



Federal Ministry of Education



Regulatory Body



Sector Skills Council

NIGERIA SKILLS QUALIFICATION FRAMEWORK

NATIONAL OCCUPATIONAL STANDARDS FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

FOOD AND BEVERAGE SERVICE TRADE

CRAFTSMAN CADRE

ASSISTANT WAITER/WAITRESS/BAR TENDER

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

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GENERAL INFORMATION

1.0 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 several 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
- The value of qualifications to employers and learners is unclear
- update the original standards with 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, 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 by 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, processes, and roles of validators are defined and transparent.

As a matter of policy, a Validation Panel of practicing employers, professional experts, and educators/trainers ensures that each occupational standards meet the Validation Standards that 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 an environment that enables learners with special needs to be integrated into the education and training systems and recognising 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 develops 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 is 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 to ensure that the Training Provider/roles and responsibilities in the 'Qualification Placement' process are clear and transparent and the arrangements for placing occupational trade standards 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 the assessment clear and transparent, including to individual learners. Assessment involves gathering, evaluating, analysing, and judging evidence 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 competencies 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 are 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 intending to ensure that assessment is efficiently, effectively, and consistently delivered and that internal and external assessment moderation and verification processes exist.

1.12 Assessment/Evidence Requirements for Occupational Trade Standards

The general assessment method for generating evidence is 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 & BEVERAGE SERVICE

CADRE: CRAFTSMAN

CAREER PATH: ASSISTANT WAITER/BAR TENDER

NSQ LEVEL: 1

TABLE OF STANDARDS AND CREDIT LOAD

S/N	UNIT TITLE	UNIT REFERENCE NUMBER	CREDIT VALUE	GUIDED LEARNING HOURS
MANDATORY UNIT				
1.	Occupational safety and hygiene	HTTGP001L1	2	20
2.	Team work	HTTGP003L1	2	20
3.	Communication	HTTGP002L1	1	10
OPTIONAL UNIT				
4	Crockery and cutlery	HTTCW001L1	3	30
5	Preparation for food and beverage service	HTTCW002L1	1	10
6	Counter and takeaway	HTTCW003L1	2	20

	service			
7	Table and tray service	HTTCW004L1	2	20
8	Preparation and clearing in table and tray service	HTTCW005L1	2	20
9	Preparation and clearing for beverage service	HTTCW006L1	2	20
10	The basic operation of a dispenser	HTTCW007L1	2	20
11	Provide a trolley service	HTTCW008L1	2	20
12	Merchandising dispenser	HTTCW009L1	1	10
13	Beverage service	HTTCW010L1	2	20
14	Preparation and service of cocktails	HTTCW011L1	3	30
15	Buffet and Carver service	HTTCW012L1	2	20

Abbreviations: **HTT**= Hospitality Travel and Tourism Sector **GP**= General Practice **CW**= Commis Waiter (Assistant /Server/Assistant Bartender) **001**= Unit number **L1**= Level 1

UNIT 001: OCCUPATIONAL SAFETY AND HYGIENE

Unit reference number: **HTTGP001L1**
NSQ level: **1**
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 Workplace. 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 for a learner who directly prepares and cooks food.

Unit assessment/evidence requirements

Direct Observation (OBS)
 Question & Answer (QA)
 Witnesses Testimony (WT)
 Assignment (ASS)
 Personal Statement (PS)
 Reflective/Learning Journal (LJ)
 Work Product [(WP)
 Recognition of Prior Learning (RPL)

Unit 001: OCCUPATIONAL SAFETY AND HYGIENE

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number	
LO1 Maintain Personal Health and Hygiene	1.1	Wear Clean, Smart, and Appropriate Clothing							
	1.2	Keep hair neat and tidy and in line with your organization's Standard							
	1.3	Use of jewelry, perfume, and cosmetics allowed by the organisation							
	1.4	Get any cuts, grazes, or burns treated by the appropriate person							
	1.5	Report illnesses and any infections promptly to the appropriate person							
LO2 Awareness of Health, safety and Environmental Security									
	2.1	State your responsibilities under the Health and Safety Act							
	2.2	State the general rules of hygiene that you should follow							
	2.3	State Clothing, footwear, and headgear that should be worn at all times							
	2.4	State the importance of maintaining good personal hygiene							
LO3 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 the Security Procedures of the Organization							
	3.6	Observe Government regulations on health and safety in your Industry (OHS 2012)							
LO4 Comply with Health and Safety Regulations									
	4.1	State the importance of working in a healthy, safe, and hygienic way							
	4.2	State where you can obtain information about Health and safety in your workplace							

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number	
LO 4	4.3	Describe the types of hazards that can occur in your workplace and how to deal with them							
	4.4	State hazards that you can deal with personally and hazards that must be							

	reported to someone else								
4.5	Describe how to warn other people about hazards and why this is important								
4.6	Explain why accidents and near accidents should be reported and who they reported to								
4.7	Describe the type of emergencies that may happen in the Workplace and how to handle them								
4.8	Identify first aid equipment and the registered first-aid in the workplace								
4.9	State ways of lifting and handling items safely								
4.10	State other ways of working safely that are relevant to your job and why these are important								
4.11	Describe organisational emergency procedures, in particular, and how these should be followed								
4.12	State the possible causes of fire in the workplace								
4.13	Describe how to minimise the risk of fire								
4.14	State where to find fire alarms and how to set them off								
4.15	State why a fire should never be approached unless it is safe to do so								
4.16	State the importance of following fire safety laws								
4.17	Describe organisational security procedures and why these are important								
4.18	State the correct procedures for dealing with customer property								
4.19	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 002: TEAM WORK

Unit reference number:	HTTGP003L1
NSQ level:	1
Credit value:	3
Guided learning hours:	30

Unit Purpose: This unit deals with fulfilling one's roles when working in a team, that is the people working with you in your workplace, 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 basic level of engagement in the hospitality industry.

Unit assessment/evidence requirements

- Direct Observation (OBS)
- Question & Answer (QA)
- Witnesses Testimony (WT)
- Assignment (ASS)
- Personal Statement (PS)
- Reflective/Learning Journal (LJ)
- Work Product [(WP)]
- Recognition of Prior Learning (RPL)

Unit 002: TEAM WORK

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 own work							
	1.2	Adhere to instructions accurately							
	1.3	Plan and organize place one's tasks 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 the limits of own responsibilities							
	2.3	Manage time well despite assisting others							
	2.4	Ensure information transmitted to others in the team is timely							
	2.5	Maintain cordial working relations with teammates							
	2.6	Report any misunderstandings or incidences in relating with teammates 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 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							

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number	
LO 4 Knowledge of	4.1	State why it is important to understand what is required of you at work							

Work Management	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 Teamwork											
	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 your own work on 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 skills									
	6.2	Explain ways of getting feedback from your teammates and how to use it positively									
	6.3	Explain the importance of a learning plan in your 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 003:**COMMUNICATION**

Unit reference number:	HTTGP002L1
NSQ level:	1
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 workplace, identifying sources of information needed for an efficient workflow, and passing on information clearly and effectively. This unit is appropriate for a learner at a basic level of engagement in the Hospitality Industry.

Unit assessment/evidence requirements

- Direct Observation (OBS)
- Question & Answer (QA)
- Witnesses Testimony (WT)
- Assignment (ASS)
- Personal Statement (PS)
- Reflective/Learning Journal (LJ)
- Work Product [(WP)]
- Recognition of Prior Learning (RPL)

Unit 003: COMMUNICATION

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref
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									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 the information to avoid challenges in a Work situation								
	2.5	Report findings in accordance with 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 the ethics of the work environment								

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

UNIT 004: CUTLERY AND CROCKERY

Unit reference number: HTTCW001L1
NSQ level: 1
Credit value: 2
Guided learning hours: 20

Unit Purpose: This unit is about maintaining, handling, and cleaning knives. It focuses on the learner's ability to handle knives safely, using them in a hygienic way so as to prevent cross-contamination. It provides the learner with a broad awareness of reviewing hazards and hazard-based procedures when handling and maintaining knives such that they are part of a team maintaining food safety. This unit is appropriate for a learner who directly serves food and beverages.

Unit assessment/evidence requirements

Direct Observation (OBS)
Question & Answer (QA)
Witnesses Testimony (WT)
Assignment (ASS)
Personal Statement (PS)
Reflective/Learning Journal (LJ)
Work Product [(WP)
Recognition of Prior Learning (RPL)

Unit 004: CUTLERY AND CROCKERY

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number	
LO 1 Maintain, handle and Clean knives	1.1	Organize work in order of priority						
	1.2	Choose and clean all knives						
	1.3	Identify blunt knives and sharpen them appropriately						
	1.4	Arrange knives in different knife holders according to the tasks they will be used for						
	1.5	Handle knives carefully while cutting to avoid accidents						
	1.6	Collect all used knives after working to clean, dry, and store them appropriately						
	1.7	Sort out all damaged knives and inform the appropriate authority						
LO 2 How to maintain and clean knives	2.1	Explain the importance of keeping knives clean and sharp						
	2.2	State the importance of storing knives to avoid hazards						
	2.3	Identify the person that accidents should be reported to and explain why they should be reported						
	2.4	Handle possible accidents that can arise from handling knives carelessly						
LO 3 Clean and Handle knives	3.1	Treat cases of knife blades to be sharp and the handle firm						
	3.2	Explain why it is necessary to clean knives after using it to cut a particular food item before using it for another						
	3.3	Explain why a damaged knife can be hazardous for use						

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

UNIT 005:

PREPARATION FOR FOOD AND BEVERAGE SERVICE**Unit Reference Number:** HTTCW002L1**NSQ Level:** 1**Credit value:** 1**GLH:** 10

Unit Purpose: This unit is basic to food and beverage service. It deals with the identification, cleaning, and handling of basic service equipment and utensils.

Unit assessment/evidence requirements

Direct Observation (OBS)

Question & Answer (QA)

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 005: BASIC PREPARATION FOR FOOD AND BEVERAGE SERVICE

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref	Page number
LO 1 Identify utensils and equipment	1.1	List utensils and equipment used in food and beverage service						
	1.2	Relate each item to its use						
	1.3	Enumerate different cleaning agents appropriate for each piece of equipment						
	1.4	Identify different cleaning agents appropriate for each piece of equipment						
LO 2 Clean utensils and equipment appropriately	2.1	Select appropriate cleaning agents for each item						
	2.2	Wear appropriate protective clothing						
	2.3	Check that the dishwasher has the appropriate temperature						
	2.4	Arrange equipment in different racks as appropriate						
	2.5	Operate the washing machine						
	2.6	Polish washed items						
	2.7	Describe various hazards that may occur in the course of cleaning utensils and equipment and how to handle them						
	2.8	State that breakages and damages should be reported to						
LO 3								

Transfer utensils and equipment effectively	3.1	Arrange equipment on the trolley in the appropriate order									
	3.2	Distribute items to their various service points making use of the trolley									
	3.4	Lift and arrange utensils and equipment in the appropriate positions in the service area									
	3.5	Explain why it is important to take safety precautions when lifting and handling utensils and equipment									
	3.6	Describe the correct way to push a heavily loaded trolley									
	3.5	Lay up tables and trays in line with the service style									

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

UNIT 006:**COUNTER AND TAKEAWAY SERVICE****Unit Reference Number:** **HTTCW003L1****NSQ Level:** **1****Credit value:** **2****GLH:** **20**

Unit Purpose: This unit will empower the learner with knowledge and skills that are pertinent to providing a counter and takeaway service. The learner will be able to know and serve customers at the counter and maintain a tidy and safe counter area.

Unit assessment/evidence requirements

Direct Observation (OBS)

Question & Answer (QA)

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 06: Provide a counter and takeaway service

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref	Page number
LO 1 Serve customers at the counter	1.1	Give customers information that meets their needs, and promotes organisations' product and service						
	1.2	Find out what customers require, and if necessary inform them about any waiting time						
	1.3	Process the order promptly						
	1.4	Use appropriate equipment to serve food and drink items at the recommended temperature						
	1.5	Ensure that there are appropriate condiments and accompaniments available for customers						
LO 2 Understand counter customer service								
	2.1	Describe safe and hygienic working practices for serving customers and why these are important						
	2.2	State the importance of using separate serving equipment for each food item						
	2.3	Explain the reason behind portion control when serving customers						
	2.4	State why food and drink items must be served at the correct temperature						
	2.5	Explain why the information given to						

	customers must be accurate								
2.6	Outline the types of unexpected situations that may occur when serving customers and how to deal with them								
2.7	List the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with them								
LO 3									
Maintain counter and service areas	3.1	Keep work area tidy, hygienic, and free from rubbish and food debris during service							
	3.2	Check that service items are clean and ready for use							
	3.3	Maintain enough stock of clean service items							
	3.4	Replenish food and drink items when necessary							
	3.5	Arrange food and drink items in an orderly manner							
	3.6	Maintain a tidy work area free from irrelevant service items							
	3.7	Dispose of refuse as often as required							
LO 4									
Understand how to maintain counter and service areas	4.1	Describe safe and hygienic working practices for preparing customer service areas for table/tray service							
	4.2	State why all items should be checked before service							
	4.3	State why menus and promotional items should be checked before use							
	4.4	Outline the types of unexpected situations that may occur when preparing and clearing areas and equipment and how to deal with them							
LO 5									
Handle and package takeaway meals	5.1	Select appropriate packs for each takeaway item according to the requirements							
	5.2	Control packaging speed and accuracy to maintain the required temperature of food.							
	5.3	Wear appropriate clothing suitable for packaging							
	5.4	Inform customers about any waiting time							

	5.5	Handle any complaints and issues from customers according to organizational procedures										
	5.6	List various types of food that are suitable for each packaging material and which ones are not										
	6.2	State why it is important to control speed and accuracy when packing food for takeaway										

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

UNIT 007:**TABLE AND TRAY SERVICE****Unit Reference Number:** **HTTCW004L1****NSQ Level** **1****Credit value:** **2****GLH:** **20**

Unit Purpose: This unit is about the requirements for welcoming, greeting, and serving customers to comfort and the ability to answer their questions. It deals with the competencies for promoting the organization and handling unexpected situations effectively.

Unit assessment/evidence requirements

Direct Observation (OBS)

Question & Answer (QA)

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 007: Provide a table/tray service

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref	Page number
Welcome customers and take orders	LO 1	1.1 Greet customers politely in line with organizational standard						
		1.2 Ensure that customers have access to the correct menus						
		1.3 Assist customers with dining arrangements as necessary, in line with the service style						
		1.4 Respond to customers' inquiries and give them information that meets their needs and promotes the organisation's products and services						
		1.5 Identify customers' orders and record them promptly						
Understand the art of welcoming customers and taking orders	LO 2							
		2.1 State the correct procedures when greeting and seating customers and why these are important						
		2.2 Identify the importance of promoting the organisation to customers						
		2.3 State the types of unexpected situations that may occur when taking orders and how to deal with them						

LO 3 Serve orders	customer	3.1	Serve customers in line with service style								
		3.2	Provide customers with the service items, condiments, and accompaniments appropriate to their food								
		3.3	Serve food and drink with appropriate clean, hygienic, and undamaged equipment								
		3.4	Keep customer dining and service areas tidy, hygienic, and free from rubbish and food debris								
		3.5	Dispose of soiled and unused service items promptly								
		3.6	Maintain sufficient stock of clean service items, condiments, and accompaniments during service								
LO 4 Know how to serve customer orders		4.1	Describe safe and hygienic working practices when serving customers and why these are important								
		4.2	Enumerate the condiments and accompaniments suitable for each dish								
		4.3	Explain the need to use the appropriate equipment when serving food and drink items to customers								
		4.4	State why it is important to check that food service equipment is clean and hygienic								
		4.5	List the types of unexpected situations that may occur during food service and how to deal with these								
		4.6	State why dining and service areas must be kept tidy and free from rubbish and food debris								
		4.7	Explain the importance of proper waste handling and disposal								
		4.8	State why a constant stock of table and service items should be maintained								
		4.9	Explain the different types of food and beverage services								

Learners Signature:

Date:

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

EQA Signature (if sampled)

Date:

UNIT 008:**PREPARATION AND CLEARING FOR TABLE AND TRAY SERVICE****Unit Reference Number:** HTTCW005L1**NSQ Level:** 1**Credit value:** 2**GLH:** 20

Unit Purpose: This unit comprises of preparation and clearing of table and tray service areas. It involves the correct handling of service items like crockery, service equipment, and tools. It also includes the display of service condiments and accompaniments in the required manner. The learner will be able to prepare and clear dining areas and general service areas for table/tray service.

Unit assessment/evidence requirements

Direct Observation (OBS)

Question & Answer (QA)

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 008: Prepare and clear areas for table and tray

LO (Learning outcome)		Criteria:-		Evidence Type			Evidence Ref	
							Page number	
Prepare work areas prior to service time	1.1	Ensure the service areas are hygienic, clean, and ready for use.						
	1.2	Check that service equipment is clean, functional, located where it should be switched on ready for use						
	1.3	Ensure that sufficient stock of service items is clean, free from damage, and stored ready for service						
	1.4	Prepare and store condiments and accompaniments for service						
	1.5	Check that refuse and waste food containers are hygienic, empty, and ready for use						
Understand how to prepare work areas prior to service	2.1	Describe safe and hygienic working practices for preparing service areas and equipment for table/tray service						B
	2.2	State organisational service style						
	2.3	Explain why waste must be handled and disposed of correctly						
	2.4	Explain why condiments and accompaniments should be prepared for service						
	2.5	Select when to prepare service areas						

	and equipment for table/tray service								
2.6	Explain why a constant stock of food service items should be maintained								
2.7	List the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with them								
LO 3									
Prepare customer dining areas for table/tray service	3.1	Ensure the dining areas are hygienic, clean, and ready for use in line with the service style							
	3.2	Check that service items are clean and ready for customer use							
	3.3	Lay up tables and trays in line with the service style							
	3.4	Ensure that menus and promotional items are ready for customer use							
LO 4									
Understand the task of preparing customer dining areas for table/tray service	4.1	Describe safe and hygienic working practices for preparing customer service areas for table/tray service							
	4.2	Explain why all items should be checked before service							
	4.3	State why menus and promotional items should be checked before use							
	4.4	List the types of unexpected situations that may occur when preparing and clearing areas and equipment and how to deal with them							
LO 5									
Demonstrate understanding and skill in clearing dining and service areas after service	5.1	Collect all the service items for clearing or storage in batches							
	5.2	Prepare used or soiled linen for laundry or dispose of it following recommended procedures							
	5.3	Store food items, condiments, and accompaniments for future use as required							
	5.4	Dispose of rubbish and waste food following recommended procedures							
	5.5	Ensure that dining furniture is clean and ready for future use							
	5.6	Leave dining and service areas tidy and ready for cleaning							

	5.7	State why it is important to collect like items together in batches									
	5.8	State why it is important to report damages to the appropriate authority									
	5.9	Explain the importance of preparing the dining and service areas ahead of time.									

LO 6 Demonstrate understanding of preparing customer dining areas for table/tray service	6.1	Identify the safe and hygienic working practices for preparing customer service areas prior to table/tray service									
	6.2	Explain why all items should be checked before service									
	6.3	State why menus and promotional items should be checked before use									
	6.4	List the types of unexpected situations that may occur when preparing and clearing areas and equipment and how to deal with them									
	7.1	Collect all the service items for clearing or storage									
LO 7 Clear dining and service areas after service	7.2	Prepare used or soiled linen for laundry or dispose of it following recommended procedures									
	7.3	Store food items, condiments, and accompaniments that will be used in the future as required									
	7.4	Handle waste disposal according to established procedures									
	7.5	Leave dining and service areas tidy and ready for cleaning									

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

UNIT 009:**PREPARATION AND CLEARING FOR BEVERAGE SERVICE****Unit Reference Number:** HTTCW006L1**NSQ Level:** 1**Credit value:** 2**Guided Learning Hours:** 20

Unit Purpose: This unit deals with the skills and competencies relevant in preparing and clearing areas used for drink service. It provides the learner with the ability to take precautions and carry out preparatory activities prior to and after drink service while ensuring that the learner understands the operations involved in those tasks.

Unit assessment/evidence requirements

Direct Observation (OBS)

Question & Answer (QA)

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 009: Prepare and clear areas for drinks service

LO (Learning outcome)		Criteria:-			Evidence Type			Evidence Ref	
								Page number	
LO 1 Prepare drink service areas	1.1	Ensure that there is sufficient stock of drinks for service							
	1.2	Prepare and store the drink accompaniments, ready for service							
	1.3	Check that service and electrical equipment is clean free from damage and displayed as required							
	1.4	Ensure that service areas are secure from unauthorized access							
	1.5	Ensure that menus are up-to-date and available							
	1.6	Ensure a clean and tidy service area							
LO 2 Know how to prepare customer and service areas									
	2.1	Describe safe and hygienic working practices for preparing customer and service areas and why these are important							
	2.2	Explain the importance of reporting breakages							
	2.3	Explain the need to follow correct storage and rotation procedures							

	2.4	Explain why service areas must be secured from unauthorised access at all times									
	2.5	Explain why a constant stock of drinks and accompaniments must be maintained									
	2.6	Enumerate various unexpected situations that may occur when preparing customer and service areas and how to deal with them									
	3.1	Empty glassware, check for stains, and arrange them in order ready for washing									
	3.2	Ensure that cleaning equipment are clean, free from damage and ready for use									
	3.3	Clean glassware at the recommended temperature using an appropriate cleaning method									
	3.4	Dispose of damaged or broken glassware following organizational procedure									
	3.5	Leave cleaning equipment clean, dry, and ready for future use									
	3.6	Maintain a tidy work area free from rubbish									
LO 4 Understand how to clean and store ceramic and glassware											
	4.1	Describe safe and hygienic working practices for handling glassware and why these are important									
	4.2	Explain why glassware should be cleaned at the correct temperature									
	4.3	Describe the proper procedure for disposing of broken glass									
	4.4	Outline the types of unexpected situations that may occur when handling and cleaning glassware and equipment and how deal with them									

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

UNIT 010: BASIC OPERATION OF A DISPENSER

Unit Reference Number: HTTCW007L1

NSQ Level: 1

Credit Value: 2

GLH: 20

Unit Purpose: This unit deals with the competencies needed for the operation of a commercial dispenser. It focuses on the ability to clean, maintain, and use a dispenser for commercial beverage service.

Unit assessment/evidence requirements

Direct Observation (OBS)

Question & Answer (QA)

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 010: CARRY OUT BASIC OPERATION OF A DISPENSER

LO (Learning outcome)		Criteria:-			Evidence Type			Evidence Ref	
								Page number	
LO 1 Clean merchandising dispenser	1.1	Isolate the electricity supply in line with the manufacturers' instructions							
	a 1.2	Select cleaning equipment and materials that are appropriate to the task and prepare them for use							
	1.3	Wear protective clothing in line with the manufacturers' instructions							
	1.4	Clean the machine within the specified cleaning schedule							
	1.5	Leave the interior and exterior of the machine clean, dry and smear-free							
	1.6	Test the dispenser for normal operation							
	1.7	Document all necessary records							
	1.8	Leave the work area clean, tidy, and free from rubbish							
LO 2 Understand the process of cleaning a dispenser									
	2.1	Describe safe and hygienic practices to follow when cleaning a merchandising dispenser							
	2.2	Explain why it is important to check the electricity supply is safely isolated if applicable to the machine							

2.3	State why it is important to wear appropriate protective clothing								
2.4	State the appropriate measures for the cleaning agents								
2.5	State why it is important that the interior and exterior of the machine is left clean, dry, and free from smears								
2.6	State the importance of keeping the area around the dispenser clean and tidy								
2.7	Explain why work routines and sequences need to be followed								
LO 3									
Fill a dispenser	3.1	Isolate the electricity supply in accordance with the manufacturers' instructions and							
	3.2	Carefully pour in the beverage to be dispensed in a safe and hygienic way.							
	3.3	Supply enough stock to meet demand, and position it correctly in the machine							
	3.4	Follow stock rotation procedures							
	3.5	Test dispenser for normal operation							
	3.6	Complete all necessary records							
LO 4									
Know how to fill a dispenser	4.1	Describe safe and hygienic working practices when filling a dispenser							
	4.2	Describe what procedures need to be followed if faults or problems are identified							
	4.3	Explain why it is important that the interior of the machine is clean before re-stocking							
	4.4	State why it is necessary to carry out temperature tests							
	4.5	State what documentation needs to be accurately completed							
	4.6	Explain why stock rotation procedures							

	need to be followed										
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Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 011:**TROLLEY SERVICE**

Unit reference number: **HTTCW008L1**
NSQ Level: **1**
Credit value: **2**
GLH: **20**

Unit Purpose: This unit deals with skills required to serve food and drinks from a trolley. It reflects the ability to maintain order and cleanliness on the trolley and in the service areas, answer customer inquiries, properly handle service equipment, and know how to handle any issues that may arise during service

Unit assessment/evidence requirements

Direct Observation (OBS)
 Question & Answer (QA)
 Witnesses Testimony (WT)
 Assignment (ASS)
 Personal Statement (PS)
 Reflective/Learning Journal (LJ)
 Work Product [(WP)
 Recognition of Prior Learning (RPL).

UNIT 011: PROVIDE A TROLLEY SERVICE

LO (Learning outcome)			Criteria:-					Evidence Type		Evidence Ref Page number	
L01 Prepare a service trolley	1.1	Ensure that the trolley and other equipment are clean, functional, and ready for use									
	1.2	Check that there is a sufficient stock of drinks and accompaniments ready for service.									
	1.3	Place food and service items on the trolley as required for ease of service and to promote sales									
	1.4	Ensure that waste and service containers are clean and ready for use									
		Maintain a clean and tidy service trolley during service									
L02 Understand how to prepare service trolleys											
	2.1	Explain safe and hygienic working practices in preparing service trolleys and why these are important									
	2.2	State cleaning specifications for the trolley and related areas									
	2.3	Explain why waste must be handled carefully and disposed of immediately and correctly									
	2.4	Explain why service trolleys must be neatly arranged and orderly									
	2.5	Explain why a constant stock of food									

		and drink must be maintained									
	2.6	State why breakages must be reported immediately following the required procedures									
LO3 Demonstrate understanding and skill to serve food from a service trolley	3.1	Receive and attend to customers promptly									
	3.2	Provide accurate information to meet customer needs									
	3.3	Serve customers with clean and appropriate service equipment									
	3.4	Maintain a clean, safe, and orderly surface during service									
	3.5	Keep an accurate record of sales									
	3.6	List the types of unexpected situations that may occur during trolley service and how to resolve them									
LO 4 Understand how to serve products from a service trolley	4.1	Explain how to operate a service trolley									
	4.2	List available products and their prices									
	4.3	State how to calculate and record sales after service									
	4.4	list types of unexpected situations that can occur during a trolley service									
	4.5	Explain organizational standards for customer care when rendering a trolley service									

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

UNIT 12:**MERCHANDISING DISPENSER****Unit Reference Number:** **HTTCW009L1****NSQ Level:** **1****Credit Value:** **2****GLH:** **20**

Unit Purpose: This unit deals with the competencies needed for the operation of a commercial merchandising dispenser. It focuses on the ability to clean, maintain, and use a dispenser for commercial beverage service.

Unit assessment/evidence requirements

Direct Observation (OBS)

Question & Answer (QA)

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 012:

LO (Learning outcome)		Criteria:-		Evidence Type			Evidence Ref	Page number
Clean merchandising dispenser	1.1	Isolate the electricity supply in line with the manufacturers' instructions						
	a 1.2	Select cleaning equipment and materials that are appropriate to the task and prepare them for use						
	1.3	Wear protective clothing in line with the manufacturers' instructions						
	1.4	Clean the machine within the specified cleaning schedule						
	1.5	Leave interior and exterior of the machine clean, dry and smear free						
	1.6	Test the dispenser for normal operation						
	1.7	Document all necessary records						
	1.8	Leave the work area clean, tidy and free from rubbish						
Understand the process of cleaning a dispenser								
	2.1	Describe safe and hygienic practices to follow when cleaning a merchandising dispenser						
	2.2	Explain why it is important to check the electricity supply is safely isolated if applicable to the						

	machine								
2.3	State why it is important to wear appropriate protective clothing								
2.4	State the appropriate measures for the cleaning agents								
2.5	State why it is important that the interior and exterior of the machine is left clean, dry, and free from smears								
2.6	State the importance of keeping the area around the dispenser clean and tidy								
2.7	Explain why work routines and sequences need to be followed								
LO 3 Fill a dispenser									
3.1	Isolate the electricity supply in accordance with the manufacturers' instructions and								
3.2	Carefully pour in the beverage to be dispensed in a safe and hygienic way.								
3.3	Supply enough stock to meet demand, and position it correctly in the machine								
3.4	Follow stock rotation procedures								
3.5	Test dispenser for normal operation								
3.6	Complete all necessary records								
LO 4 Know how to fill a dispenser									
4.1	Describe safe and hygienic working practices when filling a dispenser								
4.2	Describe what procedures need to be followed if faults or problems are identified								
4.3	Explain why it is important that the interior of the machine is clean before re-stocking								
4.4	State why it is necessary to carry out temperature tests								
4.5	State what documentation needs to be accurately completed								

4.6	Explain why stock rotation procedures need to be followed											
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Learners Signature: Assessors Signature: IQA Signature (if sampled)	Date: Date: Date:
EQA Signature (if sampled)	Date:

UNIT 13:**BEVERAGE SERVICE****Unit reference number:** **HTTCW010L1****NSQ Level:** **1****Credit value:** **2****GLH:** **20**

Unit Purpose: This unit deals with competencies needed in beverage service, maintaining order and cleanliness in the service area, answering customer inquiries and properly handling the equipment used in drink service

Unit assessment/evidence requirements

Direct Observation (OBS)

Question & Answer (QA)

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

UNIT 013: SERVE BEVERAGES

LO (Learning outcome)	Criteria:-		Evidence Type					Evidence Ref	Page number
L01 Mix and serve drinks and accompaniment	1.1	Welcome customers warmly							
	1.2	Present the list of drinks to the customer							
	1.3	Serve drinks in the required service style, and temperature and measure							
L02 Understand how to mix and serve beverages and accompaniments	2.1	Take order of customer							
	2.2	Explain safe and hygienic working practices in preparing and serving drinks and accompaniments							
	2.3	Describe correct storage and rotation procedures that must be followed for food and drink							
	2.4	Explain why waste must be handled carefully and disposed of immediately and correctly							
	2.5	State why breakages must be reported immediately following the required procedures							
L03 Know and serve customers and service areas during	3.1	Keep drinks and accompaniment in the correct temperature, ready for use							
	3.2	Maintain a clean and tidy service area and equipment							

service	3.3	Dispose of waste containers and empty bottles as necessary										
	3.4	Explain why the service area must always be clean and tidy										
	3.5	Identifying unexpected incidents should be reported										
L04 Understand how to maintain customer service area during drink service												
	4.1	Describe safe and hygienic working practices in maintaining customer service area										
	4.2	State why the service area should always be in a clean and hygienic condition										
	4.3	Explain why service area should always be kept secure from trespassers										
	4.4	list types of unexpected situations that can occur when maintaining a service area										
	4.5	State why drinks and accompaniments must always be available in the service area										

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

UNIT 014: PREPARATION AND SERVICE OF COCKTAILS

Unit reference number: HTTCW011L1

NSQ Level: 1
Credit value: 3
GLH: 30

Unit Purpose: This unit deals with competencies needed in the preparation and service of cocktails, maintaining order and cleanliness in the service area, answering customer inquiries and properly handling the equipment used for cocktail service

Unit assessment/evidence requirements

Direct Observation (OBS)
 Question & Answer (QA)
 Witnesses Testimony (WT)
 Assignment (ASS)
 Personal Statement (PS)
 Reflective/Learning Journal (LJ)
 Work Product [(WP)
 Recognition of Prior Learning (RPL)

UNIT 014: PREPARE AND SERVE COCKTAILS

LO (Learning outcome)	Criteria:-		Evidence Type					Evidence Ref	Page number
LO1 Preparation for Cocktail service	1.1	Clean and organize work areas before service time							
	1.2	Inspect accompaniments, garnishes, and mixed liquids							
	1.3	Arrange glasses and plates for ease of service							
	1.4	Check and get documents ready for use							
	1.5	Measure all ingredients and get them ready for use							
	1.6	Ensure that service equipment is clean and functional.							
LO2 Serve customers on request									
	2.1	Welcome customers and take orders							
	2.2	Process orders promptly and be ready to communicate with guests whenever needed							
	2.3	Give adequate information that promotes sales and the organization							
	2.4	State the requirements and guidelines for serving alcoholic drinks							
	2.5	Describe safe and hygienic working practices when serving cocktails							
	2.6	handle unexpected situations effectively							

LO 3	3.1	handle violent cases of alcoholic intoxication									
	3.2	inform customers accurately about the alcoholic content of drinks									
	3.3	Report breakages and damages to superiors.									
	3.4	Handle circumstances under which customers must not be served alcohol									

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

UNIT 015:**BUFFET AND CARVERY SERVICE**

Unit reference number: **HTTCW012L1**
NSQ Level: **1**
Credit value: **2**
GLH: **20**

Unit Purpose: This unit deals with competencies needed in buffet and carvery service, assisting guests in service, maintaining order and cleanliness in the service area, answering customer inquiries, and properly handling the equipment used in service.

Unit assessment/evidence requirements

Direct Observation (OBS)
 Question & Answer (QA)
 Witnesses Testimony (WT)
 Assignment (ASS)
 Personal Statement (PS)
 Reflective/Learning Journal (LJ)
 Work Product [(WP)
 Recognition of Prior Learning (RPL).

UNIT 015: PROVIDE A BUFFET AND CARVERY SERVICE

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref	Page number
LO1 Arrange a room for a buffet service	1.1	Clean and position the table according to the service style						
	1.2	Lay up tables and place decorations as required by organizational standards						
	1.3	List what factors may interrupt service and place them under control						
	1.4	Determine sitting arrangements that will afford maximum comfort to guests						
	1.5	Identify and discuss factors that will enhance comfort during a buffet and carvery service						
	1.6	Discuss reasons why there should be different service points in a buffet room						
LO2 Arrange food items in a buffet-style								
	2.1	Explain organisational standards for customer service						
	2.2	State how to have adequate knowledge of the menu before presenting it to guests						
	2.3	Distribute buffet items to different service points						
	2.4	Ensure that chaffing dishes are at the required temperature for each food						
	2.5	Ensure that service equipment is clean,						

	undamaged, and ready for use										
2.6	Ensure that displayed items are at a comfortable distance from guests										
2.7	Handle unexpected situations that may occur during service										
LO3											
Assist customers at the buffet and carvery	3.1	Interact with customers and provide information about the dishes on request									
	3.2	Serve customers food in the required quantity									
	3.3	Maintain a tidy service area during guests' meal									
	3.4	Identify who unexpected incidences should be reported to									
	3.5	Explain why the service area must always be clean and tidy									
	3.6	Deal with unexpected situations effectively									
	3.7	Describe safe and hygienic working practices when preparing and maintaining a carvery or buffet display.									
	3.8	State why service equipment should be turned on before service									

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