



COMPETENCY STANDARD
FOR
FOOD AND BEVERAGE SERVICE
(TOURISM & HOSPITALITY SECTOR)

Skills for Industry Competitiveness and Innovation Program (SICIP)
Finance Division, Ministry of Finance

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The Competency Standards for Installation of **Food and Beverage Service** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of the industry for individuals who pass through the set standard via assessment. Subsequently, they would be qualified and settled for a relevant job.

The document was developed under the **Skills for Employment Investment Program (SEIP)** and subsequently reviewed and updated to use in training under the **Skills for Industry Competitiveness and Innovation Program (SICIP)** to meet the industry skills requirements. This document is owned by the Finance Division of the Ministry of Finance of the People's Republic of Bangladesh.

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INTRODUCTION:

The **Skills for Industry Competitiveness and Innovation Program (SICIP)** has the overall objective of developing a skilled workforce adept at handling new technologies, especially for emerging industries in Bangladesh. It will expand skills training and strengthen the development of the training ecosystem to address the skills requirements of the SICIP-selected industry sectors. The program aims to (i) increase the technology-oriented skilled workforce across emerging and priority sectors, (ii) promote inclusive skilling and upskilling opportunities for women and socially disadvantaged groups, (iii) incentivize industry-university partnerships to nurture innovation capacity and improve industry competitiveness, and (iv) foster skills for climate-resilient manufacturing processes and green technologies. The program is expected to benefit about 220,000 new and existing workers over a 6-year implementation period from 2024-2029.

The SICIP Program has, therefore, taken the initiative to enhance the employability and productivity of trainees by implementing market-responsive and job-focused training programs through public and private training providers. This will require the development of competency standards for each of the occupations/trades which will provide a structured framework in the learning process to guide training providers, ensure consistent training quality, and create an alignment between the skills provided by the training institutes and the needs of the industry. The Competency Standard also suggests integration of YouTube or similar platforms or downloaded clips into classroom practice to ensure simulated creation of the contents so that learners are exposed to visual demonstrations before classroom instruction or practical session, which aligns with modern learning preference and supports flipped classroom models.

This competency standard is therefore developed to improve skills following the job roles and skill sets of the occupation and ensure that the required skills are aligned with industry requirements.

The document details the format, sequencing, wording, and layout of the Competency Standard for an occupation which comprises Units of Competence and its corresponding Elements.

OVERVIEW:

A **Competency Standard** is a written specification of the knowledge, skills, and attitudes required for the performance of a job or occupation or trade corresponding to the standard of performance required in the workplace.

Competency standard:

- provides a consistent and reliable set of components for training, recognizing, and assessing people's skills, and may also have optional support materials.
- enables industry-recognized qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training that suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

Competency Standard has been developed by a working group comprised of occupation-specific experts from the industry/institution and relevant consultants of SICIP.

Competency Standards describe the skills, knowledge, and attitude needed to perform effectively in the workplace. Competency Standards acknowledge that people can achieve vocational and technical competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With Competency Standards, assessment and training may be conducted at the workplace, at training organization, during regular work, or through work experience, work placement, work simulation or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of Competency are documented in a standard format that comprises:

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for each occupation were made by experts from Construction industry in consultative workshop.

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- An overview of all Units of Competence for the occupation and their corresponding duration required for completion of training.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide, and Assessment Evidence Guide.

Units & Elements at a Glance:**Generic Competencies (18 hrs.)**

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SICIP-TH-FBS-01-G	Apply occupational health and safety (OHS) practice in the workplace	<ol style="list-style-type: none">1. Identify OHS policies and procedures2. Apply personal health and safety practices3. Report hazards and risks4. Respond to emergencies	09
SICIP-TH-FBS-02-G	Use English in the workplace	<ol style="list-style-type: none">1. Read and understand workplace documents in English2. Write simple routine documents in English3. Listen conversation in English4. Perform conversation in English	09
Total Hour			18 Hrs.

Sector Specific Competencies (27 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SICIP-TH-FBS-01-S	Work in the tourism and hospitality sector	<ol style="list-style-type: none"> 1. Identify job roles and responsibilities in the tourism and hospitality industry 2. Work with others 	09
SICIP-TH-FBS-02-S	Follow workplace hygiene procedure	<ol style="list-style-type: none"> 1. Perform personal hygiene and well grooming standards 2. Identify and prevent hygiene risks 	09
SICIP-TH-FBS-03-S	Provide effective guest service	<ol style="list-style-type: none"> 1. Greet guests 2. Identify guests needs 3. Deliver service to guests 4. Handle queries through telephone and internet service 5. Handle complaints, evaluation and recommendation 	09
Total Hour			27 Hrs.

Occupation Specific Competencies (315 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SICIP-TH-FBS-01- O	Perform opening – closing activities for restaurant	<ol style="list-style-type: none"> 1. Prepare tools, equipment and premises 2. Prepare restaurant for service 3. Carry out closing tasks 	54
SICIP-TH-FBS-02- O	Apply food safety procedure	<ol style="list-style-type: none"> 1. Interpret procedures for food safety 2. Interpret food and beverage storage procedure 3. Maintain a clean environment 	36
SICIP-TH-FBS-03-O	Apply product knowledge on food and beverage service	<ol style="list-style-type: none"> 1. Identify food product 2. Collect information on food and beverage 3. Share information with guests 	36
SICIP-TH-FBS-04- O	Prepare table for service	<ol style="list-style-type: none"> 1. Select and collect cutlery, crockery and table items 2. Arrange cutlery, crockery and table accomplishment for laying table 	54
SICIP-TH-FBS-05- O	Provide in-room dining	<ol style="list-style-type: none"> 1. Take and transfer in-room dining orders 2. Set trays or trolleys 3. Serve meals and beverages to guests 4. Clear room 	63
SICIP-TH-FBS-06- O	Provide food and beverage service	<ol style="list-style-type: none"> 1. Welcome guests 2. Take and process orders 3. Serve food and drinks 4. Process payment and receipts 5. Conclude food service and close down dining area 	72
Total Hours			=SUM(ABOVE) 315 Hrs.

COMPETENCY STANDARD: FOOD AND BEVERAGE SERVICE

Generic Competencies

Unit of Competency: APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICE IN THE WORKPLACE	Nominal Duration: 09 hrs.	Unit Code: SICIP-TH-FBS-01-G
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to apply occupational health and safety (OHS) practice in the workplace. It specifically includes the tasks of identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks and responding to emergencies.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify OHS policies and procedures	1.1 <u>OHS policies</u> and safe operating procedures are interpreted 1.2 Safety signs and symbols are identified and followed. 1.3 Response, evacuation procedures and other contingency measures are interpreted correctly.
2. Apply personal health and safety practices	2.1 OHS policies and procedures are interpreted in the workplace including <u>personal protective equipment (PPE)</u> . 2.2 Common health issues are recognized. 2.3 Common safety issues are identified and applied.
3. Report hazards and risks	3.1 <u>Hazards and risks</u> are identified. 3.2 Hazards and risks assessment and controls are interpreted 3.3 Hazards and risk assessment are reported
4. Respond to emergencies	4.1 Respond to alarms and warning devices. 4.2 <u>Emergency response plans and procedures</u> are responded to. 4.3 First aid procedures during emergency situations are identified.

Range of variables:

Variables	Range (may include but not limited to)
1. OHS policies	1.1 International OHS requirements 1.2 Bangladesh standards for OHS building code 1.3 Fire safety rules and regulations
2. Personal protective equipment	2.1 Apron 2.2 Gas mask 2.3 Gloves 2.4 Safety shoes 2.5 Face mask 2.6 Goggles 2.7 Ear plugs 2.8 Scarf
3. Hazards and risks	3.1 Chemical hazards. 3.2 Biological hazards. 3.3 Physical Hazards. 3.4 Machine hazards. 3.5 Materials hazards.
4. Emergency response plans and procedures	4.1 Firefighting procedures 4.2 Earthquake response procedures 4.3 Evacuation procedures 4.4 Medical and first aid

Curricular Content Guide

1. Underpinning knowledge	1.1 OHS workplace policies and procedures. 1.2 Work safety procedures. 1.3 Safety signs and symbols 1.4 Emergency procedures. 1.5 Earthquake response. 1.6 Explosion response. 1.7 Accident response. 1.8 Evacuation procedures 1.9 Types of hazards. 1.10 PPE and its uses. 1.11 Personal hygiene 1.12 OHS awareness.
2. Underpinning skill	2.1 interpreting OHS policies and procedures 2.2 Following personal work safety practices 2.3 Reporting hazards and risks 2.4 Responding to emergency procedures 2.5 Maintaining physical well-being in the workplace 2.6 Implementing corrective action 2.7 Applying first aids. 2.8 Applying basic first aid procedures
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities

	<ul style="list-style-type: none"> 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 PPEs 4.3 Firefighting equipment 4.4 Emergency response manual 4.5 First aid kits

Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Applied OHS policies and procedures 1.2 Selected and used personal protective equipment (PPE) 1.3 Reported incidents arising from hazard and risks to authority 1.4 Implemented emergency response plans and procedures 1.5 Applied basic first aid procedure
2. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

Unit of Competency: USE ENGLISH IN THE WORKPLACE	Nominal Duration: 09 hrs.	Unit Code: SICIP-TH-FBS-02-G
Unit Descriptor: This unit of competency requires the knowledge, skills and attitude to use English in the workplace. It specifically includes the tasks of reading and understanding workplace documents in English, writing simple routine documents in English, listening conversation in English and performing conversation in English.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Read and understand workplace documents in English	1.1 <u>Workplace documents</u> are read and understand. 1.2 <u>Visual information</u> is interpreted.
2. Write simple routine documents in English	2.1 Simple routine workplace documents are prepared using key words, phrases, simple sentences and visual aids. 2.2 Key information is written in standard forms.
3. Listen conversation in English	3.1 Active listening in English language is demonstrated to the required workplace standard.
4. Perform conversation in English	4.1 Conversation is performed in English with peers, customers and management to the required workplace standard.

Range of variables:

Variables	Range (may include but not limited to)
1. Workplace documents	1.1 Schedules and itineraries 1.2 Agenda 1.3 Simple reports such as progress and incident reports 1.4 Job sheets 1.5 Operational manuals 1.6 Brochures and promotional material 1.7 Visual and graphic materials 1.8 Standards 1.9 OSH information
2. Visual information	2.1 Signs 2.2 Maps 2.3 Diagrams 2.4 Forms 2.5 Labels 2.6 Graphs 2.7 Charts

Curricular Content Guide

1. Underpinning knowledge	<p>1.1 Workplace documents in English</p> <p>1.1.1 Interaction skills</p> <p>1.1.2 Team works interpersonal skills</p> <p>1.2 Job roles, responsibilities and compliances</p>
2. Underpinning skill	<p>2.1 Ability to read and understand workplace documents in English</p> <p>2.2 Ability to write simple routine workplace documents in English, such as: schedules and agendas, job sheets, operational manuals and brochures, and promotional material.</p> <p>2.3 Ability to listen actively in English language</p> <p>2.4 Ability to perform conversation with peers, customers and management in English.</p> <p>2.5 Work effectively with others:</p> <p>2.5.1 Listening and questioning skills</p> <p>2.5.2 Ability to follow simple directions</p>
3. Underpinning Attitudes	<p>3.1 Commitment to occupational health and safety</p> <p>3.2 Promptness in carrying out activities</p> <p>3.3 Sincere and honest to duties</p> <p>3.4 Environmental concerns</p> <p>3.5 Eagerness to learn</p> <p>3.6 Tidiness and timeliness</p> <p>3.7 Respect for rights of peers and seniors in the workplace</p> <p>3.8 Communication with peers, subordinates and seniors in the workplace</p>
4. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Work place Procedure</p> <p>5.2 Materials relevant to the proposed activity</p> <p>5.3 All tools, equipment, material and documentation required.</p> <p>5.4 Relevant specifications or work instructions</p>

Assessment Evidence Guide

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Used basic English in the workplace</p> <p>1.2 Read and understand workplace documents in English</p> <p>1.3 Constructed simple routine workplace documents in English</p> <p>1.4 Listened to conversation in English</p> <p>1.5 Communicated with peers, customers and management using English to the required workplace standard</p>
2. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>2.1 Written test</p> <p>2.2 Practical Demonstration</p> <p>2.3 Oral Questioning</p> <p>2.4 Portfolio (Optional)</p>

3. Context of assessment	3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.
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The Sector Specific Competencies

Unit of Competency: WORK IN THE TOURISM AND HOSPITALITY SECTOR	Nominal Duration: 09 hrs.	Unit Code: SICIP-TH-FBS-01-S
Unit Descriptor: This unit of competency requires the knowledge, skills and attitude to work in the tourism and hospitality sector. It specifically includes the tasks of Identifying job roles and responsibilities in the tourism and hospitality industry and working with others.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify job roles and responsibilities in the tourism and hospitality industry	1.1 Job roles and responsibilities in the tourism and hospitality sector is identified. 1.2 Relationships within the tourism and hospitality sector employees are identified. 1.3 Common goals, objectives and task are identified and clarified with appropriate persons.
2. Work with others	2.1 <u>Effective interpersonal skills</u> are applied to interact with others and to contribute to activities and objectives. 2.2 Assigned tasks are performed in accordance with job requirements, specifications and workplace environment. 2.3 <u>Work requirements</u> are confirmed with colleagues.

Range of Variables

Variable	Range (May include but not limited to):
1. Effective interpersonal skills	1.1 Basic listening and speaking skills: 1.2 Use of terminology and jargon, communicating and receiving feedback, interpretation of instructions and basic principles of effective communication.
2. Work Requirements	2.1 Work requirements as directed in verbal or written or in specifications

Curricular Content Guide

1. Underpinning Knowledge	1.1 Organizational set-up of the food production, food services and housekeeping department and tourism sector 1.2 Job roles and responsibilities
2. Underpinning Skills	2.1 Work with team 2.2 Non-verbal communication skills
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety

	<ul style="list-style-type: none"> 3.2 Promptness in carrying out activities 3.3 Sincerity and honesty to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Telephone 4.3 Scanner 4.4 Internet 4.5 Materials and consumables needed to perform activities

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified roles, and responsibilities in the tourism and hospitality industry 1.2 Worked with others engaged in workplace or in the tourism and hospitality industry.
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

Unit of Competency: FOLLOW WORKPLACE HYGIENE PROCEDURE	Nominal Duration: 09 hrs.	Unit Code: SICIP-HT-FBS-02-S
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to follow workplace hygiene procedure. It specifically includes the task of performing personal hygiene and well grooming standard and identifying and preventing hygiene risks.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined>** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Perform personal hygiene and well grooming standard	1.1 Personal hygiene and well grooming is practiced in line with workplace health and safety requirements. 1.2 Health conditions and/or illness are reported as required by the workplace. 1.3 Personal Protective Equipment (PPE) are used and applied according to the situation. 1.4 Movement around the workplace are conducted in accordance with the procedure.
2. Identify and prevent hygiene risks	2.1. Potential hygiene risks are identified as per workplace hygiene procedures. 2.2. Actions are taken to minimize or remove risks within the scope of individual responsibility as per workplace requirements 2.3. Hygiene risks are reported to the responsible person, which are beyond the control of individual staff member.

Range of Variables

Variable	Range
	May include but not limited to:
1. Personal Protective Equipment (PPE)	1.1. Protective clothing 1.2. Gloves 1.3. Hair net 1.4. Sun cap 1.5. Safety shoes 1.6. Other PPE as per OSH requirements
2. Hygiene risk	2.1 Bacterial and other contamination arising from poor handling of food 2.2 Poor personal hygiene practices 2.3 Poor work practices 2.3.1 Cleaning 2.3.2 Housekeeping 2.3.3 Food handling

	<ul style="list-style-type: none"> 2.3.4 Vermin 2.3.5 Airborne dust 2.4 Cross-contamination through inappropriate cleaning practices 2.5 Inappropriate handling of potentially infectious linen 2.6 Contaminated wastes such as blood and body secretions 2.7 Disposal of garbage and contaminated or potentially contaminated wastes
3. Minimizing or removing risk	<ul style="list-style-type: none"> 3.1 Washing 3.2 Preparing 3.3 Mixing 3.4 Cooking 3.5 Storing 3.6 Serving 3.7 Reheating

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Personal protective equipment 1.2 Personal hygiene practices 1.3 Rules and regulations to produce quality and safety in food 1.4 Control measures for food safety Food hazards 1.5 Cleaning, sanitation, waste segregation and disposal practices 1.6 Food safety procedures 1.7 Cleanliness and safety of transport
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Use of PPE. 2.2 Practice personal hygiene and well grooming in line with workplace health and safety requirements. 2.3 Ability to control the measures for minimizing food contamination 2.4 Waste collection: recycling, handling and disposal
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Standard operating procedure

	<p>4.3 Workplace documents, signs and symbols</p> <p>4.4 Codes of conduct</p> <p>4.5 Projector</p> <p>4.6 Learning manual</p> <p>4.7 Tools, equipment and facilities appropriate to the process or activities.</p> <p>4.8 Materials are relevant to the proposed activity.</p>
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Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Practiced personal hygiene and grooming standard</p> <p>1.2 Identified and prevented hygiene risks</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written test</p> <p>2.2 Practical demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Portfolio (optional)</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.</p>

Unit of Competency: PROVIDE EFFECTIVE GUEST SERVICE	Nominal Duration: 09 hrs.	Unit Code: SICIP-HT-FBS-03-S
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to provide effective guest service. It specifically includes the task of greeting guests, identifying guests needs, delivering service to guests, handling queries through telephone and internet service and handling complaints, evaluation and recommendation.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Greet guests	1.1. Guests are greeted in line with workplace procedure. 1.2. Verbal and <u>non-verbal communications</u> are applied to the given situation. 1.3. Sensitivity to cultural and social differences is demonstrated.to <u>cultural and social differences</u> is demonstrated.
2. Identify guests needs	2.1. <u>Interpersonal skills</u> are used to ensure that guest needs are identified. 2.2. <u>Guest with special needs</u> is assessed for urgency so that priority for service delivery is applied. 2.3. Guests are provided with necessary information. 2.4. Personal limitation in addressing guest needs is identified and where appropriate, assistance is sought from supervisor.
3. Deliver service to guests	3.1. Guest needs are promptly attended to in line with workplace procedure. 3.2. Rapport is maintained with guest according to <u>workplace procedure.</u>
4. Handle queries through telephone and internet service	4.1. Telephone, scanner and internet service are used to determine guest requirements. 4.2. Queries/information are recorded in line with workplace requirements. 4.3. Queries are acted upon correctly in line with workplace procedure.
5. Handle complaints, evaluation and recommendation	5.1. Guest complaints are received according to workplace procedure. 5.2. Complaints are resolved within limit of responsibility. 5.3. Nature and details of complaints are established. 5.4. Action is taken to resolve the complaints to the guest's satisfaction.

Range of Variables

Variable	Range May include but not limited to:
1. Non-verbal communication	1.1. Body language 1.2. Dress and accessories 1.3. Gestures and mannerisms 1.4. Voice tonality and volume 1.5. Use of space 1.6. Culturally specific communication customs and practices
2. Cultural and social differences	2.1 modes of greeting, farewelling and conversation 2.2 body language/ use of body gestures 2.3 formality of language
3. Interpersonal skills	3.1 interactive communication 3.2 public relation 3.3 friendly working attitude 3.4 sincerity 3.5 pleasant disposition 3.6 effective communication skills
4. Guest with special needs	4.1 those with disability 4.2 those with special cultural or language needs 4.3 unaccompanied children 4.4 parents with young children 4.5 pregnant women 4.6 single women 4.7 handling unusual guest (e.g., drunk)
5. Workplace procedure	5.1 modes of greeting and farewelling 5.2 time-lapse before a response 5.3 style manual requirements 5.4 standard letters and pro-forma 5.5 Addressing the guest by name or appropriate title (Sir/Madam, etc.)

Curricular Content Guide

1. Underpinning Knowledge	1.1 Communication 1.1.1 Interactive communication with others 1.1.2 Interpersonal skills/ social graces 1.2 Safety Procedures 1.2.1 Safe work procedures 1.2.2 Personal hygiene 1.3 Attitude 1.3.1 Attentive, patient and cordial 1.3.2 Eye-to-eye contact 1.3.3 Maintain teamwork and cooperation 1.4 Theory
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	<ul style="list-style-type: none"> 1.4.1 Selling/upselling techniques 1.4.2 Interview techniques 1.4.3 Conflict resolution 1.4.4 Communication process 1.4.5 Communication barriers
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Effective communication skills 2.2 Non-verbal communication skills 2.3 Good time management 2.4 Ability to work calmly and effectively 2.5 Ability to handle telephone inquiries and conversations 2.6 Ability to follow correct procedure in handling telephone inquiries, use scanner and access internet service 2.7 Proper way of handling complaints
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Telephone 4.2 Scanner 4.3 Internet 4.4 Materials and consumables needed to perform activities. 4.5 Workplace or physical facilities required to perform activities

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Promoted public relation among others 1.2 Demonstrated familiarity with company facilities, products and services 1.3 Applied workplace procedures and standards 1.4 Applied telephone ethics 1.5 Applied correct procedure in using telephone, scanner and internet service 1.6 Handled Guests complaints
2. Methods of Assessment	<p>Competency should be assessed by:</p>

	<ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

The Occupation Specific Competencies

Unit of Competency:	Nominal Duration:	Unit Code
PERFORM OPENING-CLOSING ACTIVITIES FOR RESTAURANT	54 Hrs.	SICIP-TH-FBS-01-O
Unit Descriptor:		
This unit covers the knowledge, skills and attitudes required to perform opening-closing activities for restaurants. It specifically includes the task of preparing tools, equipment and premises, preparing restaurants for service and carrying out closing tasks		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Prepare tools, equipment and premises	1.1 Occupational Safety and Health (OSH) is followed as per workplace standard. 1.2 <u>Facilities and Equipment</u> are identified for service. 1.3 Tools and Equipment are cleaned and prepared for service. 1.4 Dining/Restaurant area is cleaned and checked for cleanliness prior to service.
2. Prepare restaurant for service	2.1 Daily opening checklist is followed 2.2 Service stations are replenished with <u>supplies</u> for service. 2.3 Restaurant <u>set-up</u> is performed in accordance with workplace standards and reservation requirements. 2.4 In-house guest list is collected and followed. 2.5 Mise-en-place are performed as per job requirement 2.6 Equipment is made ready in the dining area. 2.7 Appropriate ambience is created and set. 2.8 Condiments are refilled. 2.9 Menu and daily special items are collected from chef.
3. Carry out closing tasks	3.1 Soiled cutlery, crockery, glassware and others equipment are cleaned and stored in the designated area. 3.2 Soiled linen is sent to laundry and fresh linen is collected. 3.3 Waste food is disposed as per standard. 3.4 Cash closing and sales report are prepared. 3.5 Communication logbook is maintained. 3.6 <u>Inventory</u> is maintained and requisition is prepared for the next day. 3.7 Electrical appliances are switched off and doors and windows are locked

Range of Variables

Variable	Range (Includes but not limited to):
1. Facilities and Equipment	1.1 Service tray stands 1.2 Food display counter 1.3 Refrigerators/chillers 1.4 Sound system 1.5 Point of sales (POS) 1.6 Furniture 1.7 Baby Chair 1.8 Service Utensils 1.9 Wine cooler 1.10 Telephone/Intercom 1.11 Coffee makers/machines 1.12 Toaster 1.13 Juicer 1.14 Ice machine 1.15 Air conditioner
2. Supplies	2.1 Napkins 2.2 Crumb-cloth 2.3 Bottle/ can opener 2.4 Menu Card 2.5 Drinks list 2.6 Cutlery tray 2.7 Order slips 2.8 Condiments 2.9 Toothpicks 2.10 Table cloth/ placemats 2.11 Cruet set (Salt and pepper shakers) 2.12 Bill/Check folder
3. Set-up	3.1 Ala carte 3.2 Buffet set-up 3.3 Pre-set menu 3.4 Breakfast 3.5 Lunch 3.6 Dinner
4. Inventory	4.1 Dry foods 4.2 Tea/ Coffee 4.3 Sugar 4.4 Milk/ coffee mate 4.5 Beverage 4.6 Unused linen 4.7 Table accompaniments and condiments

Curricular Content Guide

1. Underpinning Knowledge	1.1 OSH procedure 1.2 Checklist preparing procedure
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	<ul style="list-style-type: none"> 1.3 Dining/Restaurant cleaning procedure 1.4 Linen, crockery and cutlery checking procedure 1.5 Tools and equipment 1.6 Supplies materials 1.7 Restaurant set-up procedure 1.8 Guest list preparing procedure 1.9 Inventory system 1.10 Requisition preparing procedure
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Following OSH procedure 2.2 Collecting checklist 2.3 Cleaning and checking dining/restaurant area 2.4 Checking tools and equipment 2.5 Performing restaurant set-up 2.6 Performing mise-en-place 2.7 Maintaining inventory 2.8 Preparing requisition
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4 Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Personal protective equipment (PPE) 4.3 Tools and equipment 4.4 Materials 4.5 Projector 4.6 Stationary 4.7 Learning manual

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared tools, equipment and premises 1.2 Prepared restaurant for service 1.3 Carried out closing tasks
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)

3. Context of Assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.</p>
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Unit of Competency: APPLY FOOD SAFETY PROCEDURE	Nominal Duration: 36 Hrs.	Unit Code: SICIP-TH-FBS-02-O
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to apply food safety procedures. It specifically includes the task of interpreting procedures for food safety, interpreting food and beverage storage procedure and maintaining a clean environment.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Interpret procedures for food safety	1.1 Relevant documents are identified and used according to organizational requirements. 1.2 Food safety <u>policies and procedures</u> are followed. 1.3 All <u>food hazards</u> and <u>critical control points</u> are identified. 1.4 <u>Food safety monitoring</u> process is interpreted and followed. 1.5 Deviation (if any) in food safety process is reported to the authority concerned.
2. Interpret food and beverage storage procedure	2.1 Food and beverage storage conditions are selected as per specific <u>food and beverage type</u> . 2.2 Food and beverage are stored as per environmental conditions. 2.3 FIFO and LIFO methods are maintained as required. 2.4 Temperature is maintained as per category of food and beverage during storage.
3. Maintain a clean environment	3.1 Equipment, surface and utensils are cleaned and sanitized as per workplace standard. 3.2 Appropriate containers are used. 3.3 <u>Chipped and broken items</u> are disposed and reported. 3.4 Food handling areas are maintained by avoiding animals and pests as per workplace procedures.

Range of Variables

Variable	Range (Includes but not limited to):
1. Policies and procedures	1.1 Food receiving, storage, preparation, displays, service and disposal 1.2 Food hazards control for each critical point 1.3 Personal hygiene, suitable dress and personal protective equipment and clothing

	<ul style="list-style-type: none"> 1.4 Maintaining record 1.5 Pest control 1.6 Cleaning and sanitation
2. Food hazards	<ul style="list-style-type: none"> 2.1 Chemical, 2.2 Microbiological 2.3 Physical 2.4 Allergenic 2.5 Thermal
3. Critical control points	<ul style="list-style-type: none"> 3.1 Receiving 3.2 Storing 3.3 Thermal controlling 3.4 Processing 3.5 Preparing 3.6 Displaying 3.7 Packaging 3.8 Serving 3.9 Transporting 3.10 Disposing
4 Food safety monitoring	<ul style="list-style-type: none"> 4.1 Temperature of cold and hot storage equipment 4.2 Food temperatures using a temperature probe 4.3 Checking appropriate time limits of stored foods 4.4 Examination of food for quality review 4.5 Bacterial swabs and counts 4.6 Chemical tests 4.7 Checking expiry date
5 Food and beverage type	<ul style="list-style-type: none"> 5.1 Food <ul style="list-style-type: none"> 5.1.1 Perishable items 5.1.2 Non-perishable items 5.2 Beverage <ul style="list-style-type: none"> 5.2.1 Fresh fruit 5.2.2 Canned juice 5.2.3 Soft drink 5.2.4 Water
6. Chipped and broken items	<ul style="list-style-type: none"> 6.1 Chinaware 6.2 Glassware 6.3 Earthenware

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 National codes and standards 1.2 Local food safety regulations and inspection regimes 1.3 HACCP principles, procedures and processes 1.4 Critical points and food hazards 1.5 Methods of food storage 1.6 Microbiological contamination 1.7 Temperatures controlling procedure 1.8 Methods and principles of safe food handling
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	1.9 Methods of monitoring process
2. Underpinning Skills	2.1 Maintain personal hygiene 2.2 Handling tools equipment 2.3 Interpreting relevant components of organizations food safety program 2.4 Interpreting policies, procedures and flow chart 2.5 Identifying food hazards and critical control points 2.6 Interpreting food safety monitoring process 2.7 Storing food in environmental conditions 2.8 Controlling temperatures 2.9 Cleaning and sanitizing tools, equipment and surface 2.10 Disposing food handling utensils 2.11 Checking food handling areas
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4 Resource Implications	The following resources must be provided: 4.1 Workplace (simulated or actual) 4.2 Personal protective equipment (PPE) 4.3 Tools and equipment 4.4 Materials 4.5 Projector 4.6 Stationary 4.7 Learning manual

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Interpreted procedures for food safety 1.2 Interpreted food and beverage storage procedure 1.3 Maintained a clean environment
2. Methods of Assessment	2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

Unit of Competency: APPLY PRODUCT KNOWLEDGE ON FOOD AND BEVERAGE SERVICE	Nominal Duration: 36 Hrs.	Unit Code: SICIP-TH-FBS-03-O
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to apply product knowledge on food and beverage service. It specifically includes the tasks of identifying food product, collecting information on food and beverage and sharing information with guests.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify food product	1.1 <u>Types of menu</u> are defined. 1.2 Food items and pronunciations in the menu are identified and pronounced. 1.3 Ingredients of food items are recognized as per menu 1.4 Sauces and accompaniments are recognized 1.5 Common <u>food allergens and intolerances</u> are identified to prevent serious health consequences.
2. Collect information on food and beverage	2.1 <u>Information about the food items</u> is described. 2.2 Information on different <u>types of food and beverage</u> is collected. 2.3 <u>Current knowledge on food and beverage</u> is explained as required by the job.
3. Share information with guests	3.1 Guests are assisted on selection of food and beverage items based on workplace policy. 3.2 Suitable combinations of food and beverages are offered and recommended. 3.3 Guest questions are responded politely and correctly on menus and drink lists. 3.4 New items are recommended to regular guests to encourage them to try other items in the menu. 3.5 Suggestive sale skills are applied as required. 3.6 Chef specials and promotional offers are informed

Range of Variables

Variable	Range (Includes but not limited to):
1. Types of menus	1.1 Ala-carte (Individual item with price) 1.2 Table d'hote (Fixed menu with price) 1.2.1 Buffet 1.2.2 Banquet menu

	<ul style="list-style-type: none"> 1.2.3 Cafeteria menu 1.2.4 Takeaway menu 1.3 Beverage list 1.4 Door knob menu 1.5 In-room dining menu
2. Food allergens and intolerances	<ul style="list-style-type: none"> 2.1 Dairy 2.2 Beef 2.3 Nuts 2.4 Sea food 2.5 Gluten 2.6 Lactose intolerance
3. Information about the food items	<ul style="list-style-type: none"> 3.1 Cooking method 3.2 Serving portions 3.3 Tastes and flavors 3.4 Ingredients including allergens and intolerances 3.5 Cooking time 3.6 Side dishes
4. Types of food and beverage	<ul style="list-style-type: none"> 4.1 Appetizers 4.2 Soups 4.3 Meats and poultry 4.4 Fish/Seafood 4.5 Vegetables 4.6 Carbohydrates 4.7 Desserts 4.8 Baked items 4.9 Snacks 4.10 Cheeses 4.11 Fruits 4.12 Salads 4.13 Condiments 4.14 Pre-packaged food items 4.15 Special cuisine items 4.16 Basic beverage
5. Current knowledge on food and beverage	<ul style="list-style-type: none"> 5.1 Current market trends 5.2 Typical foods and beverage at the local area 5.3 “Specials” and “Trends” menus 5.4 Current food and beverage festivals 5.5 Promotional activities

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Cultural and dietary issues and options 1.2 Glassware required for different types of beverages 1.3 Specific food safety issues for different types of food 1.4 Special dietary requirements including food exclusions for allergies and food intolerance
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	<ul style="list-style-type: none"> 1.5 Hygiene practices 1.6 Common food allergens 1.7 Politely responding procedure
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Maintaining personal hygiene 2.2 Basic communication skills 2.3 Combability of common food and beverages items 2.4 Traditional accomplishments for different types of food 2.5 Ability to apply selling techniques 2.6 Ability to make suggestions and recommendations in line with customers wants and needs
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Tidiness and timeliness 3.6 Concerned for proper use of tools
4 Resource Implications	<ul style="list-style-type: none"> 4.1 Personal Protective Equipment (PPE) 4.2 Tools and equipment 4.3 Menu 4.4 Paper 4.5 Pen

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified the product 1.2 Collected information on food and beverage 1.3 Shared information with guests
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

Unit of Competency: PREPARE TABLE FOR SERVICE	Nominal Duration: 54 Hrs.	Unit Code: SICIP-TH-FBS-04-O
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to prepare table for service. It specifically includes the tasks of selecting and collecting cutlery, crockery and table items and arranging cutlery, crockery and table accomplishment for laying table.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Select and collect cutlery, crockery and table items	1.1 <u>Cutlery, crockery</u> , glassware and <u>table items</u> are identified and collected as required 1.2 <u>Types of common table service</u> is identified as per job requirement. 1.3 Cleanliness and availability of table items are checked and confirmed as per standard operating procedure
2. Arrange cutlery, crockery and table accomplishment for laying table	2.1 Table is laid as per job requirement. 2.2 Linen is placed on the table as per standard operating procedures. 2.3 Center piece, vase, cruet set, ashtray is placed on the table as per workplace standard. 2.4 Cutlery and crockery are placed on the table as per the <u>required service.</u> 2.5 Other table items are placed on the table, if required.

Range of Variables

Variable	Range (Includes but not limited to):
1. Cutlery, crockery	Cutlery 1.1 Small knife and fork 1.2 Soup spoon 1.3 Fish knife and fork 1.4 Table knife and fork 1.5 Butter knife 1.6 Tea spoon 1.7 Dessert Spoon and fork Crockery 1.8 Bread and butter plate 1.9 Dinner plate 1.10 Dessert plate 1.11 Soup bowl and saucer 1.12 Tea cup and saucer 1.13 Sauce pot

	<ul style="list-style-type: none"> 1.14 Curry bowl 1.15 Milk pot 1.16 Platter 1.17 Lemon/ butter container
2. Table items	<ul style="list-style-type: none"> 2.1 Linen <ul style="list-style-type: none"> 2.1.1 Table cloth 2.1.2 Silencer/Moulton 2.1.3 Runner 2.1.4 Napkin/Serviette 2.1.5 Frill/Skirting 2.2 Cruets 2.3 Ashtray 2.4 Candle stand 2.5 Flower vase 2.6 Table number
3. Types of common table service	<ul style="list-style-type: none"> 3.1 Silver service 3.2 American service 3.3 Russian service 3.4 English service 3.5 Gueridon service 3.6 Buffet service 3.7 Cafeteria service 3.8 Counter service 3.9 Grill service 3.10 Take away service
4. Required service	<ul style="list-style-type: none"> 4.1 Breakfast 4.2 Brunch 4.3 Lunch 4.4 Snacks 4.5 Dinner

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Cutlery and crockery items 1.2 Table items 1.3 Types of table service 1.4 Standard operating procedure
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Maintaining personal hygiene 2.2 Handling tools and equipment 2.3 Basic communication skills 2.4 Maintaining personal hygiene 2.5 Collecting cutlery, crockery and glassware 2.6 Checking and confirming cleanliness of table items 2.7 Placing linen, centre place, vase cruets and ashtray
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities

	<ul style="list-style-type: none"> 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Tidiness and timeliness 3.6 Concerned for proper use of tools
4 Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Personal protective equipment (PPE) 4.3 Tools and equipment 4.4 Materials 4.5 Projector 4.6 Stationary 4.7 Learning manual

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Selected and collected cutlery, crockery and table items 1.2 Arranged cutlery, crockery and table accomplishment for laying table
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

Unit of Competency: PROVIDE IN-ROOM DINING	Nominal Duration: 63 Hrs.	Unit Code: SICIP-TH-FBS-05-O
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to provide in-room dining. It specifically includes the tasks of taking and transferring in-room dining orders, setting trays or trolleys, serving meals and beverages to guests and clearing room.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Take and transfer in-room dining orders	1.1 Door knob cards are collected and foods are provided in time. 1.2 Telephone calls are answered in accordance with guest service standard. 1.3 Details of orders are clarified, repeated and recorded with guests for accuracy. 1.4 Suggestive selling technique is applied. 1.5 Approximate time of delivery is advised to guest. 1.6 Orders are transferred to appropriate section.
2. Set trays or trolleys	2.1 Trays, trolleys and hot boxes are arranged with <u>set-up items</u> in accordance with workplace requirements. 2.2 Service <u>equipment and materials</u> are selected as required 2.3 Food items and beverages are collected based on guest's order as per workplace standard. 2.4 Hot and cold food items and beverages are arranged separately as per workplace standard. 2.5 Orders are checked before leaving the kitchen for delivery.
3. Serve meals and beverages to guests	3.1 Entry to guests' rooms is requested by knocking or pressing doorbell in accordance with service standards. 3.2 Guests' rooms are entered upon approval from guests and guests are greeted in accordance with service standards 3.3 Preferences for positioning of trays or trolleys in the room are consulted with guests. 3.4 Meals and beverages are served and placed correctly in accordance with standard procedures 3.5 Guest is requested to call room service for clearance or keeping the trolley/tray outside the room. 3.6 Bill is presented and settled as per standard procedure
4. Clear room	4.1 Floors are checked and cleared in accordance with workplace guidelines 4.2 Used cutlery and cookeries are dropped at dishwashing/stewarding section. 4.3 Trays and trolleys are cleaned and stored in designated area. 4.4 Delivery & clearance register is maintained.

Range of Variables	
Variables	Range (may include but not limited to):
1 Set-up items	1.1 Cutlery 1.2 Crockeries 1.3 Glassware 1.4 Trolley/Tray cloth 1.5 Table napkin 1.6 Flower vase 1.7 Cruet set 1.8 Bill /Check 1.9 Thank you/ clearance card
2 Equipment and materials	2.1 Trays 2.2 Trolleys with hotbox 2.3 Table accompaniments 2.4 Warming equipment/lids 2.5 Linen 2.6 Glassware 2.7 Ice bucket 2.8 Food cover

Curricular Content Guide

1. Underpinning Knowledge	1.1 Door knob cards 1.2 Ordering procedures 1.3 Suggestive selling techniques 1.4 Setting procedure of trays and trolleys 1.5 Service equipment and materials 1.6 Guests' requirement 1.7 Billing procedure 1.8 Room clearing procedure
2. Underpinning Skills	2.1 Maintaining personal hygiene 2.2 Communicating skills 2.3 Handling tools and equipment 2.4 Taking and transferring room service orders 2.5 Arranging trays and trolleys 2.6 Serving meals and beverages to guests 2.7 Clearing room, trays and trolleys
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Tidiness and timeliness 3.6 Concerned for proper use of tools
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Personal protective equipment (PPE) 4.3 Tools and equipment

	4.4 Materials 4.5 Projector 4.6 Stationery 4.7 Learning manual
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Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Taken and transferred in-room dining orders 1.2 Set trays or trolleys 1.3 Served meals and beverages to guests 1.4 Cleared room
2. Methods of Assessment	Competency should be assessed by: 2.1 Written test 2.2 Practical demonstration 2.3 Oral questioning 2.4 Portfolio (optional)
3. Context of Assessment	3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

Unit of Competency: PROVIDE FOOD AND BEVERAGE SERVICE	Nominal Duration: 72 Hrs.	Unit Code: SICIP-TH-FBS-06-O
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to provide food and beverage service. It specifically includes the tasks of welcoming guests, taking and processing orders, serving food and drinks, processing payments and receipts and concluding food service and closing down dining area.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Welcome guests	1.1 Guests are welcomed upon arrival in accordance with guest service standards. 1.2 Details of reservations are checked based on established service work policy. 1.3 Guests are assisted to sit. 1.4 Menu and drink list are presented to guests. 1.5 <u>Information for guests</u> is provided in clear explanations and descriptions. 1.6 Children and guests with special needs are treated with extra care.
2. Take and process orders	2.1 Orders are taken promptly and accurately with minimal disruption to guests. 2.2 Recommendations are made to guests to assist them with drink and meal selection. 2.3 Guests' questions on menu items are courteously answered. 2.4 Information about any special requests, dietary, religion and cultural requirements are relayed to kitchen. 2.5 Orders are repeated and confirmed. 2.6 Orders are placed to relevant sections following workplace standards. 2.7 Glassware, crockery and cutlery suitable for menu choices are provided and adjusted.
3. Serve food and drinks	3.1 Food and beverage are checked and collected from <u>designated area</u> . 3.2 Food and <u>beverage</u> are served as per order in sequence. 3.3 <u>General service principles</u> for serving food and beverage are maintained.

	<p>3.4 Food and beverage are handled based on food safety requirements.</p> <p>3.5 Additional food and beverage are offered and served at appropriate time.</p> <p>3.6 Guests' satisfaction is checked through feedback.</p> <p>3.7 Guests' complaints are listened and resolved.</p> <p>3.8 Tables are cleaned and soiled utensils are sent to designated area.</p>
4. Process payments and receipts	<p>4.1 Bills are prepared and processed accurately in coordination with cashier</p> <p>4.2 Amount due is verified with guests, if required</p> <p>4.3 Cash and non-cash payments are accepted and receipts are issued.</p> <p>4.4 Guests are thanked and given a warm farewell.</p> <p>4.5 Required documentation is completed in accordance with the policy.</p>
5. Conclude food service and close down dining area	<p>5.1 Soiled dishes and utensils are removed when guests are finished with the meal.</p> <p>5.2 Food scraps are cleared in accordance with hygiene regulations and organizational procedures.</p> <p>5.3 Equipment is cleaned and stored in accordance with hygiene regulations and organizational procedures.</p> <p>5.4 Tables are cleared, reset and made ready for the next sitting when guests left.</p> <p>5.5 Electrical equipment is turned off where appropriate.</p>

Range of Variables

Variable	Range (Includes but not limited to):
1. Information for guests	<p>1.1 Menu choice and options</p> <p>1.2 Beverage choice and options</p> <p>1.3 Dietary, religion, allergens and cultural requirements</p> <p>1.4 Daily specials, chef's specials</p> <p>1.5 Promotional offers</p> <p>1.6 Location of guest's facilities</p>
2. Designated Area	<p>2.1 Kitchen</p> <p>2.2 Buffet station</p> <p>2.3 Juice corner</p> <p>2.4 Bar</p>
3. Beverage	<p>Non-alcoholic beverage</p> <p>3.1 Juices</p> <p>3.2 Coffee</p> <p>3.3 Tea</p> <p>3.4 Shakes</p> <p>3.5 Cold/Hot chocolate</p>

	<p>3.6 Soft drinks</p> <p>3.7 Mocktails</p> <p>Alcoholic beverage</p> <p>3.8 Beer</p> <p>3.9 Spirit</p> <p>3.10 Wines</p> <p>3.11 Liquors</p> <p>3.12 Cocktails</p>
4. General service principles	<p>4.1 Never cross the guest when serving another.</p> <p>4.2 Don't show bad posture (Sneezing, coughing, yawning, speaking loudly and chewing)</p> <p>4.3 Do not place dirty, chipped, cracked tableware before the guest.</p> <p>4.4 Handle flatware/cutlery and glassware properly</p> <p>4.5 Glasses should be filled at standard measure .</p> <p>4.6 Take special care during serving beverages and extra hot item.</p> <p>4.7 Glasses are handled by the base or the stem.</p> <p>4.8 Never interrupt guest while they are talking</p> <p>4.9 Never engage in irrelevant discussion (political, personal, religious etc.)</p> <p>4.10 Bills are not submitted until the guest ask</p> <p>4.11 Be patient when dealing with guests.</p> <p>4.12 Water glass, ashtray and napkin are not removed until the guest leave.</p>
5. Cash and non-cash payments	<p>5.1 Payment in notes and coins</p> <p>5.2 Payment in a foreign currency</p> <p>5.3 Calculating currency exchange rates</p> <p>5.4 Debit or credit cards</p> <p>5.5 In house vouchers</p>
6. Required documentation	<p>6.1 Internal documentation</p> <p>6.2 External agent documentation</p>

Curricular Content Guide

1. Underpinning Knowledge	<p>1.1 Food service styles</p> <p>1.2 Service principles</p> <p>1.3 Sequence of service</p> <p>1.4 Handling guests with special needs</p> <p>1.5 Food safety principles</p> <p>1.6 Industry room and table set-ups for different types of functions including furniture, seating and decoration</p> <p>1.7 Range and usage of standard restaurant equipment</p> <p>1.8 Hygiene and safety issues related to food and beverage service</p>
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	<ul style="list-style-type: none"> 1.9 Waste minimization and environment friendly techniques 1.10 Ordering and service procedures
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Handling tools and equipment 2.2 Maintaining personal hygiene 2.3 Plate cleaning and carrying techniques 2.4 Taking order procedure 2.5 Dressing and setting tables for different function service styles and periods 2.6 Presenting and opening beverage 2.7 Preparing and processing bills 2.8 Cleaning and storing equipment
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Eagerness to learn 3.6. Tidiness and timeliness 3.7. Respect for rights of peers and seniors in the workplace 3.8. Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1. Workplace (simulated or actual) 4.2. Standard operating procedure 4.3. Workplace documents, signs and symbols 4.4. Codes of conduct 4.5. Projector 4.6. Learning manual 4.7. Tools, equipment and facilities appropriate to the process or activities. 4.8. Materials are relevant to the proposed activity.

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Welcomed guests 1.2 Take and process orders 1.3 Served and cleared food and drinks 1.4 Processed payments and receipts 1.5 Concluded food service and close down dining area
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)

3. Context of Assessment	3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.
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End of the Competency Standard

Workshop/Lab Facility Standard

Course Name:	Food and Beverage Service
Number of Trainees:	25

Course-wise Training Space (Theoretical Classroom, Workshop/ Lab/ Classroom cum Workshop):

- Classroom – 350 sft (33 sqm)
- Workshop/ lab – 800 sft (75 sq) OR
- Classroom cum workshop – 1000 sft (93 sqm)

Major Training Equipment and Training Facilities:

Sl. No.	Major Equipment and Training facilities	Required facilities
1.	Computers/ Laptop	1
2.	Multimedia Projector	1
3.	Service counter	1
4.	Juicer	1
5.	Table	4
6.	Chair	16
7.	Crockeries (Dinner plate, appetizer plate, dessert plate, BB plate, soup cup, soup saucer, tea cup and saucer)	20 set
8.	Cutleries (Table knife, table fork, table spoon, soup spoon, dessert spoon, dessert fork, butter knife,	20 set
9.	Glassware (Water goblet, Red and white wine glasses, hi-ball, Juice glass)	20 set
10.	Hand wash Sink	1
11.	Silencer	4
12.	Table cloth	4
13.	Napkin	20
14.	Table top	4
15.	Place mat	1
16.	Runner	12
17.	Waiter cloth	30
18.	Duster	10
19.	Bill folder	4
20.	Menu card	16
21.	KOT (Kitchen Order Token)	10
22.	Bread basket	8
23.	Service utensils (Tong, service spoon, service fork, soup ladle)	4
24.	Salver tray	8
25.	Long tray	4
26.	Cruet set	4 set

27.	Flower vase	4
28.	Astray	4
29.	Reserved tag	4
30.	Logbook	1
31.	Guest reservation register	1

The following conditions must be fulfilled –

- The institute shall not use the same facilities for any other projects/organizations offering a similar course.
- The institute must provide sufficient evidence to prove ownership of the proposed training equipment.

The list denotes the minimum training equipment and facility required to effectively conduct training for a specific course. Additionally, the institute must ensure that all other necessary training tools, equipment, and furniture are available to meet the requirement of competency standards (CS) provided by SICIP.

For the operation of training course on Food and Beverage Service, the institute must ensure the availability of at least 80% of the major training equipment and training facilities (according to the CS) to be eligible for SICIP training delivery. If the score is below 80%, the remaining equipment and facilities need to be installed before the commencement of the training.

The institute will also provide all other hand tools and power tools as per CS for 25 trainees. Also, they will arrange adequate seating arrangement and classroom setup for the 25 trainees.