropriate person(s) to ask.						
LO 5 Importance of Team work								
	5.1	State the importance of working effectively with others in a team.						
	5.2	List the persons who are part of your team and their roles.						
	5.3	State what is required of your team in the whole Organization and why.						
	5.4	Explain how you can work cordially and avoid conflicts with another.						
	5.5	Explain why work conflicts with another person should be reported to an authority.						

	5.6	Explain in what cases you can assist others and when you cannot so as to complete one's own work in time.									
	5.7	Explain why important information should be communicated to others in your team in good time.									
	5.8	Explain how to communicate effectively and why.									
LO 6 Importance of own Skills development	6.1	Explain why it is important to develop your own skills.									
	6.2	Explain ways of getting feedback from own teammates and how to use it positively.									
	6.3	Explain the importance of a learning plan in your own work and development.									
	6.4	Explain why your learning plan should be improved frequently.									

Learners Signature:

Date:

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

EQA Signature (if sampled)

Date:

UNIT 04: COMMUNICATE AT WORK ENVIRONMENT

Unit reference number: HTTGP004L4

NSQ level: 4

Credit value: 1

Guided learning hours: 10

Unit Purpose: This unit deals with basic communication that is effective and timely in such a way that one contributes to the team's effectiveness. It focuses on using words, body language and symbols to communicate with the people in one's own work place, identifying sources of information needed for an efficient work flow and passing on information clearly and effectively. This unit is appropriate for a learner at a supervisory level of engagement in the Hospitality Industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

Unit 04: Communication System in a Work Environment

LO (Learning outcome)		Criteria:-			Evidence Type			Evidence Ref Page number	
LO1 Use a Non-complex Communication System in a Work Environment	1.1	Use simple verbal means to pass on necessary information.							
	1.2	Use non-verbal means to pass on necessary information.							
	1.3	Interpret symbols and signs appropriately.							
LO2 Develop the ability to identify the source of information in a Work Environment	2.1	Locate the Source of information in an Organization or Work Environment.							
	2.2	Relate appropriately with the source of information.							
	2.3	Use the various information flow systems in a work environment.							
	2.4	Use information to avoid challenges in a Work situation.							
	2.5	Report findings in accordance to procedure in a Work environment.							
LO3 Demonstrate the various use of means of communication in a work environment	3.1	Locate the various communication equipment in the Work environment.							
	3.2	Use effectively the various communication equipment in a work environment.							
	3.3	Pass information effectively to the right personnel.							

	3.4	Pass information effectively using symbols, signs and codes.									
	3.5	Follow instructions in line with ethics of the work environment except where doing so is likely to jeopardize the intended purpose.									

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 05: PLAN AND ORGANIZE THE WORKFLOW IN A KITCHEN LAYOUT

Unit reference number: HTTSP002L4

NSQ level: 4

Credit value: 10

Guided learning hours: 100

Unit Purpose: This unit is about planning and organizing the work flow in a kitchen layout. It focuses on the learner's skill and knowledge in designing kitchen layouts to ensure the work flow, to suit the traffic of production and arrange equipment to promote health, safety and time management.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

Unit 005: PLAN AND ORGANIZE THE WORKFLOW IN A KITCHEN LAYOUT

Learning Outcome		Performance Criteria	Evidence Type					Evidence Reference Page Number	
LO 1: Understand and design a modern kitchen layout.	1.1	State the factors determining location of a kitchen and its sections.							
	1.2	Identify lighting, ventilation, floors, walls, ceiling and drainage system in kitchen planning.							
	1.3	Sketch and draw kitchen layout.							
LO 2: Create the workflow of a kitchen and its layout.	2.1	Explain the criteria for allocation of space, departments and segmentations in a kitchen layout.							
	2.2	Identify the various types of equipment layout in a kitchen.							
	2.3	Sketch equipment layout of a modern kitchen.							
LO 3:	3.1	Organize a production							

Exhibit skills in Planning Kitchen layout and Work Flow.		function setting and design the kitchen layout.									
	3.2	Identify the factors in (1.2) and implement them in the production function.									
	3.3	Outline the layout using 2.1 above.									
	3.4	Outline the equipment layout in the kitchen.									
	3.5	Use the sketch made to outline kitchen layout applying any one style of layout (L-shape, U-shape, Island etc).									
LO 4: Demonstrate understanding of Pre-production plan.	4.1	Explain Kitchen work flow.									
	4.2	Provide checklist of Kitchen work flow.									
	4.3	Identify challenges to be faced in production of a kitchen layout.									
	4.4	Explain and handle health, safety and security while planning a kitchen layout.									

