



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

MASTERCRAFT CADRE

WAITER/WATRESS/BAR TENDER

LEVEL 3

REVIEWED BY

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

Federal Republic of Nigeria

27-28 AUGUST, 2024

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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 a number of challenges including:

- links and gaps between qualifications and the labour 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 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 Hospitality and Tourism Sector Skills Council of Nigeria generally designs and develops occupational trade standards. The Council is also responsible for developing, maintaining, and updating the standards. The awarding body classifies the qualifications, approves and monitors center deliveries, 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, process, and roles of validators are defined and transparent.

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

1.7 Enabling Learners with Special Needs

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

1.8 Promoting Lifelong Learning

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

1.9 Placement of Occupational trade standard on the NSQ

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

1.10 Method of Assessment

As validated by the Council, the assessment tasks and activities are designed to ensure that individual learners have the opportunity to demonstrate their achievement of different learning

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

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

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

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

1.12 Assessment/evidence requirements for Occupational Trade Standards

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

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)]

Recognition of Prior Learning (RPL)

SECTOR: HOSPITALITY TRAVEL AND TOURISM
OCCUPATIONAL TRADE: FOOD AND BEVERAGE PRODUCTION (COOKERY)
CADRE: MASTERCRAFT
CAREER PATH: COOK
NSQ LEVEL: 3 – MASTERCRAFT/OPERATOR

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	HTTGP001L3	2	20
2.	Teamwork	HTTGP002L3	2	20
3.	Communication	HTTGP003L3	1	10
OPTIONAL UNIT				
4	Food safety in storing, preparation and service of food and beverages.	HTTWT008L3	3	30
5	Dining room area	HTTWT001L3	5	50
6	Banquet/catering function	HTTWT002L3	7	70
7	Dining area/restaurant team	HTTWT003L3	6	60
8	Silver service	HTTWT004L3	2	20
9	Buffet and carvery service	HTTWT005L3	2	20
10	Preparation and service of cocktails	HTTWT006L3	3	30
11	Table and tray service	HTTWT007L3	2	20

Abbreviations: **HTT**= Hospitality Travel and Tourism Sector
GP= General Practice
CW= Commis Waiter (Assistant /Server/Assistant Bartender)
001= Unit number
L3= Level 3

Unit 01:

OCCUPATIONAL SAFETY AND HYGIENE

Unit reference number:	HTTGP001L3
NSQ level:	3
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 01: Comply to a Safe Hygienic and Secure Environment

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 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									

Unit: 01: Comply to a Safe Hygienic and Secure Environment

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 these should be 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-aider in the work place							
	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 fire, 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 02:**TEAM WORK****Unit reference number:** HTTGP002L3**NSQ level:** 3**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 teams 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 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 02: 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 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 own 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 03:

COMMUNICATION

Unit reference number: HTTGP003L3

NSQ level: 3

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 workplace, identifying sources of information needed for 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 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 03: COMMUNICATION

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						
	3.1	Locate the various communication equipment in the Work environment				
	3.2	Use effectively the various communication equipment in a work environment				

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:

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

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

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

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO 4: Storing Food Safely	3.15	State the importance of clearing and disposing of waste promptly and safely.							
	3.16	Describe how to dispose of waste safely.							
	3.17	State the types of pests that could be found in catering Establishments.							
	3.18	Describe the signs that signify the presence of pests.							
LO 4: Storing Food Safely	4.1	Check the freshness, temperature, and expiry date of food items.							
	4.2	Look for any important information on the label and leave it intact.							
	4.3	Carry out any necessary action to prepare food for storage.							
	4.4	Place food in an appropriate storage place or equipment without temperature change.							
	4.5	Ensure that storage areas for different							

	types of food items are clean, suitable, and at the right temperature.										
4.6	Prevent contamination while storing food.										
4.7	Follow appropriate stock usage procedures.										
4.8	Dispose of any expired foods safely.										
4.9	Keep all required records up-to-date.										
4.10	Explain why it is important to ensure that food items are safe on delivery.										
4.11	State why food should be prepared before storage.										
4.12	Explain why food must be put in the correct storage area.										
4.13	Enumerate the food storage temperatures.										
4.14	Explain the importance of keeping storage areas clean and tidy.										
4.15	State how to check that food is stored at the correct temperature.										
4.16	Explain why any expired food must be thrown away and not used.										

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
	4.17	Explain why it is important to keep raw and ready-to-eat food apart.							
	4.18	List types of raw and ready-to-eat foods.							
	4.19	Explain why it is important to have a stock usage policy that rotates stock.							
LO 5: Food Safety in Preparing, Cooking and Holding	5.1	Inspect food before and during preparation and cooking for any hazards.							
	5.2	Follow correct procedures for dealing with food hazards.							
	5.3	Handled different types of food safely to prevent cross-contamination between them.							
	5.4	Keep all required records updated.							
	5.5	Follow laid-down procedures for items that can cause allergic reactions.							
	5.6	Use appropriate methods, times, and temperatures to maintain food safety.							
	5.7	Describe how to check that food is safe while holding and serving.							
	5.8	State why and when it is necessary to defrost foods before cooking.							
	5.9	Explain what to do to discover any							

	food safety hazards.							
5.10	State why thorough cooking and reheating methods should be used.							
5.11	Explain how to check that food is thoroughly cooked or safely reheated.							
5.12	Explain why it is important to ensure that food is at the right temperature during holding and before service.							
5.13	Describe how to safely and thoroughly defrost food.							
5.14	Enumerate how to recognize conditions leading to safety hazards.							
5.15	State why it is important to know the foods that can cause allergic reactions.							
5.16	Outline the procedure to follow in handling food that can cause allergic reactions.							

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

6.8	List the key stages in the monitoring process.										
6.9	State why it is important to know what to do when things go wrong.										
6.10	Explain why there are some hazards more important than others.										
6.11	State the appropriate personnel to report to if there are food safety hazards.										

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

UNIT 05: DINING ROOM AREA OPERATION AREA

Unit reference number: **HTTWT001L3**

NSQ level: 3

Credit value: 5

Guided learning hours: 50

Unit Purpose: This unit describes level 3 competencies in supervising waitrons to be efficient in running the food service 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 05: SUPERVISE DINING AREA OPERATION

staff	3.1	Train new staff in accordance with establishment/industry standards									
	3.2	Promote deserving staff in accordance with establishment standards									
	3.3	Retrain and cross training of staff									
	3.4	Appraise staff performance in accordance with the establishment policy									
LO4 knows how to operate dining room operation											
	4.1	Describe how to set up dining room operation									
	4.2	Describe how to conduct staff scheduling									
	4.3	Describe how to carry out food handling standard									
	4.4	Explain why staff development is necessary									

LO 5	4.5	Explain why food storage is important in food service operation									
	4.6	Explain why feedback is important in food service operation									
	4.7	Describe how to conduct staff appraisal									
	4.8	Explain why risk management in food service operation is important									
	4.9	Explain why knowledge in 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 06:**BANQUET/CATERING FUNCTION**

Unit reference number: **HTTWT002L3**
NSQ level: **3**
Credit value: **7**
Guided learning hours: **70**

Unit Purpose: This unit describes level 3 competencies in supervising 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 06: Supervise banquet/catering function

LO (Learning outcome)	Criteria:-		Evidence Type			Evidence Ref Page number		
LO1 Supervise 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 following 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 before the event/function						
LO2 oversees meal service	2.1	Maintain close contact with the host, chef, kitchen staff, and service staff throughout the event						
	2.2	Ensure prompt delivery of each course meal						
	2.3	Coordinate the 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 supervises after-meal service	3.1	Provide coffee or tea service upon request										
	3.2	Supervise banquet breakdown according to the establishment standards										
	3.3	Prepare event report after each function										
LO4 performs customer service	4.1	Attend promptly to guest's needs										
	4.2	Check service staff professional presentation always										

LO 5 How to supervise banquet and catering function	5.1	Describe the banquet service										
	5.2	Describe how to set up the banquet										
	5.3	Describe how to prepare the floor plan										
	5.4	Describe how to prepare the seating arrangement										
	5.6	Describe how to do the catering service										
	5.7	Describe the different types of banquet forms										

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

UNIT 07:**DINING AREA/RESTAURANT TEAM**

Unit reference number: **HTTWT003L3**
NSQ level: **3**
Credit value: **6**
Guided learning hours: **60**

Unit Purpose: The unit describes level 3 competencies for supervising and coordinating food and beverage service staff on their work shifts in different types of food and beverage providers to ensure fast and efficient food service 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: 07

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 Supervise pre-opening preparations	1.1	Countercheck table assignments for each waiter and monitor guest reservations.							
	1.2	Inspect the waiter service stations are complete with necessary stocks and supplies for the day's service							
	1.3	Re-check tables for completeness in the setting.							
	1.4	Re-check that the dining area is clean and arranged according to the establishment standards							
	1.5	Inspect service staff are properly attired and compliant with the establishment standards.							
LO2 Oversee food and beverage service in the dining area									
	2.1	Monitor that standards of service are adhered to by the staff							
	2.2	Monitor service staff are compliant with the establishment's quality service standards.							
	2.3	Conduct service briefing at the beginning of the shift							
	2.4	Coordinate the flow of service with the kitchen							
	2.5	Communicate guest's requests to the kitchen staff							
	2.6	Assist in service during peak hours							

	2.7	Resolve complaints of the guest to their satisfaction									
	2.8	Ensure quality standards are adhered to during the entire service.									
LO3 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 mise-en-place and the service of gueridon or trolley service									
	3.3	Adhere to safety and occupational standards									
	4.1	Describe what is service briefing									
LO4 knows how to supervise a team in the dining area	4.2	Describe what is assistance in service and its components									
	4.3	Describe what specialist room service									
	4.4	Describe food safety and occupational health hazards in food service operations.									

LO (Learning outcome)	Criteria:-	Evidence Type				Evidence Ref	Page number
	4.5 Describe how " Gueridon service " is carried out						
	4.6 Describe 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:

UNIT 08:**SILVER SERVICE**

Unit reference number:	HTTWT004L3
NSQ Level:	3
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 08: 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 composure before serving guests						
LO2 Welcome guests and take orders								
	2.1	Greet a guest in the customary manner in line with organizational standards						
	2.2	Present menu card to the guest						
	2.3	Record orders properly in the docket list						
	2.4	Provide adequate information to guests including information about waiting time.						
	2.5	Process the order promptly						
	2.6	State why you should have adequate knowledge of the menu before presenting it to guests						
	2.7	Explain organizational standards for						

		customer service									
LO3 Serve customer orders	3.1	Announce and present ordered food to guests and									
	3.2	Respond to guest questions or complaints calmly and effectively									
	3.3	Maintain a tidy service area during guest's meal									
	3.4	Explain why the service area must always be clean and tidy									
	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 Clear 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: Assessors Signature: IQA Signature (if sampled)	Date: Date: Date:
EQA Signature (if sampled)	Date:

UNIT 09: BUFFET AND CARVERY SERVICE

Unit reference number: **HTTWT005L3**

NSQ Level: **3**

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 09: PROVIDE A BUFFET AND CARVERY SERVICE

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref	Page number
L01 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						
L02 Arrange food items in a buffet-style								
	2.1	Distribute buffet items to different service points						
	2.2	Ensure that chaffing dishes are at the required temperature for each food						
	2.3	Ensure that service equipment is clean, undamaged, and ready for use						
	2.4	Ensure that displayed items are at a comfortable distance from guests						
	2.5	Handle unexpected situations that may occur during service						

	2.6	State why you should have adequate knowledge of the menu before presenting it to guests										
	2.7	Explain organizational standards for customer 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 guest's 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: Assessors Signature: IQA Signature (if sampled)	Date: Date: Date:
EQA Signature (if sampled)	Date:

UNIT 10:**PREPARATION AND SERVICE OF COCKTAILS****Unit reference number:** **HTTWT006L3**

NSQ Level:	3
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 10: PREPARE AND SERVE COCKTAILS

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref	Page number
L01 Preparation for cocktail service	1.1	Clean and organize work areas before service time						
	1.2	Carry out mise-en-place for accompaniments, garnishes and mixed liquids						
	1.2	Arrange glasses and plates for ease of service						
	1.3	Check and get documents ready for use						
	1.4	Measure all ingredients and get them ready for use						
	1.5	Ensure that service equipment are clean and functional.						
L02 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									
LO 3 Observe and apply Service Cocktails procedures	3.1	Apply compliance while serving cocktail									
	3.2	maintain safe and hygienic work practices when serving cocktails									
	3.3	handle unexpected situations effectively									
	3.4	Apply the best to handle violent cases of alcoholic intoxication									
	3.5	Inform customers accurately about the alcoholic content of drinks									
	3.6	Report breakages and damages.									
	3.6	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 11:**TABLE AND TRAY SERVICE**

Unit Reference Number:	HTTWT007L3
NSQLevel	3
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 11: Provide a table/tray service

LO (Learning outcome)	Criteria:-		Evidence Type				Evidence Ref	Page number
LO 1 Welcome customers and take orders	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						
LO 2 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 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 customer								
	3.1	Serve customers in line with service style						

orders	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									
	3.4	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: