



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

ARTISAN CADRE

SUPPORT WAITER/WAITRESS/ BAR TENDER

LEVEL 2

REVIEWED BY

**HOSPITALITY & TOURISM SECTOR SKILLS COUNCIL OF NIGERIA
(HTSSCN)**

Federal Republic of Nigeria

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TABLE OF CONTENTS

- 0.0 TABLE OF CONTENTS.
- 1.0 GENERAL INFORMATION
- 2..0 **NSQ LEVEL 2: FOOD AND BEVERAGE SERVICE**

UNIT	TITLE
Unit 01	Occupational hygiene and safety
Unit 02	Team Work
Unit 03	Communication
Unit 04	Beverage Service
Unit 05	Silver service
Unit 06	Buffet and carver
Unit 07	Prepare and service cocktails
Unit 08	Alcoholic and non-alcoholic beverage service
Unit 09	Counter and takeaway service
Unit 10	Table and tray service
Unit 11	Dining area operation
Unit 12	Banquet/catering function.
Unit 13	Service in dining /restaurant area

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 labor market are not strong
- lack of consistency in qualifications
- absence of a system for comparing qualifications to each other
- pathways of progression between qualifications are 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 the labor 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 labor 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 judged 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 recognise 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 following 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 Witten 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.

1.12 Assessment/Evidence Requirements for Occupational Trade Standards

The general assessment method for generating pieces of 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 AND BEVERAGE SERVICE
OCCUPATIONAL TRADE: FOOD & BEVERAGE SERVICE
CADRE: SUPERVISORY
CAREER PATH: WAITER/BAR TENDER
NSQ LEVEL: 4

TABLE OF STANDARDS AND CREDIT LOAD

S/N	UNIT TITLE	UNIT REFERENCE NUMBER	CREDIT VALUE	GUIDED LEARNING HOURS
MANDATORY UNIT				
1.	Occupational Hygiene and Safety	HTTGP001L2	2	20
2.	Team Work	HTTGP002L2	2	20
3.	Communication	HTTGP003L2	1	10
OPTIONAL UNIT				
4	Beverages service	HTTSW001L2	2	20
5	Silver service	HTTSW002L2	2	20
6	Buffet and Carver service	HTTSW003L2	2	20
7	Preparation and service of	HTTSW004L2	3	30

	cocktails			
8	Service of alcoholic and non-alcoholic beverages	HTTSW005L2	1	10
9	Counter and takeaway service	HTTSW006L2	2	20
10	Table and tray service	HTTSW007L2	2	20
11	Dining room operation	HTTSW008L2	3	30
12	Banquet/catering function	HTTSW009L2	3	30
13	Service in the dining /restaurant area	HTTSW010L2	3	30

Abbreviations: **HTT**= Hospitality Travel and Tourism Sector

GP= General Practice

SW= Support Waiter/Server/Bartender

001= Unit number

L2= Level 2

UNIT 001:**OCCUPATIONAL HYGIENE AND SAFETY**

Unit reference number: HTTGP001L2
NSQ level: 2
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 requirements/evidence requirements

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 001: Occupational hygiene and safety

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 jewelry, perfume, and cosmetics allowed by the organization							
	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 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 workplace									

Unit: Maintain a Safe Hygienic and Secure Environment

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO 4	4.4	Describe the types of hazards that can occur in your workplace and how to deal with them							
	4.5	State hazards that you can deal with personally and hazards that must be reported to someone else							
	4.6	Describe how to warn other people about hazards and why this is important							
	4.7	Explain why accidents and near accidents should be reported and who these should be reported to							
	4.8	Describe the type of emergencies that may happen in the Workplace and how to handle them							
	4.9	Identify first aid equipment and the registered first-aider in the workplace							
	4.10	State ways of lifting and handling items safely							
	4.11	State other ways of working safely that are relevant to your job and why these are important							
	4.12	Describe organisational emergency procedures, in particular fire, and how these should be followed							
	4.13	State the possible causes of 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:

Assessors Signature:

IQA Signature (if sampled)

Date:

Date:

Date:

EQA Signature (if sampled)

Date:

UNIT 002:**TEAMWORK**

Unit reference number:	HTTGP002L2
NSQ level:	2
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 for improvement. This unit is appropriate for a person at a basic level of engagement in the Hospitality Industry.