Learner's Signature:

Date:

Assessor's Signature:

Date:

IQA Signature (if sampled):

Date:

EQA Signature (if Sampled):

Date:

UNIT 06: PURCHASE AND RECEIVE KITCHEN EQUIPMENT

Unit reference number: HTTSP003L4
NSQ level: 4
Credit value: 8
Guided learning hours: 80

Unit Purpose: This unit is about purchasing and receiving kitchen equipment in line with the need of the organization using certain quality traits in selecting, negotiating and setting standards for delivery and receiving. It expands the learner's skills in purchasing in line with durability and maintenance.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

Unit 006: PURCHASE AND RECEIVE KITCHEN EQUIPMENT

Learning Outcome		Performance Criteria	Evidence Type			Evidence Reference Page Number	
LO 1: Demonstrate understanding/skills in kitchen equipment order.	1.1	List all large, mechanical and small equipment tools and utensil in a large kitchen.					
	1.2	State the criteria used in selecting kitchen equipment regarding the manufacture, durability, price efficiency and maintenance after purchase and warranty.					
	1.3	Explain the uses of the equipment above (1.1).					
	1.4	Supervise cleaning and maintaining of the equipment listed in 1.1 above.					
	1.5	Take necessary precautions in the use of the equipment.					

LO 2: Exhibit Negotiation Skills to order Kitchen Equipment.	2.1	Estimate the items needed for purchasing through historical data, forecast sales report and present needs.									
	2.2	Identify items for purchase and make a list.									
	2.3	Establish suppliers and take samples.									
	2.4	Look out for specific traits and make your choice in line with quality standards.									
	2.5	Negotiate price and reach an agreement.									
LO 3: Purchase Kitchen Equipment.	3.1	Establish delivery procedure according to sufficient lead time to allow for storage and handling.									
	3.2	Buy selected kitchen equipment.									
	3.3	Process necessary documents for purchase.									
LO 4: Receive Kitchen Equipment.	4.1	Set standard for receiving.									
	4.2	Receive according to set standard such as counting, weighing, inspecting etc as critical to cost accountability and quality control.									

Learner's Signature:	Date:
Assessor's Signature:	Date:
IQA Signature (if sampled):	Date:
EQA Signature (if Sampled):	Date:

UNIT 07: PURCHASE VARIOUS FOOD PRODUCTION COMMODITIES

Unit reference number: HTTSP005L4

NSQ level: 4

Credit value: 8

Guided learning hours: 80

Unit Purpose: This unit is about purchasing various food commodities in line with the need of the organization using certain quality traits in selecting, negotiating and setting standards for delivery and receiving. It expands the learner's skills in purchasing in line with quality, food safety and good nutrition.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Personal Statement (PS) Reflective/Learning Journal (LL)

Reflective Learning Work Product [(WP)]

WORK Product (WP)

UNIT 07: PURCHASE VARIOUS FOOD PRODUCTION COMMODITIES

	1.3	<p>Explain the quality characteristics related to purchasing for the food commodities listed below.</p> <p>Meat e.g. Beef, lamb, goat, pork etc,</p> <p>Plant and cereals e.g fruits, vegetables, cereals, herbs, grains sugar.</p> <p>Milk and dairy products e.g. milk, cheese, cream etc.</p> <p>Fats and oil.</p> <p>Processed meat e.g. poultry, games, fish, beef, pork etc.</p> <p>Manufactured (canned) fried/prepared/completed dishes.</p> <p>Hot beverages e.g. tea, coffee, cocoa and other beverages.</p>							
LO 2: Purchase Food Commodities.	2.1	Compare the fresh and convenience products with reference to quality, use, cost, storage hygiene handling and nutritional value in Food Production.							
	2.2	Apply various methods of purchasing to purchase commodities especially as regards selecting suppliers, source, negotiating price and using the best delivery method to preserve quality.							
	2.3	Describe the specification and quality recognition for fresh and convenience products.							
LO 3: Prepare Commodity for Storage.	3.1	Apply appropriate process to deliver commodity to store.							
	3.2	Prepare document for storage.							
	3.3	Deliver commodity according to set standard by counting, weighing, temperature inspecting etc							

Learner's Signature:

Date:

Assessor's Signature:	Date:
IQA Signature (if sampled):	Date:
EQA Signature (if Sampled):	Date:

UNIT 08: PLAN VARIOUS SPECIALTY MENUS

Unit reference number: HTTSP006L4
NSQ level: 4
Credit value: 7
Guided learning hours: 70

Unit Purpose: This unit is about planning various specialty menus to suit guest preference. It expands the learner's skills and exposure to various menus in different cultures and fusing all these in menus to create exotic varieties.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 08: PLAN VARIOUS SPECIALTY MENUS

Learning Outcome	Performance Criteria	Evidence Type	Evidence Reference Page Number					
LO 1: Understand Menu Planning	1.1	Identify various types of menu in current use with reference to A la carte, Table d'hote, cyclical menu etc (breakfast, tea breaks, lunch, dinner).						
	1.2	Explain the importance of menu in the preparation and presentations of foods.						
	1.3	Describe the factors to be considered in planning menus.						
	1.4	Prepare various types of menus to include: cyclical menus, picnics menu, English breakfast, continental breakfast and African breakfast.						
	1.5	Prepare specialty menus for lunch and dinner to						

		include various ethnic meals e.g. Chinese, Indian, French, Efik, Hausa, Igbo, Yoruba, Italian, South American, Caribbean, Arabian and Spanish.									
LO 2: Design and Plan Different Types of Menu specials.	2.1	Create A'la Carte menu for the following: a. Breakfast menu b. Luncheon menu c. Dinner menu d. California menu e. Ethnic menu f. Specialty menu g. Room service menu h. Lounge menu									
	2.2	Create Table d'hote menus for the following: a. Banquets b. Buffets c. Coffee houses d. Cyclical menu									
	2.3	Create menus for the following: a. Static menu b. Du jour menu c. Wine menu d. Desert menu									

Learner's Signature:	Date:
Assessor's Signature:	Date:
IQA Signature (if sampled):	Date:
EQA Signature (if Sampled):	Date:

UNIT 09: PLAN THE SEQUENCE OF WORK SCHEDULES AND PRODUCTION ANALYSIS IN MENU

Unit reference number: HTTSP007L4

NSQ level: 4

Credit value: 7

Guided learning hours: 70

Unit Purpose: This unit is about planning the sequence of work schedules and production analysis in menus. It expands the learner's skills and knowledge in planning realistic work schedules for kitchen staff in line with workloads of menu production and also exposes the learner to the right calculations of cost margins and pricing of menus to bring about popularity and profit.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 09: PLAN THE SEQUENCE OF WORK SCHEDULES AND PRODUCTION ANALYSIS IN MENU

Learning Outcome		Performance Criteria	Evidence Type			Evidence Reference Page Number	
LO 1:	1.1	Explain the factors to be considered in planning work schedule.					
	1.2	State the procedures involved in planning work schedule.					
	1.3	Prepare work schedule for given sample menu especially for A'la Carte and Table d'hote menus.					
	1.4	Criticize work schedule above.					
LO 2:	2.1	Explain menu analysis using the contribution margin method.					
	2.2	Suggest strategies for managing food cost and revenue based on a menu					

		analysis.									
	2.3	Use one of the strategies in (2.2) above to manage a food cost and revenue based on menu analysis.									
LO 3:	3.1	Determine the potential profit margin for a menu.									
	3.2	Explain the role of “popularity” in production menu analysis.									
	3.3	Apply “Popularity in menus” in production menu analysis and setting profit margins as well as patronage.									

Learner's Signature:	Date:
Assessor's Signature:	Date:
IQA Signature (if sampled):	Date:
EQA Signature (if Sampled):	Date:

UNIT 10: STORE AND ISSUE FOOD PRODUCTION COMMODITIES

Unit reference number: HTTSP008L4

NSQ level: 4

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit is about storing and issuing various food commodities in line with the standard of the organization using certain storage and issuing methods based on space, style of services delivered, size of organization etc.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

Unit 10: STORE AND ISSUE FOOD PRODUCTION COMMODITIES

Learning Outcome		Performance Criteria	Evidence Type			Evidence Reference Page Number	
LO 1: Store Food Commodities.	1.1	Identify the food commodities for storage and determine the necessary and best conditions e.g. temperature, lighting, ventilation, humidity, container/vessel etc.					
	1.2	Store according to factors determined in 1.1 above.					
	1.3	Use storage systems to maintain food commodities (LIFO, FIFO, bin cards, PAR levels etc).					
LO 2: Issue Food Commodities.	2.1	Establish various ways of issuing such as the use of requisition, set quantities or amount, topping up etc.					
	2.2	Prepare issuing documents.					

	2.3	Use documents to issue food commodities.									
LO 3: The use of technology in issuing and storing food commodities.	3.1	Use technology in establishing storage systems for food commodities.									
	3.2	Use technology in establishing issuing procedures for food commodities.									
	3.3	Store food commodities using technology.									
	3.4	Issue food commodities using technology									

Learner's Signature:

Date:

Assessor's Signature:

Date:

IQA Signature (if sampled):

Date:

EQA Signature (if Sampled):

Date: