**Occupational Standards
of Competence**

Food and Beverage Restaurant Service (Hosting)

Level 2

Hastings House West, Balmoral Gap, BB14034, Christ Church, Barbados

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Qualification Overview

NVQB

in

Food and Beverage Restaurant Service (Hosting) level 2

NVQB in Food and Beverage: Restaurant Service (Hosting) Level 2

Qualification Overview

This qualification is designed to provide guidance, training and assessment in Food and Beverage: Restaurant Service (Hosting) Level 2. It is aimed at training providers and employers who provide a range of products and services to the restaurant service sector locally, regionally and internationally. It involves creating a good impression during service delivery, developing relationships with and communicating with customers and staff in a diverse environment, serving customers, monitoring work operations, updating product knowledge and completing transactions. It includes competencies in occupational health and safety, personal development and the use of technology to aid and assist customers and clients.

Who is this qualification for?

The qualification is designed for individuals who work at all levels in the hospitality sector who come into contact with customers directly and indirectly.

Jobs within the occupational area

- ▪ Food & Beverage personnel
- ▪ Host/hostess
- ▪ Hospitality & Culinary Workers

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

A08502 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

FOOD AND BEVERAGE: RESTAURANT SERVICE (HOSTING) LEVEL 2

To achieve the full qualification, candidates must complete **all** seventeen (17) mandatory units. Candidates may also take two (2) elective units.

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODES**

1. Practice health safety security and hygiene   **U54902**

    1.1   Follow health, safety and security practices
    1.2   Deal with emergency situations
    1.3   Follow hygiene procedures
    1.4   Identify and prevent hygiene risk

2. Maintain established quality control procedures   **UA21602**

    2.1   Monitor established procedures for quality control
    2.2   Resolve quality related problems

3. Participate in workplace communication   **U53802**

    3.1   Gather and convey workplace information
    3.2   Participate in workplace meetings and discussions
    3.3   Complete work related documents

4. Provide customer service   **U54202**

    4.1   Greet customer
    4.2   Identify customer needs
    4.3   Deliver customer service
    4.4   Resolve customer complaints or queries

5. Update hospitality knowledge and present information   **UA21702**

    5.1   Source and share information on the hospitality industry
    5.2   Collect and share information on food and beverage
    5.3   Prepare and present information

6. **Work in a culturally diverse work environment**   **U31401**

    6.1   Communicate with customers and colleagues from diverse backgrounds
    6.2   Deal with cross cultural misunderstandings

MANDATORY UNITS (ALL MUST BE COMPLETED)   <u>**CODES**</u>

7. Sell products and services   **U92602**

    7.1   Apply product knowledge
    7.2   Approach customer
    7.3   Gather information
    7.4   Sell benefits
    7.5   Overcome objections
    7.6   Close sale
    7.7   Maximise sales opportunities

8. Provide food and beverage service   **UA21802**

    8.1   Prepare dining area for service
    8.2   Inspect tables
    8.3   Welcome customers

9. Prepare and serve beverages   **UA21902**

    9.1   Prepare and serve hot beverages
    9.2   Prepare and serve cold beverages
    9.3   Use, clean and maintain equipment and machinery.

10. Provide wine service   **UA22002**

    10.1   Advise customers on wines.
    10.2   Handle and serve wines
    10.3   Update wine knowledge

11. Advise customers on food items   **UA22102**

    11.1   Advise customers on menu items
    11.2   Contribute to menu development
    11.3   Update food knowledge

12. Present and serve desserts   **UA22202**

    12.1   Present and serve plated desserts
    12.2   Present and serve cheeses
    12.3   Store desserts and cheeses

13. Monitor work operations   **UA22302**

    13.1   Monitor and improve organisational operations
    13.2   Plan and organise workflow
    13.3   Resolve problems and make decisions

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODES**

14. **Process transactions**   **UA22402**

    14.1   Process receipts and payments
    14.2   Reconcile takings

15. **Deal with conflict**   **UA22502**

    15.1   Identify and respond to conflict situations
    15.2   Resolve conflict situations

16. **Provide room service**   **UA22602**

    16.1   Take and process room service orders
    16.2   Set up trays or trolleys
    16.3   Present room service meals and beverages
    16.4   Present room service accounts
    16.5   Clear room service area

17. Coach others in job skills   **UA22702**

    17.1   Prepare to coach others
    17.2   Coach colleagues on-the-job
    17.3   Follow up on coaching skills

ELECTIVE UNITS

18. Provide Gueridon service   **UA22802**

    18.1   Prepare and maintain Gueridon trolleys and equipment
    18.2   Recommend and sell foods and dishes to customers
    18.3   Prepare and serve foods

19. Craft personal entrepreneurial strategy   **U92702**

    19.1   Demonstrate knowledge of the nature of entrepreneurship
    19.2   Identify and assess entrepreneurial characteristics
    19.3   Develop self-assessment profile
    19.4   Craft an entrepreneurial strategy

U54902   **Practice health, safety, security and hygiene**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to coordinate health, safety and hygiene requirements to function effectively and efficiently. It details the outcomes required to comply with regulatory and organisational requirements for health, safety and hygiene including dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Follow health, safety and security practices	1.1	Follow **health, safety and security procedures** in line with legislation, regulations and organisational procedures.
		1.2	Identify and report **obstacles** to health, safety and security procedures.
		1.3	Report suspicious behaviour or unusual occurrences in accordance with standard operating procedures.
2.	Deal with emergency situations	2.1	Identify **emergency** and potential emergency situations.
		2.2	Take appropriate action to deal with recognised emergency situations within the individual's scope of responsibility.
		2.3	Seek assistance from colleagues to resolve or respond to emergency situations.
		2.4	Report details of emergency situations according to industry requirements.
3.	Follow hygiene procedures	3.1	Carryout workplace **hygiene procedures** in a manner appropriate for the workplace.
		3.2	Handle and store items with care according to industry requirements.

4. Identify and prevent hygiene risk

4.1 Identify potential **hygiene risks**.

4.2 Take actions within the scope of your own authority to **minimise and/or remove risks**.

4.3 Report hygiene risks beyond own control to the appropriate person.

RANGE STATEMENT

All range statements must be assessed:

1.   **Health, safety and security procedures:**

- Use of personal protective clothing and equipment
- Safe work techniques
- Safe handling of chemicals and dangerous materials
- Ergonomically sound workstations
- Emergency, fire and accident
- Hazard identification and control
- Security of documents, cash, equipment, people
- Key control systems

2.   **Obstacles:**

- Loss of keys
- Strange or suspicious persons
- Broken or malfunctioning equipment
- Loss of property, goods or materials
- Damaged property
- Lack of suitable signage
- Lack of training on health and safety issues
- Unsafe work practices

3.   **Emergency:**

- Personal/client injuries
- Fire
- Electrocution
- Natural disasters
- Criminal acts

4.   **Hygiene procedures:**

- Avoidance of cross contamination
- Handling and disposal of linen and laundry
- Handling and disposal of garbage
- Cleaning and sanitising procedures
- Personal hygiene

5.   **Hygiene risks:**

- Infectious linen
- Cross contamination
- Personal hygiene practices
- Poor work practices
- Cleaning
- Housekeeping
- Airborne dust

6.   **Minimise and/or remove risks:**

- Auditing staff skills
- Provide training
- Organisational policies and procedures
- Follow up actions for audits or incidents

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the hygiene and control procedures in the industry.

2.   What factors contribute to workplace hygiene problems.

3.   How to handle linen, laundry and garbage to avoid cross contamination and infection.

4.   When and how to apply hygiene principles.

5.   How to communicate effectively on health, safety, security and hygiene matters.

6.   What are the relevant workplace health, safety, and emergency and security procedures.

7.   How to correctly dispose of garbage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used,** except in exceptional circumstances, where natural work evidence is unlikely to occur.

UA21602   **Maintain established quality control procedures**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to ensure that established quality control procedures are maintained.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Monitor established procedures for quality control.

    1.1 Apply appropriate procedures to ensure that the **quality of menu items** are in accordance with organisational standards.

    1.2 Confirm that products and services are consistent and meet established requirements.

    1.3 Confirm that food items match menu descriptions according to customer requirements.

    1.4 Apply **procedures to monitor quality** according to organisational standards.

2. Resolve quality related problems.

    2.1 Identify and accurately resolve problems related to quality control according to organisational procedures.

    2.2 Report identified problems to relevant persons.

    2.3 Document identified problems accurately according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Quality of menu items:**

    - Raw materials
    - Cooking processes
    - Portion control
    - Presentation

2. **Procedures to monitor quality:**

    - Observation
    - Tasting
    - Smell

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   How to follow procedures to ensure the quality of menu items.

2.   How to confirm that products and services meet the requirements of the organisation.

3.   Why it is important to confirm food items match menu descriptions.

4.   How to accurately solve problems related to quality control

5.   Why are organisational skills and teamwork important.

6.   What are the common culinary terms used in the organisation.

7.   What are the principles and practices of hygiene.

8.   What is the historical development and modern trends in menus

9.   Why it is important to develop a logical and time efficient work flow.

10.   Why it is important to establish and maintain inventory and stock control systems.

11.   What is the procedure for purchasing, receiving, storing, holding and issuing stock/items.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U53802   Participate in workplace communication

Unit Descriptor:
> This unit deals with the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements. It involves the sharing of information using effective mediums in communication, storage of that information and the usage of that information to communicate.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following :

ELEMENT	PERFORMANCE CRITERIA
1. Gather and convey workplace information	1.1 Access relevant and up-to-date information from **appropriate sources**.
	1.2 Use effective **communication strategies** to gather and convey information.
	1.3 Use appropriate **medium** to transfer information and ideas.
	1.4 Identify and follow lines of communication with management and colleagues.
	1.5 Define procedures for the location and **storage** of information.
	1.6 Record information according to organisational procedures.
2. Participate in workplace meetings and discussions	2.1 Make useful contributions in meetings and discussions.
	2.2 Express opinions clearly in a courteous and respectful manner.
	2.3 Confirm that discussions are appropriate to the purpose and proposed outcome of the meeting.
	2.4 Interpret and implement meeting outcomes.
3. Complete work related documents	3.1 Select correct documentation and complete accurately and legibly according to organizational requirements.
	3.2 Identify and correct errors on forms and documents.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate sources:**

    - Team members
    - Suppliers
    - Trade personnel
    - Public sector (government)
    - Industry

2. **Communication strategies:**

    - Questioning
    - Listening
    - Speaking
    - Writing
    - Non-verbal communication

3. **Medium:**

    - Memorandum
    - Circular
    - Notice
    - Information discussion
    - Follow-up or verbal instruction
    - Face to face communication

4. **Storage:**

    - Manual filing system
    - Electronic filing system

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational policies and procedures that relate to the communication of information.

2. How to locate, interpret and provide information in response to organisational requirements or customer requests.

3. What are appropriate sources of information.

4. What is effective communication.

5. What are the different modes of communication and how to use them.

6. What are the different communication strategies and how to use them.

7. How to communicate effectively with management, colleagues and clients to provide information and feedback.

8. How to participate in workplace meetings and discussions.

9. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.

10. How to express opinions in a clear and courteous manner.

11. How to use basic ICT resources (fax, telephone, computer).

12. What is the range of work related documentation and how this should be completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion**.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

U54202   **Provide customer service**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide effective customer service. It includes greeting the customer, identifying customer needs, delivering customer service, handling queries and complaints, carrying out evaluations and making recommendations.

ELEMENT   PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Greet customer

2. Identify customer needs

3. Deliver customer service

1.1 Greet and promptly attend to **customers** in a courteous manner.

1.2 Use appropriate verbal and non-verbal communication.

1.3 Establish and maintain appropriate rapport with **customers**.

1.4 Observe **non-verbal communication** when responding to **customers**.

1.5 Demonstrate sensitivity to cultural, social and mental differences.

1.6 Direct **customers** to designated areas for specific services.

2.1 Use appropriate **communication skills** to identify customer needs and provide **customers** with accurate information.

2.2 Prioritise **customers'** needs.

2.3 Take follow up action and perform as necessary in a timely manner.

2.4 Identify personal limitations in addressing **customers'** needs and where necessary, seek assistance from an appropriate person.

3.1 Attend to **customers'** needs promptly according to **organisational policies and procedures**.

		3.2	Take available opportunities to enhance the quality of service and products wherever possible.
		3.3	Record queries and complaints according to organisational policies and procedures.
4.	Resolve customer complaints or queries	4.1	Ask appropriate questions in a sensitive and courteous manner to determine **customers'** complaints.
		4.2	Queries and complaints are acted upon promptly and correctly.
		4.3	Take responsibility for resolving complaints within the limits of the individual's authority.
		4.4	Establish and agree on the nature and details of complaints with **customers**.
		4.5	Take appropriate action to resolve complaints to **customers'** satisfaction wherever possible.
		4.6	Keep **customers** fully informed about what is happening to resolve problems.
		4.7	Consult **customers** to ensure problems have been resolved to their satisfaction.
		4.8	Provide **customers** with clear reasons why the problem cannot be resolved to their satisfaction.

RANGE STATEMENT

All range statements must be assessed:

1. **Customers:**

   - Regular/new
   - Male
   - Female
   - Persons with disabilities
   - Persons with special cultural/spiritual/language needs
   - Accompanied by children

2. **Non-verbal communication:**

   - Body language
   - Dress and accessories
   - Voice (volume and tone)
   - Use of space
   - Use of language

3. **Cultural, social and mental differences:**

   - Culturally specific communication customs and practices
   - Physically challenged individuals
   - Persons with cognitive disabilities

4. **Organisational policies and procedures:**

   - Modes for greeting and departure
   - Response times

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational policies and procedures with respect to communication and handling customers and their queries.

2. What is the full range of products and services offered by the organisation.

3. What are and how to use communication techniques and skills including:

    - Listening and questioning techniques

    - Verbal and non-verbal communication skills

    - Negotiation techniques

4. How to use various communication techniques and skills to interact with different types of customers.

5. How literacy and numeracy skills assist in providing customer service.

6. How to consistently provide a welcoming client environment.

7. How to consistently interpret and communicate information to customers to meet their needs.

8. How to carry out tasks in a timely manner.

9. How to resolve complaints and the correct procedures for doing so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflect realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA21702 **Update hospitality knowledge and present information**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to gather information for the hospitality industry, update the current information and share with colleagues and others to improve the service industry.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Source and share information on the hospitality industry.	1.1	Identify and confirm sources of information approved for use by industry and organisation.
		1.2	Research and garner information on the hospitality industry using formal and informal methods approved by industry and organisational policies.
		1.3	Obtain and incorporate information into daily work activities to improve work performance in accordance with organisational policies and procedures.
		1.4	Share information with **relevant persons** and provide **feedback** as appropriate.
2.	Collect and share information on food and beverage.	2.1	Use a range of methods to update knowledge in accordance with new **market trends** and organisational requirements.
		2.2	Collaborate and share information with colleagues and incorporate into work activities according to organisational guidelines.
		2.3	Respond to customers' questions on menu and drinks list courteously and correctly according to organisational standards.
		2.4	Collect and provide feedback from customers regarding changes and inform **relevant persons**.

3.   Prepare and present information.

5.1   Confirm the relevance and applicability of information and provide constructive **feedback** according to organisational procedures.

5.2   Review and structure information in a user friendly format in keeping with organisational guidelines and standards.

5.3   Present information in a clear and concise manner, listen actively to comments and recommendations to incorporate into **feedback**.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant persons:**

   - Chef
   - Oral

2. **Feedback:**

   - Written
   - Food & Beverage Manager
   - Stewards
   - Industry experts

3. **Market trends:**

   - New aged wines
   - Preparation techniques

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Which method of research is best suited for your job.

2. How to use formal and/or informal research to update general knowledge of the hospitality industry.

3. Why it is necessary to access and update specific information in your sector of work.

4. How to identify and access sources of information in the hospitality industry correctly.

5. How to obtain information to assist effective work performance within the hospitality industry.

6. Why it is important to share information with colleagues and customers appropriately, and incorporate into daily work activities.

7. How to apply industry information correctly to daily work activities.

8. Why it is important to identify and follow-up required individual information to assist in fulfilling daily duties.

9. How to identify and access sources of information on food and beverage.

10. How to use a range of methods to update knowledge in accordance with market trends and organisational requirements.

11. How to provide assistance to others on a selection of food and beverage items.

12. Why it is important to offer advice on appropriate combinations of food and beverages, when appropriate.

13. How to answer customer questions on menus and drinks lists courteously, correctly and according to organisational standards.

14. Why it is important to identify a range of current and accurate information sources correctly according to organisational standards.

15. How to assess and access information sources for relevance, applicability and within designated timeframes.

16. How to select and review information to suit specific needs.

17. How to draft text where appropriate, to include all relevant information.

18. Why it is important to provide information that is structured, presented and expressed in a clear and concise manner.

19. How to make information available to appropriate persons within designated timelines.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

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Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U31401   **Work in a culturally diverse environment**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes to work successfully in an environment with persons from diverse social and cultural backgrounds.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Communicate with individuals from diverse backgrounds

   1.1 Treat individuals and groups from **different backgrounds, cultures** and languages with respect and sensitivity.

   1.2 Communicate and cooperate effectively with individuals from **different backgrounds** in workplace activities.

   1.3 Make efforts, where language barriers exist, to establish communication using gestures, simple words and other appropriate methods.

   1.4 Take into account, different traditions and ways of communicating in responding to workplace situations.

   1.5 Value and recognise as an asset, the ability of team members to speak a language other than English and/or their experience of living in other regions or cultures.

2. Deal with cross cultural misunderstandings

   2.1 Identify issues which may cause conflict or misunderstandings in the workplace.

   2.2 Address difficulties with the appropriate persons and seek assistance from team leaders or others where required.

   2.3 Consider possible **cultural differences** where difficulties or misunderstandings occur.

   2.4 Make efforts to resolve misunderstandings , taking cultural differences into account,

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2.5 Refer issues and problems to the appropriate team leader/supervisor for follow up**.**

RANGE STATEMENT

All range statements must be assessed:

1. **Background and culture:**

   - Race/ethnic origin
   - Language
   - Special needs
   - Family structure
   - Gender
   - Age
   - Sexual preference

2. **Cultural differences:**

   - Appropriate ways of greeting and parting
   - Levels of formality
   - Work ethics
   - Family obligations
   - Customs
   - Social values
   - Dress and grooming
   - Non-verbal behaviour, understanding and interpretations
   - Observance of special religious feast or other celebratory days
   - Product preferences

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the principles that underpin cultural awareness and relevance to individuals in the workplace.

2. What are the general characteristics of the different cultural groups encountered.

3. What are the cultures of other countries and people.

4. What are the relevant cultural protocols.

5. What are the principles and techniques for the resolution of cross cultural communication difficulties.

6. What are the anti-discrimination legislations.

7. What are appropriate non-verbal techniques for cross cultural communication.

8. What are escalation procedures and how to use them.

9. What are the basic conflict resolution techniques.

10. What are the potential conflicts resulting from cultural differences.

11. What are the organisational policies and procedures.

12. How to deal with persons from a range of cultural backgrounds.

13. How to identify cultural differences.

14. How to resolve conflict.

15. How to communicate effectively with others from others from different cultures.

16. How to display sensitivity.

17. How to work with others.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

The ability to complete the following aspects must be observed:

- identify and respond to the cultural context of a given workplace.
- apply knowledge of different cultures and cultural characteristics appropriately in communication with individuals from a range of backgrounds.
- deal with individuals from other cultures with sensitivity and respect.
- use effective and culturally appropriate methods to overcome language barriers.
- identify and address issues that may lead to misunderstandings.
- take into account cultural differences when addressing conflicts and misunderstandings.
- collaboratively establish a friendly working environment.
- escalate and follow up on complex issues.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

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Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U92602   **Sell products and services**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitude required to use sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge, the ability to communicate with others to obtain relevant information and interact with customers on a higher level than normal.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Apply product knowledge	1.1 Use and apply knowledge of relevant products and services.
	1.2 Consult with experienced sales staff or product information guide to increase product knowledge.
2. Approach customer	2.1 Identify, determine and apply timing of effective sales approach.
	2.2 Convey a positive impression to arouse customer interest.
	2.3 Demonstrate a knowledge of customer buying behaviour.
	2.4 Focus customer on specific merchandise using appropriate **communication skills**.
3. Gather information	3.1 Apply questioning techniques to determine customer buying motives.
	3.2 Demonstrate effective listening skills to determine customer requirements.
	3.3 Interpret and clarify non-verbal communication cues.
4. Sell benefits	4.1 Match customer needs to appropriate products and services.
	4.2 Communicate knowledge of products' features and benefits clearly to customers.

	4.3 Describe product use and safety requirements to customers.
	4.4 Refer customers to appropriate product specialist as required.
	4.5 Answer routine customer questions accurately and honestly or refer to more experienced senior sales staff.
5. Overcome objections	5.1 Identify and accept customer objections in a courteous and respectful manner according to organisational procedures.
	5.2 Categorise objections into price, time and merchandise characteristics.
	5.3 Apply problem solving skills to overcome customer objections.
	5.4 Offer appropriate solutions according to organisational policy.
6. Close sale	6.1 Monitor, identify and respond to customer buying signals appropriately according to organisational procedures.
	6.2 Use appropriate **communication skills** to encourage customers to make purchase decisions.
	6.3 Select and apply appropriate method of closing sale according to organisational procedures.
7. Maximise sales opportunities	7.1 Identify and apply opportunities for making additional sales.
	7.2 Advise customers on complimentary products or services according to customer's needs and organisational policies.
	7.3 Review personal sales outcomes to maximise future sales.

RANGE STATEMENT

All range statements must be assessed:

1. **Communication skills:**

    - Body language
    - Active listening
    - Tone of voice
    - Questioning
    - Providing feedback

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the organisational policies and procedures in regards to:

   - Selling products and services
   - Allocated duties and responsibilities
     .

2.   What is the organisation and service range.

3.   How to explain product knowledge for the area/section.

4.   What is the basic operational knowledge of relevant:

   - statutory requirements including consumer protection law
   - industry codes of practice
   - non-governmental consumer organisation

5.   How to identify verbal and non-verbal communication cues.

6.   How to apply questioning, listening or.

7.   How to handle difficult customers

8.   How to negotiate with customers.

9.   How to identify and solve problems.

10.   How to respond to sales performance appreciation.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Research/project work/Reports

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

UA21802   **Provide food and beverage service**

Unit Descriptor:

> This unit describes the knowledge, skill and attitudes required to serve meals to customers. It involves preparing the dining area for service, setting tables, taking and processing orders and using equipment as well as passing on relevant information about the service and closing the dining area.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare dining area for service	1.1 Check the dining area for cleanliness prior to service in accordance with organisational occupational health and safety policies.
	1.2 Check the dining area for readiness for service in accordance with organisational guidelines.
	1.3 Set up the dining area according to organisational standards and adjust for reservations.
	1.4 Make contact with kitchen staff and seek information on menu variations.
2. Inspect tables	2.1 Set tables correctly in accordance with organisational standards and special customer requests.
	2.2 Check and confirm that standard industry clothing is used correctly, where appropriate.
	2.3 Check the cleanliness and condition of tables and **table items** prior to service and replace if necessary.
	2.5 Identify and report recurring problems to **appropriate persons**.
3. Welcome customers	3.1 Check that customers are welcomed upon arrival in accordance with organisational customer service standards.
	3.2 Confirm that introductions are courteous and check reservations where appropriate.

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3.3   Check and confirm that customers are seated promptly according to organisational requirements.

3.4   Check that the menu, drinks and wine lists are promptly presented to customers in accordance with organisational standards.

3.5   Provide verbally clear and audible explanations regarding the menu, drinks and wine lists.

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RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate persons**:

    - Chef
    - Supervisor/manager/team leader

2. **Table items**:

    - Cutlery
    - Napkins
    - Condiments
    - Crockery
    - Glassware

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the procedures for providing food and beverage service in a dining area.
2. What are the health and safety requirements that guide food and beverage service in your country.
3. Why it is important to know and understand relevant hygiene and safety issues that are specific to food and beverage service and how these should be applied.
4. How to identify the flow of service within a food and beverage service environment.
5. Why it is important to understand the ordering and service procedures and how to do so.
6. What are the typical food and beverage service styles and types of menus used in your organisation.
7. Why it is important to know and understand menus especially in your establishment.
8. How to demonstrate typical industry table covers for different types of service.
9. How to arrange and use standard restaurant equipment in your organisation.
10. Why it is important to have a basic knowledge of wines when working in the food and beverage service.
11. How to clear, clean or dismantle the area in accordance with organisational procedures and safety requirements.
12. How to set up an area correctly for the next service in accordance with organisational procedures.
13. Why it is important to confirm that the service is reviewed and evaluated with colleagues for possible future improvements.
14. Why it is necessary to ensure efficient handover to incoming restaurant colleagues and relevant information shared.
15. What is mise en place.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA21902   **Prepare and serve beverages**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to prepare and serve hot and cold beverages to customers. It involves the use, cleaning and maintaining beverage equipment and machinery.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare and serve hot beverages.

    1.1 Identify the name and style hot beverage in response to customer's request prior to serving.

    1.2 Select and use the correct ingredients and equipment in accordance with manufacturer's specifications and organisational practices.

    1.3 Prepare **beverages** correctly in accordance with customer requests and required timeframe.

    1.4 Consider strength, taste, temperature and appearance when making **beverages**.

    1.5 Present beverages attractively in appropriate crockery or glassware in accordance with organisational standards.

2. Prepare and serve cold beverages.

    2.1 Select ingredients correctly according to organisational standards.

    2.2 Select and use **machinery and equipment** correctly in accordance with manufacturer's specifications.

    2.3 Prepare **beverages** correctly in accordance with standard recipes, customer requests and the required time frame.

    2.4 Garnish and serve **beverages** attractively in appropriate glassware.

3. Use, clean and maintain equipment and machinery.

    3.1 Use **machinery and equipment** safely in accordance with manufacturer's specifications, hygiene and safety requirements.

3.2 Clean and maintain **machinery and equipment** regularly in accordance with manufacturer's specifications and organisational cleaning and maintenance schedules.

3.3 Identify and report problems promptly to relevant persons.

RANGE STATEMENT

All range statements must be assessed:

1. **Beverages:**

    - Hot
    - Cold

2. **Machinery and equipment:**

    - Coffee machines
    - Blenders
    - Electric kettles
    - Juicers
    - Electric whisks
    - Beverage dispensers (cold)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the occupational health and safety requirements for the beverage industry.
2.   Why it is important to know and understand the name and style of hot beverages in response to customer requests or agreed with customer prior to serving.
3.   How to ensure that the correct ingredients and equipment are selected and used in accordance with manufacturer's specifications and organisational practices.
4.   How to correctly prepare beverages in accordance with customer requests and required timeframes.
5.   How to ensure that strength, taste, temperature and appearance are consistent with standard.
6.   What are the processes involved in the production and preparation of hot beverages (teas and coffees).
7.   Why it is important to know and understand how to make a variety of beverages.
8.   What are the procedures when preparing a range of natural juices.
9.   How to use machinery and equipment safely in accordance with manufacturer's specifications, hygiene and safety requirements.
10. How to clean and maintain machinery and equipment regularly in accordance with manufacturer's specifications and organisational cleaning and maintenance schedules.
11. How to identify and report problems promptly to the relevant persons.
12. Who are the relevant persons in the organisation in relation to preparing and serving beverages.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA22002 **Provide wine service**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide advice on wines to customers and staff. It involves serving wines, evaluating the service using customer feedback and updating knowledge based on emerging trends in the industry.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Advise customers on wines.	1.1 Offer assistance to customer making wine selections courteously and according to organisational guidelines.
	1.2 Offer advice to customers on different wines on the list.
	1.3 Provide correct and current information about different wine options.
	1.4 Discuss styles and production methods with customers in clear and simple language.
2. Handle and serve wines.	2.1 Set tables with appropriate glasses for selected wines.
	2.2 Present selected wines to customer for validation.
	2.2 Remove and place cork correctly ensuring that wine is at correct temperature before serving.
	2.3 Serve wine for tasting and wait for confirmation from customer.
	2.4 Continue to serve wine after confirmation is given according to customer's preference.
3. Update wine knowledge.	3.1 Use formal and informal research to access current, accurate and **relevant information** about wines.
	3.2 Identify **trends** in customer needs based on direct and indirect information experienced during service.

3.3 Identify and share information on general **trends** in the wine market with **relevant persons** in the organisation.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant information:**

   - Type of grapes & taste
   - Region grown & history of cellar
   - Label information

2. **Beverages:**

   - Food and wine combinations
   - Wine collections
   - Natural wines
   - Trade and tariff issues

3. **Relevant persons:**

   - Wine steward/chef/bar manager
   - Stakeholders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the relevant hygiene and safety issues specific to food and beverage wine service.

2.   Why it is important to know and understand the flow of service within a food and beverage service environment.

4.   What are the various styles of wine service in the food & beverage industry.

5.   Why it is necessary to offer assistance with making wine selections to customers.

6.   How to offer specific advice on the compatibility of wines to compliment menu items.

7.   How to provide correct and current information about various wines.

9.   How to engage customers in discussion regarding styles, production methods and taste in clear and simple language.

10.   How to present information on wine collections to customer for selection.

11.   How to set the table with appropriate glasses for the wine selected by the customer.

12.   Why it is necessary to remove the cork and how to place correctly.

13.   How and why it is important to ensure the wines are stored and served at correct temperature.

14.   How and why it is necessary to pour wine into a glass for tasting confirmation and wait for approval and how to do so.

15.   How to access formal and informal information that is relevant to wines, the industry and service.

16.   How to identify various trends that affect customer needs based on direct contact with the customer and information provided by the workplace.

17.   How to identify general trends in the wine market and share information with relevant persons in the workplace.

18.   How to recognise impaired wine quality before serving to customer.

19.   Why it is important to control sediments in a bottle of wine when serving to a customer.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA22102   Advise customers on food items

Unit Descriptor:

> This unit deals with the knowledge skills and attitudes required to guide and advise customers when making food selections, provide feedback from information collected to contribute to menu development and use formal and informal research to keep knowledge of food current and up-to-date.

ELEMENT   PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Advise customers on menu items.	1.1 Guide customers with making food selections courteously according to organisational guidelines.
	1.2 Offer options and possible variations on menu items to customers, where appropriate.
	1.3 Inform customers of methods of cooking and different culinary styles in clear and simple language, where appropriate.
2. Contribute to menu development.	2.1 Provide feedback from information collected during servicing relevant persons according to organisational policies and procedures.
	2.2 Incorporate customer feedback and preferences in the menu development process.
	2.3 Consult with relevant persons in the development of wine lists, where appropriate in keeping with organisational standards.
	2.4 Confirm that the format and design of menus are clear, accurate and meet organisational standards.
3. Update food knowledge.	3.1 Use formal and informal research to access current, accurate and relevant information about food.
	3.2 Identify trends in customer needs based on direct contact and organisational experience.
	3.3 Identify general trends in the food market and share information in the organisation.

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RANGE STATEMENT

All range statements must be assessed:

1. **Methods:**

   - Baking
   - Flaming/grilling
   - Frying
   - Smoking
   - Steaming/broiling

2. **Relevant persons**:

   - Food and Beverage Manager
   - Chef

3. **Trends**:

   - Diets/fads
   - Food paring

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   What are the methods used in food preparation and cookery.

2.   How to explain food preparation methods to a customer or staff member.

3.   What are the cultural and dietary issues surrounding food preparation and cookery.

4.   What are the available options for persons who have diets such as:

  - vegetarians
  - gluten intolerance
  - high/low blood pressure
  - low sulphur
  - diabetic
  - sonoma (portion control)

5.   Why it is important to collect customers' feedback and share with relevant persons.

6.   How to use customers' feedback to create and/or generate a menu.

7.   How to discuss a menu and assist customers with selecting suitable dishes.

8.   How to present dishes presented, what accompanies the dish and its garnishes.

9.   What are the main ingredients in the dish ordered.

10.   Why it is important to know and understand the styles of service.

11.   What are the various types of wines available and their compatibility with wines and other beverages.

12.   How to actively research hospitality industry information and share with relevant persons in the organisation.

13.   What are the guidelines and protocols for being proactive and sharing information in the organisation.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA22202   Present and serve desserts

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to present and serve plated desserts and cheeses to customers. It involves the storage of desserts and cheeses according to food safety and occupational health and safety rules and regulations.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Present and serve plated desserts.	1.1 Offer assistance to customers on **dessert** selection according to organisational standards.
	1.2 Present and serve plated **desserts** to customers in an attractive manner according to organisational standards.
	1.3 Check and confirm that the temperature of the **desssert** being served is acceptable according to product, food and organisational standards.
2. Present and serve cheeses.	2.1 Use **machinery and equipment** to prepare and serve **cheeses** according to occupational health and safety regulations.
	2.2 Present, select and serve **cheeses** with appropriate **utensils** according to best practice and organisational standards.
	2.3 Check that the correct garnishes are selected and used appropriately when presenting cheese dishes to customers.
3. Store desserts and cheeses.	3.1 Store **desserts** and cheeses at the appropriate temperatures and under the correct conditions to maintain quality, freshness and customer appeal.
	3.2 Confirm that packaging is appropriate for the preservation of taste, appearance and eating characteristics.

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3.3   Identify and take preventative measures to minimise potential **risks and hygiene issues** in accordance with food safety procedures.

3.4   Discard leftover and spoiled desserts and cheeses according to occupational health and safety regulations and organisational standards.

RANGE STATEMENT

All range statements must be assessed:

1. **Desserts:**

- Hot
- Cold

2. **Machinery & Equipment:**

- Slicer
- Blades

3. **Cheeses**:

- Firm
- Fresh
- Soft/semi soft

4. **Utensils**:

- Slicers
- Knives
- Spade

5. **Risks and hygiene issues:**

- Bacterial food spoilage
- Contamination/cross- contamination

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant occupational health and safety rules and regulations that govern the food industry and those specific to desserts.

2. How to use common terms relevant to desserts and cheeses.

3. Why it is important to have an in-depth knowledge of wines when offering assistance to customers who are selecting a dessert or cheese platter.

4. What is the relationship between wines and desserts.

5. How to set a table for dessert according to the plated standard.

6. How to operate machinery, equipment and tools used to prepare desserts.

7. What are the serving temperatures for hot and cold desserts respectively.

8. How to identify and categorise cheeses.

9. What are the organisational standards for presenting and handling desserts and cheeses

10. How to offer and present desserts to customers during service.

11. What are the hygiene requirements relating to possible bacterial spoilage, contamination and cross-contamination in the handling, storage and service of cheese products.

12. How to dispose of spoiled desserts and cheeses.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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UA22302   **Monitor work operations**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to monitor work operations for quality and best practices. Team leaders, supervisors or managers may carry out this unit.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Monitor and improve organisational operations	1.1	Monitor efficiency and service levels on an ongoing basis according to organisational procedures.
		1.2	Confirm operations and support the overall organisational goals and quality assurance initiatives.
		1.3	Identify quality **problems and issues** promptly and make adjustments accordingly.
2.	Plan and organise workflow	2.1	Assess the current workload of colleagues accurately according to organisational procedures.
		2.2	Schedule work in a manner that enhances efficiency and the quality of customer service.
		2.3	Delegate work to appropriate persons in accordance with the principles of delegation.
		2.4	Assess the workflow against agreed objectives and timelines.
		2.5	Support colleagues in prioritising workloads according to organisational requirements.
		2.6	Provide input to appropriate management personnel regarding staffing needs.
		2.7	Complete workplace records accurately and submit within the required timeframes.

3.   Resolve problems and make decisions

3.1   Identify and promptly consider organisational problems from an operational and customer service perspective.

3.2   Initiate short-term action to resolve immediate problems in consultation with relevant authorities.

3.3   Encourage the team to participate in re-solving problems which may arise.

3.4   Contribute to monitoring the effectiveness of solutions implemented in the organisation.

RANGE STATEMENT

All range statements must be assessed:

1. Problems and issues:

- Difficult customer service situations
- Equipment breakdown/technical failure
- Delays and time difficulties
- Interpersonal/staffing issues

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   How to monitor efficiency and service levels.

2.   How to monitor and adjust quality problems and issues.

3.   Why it is important to schedule and delegate work, plan and organise workflow and how to do so.

4.   Why it is important to maintain workplace records and what are the organisational requirements for doing so.

5.   How to resolve problems and make decisions.

6.   What are the roles and responsibilities of those involved in monitoring work operations.

7.   Why organisational skills and teamwork are important.

9.   What are the principles of work planning.

10. What are the typical organisational work methods appropriate to the industry.

11. What are the quality assurance principles.

12. What are the organisational problem solving and decision making processes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA22402   **Process transactions**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to process and balance financial transactions in a range of tourism and hospitality contexts. It involves processing receipts and payments and reconciling takings.

ELEMENT   PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Process receipts and payments.		Receive and check the cash float accurately, using correct documentation according to organisational procedures.
	1.2	Check that cash received is accurate, correct change given and receipts prepared and issued according to organisational and relevant financial procedures.
	1.3	Process and record non-cash **transactions** correctly and promptly in accordance with organisational financial procedures.
	1.4	Check documents and issue cash as required according to organisational and financial procedures.
	1.7	Conduct **transactions** in a manner which meets organisational timeframes and customer service standards.
2. Reconcile takings	2.1	Perform balancing operations at designated times in accordance with organisational policies and procedures.
	2.2	Separate cash float from takings prior to balancing operations and secure in accordance with organisational policies and procedures.
	2.3	Confirm that the register or termainal reading or print-out is accurately determined.

2.4 Remove and transport cash and non-cash documents, in accordance with organisational financial procedures.

2.5 Count cash and calculate non-cash documents accurately according to relevant financial procedures.

2.7 Determine accurately, the balance between the register or terminal reading and the sum of cash and non-cash **transactions**.

2.8 Record takings in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Transactions:**

   - Financial
   - Sales
   - Purchases
   - Payments

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to receive and check cash float accurately using correct documentation.

2. What are the basic numeracy skills required for this job role.

3. How to check that cash received is accurate and give correct change.

4. What are the organisational and financial procedures for preparing and issuing receipts.

5. How to prepare and issue receipts accurately according to relevant procedures.

6. What are the organisational and financial procedures for processing non-cash transactions correctly and promptly and how to do so.

7. How to check documents and issue cash as required.

8. How to conduct transactions in a manner which meets organisational time and customer service standards.

9. How to perform balancing operations at the designated times in accordance with organisational policies and procedures.

10. How to separate the cash float from the takings prior to balancing operations and secure in accordance with organisational policies and procedures.

11. Why and how to confirm that the register or terminal reading or print out is accurately determined.

12. How to remove and transport cash and non-cash documents in accordance with organisational security procedures.

13. What are the relevant procedures for counting cash and calculating non-cash documents accurately and how to do so.

14. How to accurately determine the balance between the register or terminal reading and sum of cash and non-cash transactions.

15. What are the organisational procedures for recording takings.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA22502   Deal with conflict

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to identify and respond to conflict situations with customers and colleagues.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Identify and respond to conflict situations

    1.1 Identify issues with organisational systems, structures, customers and colleagues that are likely to give rise to conflict.

    1.2 Identify potential conflict with customers and colleagues and take preventive action according to organisational policies and procedures.

    1.3 Identify and acknowledge issues with customers and colleagues and address these appropriately according to organisational policies and procedures.

    1.4 Listen to all points of view courteously and encourage the other party to share their thoughts and opinions in a sensitive manner

    1.5 Confirm and clarify the nature and details of the complaint with those involved.

2. Resolve conflict situations

    2.1 Identify the scope of your own authority when dealing and resolving conflicting situations.

    2.2 Handle conflict with customers and colleagues appropriately, within the scope of your own authority and job role according to organisational policies and procedures.

    2.3 Refer complaints to the **appropriate person** if they cannot be resolved within the scope of your own authority or job role.

2.4   Keep customers and colleagues informed at all stages of handling the complaint and of why it may be necessary to refer the complaint to an **appropriate person**.

2.4   Use effective **conflict resolution techniques** to deal with complaints.

2.5   Complete required documentation accurately within agreed time constraints and according to organisational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate persons:**

   - Supervisor/manager/chef
   - HR personnel

2. **Conflict resolution techniques:**

   - Collaboration
   - Forcing
   - Negotiation
   - Persuasion
   - Mediation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational systems and structures that are likely to give rise to conflict with customers and colleagues.

2. How to identify potential conflict and what corrective actions can be taken.

3. Why it is important to identify and acknowledge issues with customers and colleagues and ensure that these are addressed

4. How to listen to all points of view courteously and encourage the other party to share their thoughts and opinions in a sensitive manner.

5. Why it is important to clarify and confirm the nature and details of the complaint with those involved.

6. What is the scope of your own authority in dealing with and resolving conflict situations.

7. How to deal with conflict with customers and colleagues appropriately within the scope of your own authority and organisational policies and procedures.

8. Who are the appropriate persons to refer complaints if they cannot be resolved within the scope of your own authority and how to do so.

9. Why it is important to keep customers and colleagues informed at all stages of conflict.

10. What are effective conflict resolution techniques and how these may be used.

11. How to complete relevant documentation in relation to dealing with conflict.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA22602   **Provide room service**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to provide room service in commercial accommodation establishments. It includes taking and processing room service orders, setting up trays/trolleys, serving meals and beverages and clearing the room service areas.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

Take and process room service orders.	1.1 Answer the telephone promptly and courteously in accordance with organisational procedures.
	1.2 Check and use the customer's name in the interaction according to organisational procedures.
	1.3 Clarify, repeat and check details of orders with the guests according to standard operating procedures.
	1.4 Advise customers on the approximate time for the delivery of orders.
	1.5 Record orders accurately and check information according to standard operating procedures
	1.6 Interpret doorknob requirements correctly and confirm with customers.
	1.7 Input orders into the point-of-sale system promptly for preparation.
2. Set up trays or trolleys	2.1 Prepare food and beverage items correctly for service periods according to customer requests.
	2.2 Prepare general room service equipment for use during service according to organisational requirements.

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		2.3	Set up trays and trolleys in accordance with organisational standards.
		2.4	Select and check sufficient service utensils for cleanliness and damage according to organisational health and safety requirements.
		2.5	Set up trays and trolleys ensuring that they are balanced, safe and presented attractively for customer.
		2.6	Collect food items and beverages promptly and in the correct order.
		2.7	Check orders and trays before leaving the kitchen and entering rooms.
3.	Present room service meals and beverages	3.1	Approach room and greet customers in accordance with organisational standards.
		3.2	Consult and advise customers about where trays or trolleys should be placed in the room to avoid potential **hazards.**
		3.3	Place trays or trolleys safely and in a convenient location and position furniture correctly where required.
		3.4	Serve and place meals and beverages correctly as required by the customer and in accordance with organisational standards.
4.	Present room service accounts	4.1	Check customer's account for accuracy and present in accordance with organisational guidelines.
		4.2	Present received cash payments to the cashier according to organisational financial regulations.
		4.3	Present charge accounts to the customer for signing and charge to the account according to organisational financial procedures.
5.	Clear room service area	4.1	Check floors and promptly clear of used room service trolleys and trays.

4.2 Return trays and trolleys to the room service area and dismantle and clean in accordance with organisational standards.

4.3 Re-stock food and beverage utensils and items in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Hazards:

- Cross contamination
- Trips and falls

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational standards for answering the telephone,

2. Why it is important to check and use the customer's name in the interaction.

3. Why it important to clarify, repeat and check details of orders with the customer and advise on the approximate time of delivery.

4. How to record orders and check information for accuracy.

5. How to correctly interpret doorknob requirements and confirm with customer.

6. How to transfer orders promptly to the appropriate location for preparation.

7. How to prepare food and beverage items correctly for service periods

8. How to prepare general room service equipment for use during service.

9. How to set up trays and trolleys.

10. How to select and check that there is sufficient service equipment for cleanliness and damage replacement.

11. How to set up trays and trolleys ensuring that they are balanced, safe and presented attractively for customer.

12. How to collect food and beverage items promptly and in the correct order.

13. How to check orders and trays before leaving the kitchen and entering room.

14. How to approach room and greet customer/s in accordance with organisational standards.

15. Why it is important to consult and advise customers about where trays or trolleys should be placed in the room to avoid potential hazards.

16. How to place trays or trolleys safely and in a convenient location and position furniture correctly where required.

17. How to serve meals correctly as required by the customer and in accordance with organisational standards.

18. How to check customer's account for accuracy and verify that cash taken from customer is correct following organisational financial guidelines.

19. How to present received cash payments to the cashier according to organisational and financial regulations.

20. How to present charge accounts to the customer for signing and charge to the account.

21. Why it is important to check floors and promptly clear of used room service trolleys and trays.

22. How to return trays and trolleys to the room service area and dismantle/clean in accordance with organisational standards.

23. How to re-stock food and beverage equipment and items in accordance with organisational procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA22702   Coach others in job skills

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to provide on-the-job coaching to colleagues. It reflects the situation in many organisations where 'buddy' systems and on the job coaching are common. It also involves preparing an individual to learn new skills on the job; use those skills and recoding and reporting on the skills shared and taught to others.

ELEMENT   PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Prepare to coach others.	1.1 Identify the need for coaching based on a range of factors and **organisational requirements.**
	1.2 Identify and discuss specific needs with colleagues to be coached according to **organisational requirements**.
	1.3 Organise a specific time and place for coaching with colleagues in accordance with organisational procedures and policies.
2. Coach colleagues on-the-job.	2.1 Explain the purpose of coaching to colleagues and demonstrate specific skills to be coached following organisational policies and procedures.
	2.3 Communicate underpinning knowledge clearly and check colleague's understanding.
	2.5 Give colleagues the opportunity to practise the skill and ask questions for clarification.
	2.6 Provide feedback in a constructive and supportive manner.
3. Follow up on coaching skills.	3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required.
	3.2 Report progress to **appropriate persons** as required.

3.3   Identify and refer performance problems or
       difficulties encountered during coaching to
       the **appropriate persons** for follow up.

RANGE STATEMENT

All range statements must be assessed:

1. **Organisational requirements:**

   - Quality assurance & performance plans
   - Legal requirements
   - Vision, goals, objects & priorities

2. **Appropriate persons:**

   - Manager/supervisors
   - Trainer
   - HR personnel

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify the need for coaching based on a range of factors and organisational requirements.

2. What are the basic principles of training (explanation, demonstration, review, trainee explanation, trainee demonstration, feedback).

3. Why communication skills, specifically questioning techniques and oral communication are important.

4. How and why it is important to identify and discuss specific coaching needs with colleagues to be coached.

5. Why it is important to organise a specific time and place for coaching with colleagues.

6. How to explain the purpose of coaching to colleagues.

7. How to demonstrate and explain specific skills to be coached.

8. Why it is important to communicate underpinning knowledge and check colleagues' understanding.

9. Why it is necessary to give colleagues the opportunity to practise the skill and ask questions for clarification.

10. How to provide feedback in a constructive and supportive manner.

11. How to monitor progress with new skills in the workplace and provide supportive assistance as required.

12. Why it is important to report progress to appropriate persons as required

13. How to identify and refer performance problems or difficulties with the coaching to appropriate persons for follow up.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA22802   **Provide gueridon service**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to provide gueridon service. It includes the preparation and maintenance of gueridon trolleys and equipment and recommending, preparing and serving foods and dishes to customers.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Prepare and maintain gueridon trolleys and equipment.

1.1 Stock and display trolleys correctly with clean implements, utensils and linen according to organisational requirements.

1.2 Clean and polish equipment in accordance with organisational standards and health and safety requirements.

1.3 Select food and alcohol ingredients and examine for quality and condition prior to and in accordance with menu and service requirements.

1.4 Present and display foods effectively using colours, varieties and shapes to attract the attention of customers.

1.5 Use promotional materials appropriately on trolleys in accordance with organisational standards.

1.6 Position trolleys appropriately for customers to view in accordance with organisational requirements.

1.7 Clear and clean trolleys hygienically and at the appropriate time according to **standard operating procedures.**

2. Recommend and sell foods and dishes to customers

2.1 Explain the names of dishes correctly to customers, using appropriate language and terminology to assist them in the selections of foods.

		2.2	Explain the nature and features of gueridon service to customers in clear, simple language.
		2.3	Explain the ingredients of dishes and preparation methods correctly and show to customers to assist them in making selections.
3.	Prepare and serve foods	3.1	Prepare gueridon dishes correctly to standard recipes in accordance with food hygiene and organisational standards.
		3.2	Prepare accompaniments and finishing ingredients correctly according to recipes and food hygiene standards.
		2.4	Involve customers in the preparation process and invite them to select ingredients, choose the finishing method and determine the size of portions.

RANGE STATEMENT

All range statements must be assessed:

1. **Standard Operating Procedures (SOPs):**

    - Quality control
    - Safe work procedures
    - Code of conduct

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is the origin and purpose of gueridon service.

2. What are the available ranges and styles of gueridon service.

3. What are the functions of gueridon trolleys and equipment.

4. How to stock gueridon trolleys correctly with clean implements utensils and equipment.

5. How to explain gueridon cooking and why it is important to know and understand carving and display techniques for all major food groups and menu items.

6. How to clean and polish equipment in accordance with organisational standards and health and safety requirements.

7. Why it is important to select food and alcohol ingredients and examine for quality prior to display on trolley and how to do so.

8. How to present and display foods effectively using their colours, varieties and shapes to attract the attention of customers.

9. How to use promotional materials appropriately on trolleys.

10. How to position trolleys appropriately for customers to view.

11. How to clear and clean trolleys hygienically and at the appropriate time.

12. Why it is important to explain the names of dishes correctly to customers, using appropriate language and terminology to assist them in the selections of foods.

13. Why it is important to explain the nature and features of gueridon service to customers in clear, simple language and how to do so.

14. Why it is important to explain the ingredients of dishes and preparation methods correctly and show to customers to assist them in making selections and how to do so.

15. How to prepare gueridon dishes correctly to standard recipes in accordance with food hygiene and organisational standards.

16. How to prepare accompaniments and finishing ingredients correctly according to recipes and food hygiene standards.

17. Why it is important to involve customers in the preparation process and invite them to select ingredients, choose the finishing method and determine the size of portions.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U92702	**Craft personal entrepreneurial strategy**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitude required to craft an entrepreneurial strategy that fits with the behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Demonstrate knowledge of the nature of entrepreneurship	1.1 Define **concepts** associated with entrepreneurship clearly.
	1.2 Identify and explain **factors** which influence entrepreneurship locally and regionally.
	1.3 Explain clearly the importance of entrepreneurship to economic development and employment.
	1.4 Present the findings of research conducted on entrepreneurial ventures and successes in the Caribbean region clearly in the appropriate format.
	1.5 State the difference between wage employment and entrepreneurial ventures correctly.
2. Identify and assess entrepreneurial characteristics	2.1 Carry out relevant research and identify the required entrepreneurial characteristics.
	2.2 Assess and rank entrepreneurial characteristics.
	2.3 Evaluate the process that enables an individual to shape their choices and initiate effective action.
	2.4 Identify **factors** to help an entrepreneur manage risk and uncertainties, while maintaining a future orientated frame of mind.

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3. Develop self-assessment profile	3.1	Use self-assessment tools/methods to properly identify personal entrepreneurial potential.
	3.3	Demonstrate the ability to apply creativity and problem-solving techniques to business related problems.
	3.3	Obtain feedback from others on blind spots and reinforce or change existing strengths or weaknesses.
4. Craft an entrepreneurial strategy	4.1	Develop a profile to include accomplishments, preferences, work styles and a futuristic projection.
	4.2	Identify areas for development towards achieving goals, take initiative in keeping with management competencies.
	4.3	Develop written guidelines and obtain feedback to facilitate reviews.
	4.4	Develop a framework and process for setting goals to include time, self-discipline and commitment.
	4.5	Establish goals that are specific, measurable, time bound and realistic.
	4.6	Establish priorities to include conflicts resolutions and trade-offs.
	4.7	Identify potential problems, obstacle and risks in meeting goals.
	4.8	Identify specific action steps to be performed in order to accomplish goals.
	4.9	Indicate the method by which results will be measured.
	4.10	Establish milestones for reviewing progress and specific dates on a calendar.
	4.11	Identify sources of help to obtain resources.
	4.12	Show evidence and review the process periodically and revise goals.

RANGE STATEMENT

All range statements must be assessed:

1. **Concepts:**

   - Risk
   - Entrepreneurship
   - Macro-screening
   - Micro-screening
   - Competition
   - Wage employment

2. **Factors:**

   - Market conditions
   - Markets – demand/supply
   - Global trends
   - Level of economic activities
   - Funding
   - Economic stability
   - Social stability
   - Resources available

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is a personal entrepreneurial profile system.

2. Explain the following effective management systems.

   - marketing

   - operations/productions

   - finance

   - administration

   - law

3. How to measure feedback.

4. What are the methods for developing a personal business plan.

5. What is the difference between entrepreneurial and management culture.

6. How to determine barriers to entrepreneurship.

7. How to minimise exposure to risk.

8. How to exploit any available resource.

9. How to tailor a reward system to meet a particular situation.

10. How to effectively plan and execute activities.

11. How to use computer technology to undertake assessments.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

Level 2   Glossary of Terms

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level	
2	**Glossary of Terms**

Level 1 - Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Level	
2	**Glossary of Terms**

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance,** however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).