Unit assessment requirements/evidence requirements:

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 002: 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 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 limits of 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									

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

UNIT 003:**COMMUNICATION**

Unit reference number:	HTTGP003L2
NSQ level:	2
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 the place, identifying sources of information needed for an efficient workflow flow, 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 requirements/evidence requirements

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 003: 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 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:**BEVERAGES SERVICE****Unit reference number:** **HTTSW001L2****NSQ Level:** **2****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 beverage service

Unit assessment requirements/evidence requirements.

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 004: SERVE BEVERAGES

LO (Learning outcome)		Criteria:-	Evidence Type					Evidence Ref	Page number
LO1 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							
Understand how to mix and serve beverages and accompaniments	2.1	Take orders 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							
LO3 Support maintains									
	3.1	Keep drinks and accompaniment in the correct temperature, ready for use							

customer and service area during service	3.2	Maintain a clean and tidy service area and equipment									
	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	Identify who unexpected incidences should be reported to									
LO4 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: Assessors Signature: IQA Signature (if sampled)	Date: Date: Date:
EQA Signature (if sampled)	Date:

UNIT 005:**SILVER SERVICE****Unit reference number:** **HTTSW002L2****NSQ Level:** **2**
Credit value: **2**
GLH: **20**

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

Unit assessment requirements / evidence requirements.

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: PROVIDE A SILVER SERVICE

LO (Learning outcome)		Criteria:-		Evidence Type			Evidence Ref	
							Page number	
LO1 Anticipate the needs of guests with reference to the menu	1.1	Process the information on the menu and determine what other factors may facilitate customer service						
	1.2	Perform a random check of the items that should be available for service						
	1.3	List what factors may interrupt service and place them under control						
	1.4	Explain why it is important to maintain a serene and placable composure before serving guests						
LO2 Support welcome guests and take orders								
	2.1	Explain organisational standards for customer service						
	2.2	The state should have adequate knowledge of the menu before presenting to guests						
	2.3	Customarily greet a guest in line with organizational standards						
	2.4	Present menu card to the guest						
	2.5	Record orders properly in the docket list						
	2.6	Provide adequate information to guests including information about waiting time.						
	2.7	Process the order promptly						

LO3 Support serve customer orders	3.1	Announce and present ordered food to guest										
	3.2	Respond to guest questions or complaints calmly and effectively										
	3.3	Explain why the service area must always be clean and tidy										
	3.4	Maintain a tidy service area during guest's meal										
	3.5	Identify who unexpected incidences should be reported to										
	3.6	Refill drinks and accompaniments as often as required										
	3.7	Deal with unexpected situations effectively										
LO4 Support courses	4.1	Determine when a guest has completed a meal and proceed to clear the table										
	4.2	Assemble all items used by the guest and clear them off the table										
	4.3	Check for any stains on the table and handle them accordingly										
	4.4	Report breakages and damages to the appropriate authorities as recommended										
	4.5	Leave the dining room or service area clean, tidy, and ready for the next guest										

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

UNIT 006:**BUFFET AND CARVERY SERVICE**

Unit reference number: **HTTSW003L2**
NSQ Level: **2**
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 requirements / evidence requirements.

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: PROVIDE A BUFFET AND CARVERY SERVICE

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref	Page number
L01 Support arrange a room for a buffet service	1.1	Clean and position table according to 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						
L02 Arrange food items in a buffet-style								
	2.1	Explain organizational standards for customer service						
	2.2	State why you should 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											
Support 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:

UNIT 007:**PREPARATION AND SERVICE OF COCKTAILS**

Unit reference number: **HTTSW004L2**
NSQ Level: **2**
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 requirements / evidence requirements

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 007: PREPARE AND SERVE COCKTAILS

LO (Learning outcome)			Criteria:-					Evidence Type		Evidence Ref Page number	
LO1 Support preparation for Cocktail service	1.1	Clean and organize work areas before service time									
	1.2	Prepare the necessary ingredients for 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 Support serves 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										
2.7	Discuss how best to handle violent cases of alcoholic intoxication										
2.8	Explain the importance of informing customers accurately about the alcoholic content of drinks										
2.9	Explain why breakages and damages should be reported and to whom.										
3.0	State the 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 008:**ALCOHOLIC AND NON-ALCOHOLIC BEVERAGE SERVICE****Unit reference number:** HTTSW005L2**NSQ Level:** 2**Credit value:** 1**GLH:** 10

Unit Purpose: This unit deals with competencies needed in serving bottled alcoholic and soft drinks, assisting guests in service, maintaining order and cleanliness while serving drinks from bottles, answering customer inquiries, and properly handling the equipment used in service.

Unit assessment requirements / evidence requirements

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 008: SERVE BOTTLED ALCOHOLIC AND NON-ALCOHOLIC BEVERAGES

LO (Learning outcome)			Criteria:-			Evidence Type			Evidence Ref	
									Page number	
LO1 Presentation of drinks	of	1.1	Dress wine bottle as required							
		1.2	Present drink to guest following the correct order							
		1.3	Remove the seal and cork of drinks neatly and quietly							
		1.4	Determine what hazards may occur when opening and pouring alcoholic and soft drinks							
		1.5	Explain why it is recommended to dress the bottle of some drinks before presenting them to guests							
		1.6	List and State the correct temperature for serving specific drinks							
LO2 Support service of bottled drinks										
		2.1	Explain organizational standards for customer service							
		2.2	State why you should have adequate knowledge of the drink you are serving							
		2.3	Serve drink from bottle tilted at the correct angle							
		2.4	Determine and pour the adequate quantity of drink into the glass							
		2.5	Neatly tilt and remove the bottle after							

	pouring								
2.6	Adjust customer's glass where necessary								
2.7	Refill glass as often as required								
2.8	Handle unexpected situations that may occur during service								
LO3									
Support clearing of glass after service	3.1	Obtain the permission of guest to collect used glasses							
	3.2	Carefully arrange glasses on a tray							
	3.3	Give adequate information to guests that will promote sales and the establishment							
	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 serving and clearing glasses used to serve drinks							

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

UNIT 009:**COUNTER AND TAKEAWAY SERVICE****Unit Reference Number:** **HTTSW006L2****NSQ Level:** **2****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 requirements / evidence requirements

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 009: Provide a counter and takeaway service

LO (Learning outcome)		Criteria:-			Evidence Type			Evidence Ref	
								Page number	
LO 1 Support 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								
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									
Support 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: Assessors Signature: IQA Signature (if sampled)	Date: Date: Date:
EQA Signature (if sampled)	Date:

UNIT 010:**TABLE AND TRAY SERVICE**

Unit Reference Number:	HTTSW007L2
NSQ Level	2
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 requirements / evidence requirements.

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 010: Provide a table/tray service

LO (Learning outcome)		Criteria:-		Evidence Type			Evidence Ref	
							Page number	
Support welcome customer and take orders	1.1	Greet customer 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 enquiries and give them information which 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								
	2.1	State the correct procedures when greeting and seating customers and why these are important						
	2.2	Identify the important 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 Support serve customer orders	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									

Learners Signature:

Date:

Assessors Signature:

Date:

IQA Signature (if sampled)

Date:

EQA Signature (if sampled)

Date:

UNIT 011:**DINING AREA OPERATION**

Unit reference number:	HTTSW008L2
NSQ level:	2
Credit value:	3
Guided learning hours:	30

Unit Purpose: This unit describes level 2 competences to be efficient in running the foodservice in the dining/restaurant area. This will include monitoring and developing staff performance.

Unit assessment requirements/evidence requirements

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 011: CARRY OUT DINING AREA OPERATION

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 organize dining room staff	1.1	Get opening and closing duties in accordance with establishment/industry standards							
	1.2	carry out side work and service station in accordance with establishment/industry standards							
	1.3	Get duty/shift schedules in accordance with establishment/industry standards							
	1.4								
	1.5								
LO2 implement policies									
	2.1	Obey attendance and punctuality in accordance with establishment/industry standards							
	2.2	comply with service standards are adhered to in accordance with establishment/industry standards							
	2.3	comply with food safety in handling and risk management are adhered to in accordance with establishment/industry standards							
	2.4	undertake duties to in accordance with establishment/industry standards							
LO3 know how to operate dining room operation									
	4.1	set-up dining room operation							
	4.2	conduct work scheduling							
	4.3	carry out food handling standard							

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LO 4	4.5	carry out food storage is important in food service operation										
	4.6	give feedback is important in food service operation										
	4.7	conduct staff appraisal										
	4.8	beware of risk management in food service operation is important										
	4.9	comply with new technology in food service operation is necessary										

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

UNIT 012;**BANQUET/CATERING FUNCTION****Unit reference number:** **HTTSW009L2****2****Credit value:** **3****Guided learning hours:** **30**

Unit Purpose: This unit describes level 2 competences carrying out the tasks and duties related to the operation of the banquet/catering functions. This will include event logistics of pre-function set-up, food and beverage service and post event clean up.

Unit assessment requirements/evidence requirements

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 012: Supervise banquet/catering function

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1 Support pre-function mise-en place	1.1	Collect all relevant information needed for the function: date of event, number/type of guests, type of meal and service, table layout and set-up and special requests									
	1.2	Obtain all the supplies in accordance to the event/function requirements									
	1.3	Set-up tables and chairs according to the function requirements									
	1.4	Set-up serving stations and food islands according to the agreed location									
	1.5	Inspect all the required table wares, flat wares and glassware are clean and complete									
	1.6	Conduct meetings and briefings prior to the event/function									
LO2 Support oversee meal service											
	2.1	Maintain close contact with host, chef, kitchen staff, service staff throughout the event									
	2.2	Ensure prompt delivery of each course meal									
	2.3	Coordinate timing of each meal with the kitchen staff, host and service staff									
	2.4	Monitor banquet staff work and pace throughout the meal service									
	2.5	Implement the banquet service style according to the host's request.									

LO3 Support supervise after meal service	3.1	Provide coffee or tea service upon request										
	3.2	carry out banquet breakdown according to establishments standards										
	3.3	event report after each function										
	3.4											
LO4 Support perform customer service	4.1	Attend promptly to guest's needs										
	4.2	Check service staff professional presentation always										
LO 5 Support supervise banquet and catering function	5.1	carry out banquet service										
	5.2	set up the banquet										
	5.3	prepare the floor plan										
	5.4	prepare the seating arrangement										
	5.6	carry out catering service										
	5.7	carry out different types of banquet forms										

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

Unit 013:**SERVICE IN DINING/RESTAURANT AREA****Unit reference number:** **HTTSW010L2****2****Credit value:** **3****Guided learning hours:** **30**

Unit Purpose: Unit describes level 2 competences for serving food and beverage service staff on their work shifts in different types of food and beverage providers to ensure fast and efficient foodservice delivery. This will include food service duties as well as monitoring the entire service delivery process.

Unit assessment requirements/evidence requirements

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 013: SUPERVISE TEAM IN DINING AREA/RESTAURANT

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Assist supervise pre-opening preparations	1.1	Countercheck table assignment for each guest reservations.							
	1.2	check the waiter service stations are complete with necessary stocks and supplies for the day's service							
	1.3	Re-check tables for completeness in setting.							
	1.4	Re-check that the dining area is clean and arranged according to the establishment standards							
	1.5	wear properly attired and compliant to the establishment standards							
LO2 Oversee food and beverage service in the dining area									
	2.1	observe standards of service are adhered to by the staff							
	2.2	comply with the establishment's quality service standards.							
	2.3	get service briefing at the beginning of the shift							
	2.4	carry out the flow of service with the kitchen							
	2.5	Communicate guests request to the kitchen staff							
	2.6	Provide assistance in service during the peak hours							
	2.7	Report complaints of guest to their satisfaction							
	2.8	adhere to quality standards are during							

		the entire service.									
LO3 Support perform specialized dining room service	3.1	Carry out specialized dining room service according to the standards of the establishment.									
	3.2	Carry out the mis-en-place and the service of gueridon or trolley service									
	3.3	Adhere to safety and occupational standards									
	3.4										
LO4 Support supervise team in the dining are	4.1	Get service briefing									
	4.2	seek assistance in service and its components									
	4.3	provide specialist room service									
	4.4	adhere to food safety and occupational health hazards in food service operations.									

LO (Learning outcome)	Criteria:-		Evidence Type				Evidence Ref Page number	
	4.5	carry out “ gueridon service ”						
	4.6	observe the duties and responsibilities of a food service personnel.						

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