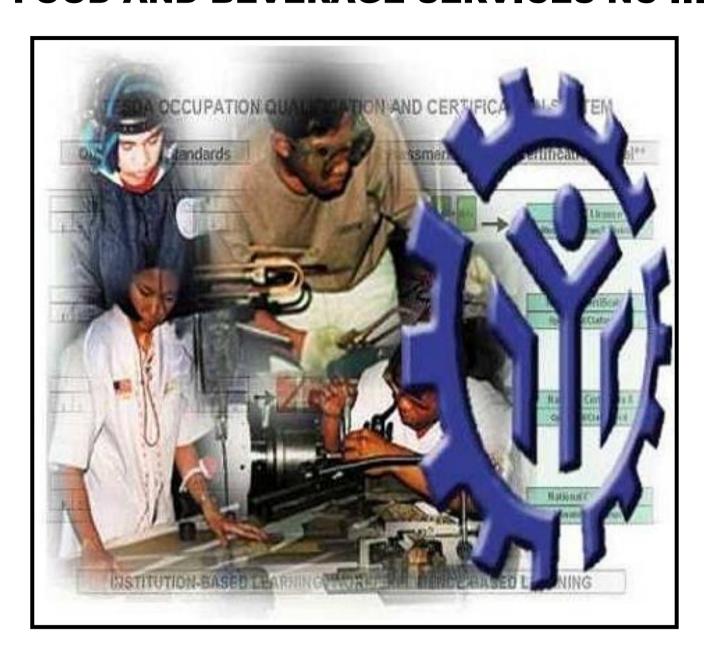# TRAINING REGULATIONS

FOOD AND BEVERAGE SERVICES NC III

TOURISM SECTOR
(HOTEL AND RESTAURANT)

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila

Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)

Section 22, "Establishment and Administration of the National Trade Skills Standards" of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serves as basis for:

1. Development of curriculum and assessment tools
2. Registration and delivery of training programs; and
3. Establishment of competency assessment and certification arrangements.

Each TR has four sections:

Section 1 **Definition of Qualification** - describes the qualification and defines the competencies that comprise the qualification.

Section 2 **The Competency Standards** format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.

Section 3 **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.

Section 4 **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

TABLE OF CONTENTS

TOURISM SECTOR
(HOTEL AND RESTAURANT)

FOOD AND BEVERAGE SERVICES NC III

TRAINING REGULATIONS FOR

FOOD AND BEVERAGE SERVICES NC III

SECTION 1   FOOD AND BEVERAGE SERVICES NC III QUALIFICATION

The **FOOD AND BEVERAGE SERVICES NC III Qualification** consists of competencies that a person must achieve to deliver and supervise food and beverage service operations in various food and beverage service facilities.

This Qualification is packaged from the competency map of the **Tourism Sector (Hotel and Restaurant)** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

CODE NO.	COMMON COMPETENCIES
TRS141201	Receive and resolve customer complaints
TRS141202	Work cooperatively in a general administration environment
TRS141203	Maintain quality customer/guest service
TRS141204	Roster staff
TRS141205	Control and Order stock*
TRS141206	Prepare and deliver training sessions
TRS311207	Plan, conduct and evaluate staff performance assessment

CODE NO.	CORE COMPETENCIES
TRS513301	Direct and lead service team in the dining area/restaurant
TRS513302	Promote and prepare extensive range of food and beverage products for table side service requirements
TRS513303	Organize functions related to Food and Beverage Service at a hotel or restaurant
TRS513304	Process financial sale transactions
TRS513305	Monitor and maintain stock

A person who has achieved this Qualification is competent to be a:
- Assistant Head Water/Waitress
- Head Waiter/Waitress
- Maitre d'Hotel
- Captain Waiter/Waitress
- Banquet Head Waiter/Waitress

SECTION 2   COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **FOOD AND BEVERAGE SERVICES NC III**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE   **: 400311319**

UNIT DESCRIPTOR   **:** This unit covers the knowledge, skills and attitudes   required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes preparation of written communication materials.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate information about workplace processes	1.1 Relevant *communication method* is selected based on workplace procedures 1.2 Multiple operations involving several topics/areas are communicated following enterprise requirements 1.3 Questioning is applied to gain extra information 1.4 Relevant sources of information are identified in accordance with workplace/ client requirements 1.5 Information is selected and organized following enterprise procedures 1.6 Verbal and written reporting is undertaken when required 1.7 Communication and negotiation skills are applied and maintained in all relevant situations	1.1. Organization requirements for written and electronic communication methods 1.2. Effective verbal communication methods 1.3. Business writing 1.4. Workplace etiquette	1.1 Organizing informatio 1.2 Conveying intended meaning 1.3 Participating in a variety of workplace discussions 1.4 Complying with organization requirements for the use of written and electronic communication methods 1.5 Effective business writing 1.6 Effective clarifying and probing skills 1.7 Effective questioning techniques (clarifying and probing)
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures	2.1 Organization requirements for written and electronic communication methods	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to **workplace discussions** on such issues as production, quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	2.2 Effective verbal communication methods 2.3 Workplace etiquette	workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include but not limited to: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face-to-face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet
2. Workplace discussions	May include but not limited to: 2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	Competency in this unit may be assessed through: Case problem 3.1. Third-party report 3.2. Portfolio 3.3. Interview 3.4. Demonstration/Role-playing
4. Context for Assessment	4.1. Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY	**:**	**LEAD SMALL TEAMS**	
UNIT CODE	**:**	**400311320**	
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes to lead small teams including setting, maintaining and monitoring team and individual performance standards.	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide team leadership	1.1 **Work requirements** are identified and presented to team members based on company policies and procedures 1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3 **Team members' and leaders' concerns** are recognized, discussed and dealt with based on company practices	1.1 Facilitation of Team work 1.2 Company policies and procedures relating to work performance 1.3 Performance standards and expectations 1.4 Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1 Communication skills required for leading teams 1.2 Group facilitation skills 1.3 Negotiating skills 1.4 Setting performance expectation
2. Assign responsibilities	2.1. Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies. 2.2. Duties are allocated having regard to individual preference, domestic and personal	2.1 Work plan and procedures 2.2 Work requirements and targets 2.2 Individual and group expectations and assignments 2.3 Ways to improve group leadership and membership	2.1 Communication skills 2.2 Management skills 2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	considerations, whenever possible		
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with *feedback*, positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 *Performance issues* which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	tasks which might impact on client/customer needs and satisfaction 4.5 Team operations are monitored to ensure that employer/client needs and requirements are met 4.6 Follow-up communication is provided on all issues affecting the team 4.7 All relevant documentation is completed in accordance with company procedures		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	May include: 1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	May include: 2.1. Roster/shift details
3. Monitor performance	May include: 3.1. Formal process 3.2. Informal process
4. Feedback	May include: 4.1. Formal process 4.2. Informal process
5. Performance issues	May include: 5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate:
	1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario
	1.2. Assessed and monitored team and individual performance against set criteria
	1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf
	1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed
	1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Resource Implications	The following resources should be provided:
	2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place
	2.2. Materials relevant to the proposed activity or task
3. Methods of Assessment	Competency in this unit may be assessed through:
	3.1. Written Examination
	3.2. Oral Questioning
	3.3. Portfolio
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : APPLY CRITICAL THINKING AND PROBLEM-SOLVING TECHNIQUES IN THE WORKPLACE

UNIT CODE : 400311321

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem solving techniques and to determine and resolve the root cause/s of specific problems in the workplace.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Examine specific workplace challenges.	1.1 Variances are examined from normal operating **parameters;** and product quality. 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and *analytical techniques*. 1.3 *Problems* are clearly stated and specified.	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges. 1.3 Relevant equipment and operational processes. 1.4 Enterprise goals, targets and measures. 1.5 Enterprise quality OHS and environmental requirement. 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards.	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 1.2 Identifying extent and causes of specific challenges in the workplace.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Analyze the causes of specific workplace challenges.	2.1 Possible causes of specific problems are identified based on experience and the use of problem solving tools / analytical techniques. 2.2 Possible cause statements are developed based on findings. 2.3 Fundamental causes are identified per results of investigation conducted.	2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations. 2.3 Relevant equipment and operational processes. 2.4 Enterprise goals, targets and measures. 2.5 Enterprise quality OSH and environmental requirement. 2.6 Enterprise information systems and data collation. 2.7 Industry codes and standards.	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 2.2 Identifying extent and causes of specific challenges in the workplace. 2.3 Providing clear-cut findings on the nature of each identified workplace challenges.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Formulate resolutions to specific workplace challenges.	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 **Action *plans*** are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement 3.5 Principles of decision making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 3.2 Identifying extent and causes of specific challenges in the workplace. 3.3 Providing clear-cut findings on the nature of each identified workplace challenges. 3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Implement action plans and communicate results.	4.1 Action plans are implemented and evaluated. 4.2 Results of plan implementation and recommendations are prepared. 4.2 Recommendations are presented to appropriate personnel. 4.3 Recommendations are followed-up, if required.	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2. Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 4.2 Identifying extent and causes of specific challenges in the workplace. 4.3 Providing clear-cut findings on the nature of each identified workplace challenges. 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Parameters	May include: 1.1 Processes 1.2 Procedures 1.3 Systems
2. Analytical techniques	May include: 2.1. Brainstorming 2.2. Intuitions/Logic 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart, Pert CPM and graphs 2.7. Scattergrams
3. Problem	May include: 3.1. Routine, non – routine and complex workplace and quality problems 3.2. Equipment selection, availability and failure 3.3. Teamwork and work allocation problem 3.4. Safety and emergency situations and incidents 3.5. Risk assessment and management
4. Action plans	May include: 4.1. Priority requirements 4.2. Measurable objectives 4.3. Resource requirements 4.4. Timelines 4.5. Co-ordination and feedback requirements 4.6. Safety requirements 4.7. Risk assessment 4.8. Environmental requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Examined specific workplace challenges. 1.2. Analyzed the causes of specific workplace challenges. 1.3. Formulated resolutions to specific workplace challenges. 1.4. Implemented action plans and communicated results on specific workplace challenges.
2. Resource Implications	2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Observation 3.2. Case Formulation 3.3. Life Narrative Inquiry 3.4. Standardized test The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
4. Context for Assessment	In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

UNIT DESCRIPTOR : This unit covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values. 1.2 Differences are responded to in a sensitive and considerate manner 1.3 **Diversity** is accommodated using appropriate verbal and non-verbal communication.	1.1 Understanding cultural diversity in the workplace 1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3 Different methods of verbal and non-verbal communication in a multicultural setting	1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2 Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3 Demonstrating openness and flexibility in communication 1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are *elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	2.1 Value of diversity in the economy and society in terms of Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Identify common issues in a multicultural and diverse environment	3.1 **Diversity-related conflicts** within the workplace are effectively addressed and resolved. 3.2 Discriminatory behaviors towards customers/stakeholders are minimized and addressed accordingly. 3.3 Change management policies are in place within the organization.	3.1 Value, and leverage of cultural diversity 3.2 Inclusivity and conflict resolution 3.3 Workplace harassment 3.4 Change management and ways to overcome resistance to change 3.5 Advanced strategies for customer service excellence	3.1 Addressing diversity-related conflicts in the workplace 3.2 Eliminating discriminatory behavior towards customers and co-workers 3.3 Utilizing change management policies in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in : 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently-abled persons 2.9 Ageism (negative attitude and behavior towards old people)

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate**: 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2. Resource Implications	**The following resources should be provided:** 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3. Methods of Assessment	**Competency in this unit may be assessed through**: 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Case studies/problems involving workplace diversity issues 3.4 Third-party report 3.5 Written examination 3.6 Role Plays
4. Context for Assessment	Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : **PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION**

UNIT CODE **:** **400311323**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess work procedures, processes and systems in terms of innovative practices	1.1. R*easons* for innovation are incorporated to work procedures. 1.2. **Models of innovation** are researched. 1.3. G*aps or barriers* to innovation in one's work area are analyzed. 1.4. Staff who can support and foster innovation in the work procedure are identified.	1.1 Seven habits of highly effective people. 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007). 1.4 Adaptation concepts in neuroscience (Merzenich, 2013). 1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	1.1 Demonstrating collaboration and networking skills. 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Generate practical action plans for improving work procedures, processes	2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized 2.2 Range of ideas with other team members and colleagues are evaluated and discussed 2.3 Work procedures and processes subject to change are selected based on ***workplace requirements*** (feasible and innovative). 2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems. 2.5 ***Critical inquiry*** is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.	2.1 Seven habits of highly effective people. 2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 2.3 Five minds of the future concepts (Gardner, 2007). 2.4 Adaptation concepts in neuroscience (Merzenich, 2013). 2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	2.1 Assessing readiness for change on simple work procedures, processes and systems. 2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation. 2.3 Facilitating action plans on how to apply innovative procedures in the organization.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate the effectiveness of the proposed action plans	3.1 Work structure is analyzed to identify the impact of the new work procedures 3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure 3.3 Work instruction operational plan of the new work procedure is developed and evaluated. 3.4 Feedback and suggestion are recorded. 3.5 Operational plan is updated. 3.6 Results and impact on the developed work instructions are reviewed 3.7 Results of the new work procedure are evaluated 3.8 Adjustments are recommended based on results gathered	3.1 Five minds of the future concepts (Gardner, 2007). 3.2 Adaptation concepts in neuroscience (Merzenich, 2013). 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation. 3.2 Facilitating action plans on how to apply innovative procedures in the organization. 3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems. 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures. 1.2 Opportunities and threats of the current systems, processes and procedures.
2. Models of innovation	May include: 2.1 Seven habits of highly effective people. 2.2 Five minds of the future concepts (Gardner, 2007). 2.3 Neuroplasticity and adaptation strategies.
3. Gaps or barriers	May include: 3.1 Machine 3.2 Manpower 3.3 Methods 3.4 Money
4. Critical Inquiry	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation 1.4 Assessed work procedures, processes and systems in terms of innovative practices 1.5 Generate practical action plans for improving work procedures, and processes 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning 1.7 Evaluated the effectiveness of the proposed action plans
2. Resource Implications	The following resources should be provided: 2.1 Pens, papers and writing implements 2.2 Cartolina 2.3 Manila papers
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Psychological and behavioral Interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY   :   USE INFORMATION SYSTEMATICALLY

UNIT CODE   :   400311324

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format & check information.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use technical information	1.1. **Information** are collated and organized into a suitable form for reference and use 1.2. Stored information are classified so that it can be quickly identified and retrieved when needed 1.3. Guidance are advised and offered to people who need to find and use information	1.1. Application in collating information 1.2. Procedures for inputting, maintaining and archiving information 1.3. Guidance to people who need to find and use information 1.4. Organize information 1.5. classify stored information for identification and retrieval 1.6. Operate the technical information system by using agreed procedures	1.1. Collating information 1.2. Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3. Advising and offering guidance to people who need to find and use information 1.4. Organizing information into a suitable form for reference and use 1.5. Classifying stored information for identification and retrieval 1.6. Operating the technical information system by using agreed procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply information technology (IT)	2.1. ***Technical information*** system is operated using agreed procedures 2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3. ***Software*** required are utilized to execute the project activities 2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external ***sources*** 2.5. Information are extracted, entered, and processed to produce the outputs required by ***customers*** 2.6. Own skills and understanding are shared to help others 2.7. Specified ***security measures*** are implemented to protect the confidentiality and integrity of project data held in IT systems	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. Extract data and format reports 2.7. Methods of entering and processing information 2.8. WWW enabled applications	2.1. Identifying attributes and limitations of available software tools 2.2. Using procedures and work instructions for the use of IT 2.3. Describing operational requirements for IT systems 2.4. Identifying sources and flow paths of data 2.5. Determining security systems and measures that can be used 2.6. Extracting data and format reports 2.7. Describing methods of entering and processing information 2.8. Using WWW applications

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Technical information	May include: 2.1. paper based 2.2. electronic
3. Software	May include: 3.1. spreadsheets 3.2. databases 3.3. word processing 3.4. presentation
4. Sources	May include: 4.1. other IT systems 4.2. manually created 4.3. within own organization 4.4. outside own organization 4.5. geographically remote
5. Customers	May include: 5.1. colleagues 5.2. company and project management 5.3. clients
6. Security measures	May include: 6.1. access rights to input; 6.2. passwords; 6.3. access rights to outputs; 6.4. data consistency and back-up; 6.5. recovery plans

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Used technical information systems and information technology 1.2. Applied information technology (IT) systems 1.3. Edited, formatted and checked information
2. Resource Implications	The following resources <u>MUST</u> be provided: 2.1. Computers 2.2. Software and IT system
3. Methods of Assessment	Competency in this unit <u>MUST</u> be assessed through: 3.1. Direct Observation 3.2. Oral interview and written test
4. Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : **EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

UNIT CODE : **400311325**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret Occupational Safety and Health practices	1.1 *OSH work practices issues* are identified relevant to work requirements 1.2 OSH work standards and procedures are determined based on applicability to nature of work 1.3 Gaps in work practices are identified related to relevant OSH work standards	1.1. OSH work practices issues 1.2. OSH work standards 1.3. General OSH principles and legislations 1.4. Company/ workplace policies/ guidelines 1.5. Standards and safety requirements of work process and procedures	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills
2. Set OSH work targets	2.1 Relevant work information are gathered necessary to determine OSH work targets 2.2 *OSH Indicators* based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 *OSH work instructions* are received in accordance with workplace policies and procedures*	2.1. OSH work targets 2.2. OSH Indicators 2.3. OSH work instructions 2.4. Safety and health requirements of tasks 2.5. Workplace guidelines on providing feedback on OSH and security concerns 2.6. OSH regulations Hazard control procedures 2.7. OSH trainings relevant to work	2.1. Communication skills 2.2. Collaborating skills 2.3. Critical thinking skills 2.4. Observation skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved *OSH metrics* 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1. OSH Practices 3.2. OSH metrics 3.3. OSH Evaluation Techniques 3.4. OSH work standards	3.1. Critical thinking skills 3.2. Evaluating skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include but not limited to: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines
2. OSH Indicators	May include but not limited to: 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/symptoms 2.3 Common complaints of workers' related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	May include but not limited to: 3.1 Preventive and control measures, and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH metrics	May include but not limited to: 4.1 Statistics on incidence of accidence and injuries 4.2 Morbidity (Type and Number of Sickness) 4.3 Mortality (Cause and Number of Deaths) 4.4 Accident Rate

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	1.1. Identify OSH work practices issues relevant to work requirements
	1.2. Identify gaps in work practices related to relevant OSH work standards
	1.3. Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures
	1.4. Receive OSH work instructions in accordance with workplace policies and procedures
	1.5. Compare Observed OSH practices with against approved OSH work instructions
	1.6. Assess findings regarding effectiveness based on OSH work standards
2. Resource Implications	**The following resources should be provided:**
	2.1 Facilities, materials, tools and equipment necessary for the activity
3. Methods of Assessment	**Competency in this unit may be assessed through:**
	3.1 Observation/Demonstration with oral questioning
	3.2 Third party report
	3.3 Written exam
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **EVALUATE ENVIRONMENTAL WORK PRACTICES**

UNIT CODE : **400311326**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to interpret environmental Issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret environmental practices, policies and procedures	1.1 **Environmental work practices** issues are identified relevant to work requirements 1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified	1.1 Environmental Issues 1.2 Environmental Work Procedures 1.3 Environmental Laws 1.4 Environmental Hazardous and Non-Hazardous Materials 1.5 Environmental required license, registration or certification	1.1. Analyzing Environmental Issues and Concerns 1.2. Critical thinking 1.3. Problem Solving 1.4. Observation Skills
2. Establish targets to evaluate environmental practices	2.1. Relevant information are gathered necessary to determine environmental work targets 2.2. **Environmental Indicator** based on gathered information are set to measure environmental work targets 2.3. Indicators are verified with appropriate personnel	2.1. Environmental Indicators 2.2. Relevant Environment Personnel or expert 2.3. Relevant Environmental Trainings and Seminars	2.1. Investigative Skills 2.2. Critical thinking 2.3. Problem Solving 2.4. Observation Skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate effectiveness of environmental practices	3.1. Work environmental practices are recorded based on workplace standards 3.2. Recorded work environmental practices are compared against planned indicators 3.3. Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures 3.4. Results of environmental assessment are conveyed to appropriate personnel	1.1. Environmental Practices 1.2. Environmental Standards and Procedures	3.1 Documentation and Record Keeping Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	R A N G E
1. Environmental Practices Issues	May include: 1.1 Water Quality 1.2 National and Local Government Issues 1.3 Safety 1.4 Endangered Species 1.5 Noise 1.6 Air Quality 1.7 Historic 1.8 Waste 1.9 Cultural
2. Environmental Indicators	May include: 2.1 Noise level 2.2 Lighting (Lumens) 2.3 Air Quality - Toxicity 2.4 Thermal Comfort 2.5 Vibration 2.6 Radiation 2.7 Quantity of the Resources 2.8 Volume

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Identified environmental issues relevant to work requirements 1.2. Identified gaps in work practices related to Environmental Standards and Procedures 1.3. Gathered relevant information necessary to determine environmental work targets 1.4. Set environmental indicators based on gathered information to measure environmental work targets 1.5. Recorded work environmental practices are recorded based on workplace standards 1.6. Conveyed results of environmental assessment to appropriate personnel
2. Resource Implications	**The following resources should be provided:** 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 **Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)** 3.4 Simulations and role-plays
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA center.

UNIT OF COMPETENCY : **FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)**

UNIT CODE **:** **400311327**

UNIT DESCRIPTOR **:** This unit covers the outcomes required to build, operate and grow a micro/small-scale enterprise.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate *business strategies* are determined and set for the enterprise based on current and emerging business environment. 1.2 *Business operations* are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to. 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 *Promotional/advertising initiatives* are carried out where necessary and feasible.	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured though appropriate *internal controls*. 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.1 Cash flow management 3.1 Basic financial management 3.2 Basic financial accounting 3.3 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Business strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Use of organic/healthy ingredients 1.3. Environment-friendly and sustainable practices 1.4. Offering both affordable and high-quality products and services 1.5. Promotion and marketing strategies (e. g., on-line marketing)
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management
4. Promotional/Advertising initiatives	May include: 4.1 Use of tarpaulins, brochures, and/or flyers 4.2 Sales, discounts and easy payment terms 4.3 Use of social media/Internet 4.4 "Service with a smile" 4.5 Extra attention to regular customers

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate :** 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals
3. Methods of Assessment	**Competency in this unit may be assessed through :** 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Portfolio assessment with interview 3.4 Case problems
4. Context of Assessment	1.1 Competency may be assessed in workplace or in a simulated workplace setting 1.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

COMMON COMPETENCIES

UNIT OF COMPETENCY **:** **RECEIVE AND RESOLVE CUSTOMER COMPLAINTS**

UNIT CODE **:** **TRS141201**

UNIT DESCRIPTOR **:** This unit deals with the skills and knowledge required to receive and resolve customer complaints in a range of settings within the hospitality industry workplace context.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and analyse the complaint	1.1 Verbal **complaint,** using active listening and empathy techniques is received and accurately recorded 1.2 The exact nature of the customer complaint are identified through appropriate communication techniques 1.3 Register or complaint file/s in accordance with the requirements of the enterprise information system are maintained	1.1 Communication techniques 1.2 Anger management techniques and conflict resolution techniques 1.3 Customer complaints 1.4 Records and documentation 1.5 Enterprise's policies and procedures	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Identifying relevant information 1.5 Compilation and classification of information and data 1.6 Networking skills 1.7 Handling complaints
2. Respond to complaints	2.1 Complaints in accordance with **organizational standards, policies and procedures** are processed 2.2 **Documentation** in relation to complaints is obtained and reviewed 2.3 Register of complaints/disputes are updated	2.1 Communication techniques 2.2 Anger management techniques and conflict resolution techniques 2.3 Customer complaints 2.4 Records and documentation 2.5 Enterprise's policies and procedures	2.1 Questioning and communication skills 2.2 Analytical skills 2.3 Identifying relevant information 2.4 Compilation and classification of information and data 2.5 Networking skills 2.6 Processing complaints
3. Determine and agree upon appropriate action to resolve complaint	3.1 **Options** to resolve the complaint within enterprise policy, procedures and guidelines are identified and reviewed 3.2 Action to resolve the complaint with the	3.1 Communication techniques 3.2 Anger management techniques and conflict resolution techniques to resolve customer complaints	3.1 Questioning and communication skills 3.2 Analytical skills 3.3 Ability to research industry information sources 3.4 Identifying relevant information

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	customer is agreed and confirmed. 3.3 A commitment to the customer to resolve the complaint is demonstrated 3.4 **Customer is informed** on the outcome of investigation of complaint investigation	3.3 Communicate effectively with all relevant people throughout the complaint resolution process 3.4 Written complaints 3.5 Workplace records and documentation. 3.6 Enterprise's policies and procedures in regard to receiving and resolving customer complaints	3.5 Compilation and classification of information and data 3.6 Networking skills 3.7 Resolving complaint
4. Refer complaints	4.1 Complaints that require referral to other personnel or external bodies are identified 4.2 Complaint to **appropriate personnel** for follow-up in accordance with individual level of responsibility are referred 4.3 All necessary documentation including investigation reports to appropriate personnel are forwarded 4.4 Complaints which cannot be resolved to an appropriate person are referred	4.1 Communication techniques 4.2 Anger management techniques and conflict resolution techniques to resolve customer complaints 4.3 Communicate effectively with all relevant people throughout the complaint resolution process 4.4 Written complaints 4.5 Workplace records and documentation. 4.6 Enterprise's policies and procedures in regard to receiving and resolving customer complaints	4.1 Questioning and communication skills 4.2 Analytical skills 4.3 Ability to research industry information sources 4.4 Identifying relevant information 4.5 Compilation and classification of information and data 4.6 Networking skills

RANGE OF VARIABLES

VARIABLE	RANGE
1.1 Complaint	May include: 1.1 Any expression of dissatisfaction with food and beverage products or food service by a customer 1.2 Written complaints, e.g. Letter, email, complaint and/or feedback form 1.3 Verbal, face-to-face, complaints 1.4 Verbal complaints over the telephone
2. Appropriate communication techniques	May include: 2.1 The use of active listening 2.2 The use of both open and closed questions 2.3 Speaking clearly and concisely 2.4 Using appropriate language and tone of voice 2.5 Giving customers full attention 2.6 Maintaining eye contact in face-to face interactions 2.7 Appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation 2.8 and should include: 2.9 Conflict resolution techniques 2.10 Anger management techniques 2.11 Observation of personal safety
3. Organizational standards, policies and procedures	May include: 3.1 Complaints procedures 3.2 Organisational standard report forms 3.3 Job descriptions 3.4 Code of ethics 3.5 Quality systems, standards and guidelines 3.6 Insurance/liabilities policies
4. Documentation	May include: 4.1 Letters of complaint 4.2 Customer feedback forms outlining complaints, such as paper-based customer satisfaction questionnaires, internet-based customer satisfaction questionnaires 4.3 Complaint emails
5. Options	May include: 5.1 Options that satisfy the customer 5.2 Options that partially satisfy the customer 5.3 Options that do not satisfy the customer. 5.4 and should include: 5.5 Options that reflect enterprise policy, procedures and guidelines.
6. Inform customer of outcome	May include: 6.1 Providing documentation and/or evidence that supports customer complaint 6.2 Providing documentation and/or evidence that does not support customer complaint. 6.3 Information (verbal or written) that directly relates to the complaint being investigated

VARIABLE	RANGE
	6.4 Information (verbal or written) that is presented in a calm and accurate manner
7. Appropriate person	May include:
	7.1 Immediate superior within the organisational hierarchy
	7.2 Specialist customer service staff
	7.3 External bodies

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	1.1 Demonstrated ability to apply anger management techniques
	1.2 Demonstrated ability to apply conflict resolution techniques
	1.3 Demonstrated ability to use effective communication skills to accurately determine the nature of complaints
	1.4 Demonstrated ability to obtain written and verbal information relevant to the complaint
	1.5 Demonstrated ability to working with enterprise policies and procedures to resolve customer complaints
	1.6 Demonstrated ability to initiate escalation procedures at an appropriate time within the complaint resolution process
	1.7 Demonstrated ability to maintain effective communication lines with customers, other personnel and management in order to resolve customer complaints quickly
	1.8 Demonstrated ability to apply knowledge of different cultures and cultural characteristics appropriately in communications with customers and colleagues from diverse backgrounds
2. Resource Implications	**The following resources should be provided:** Training and assessment to include access to a real or simulated workplace; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution.
3. Method of Assessment	**Competency in this unit may be assessed through:**
	3.1 Case studies
	3.2 Observation of practical candidate performance
	3.3 Oral and written questions
	3.4 Portfolio evidence
	3.5 Problem solving
	3.6 Role plays
	3.7 Third party reports completed by a supervisor
	3.8 Project and assignment work.
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **WORK COOPERATIVELY IN A GENERAL ADMINISTRATION ENVIRONMENT**

UNIT CODE : **TRS141202**

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to work cooperatively in a general administration environment in a range of settings within the labor divisions of the hospitality industry.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop effective team relationships	1.1 Relationships with ***team members*** and promote benefits of cooperative work consistent with ***organizational goals and objectives*** are developed and maintained 1.2 **R**esponsibilities** and assignments in a positive manner to promote effective relationships within the work group are undertaken 1.3 Courteous and ***appropriate communication*** with others in a manner, which reflects sensitivity to individual ***social and cultural differences*** in accordance with ***organizational requirements***, are conducted 1.4 **C**ommunication techniques to relay information in a clear and concise manner are used 1.5 ***Language and tone*** appropriate to a particular audience, purpose and situation, taking into account the relevant	1.1 Principles of effective communication skills 1.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 1.3 Communicate effectively with a range of people relevant to position and role 1.4 Customer relations 1.5 Enterprise's policies and procedures in resolving complaints and conflict	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	factors involved are used 1.6 Issues that may lead to, or involve **conflict** with team members, or refer to **appropriate persons** are recognized and discussed 1.7 Routine **workplace documentation** is completed accurately and in a timely manner		
2. Participate in team assignments	2.1 Individual responsibilities within the workgroup in accordance with organisational requirements are identified and met 2.1 **Cultural differences** within the team are recognized and accommodated	2.1 Principles of effective communication skills 2.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 2.3 Communicate effectively with a range of people relevant to position and role 2.4 Customer relations 2.5 Enterprise's policies and procedures in resolving complaints and conflict	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills
3. Contribute to team development	3.1 Both **internal customer** and **external customer** needs and expectations in accordance with **organization standards, policies and procedures** and within acceptable time frames are met 3.2 Encouragement and support to other team	3.1 Principles of effective communication skills 3.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	members to identify and organise **professional development opportunities** are given 3.3 **Formal feedback** and **informal feedback** on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes are sought 3.4 Personal work standards in a manner that supports the workgroup and organisational requirements are maintained 3.5 Positive contributions to the planning process to improve work practices are made 3.6 **Non-discriminatory attitudes and language** when interacting with customers, staff and management, consistently are used	3.3 Communicate effectively with a range of people relevant to position and role 3.4 Customer relations 3.5 Enterprise's policies and procedures in resolving complaints and conflict	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Team members	May Include: 1.1 Specific groups of employees assigned to complete designated tasks, or to work together 1.2 The organization as a whole 1.3 Individual branches 1.4 Individual work sections
2. Organizational goals and objectives	May Include: 2.1 Reporting deadlines 2.2 Budgetary targets 2.3 Team participation 2.4 Team and individual learning goals 2.5 Professional development
3. Responsibility	May Include: 3.1 Obeying lawful orders 3.2 Confidentiality and privacy requirements 3.3 Safety and care with respect to occupational safety and health requirements 3.4 Terms and conditions of own employment 3.5 Responsibility of providing a safe environment, free from discrimination and sexual harassment
4. Appropriate communication	May Include: 4.1 Using active listening 4.2 Using both open and closed questions 4.3 Speaking clearly and concisely 4.4 Using appropriate language and tone of voice 4.5 Being attentive 4.6 Maintaining eye contact in face-to face interactions 4.7 Using appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation
5. Social and cultural differences	May Include: 5.1 Language 5.2 Traditional practices and observations 5.3 Beliefs, values, practices 5.4 Food, diet 5.5 Dress 5.6 Religious and spiritual observances 5.7 Social conventions 5.8 Cultural stereotypes 5.9 Conventions of gender/sexuality
6. Organizational requirements	May Include: 6.1 Legal and organizational policy and procedures, including personnel practices and guidelines 6.2 Organizational goals, objectives, plans, systems and processes 6.3 Legislation relevant to the operation, incident and/or response 6.4 Employer and employee rights and responsibilities 6.5 Business and performance plans

VARIABLE	RANGE
	6.6 Policies and procedures relating to own role, responsibility and delegation 6.7 Quality and continuous improvement processes and standards 6.8 Client service standards 6.9 Defined resource parameters
7. Language and tone	May Include: 7.1 Using simple, concise language that can be easily understood by the audience 7.2 Using appropriate tone, i.e. not patronizing, not too loud, not too soft, not yelling, not angry
8. Conflict	May Include: 8.1 Group conflict 8.2 Conflict with individuals 8.3 Conflict with co-workers
9. Appropriate persons	May Include: 9.1 Supervisors, managers 9.2 Colleagues 9.3 Human resource personnel 9.4 Members of the public 9.5 Clients
10. Workplace documentation	May Include: 10.1 Letters 10.2 Memos 10.3 Faxes 10.4 Emails 10.5 Invoices and purchase orders 10.6 Policies and procedures
11. Cultural differences	May Include: 11.1 Forms of address 11.2 Levels of formality, or informality 11.3 Non-verbal behavior 11.4 Work ethics 11.5 Personal grooming 11.6 Family obligations 11.7 Recognized holidays 11.8 Special needs 11.9 Preferences for personal interactions
12. Internal customer	May Include: 12.1 Colleagues working in another department 12.2 Team members 12.3 Supervisor or managers
13. External customer	May Include: 13.1 Suppliers 13.2 People who buy the goods and services the enterprise sells
14. Organization standards, policies and procedures	May Include: 14.1 Complaints procedures 14.2 Organizational standard report forms 14.3 Job descriptions 14.4 Code of ethics

VARIABLE	RANGE
	14.5 Quality systems, standards and guidelines
15. Professional development opportunities	May Include: 15.1 Coaching, mentoring and/or supervision 15.2 Formal and/or informal learning programs 15.3 Internal and/or external training provision 15.4 Work experience and exchange opportunities 15.5 Personal study 15.6 Career planning and development 15.7 Performance appraisals 15.8 Workplace skills assessment 15.9 Quality assurance assessments and recommendations
16. Formal feedback	May Include: 16.1 360-degree assessment 16.2 Customer satisfaction surveys/forms 16.3 Team evaluations 16.4 Performance reviews/appraisals 16.5 Workplace assessment
17. Informal feedback	May Include: 17.1 Critical incident reviews 17.2 Impromptu questioning of customers to obtain view of products and/or service provided 17.3 Chance discussions with customers 17.4 Coaching and mentoring 17.5 Seeking the opinions of others 17.6 Comments from supervisors, colleagues or clients 17.7 Personal, reflective behavior strategies
18. Non-discriminatory attitudes and language	May Include: 18.1 Language in relation to race and ethnicity 18.2 Not making assumptions about physical or intellectual abilities 18.3 The use of non-discriminatory language in relation to the portrayal of people with disabilities 18.4 Using and gender inclusive language

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated ability to apply active listening techniques 1.2 Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team 1.3 Demonstrated ability to apply the principles of good teamwork to assist self and others to complete assignments within designated timeframes 1.4 Demonstrated ability to interpret and comply with a range of legislative and procedural requirements relevant to security operations 1.5 Demonstrated ability to actively seek and interpret feedback on quality of work performance and identify opportunities for professional development to develop and improve future career options 1.6 Demonstrated ability to communicate in a clear, concise and accurate manner which reflects sensitivity to individual social and cultural differences
2. Resource Implications	**The following resources should be provided:** 2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment
3. Method of Assessment	**Competency in this unit may be assessed through:** 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Role plays 3.7 Third party reports completed by a supervisor 3.8 Project and assignment work
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **MAINTAIN QUALITY CUSTOMER/GUEST SERVICE**

UNIT CODE : **TRS141203**

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to maintain a quality customer/guest service within the hotel and travel industries.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify customer/ guest requirements	1.1 Options to improve *service levels* are identified 1.2 Needs of customers and/or guests are researched and assessed 1.3 Deficiencies in service delivery are identified by conducting *data analysis*	1.1 Principles of effective communication skills 1.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 1.3 Principles of customer service 1.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 1.5 Product and service standards and best practice models 1.6 Common problems relating to customer service 1.7 Consultation methods, techniques and protocols 1.8 Research and or evidence and feedback gathering techniques.	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Ensure delivery of quality products/ services	2.1 Colleagues to meet and exceed customer service standards by providing *appropriate professional*	2.1 Principles of effective communication skills 2.2 Business environment in	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	development are assisted 2.2 Products/services are ensured to meet customers' needs and reflect enterprise standards 2.3 Consistently ensure products/services meet customer needs and reflect enterprise standards	which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 2.3 Principles of customer service 2.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 2.5 Product and service standards and best practice models 2.6 Common problems relating to customer service 2.7 Consultation methods, techniques and protocols 2.8 Research and or evidence and feedback gathering techniques	2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate customer service	3.1 Systems, records and reporting procedures in order to identify and report on any changes in customer satisfaction are compared 3.2 **Customer service evaluation outcomes** are evaluated and reported to *designated groups or individuals* 3.3 An agreement on appropriate courses of action to overcome problems is obtained upon consultation with designated individuals/groups	3.1 Principles of effective communication skills 3.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 3.3 Principles of customer service 3.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 3.5 Product and service standards and best practice models 3.6 Common problems relating to customer service 3.7 Consultation methods, techniques and protocols 3.8 Research and or evidence and feedback gathering techniques	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Service levels	May include: 1.1 Service quality 1.2 Customer satisfaction 1.3 Staff attitude 1.4 Appearance of venue, staff, etc. 1.5 Atmosphere of venue 1.6 Responsiveness of staff to customer requests 1.7 Delivery times 1.8 Prices or costs 1.9 Product or service availability 1.10 Courtesy and politeness
2. Appropriate professional development	May include: 2.1 Mentoring 2.2 Coaching 2.3 Training 2.4 Peer support
3. Evaluate and report on customer service	May include: 4.1 Service quality evaluations 4.2 Customer satisfaction evaluations 4.3 Industry benchmarking
4. Designated groups or individuals	May include: 5.1 Managers 5.2 Supervisors 5.3 Marketing personnel

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated ability to identify the needs and priorities of the organization delivering services to customers/guests 1.2 Demonstrated ability to distinguish between customer requirements and customer satisfaction 1.3 Demonstrated ability to provide constructive advice on customer/guest service practices 1.4 Demonstrated ability to respond to and report on customer feedback 1.5 Demonstrated ability to design strategies to improve delivery of products and services 1.6 Consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of maintaining quality customer/guest services
2. Resource Implications	**The following resources should be provided:** 2.1 Training and assessment to include access to a real or simulated workplace and relevant documentation, such as strategic plans, information on the internal and external operating environment and customer satisfaction data; and access to workplace standards, procedures, policies, guidelines, tools and equipment.
3. Method of Assessment	**Competency in this unit may be assessed through:** 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Role plays 3.7 Third party reports completed by a supervisor 3.8 Project and assignment work
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY   :   **ROSTER STAFF**

UNIT CODE   :   **TRS141204**

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills, behavior and motivations required to develop staff rosters. This role may be carried out by operational supervisors and managers.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and implement staff rosters	1.1 ***Rosters*** are developed in accordance with ***company agreements*** and wage budgets. 1.2 Operational efficiency and customer service levels are maximized while wage costs are minimized in roster development. 1.3 Duties are combined where appropriate to ensure effective use of staff. 1.4 The available skills base is utilized appropriately to roster the most effective mix of staff and to meet different operational requirements. 1.5 Rosters are presented in required formats to ensure clarity of information in accordance with company standards. 1.6 Rosters are communicated to appropriate colleagues within designated timelines.	1.1 Effective communication 1.2 Role of rosters and their importance in controlling staff costs 1.3 Factors to be considered when developing rosters 1.4 Formats for the presentation of staff rosters and details to be included 1.5 Area of operation for which roster is being developed 1.6 Company standards 1.7 Customer Service	1.1 Communications skills 1.2 Developing rosters 1.3 Organizing information 1.4 Preparing staff rosters

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Maintain staff records	2.1 Time sheets and other documentation are completed accurately and within designated timelines 2.2 Staff records are updated accurately and maintained or stored in accordance with establishment procedures	2.1 Effective communication 2.2 Area of operation for which roster is being developed 2.3 Records management	2.1 Communications skills 2.2 Updating and maintaining records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Rosters	May include: 1.1 An individual department 1.2 A whole establishment 1.3 A specific project
2. Company agreements	May include: 2.1 Number of hours worked in a given shift 2.2 Overall number of hours allocated to different staff members 2.3 Breaks between shifts 2.4 Nature of duties allocated 2.5 Use of permanent or casual staff

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated knowledge and understanding of the factors and issues which impact upon staff rostering 1.2 Demonstrated familiarity with typical formats and the key information to be included 1.3 Demonstrated the ability to prepare staff rosters which meet wage budgets and which provide a level of staffing sufficient to ensure the delivery of high quality customer service.
2. Resource Implications	**The following resources should be provided:** 2.1 Project or work activities which allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards 2.2 Preparation of more than one roster to meet the staffing requirements of more than one operational situation
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Evaluation of the staffing costs and observing service levels at an event for which the candidate has prepared rosters 3.2 Oral or written questions to assess knowledge of specific factors which affect the design of rosters 3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **CONTROL AND ORDER STOCK**

UNIT CODE : **TRS141205**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behavior and motivations required to control and order stock in a range of hospitality establishments. This role is generally carried out by supervisors and team leaders.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain stock levels and records	1.1 **Stock** levels are monitored and maintained according to company requirements 1.2 Stock security is monitored and systems are adjusted as required 1.3 Stock reorder cycles are monitored and adjusted as required. 1.4 Colleagues are informed of their individual responsibilities in regard to the reordering of stock. 1.5 Records of stock storage and movement are maintained in accordance with company procedures 1.6 Stock performance is monitored and fast/slow-selling items are identified and reported in accordance with company procedures	1.1 Stock level maintenance techniques 1.2 Typical stocktaking procedures as appropriate to the industry sector 1.3 Stock recording systems 1.4 Stock security systems 1.5 Types of stock control documentation and systems that may be applied in the hospitality industry 1.6 Reasons for stock loss and damage 1.7 Company procedures	1.1 Collect, organize and analyze information 1.2 Plan and organize activities 1.3 Monitoring stock performance

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Process stock orders	2.1 Orders for stock are processed accurately and in accordance with company procedures 2.2 Stock levels are maintained and recorded ensuring information is complete, correct and current 2.3 Incoming stock is checked against purchase and supply agreements and all necessary details are recorded.	2.1 Stock level maintenance techniques 2.2 Typical stocktaking procedures as appropriate to the industry sector 2.3 Stock recording systems 2.4 Stock security systems 2.5 Types of stock control documentation and systems that may be applied in the hospitality industry 2.6 Reasons for stock loss and damage 2.7 Company procedures	2.1 Collect, organize and analyze information 2.2 Plan and organize activities 2.3 Monitoring stock performance
3. Minimize stock losses	3.1 **Stock losses** are identified and recorded according to company procedures. 3.2 Losses are reported in accordance with company procedures 3.3 Avoidable losses are identified and reasons behind these losses are established 3.4 Solutions to loss situations are recommended and related procedures are implemented to prevent future avoidable losses.	3.1 Stock level maintenance techniques 3.2 Typical stocktaking procedures as appropriate to the industry sector 3.3 Stock recording systems 3.4 Stock security systems 3.5 Types of stock control documentation and systems that may be applied in the hospitality industry 3.6 Reasons for stock loss and damage 3.7 Company procedures	3.1 Collect, organize and analyze information 3.2 Plan and organize activities 3.3 Identifying stock losses
4. Follow-up orders	4.1 The delivery process is monitored to ensure agreed deadlines are met 4.2 Continuity of supply is ensured by liaising with colleagues and suppliers	4.1 Stock level maintenance techniques 4.2 Typical stocktaking procedures as appropriate to the industry sector	4.1 Collect, organize and analyze information 4.2 Plan and organize activities 4.3 Monitoring delivery process

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.3 Routine supply problems are followed up or referred to the appropriate person in accordance with company policy. 4.4 Stock is distributed to agreed locations	4.3 Stock recording systems 4.4 Stock security systems 4.5 Types of stock control documentation and systems that may be applied in the hospitality industry 4.6 Reasons for stock loss and damage 4.7 Company procedures	
5. Organize and administer stocks	5.1 Stocks are organized at appropriate intervals according to company policy and procedures 5.2 Stocktaking responsibilities are allocated to staff 5.3 Accurate stock reports are produced within designated timelines	5.1 Stock level maintenance techniques 5.2 Typical stocktaking procedures as appropriate to the industry sector 5.3 Stock recording systems 5.4 Stock security systems 5.5 Types of stock control documentation and systems that may be applied in the hospitality industry 5.6 Reasons for stock loss and damage 5.7 Company procedures	5.1 Collect, organize and analyze information 5.2 Plan and organize activities 5.3 Monitoring delivery process 5.4 Organizing stocks

RANGE OF VARIABLES

VARIABLE	RANGE
1. Stock	May include: 1.1 Food 1.2 Beverages 1.3 Equipment such as maintenance and cleaning equipment, office equipment 1.4 Linen 1.5 Stationery 1.6 Brochures and promotional materials 1.7 Cleaning supplies and chemicals 1.8 Vouchers and tickets 1.9 Souvenir products
2. Stock losses	May include: 2.1 Lack of rotation leading to product deterioration 2.2 Inappropriate storage conditions 2.3 Access by pests or vermin 2.4 Theft 2.5 Overstocking

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	1.1 Demonstrated the ability to maintain continuous stock supply within a specific hospitality industry environment
	1.2 Demonstrated the ability to meet accuracy and speed requirements for completion and maintenance of stock records
2. Resource Implications	**The following resources should be provided:**
	2.1 Project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time
	2.2 Use of real stock items
	2.3 Use of industry-current stock control technology or documentation
	2.4 Involvement of internal/external suppliers
3. Methods of Assessment	**Competency in this unit may be assessed through:**
	3.1 Review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet i.e. order and re-order points
	3.2 Written or oral questions to test knowledge of reasons for procedures
	3.3 Review of workplace reports and records related to stock control, prepared by the candidate
	3.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PREPARE AND DELIVER TRAINING SESSIONS

UNIT CODE : TRS141206

UNIT DESCRIPTOR : This unit deals with skills and knowledge required to prepare and deliver in-house training sessions in a range of settings within the hospitality industry workplace context.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine training requirements	1.1 *Current competencies of learners* are identified 1.2 *Required competencies* for learners are identified 1.3 The *training gap* for learners are described 1.4 The identified training gap with *relevant personnel* are confirmed 1.5 *Support available for training provision* are determined 1.6 *Recommendations* for training are presented	1.1 Active listening techniques 1.2 Record keeping 1.3 Assessment process 1.4 Enterprise's policies and procedures 1.5 Appropriate performance assessment	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Prepare training plan	2.1 *Session outlines* for approved training are developed 2.2 *Training content* are developed 2.3 *Training resources and materials* are developed 2.4 *Individual training sessions* are developed 2.5 *Training requirements* are organized	2.1 Active listening techniques 2.2 Record keeping 2.3 Assessment process 2.4 Enterprise's policies and procedures 2.5 Appropriate performance assessment	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills
3. Deliver training sessions	3.1 *Attendance of learners* at the training session is confirmed 3.2 The *training venue* for the training session is prepared. 3.3 *Training topic* to learners is introduced. 3.4 The *training and assessment activities* involved in the training session is explained. 3.5 *Training session* is presented.	3.1 Active listening techniques 3.2 Record keeping 3.3 Assessment 3.4 process 3.5 Enterprise's policies and procedures 3.6 Appropriate performance assessment	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.6 *Opportunities for learners* to practice skills are provided 3.7 *Feedback to learners* is provided 3.8 On-going safety of learners during training delivery and practice is ensured		3.7 Networking skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Current competencies of learners	May include: 1.1 Observing workers' practices 1.2 Undertaking peer reviews 1.3 Administering self-evaluation and analysis forms to workers 1.4 Reviewing data contained in workplace staff performance systems/databases 1.5 Reviewing application forms and resumes 1.6 Seeking input from managers, supervisors and co-workers 1.7 Obtaining feedback from customers 1.8 Checking currency of qualifications, certificates and licenses 1.9 Identifying individual learner preferences for training delivery 1.10 Assessing the level of literacy and numeracy amongst the target group
2. Required competencies	May include: 2.1 Reviewing relevant training programs 2.2 Verifying plans for the business 2.3 Reviewing relevant policies and procedures 2.4 Reviewing existing job analysis sheets and similar 2.5 Describing performance standards 2.6 Specifying product and service criteria 2.7 Describing the workplace context, including the conditions under which tasks are to be completed
3. Training gap	May include: 3.1 Specifying the difference between organizational expectations of staff/learner performance and the actual level of workplace performance for each worker/learner 3.2 Confirming identified training gaps with individual staff/learners
4. Relevant personnel	May include: 4.1 Supervisors, managers and owners 4.2 Industry peak bodies 4.3 Subject specialists 4.4 Head office 4.5 Union representatives 4.6 Human resources department 4.7 Staff/learners 4.8 Trainers and assessors 4.9 External consultants

VARIABLE	RANGE
5. Support available for training provision	May include: 5.1 Time 5.2 Physical resources 5.3 Human resources 5.4 Financial resources 5.5 Training venues 5.6 Training resources and materials 5.7 Management support for the initiative 5.8 Established internal career paths based on internal training delivery
6. Recommendations	May include: 6.1 Providing verbal and/or written presentations 6.2 Explaining the need for training 6.3 Quantifying costs associated with failing to address training needs 6.4 Describing the benefits that will flow from undertaking training 6.5 Identifying the assessment to be applied 6.6 Quantifying the costs associated with training delivery 6.7 Seeking approval and support from management and others
7. Session outlines	May include: 7.1 Confirming general content and/or topic areas that need to be addressed in sessions that may be group sessions or one-on-one sessions, and focus on theory, or demonstration, or both 7.2 Locating training content and/or topics in the correct sequence 7.3 Allocating timeframes for training content and/or topics 7.4 Describing the objectives and outcomes for individual training sessions 7.5 Seeking input from subject and workplace specialists to training content and/or topics 7.6 Obtaining approval from relevant personnel for proposed training sessions 7.7 Confirming resources exist to support proposed training sessions
8. Training content	8.1 May include: 8.2 Ensuring accuracy of proposed content 8.3 Ensuring comprehensiveness of proposed content 8.4 Ensuring compliance with legislated requirements relating to proposed content 8.5 Verifying sequence of proposed content 8.6 Complying with the requirements of mandated or selected training documentation, including training curricula, competency standards, job analysis, etc 8.7 Identifying topics and sub-topics for training delivery 8.8 Identifying relevant sources of information for assistance with training preparation and delivery, including internal and external sources

VARIABLE	RANGE
	8.9 Identifying the underpinning attitudes, skills and knowledge for each area of proposed content
	8.10 Identifying and/or confirming specific workplace needs, including description of the context for all proposed training
	8.11 Mapping training content against identified competencies required by staff/learners
	8.12 Emphasizing workplace safety at all stages of training delivery and in all training content
9. Training resources and materials	May include:
	9.1 Matching training resources and materials against identified workplace need
	9.2 Identifying specific materials and resources, including manuals, texts, work books, workshop guides, handouts, standard operating procedures, posters, videos, sample items, demonstration items
	9.3 Ensuring currency and relevance of existing materials for future application
	9.4 Purchasing ready-made generic training materials and resources
	9.5 Preparing establishment-specific training materials and resources to address identified workplace need
	9.6 Ensuring training materials and resources reflect identified individual differences, including learning style preferences, literacy and numeracy requirements, language requirements
	9.7 Accommodating imposed limitations on the development and acquisition of training resources and materials
	9.8 Seeking input from workplace specialists, other trainers, training organizations and past workplace staff/learners
	9.9 Reviewing evaluations that have been conducted on previous training and integrating relevant lessons into proposed training
10. Individual training sessions	May include:
	10.1 Preparing sessions for individuals and groups
	10.2 Assembling identified and agreed training content into training programs, where appropriate
	10.3 Identifying the dates and timing for individual training sessions, including start and finish times, and supplementary training provision
	10.4 Identifying and accommodating requirements for practice sessions to enable skills development,- including on-the-job and off-the job practice, provision of supplementary and top-up training, where required, and job rotation, work-sharing, out-of-work placements
	10.5 Identifying and allowing for necessary workplace assessment, including identification of forms of assessment to be used, development of assessment

VARIABLE	RANGE
	tools, where necessary, and allocation of time to enable required on-the-job, off-the-job and supplementary assessments to be conducted 10.6 Determining venues for training delivery, including on-site and off-site 10.7 Identifying training strategies and techniques to be used to deliver identified content, including oral presentations, simulations, project work, demonstrations, field trips, guest speakers, role plays, interviews, surveys, portfolios of evidence, mentoring, coaching, computer-based training, self-paced learning, lectures, discussion 10.8 Identifying equipment, materials, items and consumables required to enable identified training delivery, including sufficient hand-outs required for the identified number of learners 10.9 Ensuring training sessions enable attainment of identified objectives and outcomes 10.10 Developing session/delivery plans for individual training sessions 10.11 Matching training materials and resources to content of individual training sessions 10.12 Ensuring total training program accommodates identified need for all learners for each training topic/area 10.13 Factoring in the need to accommodate individual differences, where practicable to do so.
11. Training requirements	May include: 11.1 Obtaining promised financial and other resources to support training implementation/delivery 11.2 Obtaining identified training materials and resources 11.3 Promoting training sessions internally to staff/learners, including use of management to encourage participation and engagement with training 11.4 Obtaining necessary equipment and consumables to support training delivery 11.5 Arranging for identified external training support to be available, such as guest speakers, government officials, trainers, assessors, subject experts 11.6 Preparing hard copy training support materials, such as notes, exercises, presentations, etc 11.7 Recording details of learners wishing to participate in training 11.8 Being accountable for time and money spent on the preparation of training and the purchase of materials, etc 11.9 Readying the training venue for training 11.10 Meeting with supervisors to explain the proposed workplace training, including soliciting their cooperation in relation to releasing staff for training,

VARIABLE	RANGE
	and offering assistance for maintaining necessary workplace staffing levels during training periods 11.11 Arranging access to identified areas, equipment, etc for training and/or assessment, including demonstrations and practice 11.12 Ensuring safety of the equipment and venue to be used for training and/or assessment purposes, including understanding of the emergency management plan that applies to the training venue/area, and presence of required safety and first aid equipment 11.13 Identifying criteria for determining training effectiveness 11.14 Establishing guidelines for training plan implementation, including dissemination and explanation of guidelines to trainers and relevant other people
12. Attendance of learners	May include: 12.1 Reminding identified learners of the time and venue of the training session 12.2 Liaising with supervisors to obtain release of learners from work duties 12.3 Encouraging learners to attend 12.4 Seeking assistance from support staff to record names of learners who will be attending 12.5 Asking management to encourage staff/learner participation
13. Training venue	May include: 13.1 Cleaning and tidying the venue 13.2 Ensuring all required equipment, etc is available 13.3 Checking the operational readiness and safety of equipment, etc 13.4 Testing all training delivery items, such as overheads, projectors, computers, etc 13.5 Adjusting the environment to make it comfortable for learners 13.6 Obtaining catering, where applicable 13.7 Obtaining and laying out all training resources and materials, including consumables 13.8 Arranging the furniture to optimize the identified outcomes and objectives of the training session

VARIABLE	RANGE
15. Training topic	May include: 15.1 Explaining the need for the training 15.2 Motivating learners 15.3 Selling the benefits to learners of successfully completing the training 15.4 Illustrating points with industry examples and references 15.5 Identifying the intended outcomes of the training session for individual learners, the department and the organization 15.6 Explain how this training session integrates with other training, where applicable 15.7 Identifying the consequences of failing to achieve the required level of competency for the training topic 15.8 Explaining the opportunities for practice that have been arranged 15.9 Describing the assessment procedures, where applicable 15.10 Identifying any relevant time frames that apply to the learning and attainment of competency 15.11 Providing an overview of the training
16. Training and assessment activities	May include: 16.1 Explaining time restrictions that apply to both training and assessment 16.2 Identifying the level of competency required 16.3 Matching proposed activities with individual learning segments 16.4 Explaining any allowable adjustments that may be able to be made to both training delivery and assessment activities 16.5 Confirming training and assessment dates/times and venues 16.6 Explaining the composition of assessment, including theory and practical; on-the-job and off-the-job; verbal and written assessment; sources of valid evidence that can be used to judge competency, etc.
17. Training session	May include: 17.1 Adhering to the prepared training/delivery plan, including coverage of content/objectives, and implementation of activities 17.2 Altering training delivery to accommodate individual learner differences/needs as they arise 17.3 Applying task and maintenance functions of leadership 17.4 Making on-the-spot training decisions 17.5 Monitoring learning activities, learners, the training venue and relationships between learners and others

VARIABLE	RANGE
	17.6 Applying contingency management, where necessary
	17.7 Responding to requests from learners, where appropriate
	17.8 Ensuring the pace of the training aligns with the delivery plan
	17.9 Encouraging learners and maintaining a safe and supportive learning environment
	17.10 Intervening and addressing safety issues and interpersonal conflict situations
	17.11 Adjusting the prepared delivery plan to effectively accommodate issues arising during the training session
	17.12 Applying appropriate interpersonal skills to facilitate the learning process
	17.13 Using effective verbal communication skills to deliver training, provide supplementary information, and monitor the training session
	17.14 Providing extension activities to learners, as appropriate
18. Opportunities for learners	May include:
	18.1 Opportunities to practice during the training sessions
	18.2 Opportunities to practice in a dedicated training/practice area out of work
	18.3 Provision of supervised on-the-job opportunities, including supervision by trainers, supervisors, and other senior/experienced staff
	18.4 Integration of on-the-job and off-the-job practice opportunities
19. Feedback to learners	May include:
	19.1 Ensuing feedback is provided sensitively
	19.2 Using positive feedback to motivate and encourage learners
	19.3 Recognizing effort and not just success
	19.4 Providing negative feedback using the positive-negative-positive sandwich methods
	19.5 Being sincere in the giving of feedback
	19.6 Being open as a trainer to feedback from learners
	19.7 Using verbal and non-verbal techniques to provide feedback

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated understanding of host enterprise policies and procedures in regard to the provision of workplace training delivery and assessment 1.2 Demonstrated ability to investigate and effectively determine the training requirements for a nominated group of workers in a defined workplace context 1.3 Demonstrated ability to prepare an effective and practical training/delivery plan to address a nominated training topic/area in a given workplace context for a defined group of at least six learners; the training/delivery plan 1.4 Demonstrated ability to deliver a nominated training session to identified learners in a given workplace training context
2. Resource Implications	**The following resources should be provided:** 2.1 Real or simulated workplace 2.2 Access to workplace standards, procedures, policies, guidelines 2.3 Tools and equipment.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Observation of practical candidate performance Oral and written questions 3.2 Portfolio evidence, including data on learner competencies, training needs, training standards and documents relating to session/delivery plan, and training resources/materials developed 3.3 Problem solving 3.4 Role plays 3.5 Third party reports completed by a supervisor 3.6 Project and assignment work
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY **:** **PLAN, CONDUCT AND EVALUATE STAFF PERFORMANCE ASSESSMENT**

UNIT CODE **:** **TRS141207**

UNIT DESCRIPTOR **:** This unit deals with skills and knowledge required to plan, conduct and evaluate a staff performance assessment within an organization that utilizes formal staff appraisals in a range of settings within the labor divisions of the hospitality industry.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan a staff performance assessment	1.1 The *context for staff performance assessment* for the business is defined 1.2 *Staff performance assessment options* available to the organization is differentiated 1.3 *Staff performance assessment information* amongst staff who will be assessed is shared 1.4 The *initial focus of the staff performance assessment* for each staff member is determined 1.5 *Documents to record identified staff performance assessment statistics and performance data* is prepared 1.6 *Action plan* to guide the conduct of staff performance assessment is designed	1.1 Active listening techniques 1.2 Record keeping 1.3 Assessment process 1.4 Enterprise's policies and procedures 1.5 Appropriate performance assessment	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Conduct a staff performance assessment	2.1 *Workplace-based evidence* of staff performance is gathered 2.2 *Employee performance data* is interpreted	2.1 Active listening techniques 2.2 Record keeping 2.3 Assessment process 2.4 Enterprise's policies and procedures 2.5 Appropriate performance assessment	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			2.6 Compilation and classification of information and data 2.7 Networking skills
3. Evaluate a staff performance assessment	3.1 *Staff performance assessment interview* is prepared 3.2 *Individual staff performance with staff member is reviewed* 3.3 *Staff performance assessment targets for next period is prepared*	3.1 Active listening techniques 3.2 Record keeping 3.3 Assessment process 3.4 Enterprise's policies and procedures 3.5 Appropriate performance assessment	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Context for staff performance assessment	May include: 1.1 aligning individual staff performance with organizational and/or departmental goals and objectives as stated in the business and other relevant operational plans 1.2 optimizing individual staff potential 1.3 identifying workplace performance goals for individual staff 1.4 cross-referencing individual staff performance against general workplace needs, including requirements of rosters, levels of trade, idiosyncratic workplace requirements 1.5 integrating requirements of individual staff performance with internal staff training
2. Staff performance assessment options	May include: 2.1 criterion referenced measurement 2.2 self-assessment 2.3 peer assessment 2.4 manager/owner observation 2.5 statistical analysis 2.6 rating scale methods 2.7 ranking or comparison methods 2.8 commercially available proprietary systems.

3. Staff performance assessment information	May include:
	3.1 mentioning organization-wide staff performance assessment at all interviews conducted for new staff
	3.2 including mention of staff performance assessment in regular staff activities, including internal training, briefings, meetings, etc
	3.3 explaining that the staff performance assessment process applies to all employees within the business, including supervisors, managers, etc
	3.4 explaining that the staff performance assessment process is on-going and cyclical in nature
	3.5 talking to individual staff, including one-on-one basis to:
	   a. determine the focus of the staff performance assessment for the up-coming period
	   b. explaining the support available for staff
	   c. re-assuring staff that jobs are not threatened by the staff performance assessment process
	   d. confirm that all staff, including management, are subject to staff performance assessment

VARIABLE	RANGE
	3.6 notifying staff well in advance of any meetings and special events relating to staff performance assessments
	3.7 using experienced/senior staff to assist in selling the benefits' of staff performance assessments to new staff
	3.8 developing individual staff performance assessment deed/workplace contract, setting out the agreement between employee and supervisor exactly what will be assessed and how it will be adjudged during the identified period in terms of targeted staff performance
4. Initial focus of the staff performance assessment	May include:
	4.1 understanding that future staff performance assessment deed/workplace contracts will flow from the results of the initial staff performance assessment
	4.2 identifying legitimate and equitable targets for the staff member, including negotiation of these targets and genuine agreement on what will count as practical and objective targets
	4.3 ensuring staff understand the criteria that will be used to judge their workplace performance, including specification and description of Key Performance Indicators (KPIs), performance targets, etc
	4.4 getting staff to sign their copy of the staff performance assessment deed/workplace contract
	4.5 filing a copy of each staff performance assessment deed/workplace contract
	4.6 giving individual staff members a copy of the paperwork associated with their agreed individual deed/workplace contract
5. Documents to record identified staff performance assessment statistics and performance data	May include:
	5.1 performance checklists
	5.2 data collection forms
6. Action plan	May include:
	6.1 identifying resources to support individual staff performance assessments
	6.2 identifying timelines for individual staff performance assessments, including dates and hours required for training and other necessary pre-requisite information to be learned, informal staff assessment interviews/meetings, mentoring, external training, as appropriate

VARIABLE	RANGE
	6.3 identifying personnel responsible for activities contained in the plan 6.4 identifying activities to be used during the identified staff performance assessment period 6.5 obtaining agreement from individual staff that their staff performance assessment deed/workplace contract contains legitimate and achievable goals and timelines
7. Workplace-based evidence	May include: 7.1 implementing the individual and agreed action plans for individual staff 7.2 ensuring informal elements of workplace performance are included in the capturing of the formal workplace information 7.3 using prepared forms to ensure the identified data is captured 7.4 using multiple sources of data collection to ensure 360^0 information is obtained 7.5 ensuring objectivity in data collection 7.6 involving relevant others in the data gathering process
8. Employee performance data	May include: 8.1 determining patterns within the data 8.2 identifying strengths and weaknesses of individual staff 8.3 making decisions and developing conclusions based on the objective data captured 8.4 seeking supporting information to validate conclusions reached 8.5 disregarding irrelevant data 8.6 comparing actual performance data against specified and identified targets and statistics 8.7 maintaining privacy and confidentiality of information captured
9. Staff performance assessment interview	May include: 9.1 developing a plan on how to conduct the staff performance assessment interview 9.2 ensuring familiarity with the facts that relate to the individual staff performance assessment, including the captured data, the key performance indicators (KPIs) contained in the relevant staff performance assessment deed/workplace contract 9.3 determining the context of the staff performance assessment deed/workplace contract, including identification of the need for encouragement, congratulations, extension, disciplinary action etc

VARIABLE	RANGE
	9.4 identifying specific supporting evidence to be used in illustrating points that need to be made during the interview 9.5 identifying future courses of action that may be taken for the staff member during their next staff performance assessment period 9.6 preparing recommendations to make to individual staff 9.7 identifying a location and time for the evaluation/staff performance assessment interview, including the venue so that it facilitates a positive interaction between staff member and supervisor
10. Individual staff performance	May include: 10.1 meeting privately with individual staff member 10.2 reviewing the objectives set out in the individual staff performance assessment deed/workplace contract for the period 10.3 reminding the staff member of the cyclical nature of the staff performance assessment process 10.4 explaining the data, facts, statistics that have been captured in relation to the identified targets for the period in question 10.5 explaining interpretation of facts and statistics 10.6 providing opportunity for the staff member to make input and comment on the information/data provided 10.7 congratulating the staff member on positive outcomes 10.8 encouraging staff member where performance has fallen short of the identified key performance criteria (KPIs) set for the period, where appropriate 10.9 counseling staff member where it is deemed actual staff performance has fallen short of agreed criteria/ key performance criteria (KPIs) due to lack of application, including supportive mention of disciplinary action that may follow if performance does not improve to the minimum required level 10.10 offering support of the organization and the staff for staff to achieve the required performance standards and targets
11. Staff performance assessment targets	May include: 11.1 extending current targets 11.2 introducing a new focus for the period, including inclusion of new key performance criteria (KPIs) as opposed to revised key performance criteria (KPIs)

VARIABLE	RANGE
	11.3 determining timelines that should apply to the targets/ key performance criteria (KPIs)
	11.4 identifying support and resources to assist in achieving the targets/ key performance criteria (KPIs)
	11.5 obtaining agreement from the staff member regarding the revised/new goals, support and timelines
	11.6 signing the new staff performance assessment deed/workplace contract for the period
	11.7 giving staff member signed copy of the staff performance assessment deed/workplace contract
	11.8 filing the staff performance assessment deed/workplace contract

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	1.1 Demonstrated understanding of host enterprise policies and procedures in regard to staff performance assessment and staff development
	1.1 Demonstrated ability to plan the staff performance assessment focus for a nominated real or simulated staff member in a designated workplace environment for a given period
	1.2 Demonstrated ability to collect, analyze and draw conclusions from information and data captured as a result of a nominated staff performance assessment for a given period
	1.3 Demonstrated ability to conduct an evaluation and feedback session/interview with a nominated real or simulated staff member in relation to a designated set of key performance criteria (KPIs) matched against a nominated set of key performance criteria (KPIs)
2. Resource Implications	The following resources **MUST** be provided:
	2.1 Access to a real or simulated workplace; and
	2.2 Access to workplace standards, procedures, policies, guidelines,
	2.3 Tools and equipment
3. Methods of Assessment	**Competency in this unit may be assessed through:**
	3.1 Case studies
	3.2 Observation of practical candidate performance
	3.3 Oral and written questions
	3.4 Portfolio evidence
	3.5 Problem solving
	3.6 Role plays
	3.7 Third party reports completed by a supervisor
	3.8 Project and assignment work
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

CORE COMPETENCIES

UNIT OF COMPETENCY   :   DIRECT AND LEAD SERVICE TEAM IN THE DINING
                           AREA/RESTAURANT

UNIT CODE   :   TRS513301

UNIT DESCRIPTOR   :   This unit covers the knowledge and skills required in supervising
                           and coordinating the activities of food service staff on their work
                           shift in an outlet or restaurant to ensure fast and efficient food
                           service to the guests.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Supervise pre-opening preparations	1.1 Guest reservations are monitored and table assignment allocations are ensured.* 1.2 Waiter service stations are inspected for completeness in stocks and supplies.* 1.3 Tables are rechecked for accuracy in setting. 1.4 Cleanliness of the dining area/restaurant is checked according to standards of the establishment. 1.5 Grooming of the personnel is checked in accordance with the company's standards. 1.6 Dining equipment is inspected to ensure efficient operations.	1.1 Duties and responsibilities of food and beverage personnel 1.2 Principles of Safety, Hygiene and Sanitation 1.3 HACCP Standards 1.4 Mis en place 1.5 Table set-up 1.6 Established Standard Operating procedure 1.7 Food and beverage service wares	1.1 Planning and Organizing skills 1.2 Assigning tables for reservation 1.3 Ensuring all operational equipment and tools is functional and well-maintained. 1.4 Table setting

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Oversee food and beverage service in the dining area	2.1 ***Service briefing*** is conducted among service staff at the beginning of the shift.* 2.2 Flow of service is coordinated with the kitchen. 2.3 Quality is controlled and ensured in all service areas.* 2.4 ***Assistance in service*** is provided during peak hours or busy periods. 2.5 Guests' concerns and complaints are resolved to satisfy the guests. 2.6 Policies on energy and water conservation and waste disposal are explicitly expressed and regularly monitored.* 2.7 Policies on sexual harassments are regularly communicated.	2.1 Food and Beverage Service sequence 2.2 Styles of table service 2.3 Established 2.4 Standard Operating Procedures in Food and Beverage Service 2.5 Service quality 2.6 Workflow plan for service delivery, product quality and service standards	2.1 Organizing skill 2.2 Assigning specific side duty tasks to each attendant 2.3 Monitoring skills ensuring sufficiency of manpower in the shift. 2.4 Delivering quality service 2.5 Conducting service briefing 2.6 Reporting to the immediate superior and subordinates in a timely manner, any important information, related to operation 2.7 Coordinating with the Chef concerning special menus, availability of menu items and changes in the menu. 2.8 Food and Beverage service sequence
3. Oversee end of shift and closing procedures	3.1 ***End of shift / Closing tasks*** of the service staff are checked in accordance to enterprise standards* 3.2 Daily sales and cover count of the outlet are recorded in the absence of the supervisor. 3.3 Debriefing is conducted to discuss and solve concerns of the day. 3.4 ***Electric equipment and fixtures*** are checked if turned off properly. 3.5 ***Food wastes and packaging wastes*** are segregated.	3.1 Closing procedures and end of shift functions 3.2 Principles of Hygiene and Sanitation 3.3 Daily sales report	3.1 Organizing skills 3.2 Delegating Skills 3.3 Communication skills 3.4 Numeracy and mathematical skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Service briefing	May include: 1.1 Table reservations 1.2 VIP guests 1.3 Daily specials, food promos 1.4 Out of stock items 1.5 Chefs' recommendations 1.6 Grooming of dining personnel 1.7 Reminders on energy and water conservation and waste disposal policies 1.8 Policies on sexual harassments
2. Assistance in service	May include: 2.1 Greeting and welcoming guests 2.2 Taking table reservations 2.3 Escorting and seating guests 2.4 Taking food and beverage orders 2.5 Serving food and beverage orders 2.6 Wine selection
3. End of shift /closing tasks	May include: 3.1 Cleaning of service area 3.2 Assigning side duty tasks to service staff for the following day. 3.3 Re-stocking / replenishing service station 3.4 Post briefing with the service staff 3.5 Monitoring food wastes and trash 3.6 Checking on working conditions of dining room equipment and fixtures
4. Electrical equipment and fixtures	May include: 4.1 POS 4.2 Computer 4.3 Lights 4.4 HVAC
5. Food wastes and packaging wastes	May include: 5.1 Lost uneaten and biodegradable composite 5.2 Plastic 5.3 Paper 5.4 Glass 5.5 Aluminum 5.6 Styropore

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Monitored guest reservation
	1.2 Inspected waiter station for completeness of stocks and supplies
	1.3 Conducted service briefing among service staff
	1.4 Checked closing tasks of the service staff
	1.5 Observed OHS in the performance of the duty
	1.6 Monitored policies on energy and water conservation and waste disposal
2. Resource Implications	The following resources should be provided: 2.1 Actual or Simulated dining area
3. Methods of Assessment	Competency in this unit may be assessed through : 3.1 Demonstration with Oral questioning 3.2 Portfolio
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROMOTE AND PREPARE EXTENSIVE RANGE OF FOOD AND BEVERAGE PRODUCTS FOR TABLE SIDE SERVICE REQUIREMENTS

UNIT CODE : TRS513302

UNIT DESCRIPTOR : This unit covers the knowledge and skills required in promoting and preparing table side menu items and offering range of wines to guests as well as to responsibly serve or sell alcoholic beverage in a range of settings within the hotel and restaurant industries workplace context.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Promote table side menu items to guests	1.1 **Range of menu items** that may be offered via gueridon service are identified 1.2 ***Range of gueridon/ table side menu items are described and promoted*** *to guests and potential guests** 1.3 The ***procedures involved in the provision of gueridon service*** are described to guests 1.4 The role of ingredients used in gueridon service of menu items are identified, described and explained. 1.5 **Gueridon trolleys, equipment and utensils** are selected and used to assist in the promotion of gueridon service	1.1 Gueridon Menu items including ingredients 1.2 Gueridon Service procedures 1.3 Gueridon trolley, materials, and equipment	1.1 Communication skills 1.2 Ability to explain gueridon service and menu items to guests 1.3 Suggestive selling / upselling techniques

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Develop and update wine knowledge	2.1 ***Wine styles, major grape varieties*** used in wine production and ***major wine producing countries*** are identified and differentiated.* 2.2 ***Steps in basic wine production*** and wine production techniques are described. 2.3 Wine labels are interpreted to identify and make assessment of wine contained within bottles 2.4 ***Wine storage and retrieval*** are familiarized to ensure wine condition. 2.5 ***Sensory appraisal of wine*** is undertaken, if necessary	2.1 Wine styles 2.2 Major grape Varieties 2.3 Major wine 2.4 Producing countries 2.5 Wine labels 2.6 Wine storage conditions 2.7 Quality and characteristics of wine 2.8 Wine service 2.9 Wine decanting requisites 2.10 Wine storage facilities	2.1 Wine identification 2.2 Communication Skills 2.3 Read and interpret wine labels / product information 2.4 storing and retrieving wines 2.5 Evaluating wine 2.6 Wine decanting

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Provide advice on food and wine to patrons	3.1 Wine lists are presented to patrons in accordance with the enterprise standards. 3.2 Suitable **wine and food combinations** are recommended to meet identified needs and preferences of patrons 3.3 Countries, grape varieties, wine production techniques and associated wine industry information, trends and details are explained to guests when necessary	3.1 Policies and procedures in regard to the sale, service and promotion of alcohol 3.2 Wine and food combination 3.3 Major food types, their characteristics and how those characteristics affect compatibility with beverage 3.4 Wine quality and characteristics 3.5 Suggestive selling and upselling techniques 3.6 Menu knowledge	3.1 Wine and food pairing 3.2 Suggestive selling and upselling 3.3 Communication skills to articulate advice on food and beverage matching
4. Prepare gueridon equipment / service trolley for service	4.1 Gueridon trolleys, equipment and utensils are regularly cleaned and maintained 4.2 Trolleys and service area for service with equipment, utensils and linen are prepared for efficient service. 4.3 Food and non-food items for service to match menu items are selected. 4.4 The quality and condition of food and non-food items prior to use are verified. 4.5 Gueridon trolleys are positioned for maximum impact on sales potential	4.1 Mis-en-place 4.2 Standard industry procedures for gueridon service 4.3 Principles of safety, hygiene and sanitation 4.4 Quality Control 4.5 use and operate gueridon trolley 4.6 Gueridon service requisites	4.1 Gueridon service 4.2 Planning and organizing skills to select appropriate gueridon equipment and ingredients for a given menu 4.3 Ability to apply Selling techniques 4.4 Problem solving skills to identify deficiencies in equipment and ingredients

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Prepare and serve menu items	5.1 A range of food and beverage menu items are prepared and served using the gueridon.* 5.2 **Specialized dining room service** is carried out efficiently in accordance with the standards of the establishment.* 5.3 **Guests are engaged** as part of the gueridon service experience. 5.4 Prepared menu items are presented for service in a **professional and attractive manner.** 5.5 Trolleys and other gueridon equipment and utensils are cleared and cleaned on completion of the provision of gueridon service. 5.6 Safety precautions are taken and made certain all the time.	5.1 Specialized dining room service 5.2 Gueridon menu accompaniments 5.3 Principles of safety, hygiene and sanitation 5.4 Contingency Planning 5.5 Correct measurement of ingredients	1.5 Ability to perform Specialized dining room service 1.6 Effective customer relation skills 1.7 Creativity in food preparation, plating and presentation

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
6. Manage responsible service of alcohol	6.1 Enterprise and licensing authority eligibility standards and/or requirements to be served alcohol are appropriately applied 6.2 *Restrictions for service* are explained to patrons courteously and diplomatically. 1.1 Standard drinks are prepared and served in accordance with the enterprise standards	6.1 Effects of alcohol and factors that influence it 6.2 Legal requirements for alcohol service and consumption 6.3 Legal restrictions of alcohol use 6.4 Standard drinks and acceptable measures of alcohol 6.5 Ways of assessing intoxication of customers	6.1 Assessing customer condition before and during service of alcohol 6.2 Communication skills 6.3 Applying intervention techniques to restrict intoxication of customers 6.4 Effective customer relations 6.5 Solving problems, conflict resolution and anger management 6.6 Defusing conflict

RANGE OF VARIABLES

VARIABLE	RANGE
1. Range of menu items	May include : 1.1 Appetisers, hors d'oeuvres and entrees, including pre-prepared and prepared/finished at table 1.2 Main dishes from a variety of raw materials, including but not limited to meats, chicken/poultry, seafood, pasta, vegetables, fruits and salads 1.3 Hot and cold dishes, including salads 1.4 Hot and cold desserts, including pre-prepared and prepared/finished at table, such as crepes and fruits 1.5 Signature dishes 1.6 Hot and cold beverages, including alcoholic and non-alcoholic choices, coffees and teas 1.7 Sauces, accompaniments and garnishes
2. Promote a range of gueridon menu items	May include: 2.1 Physically supporting the point-of-sale displays 2.2 The attractive use and presentation of trolleys and gueridon equipment 2.3 Menus, wine lists, drink lists 2.4 Point-of-sale advertising materials such as tent cards, recipe sheets, fliers and brochures
3. Procedures involved in the provision of gueridon service	May include : 3.1 Portioning of ingredients 3.2 Trimming, peeling, skinning and slicing 3.3 Cooking using various techniques appropriate to variety of different menu items. 3.4 Mixing, whisking, combining 3.5 Separating eggs. 3.6 Carving and filleting 3.7 Silver service and/or plate service techniques, including lifting, folding, transferring, placement of food, serving 3.8 Pouring alcohol and flaming.

VARIABLE	RANGE
6. Gueridon trolleys, equipment and utensils	May include: 4.1 Flambé trolleys 4.2 Hot carving trolleys 4.3 Hors d'oeuvres trolleys 4.4 Sweets trolleys 4.5 Liqueur and liquor trolleys 4.6 Cigar humidors 4.7 Burners/cooking lamps and their fuel source/s 4.8 Suzette pans 4.9 Silver service gear, ladles, crockery items, silverware, sauce boats 4.10 Glassware 4.11 Linen and napkins
5. Wine styles, major grape varieties, major wine producing countries	Wine styles may include: 5.4 Still reds and still whites 5.5 Sparkling reds and sparkling whites 5.6 Pink wines 5.7 Fortified wines 5.8 Rice wines 5.9 Styles of wines distinctive to, or popular within, individual establishments and/or host countries 5.10 Generic wines and varietals 5.11 Impact of European Union (EU) And European Economic Community (EEC) on wine production and naming protocols. Major grape varieties may include: 5.9 Red, such as but not limited to Shiraz, Cabernet Sauvignon, Merlot, Pinot Noir 5.10 White, such as but not limited to Chardonnay, Rhine Riesling, Semillon, Sauvignon Blanc, Chenin Blanc, Colombard 5.11 Grape varieties distinctive to, or popular within, individual establishments and/or host countries. Major wine producing countries must include: 5.12 Australia, France (including Bordeaux, Burgundy, Champagne), Germany, Italy, Portugal, New Zealand, Chile, South Africa, California, Bali 5.13 Other countries and/or regions popular within individual establishments and/or host countries.

VARIABLE	RANGE
6. Steps in basic wine production	May include: 6.1 The basic steps:, harvesting grapes, crushing, pressing, yeast addition, fermentation, clarification and stabilization, storage, bottling, bottle maturation 6.2 Consideration of variations in winemaking including white wine, red wine, sparkling wine and fortified wine production techniques.
7. Wine storage facilities	May include: 7.1 Storage facilities for red, white, sparkling and fortified wines appropriate storage conditions for each wine classification, including suitable space, temperatures and humidity 7.2 Facilities to allow the cellaring of vintage wines for future use 7.3 Consideration of a system to store wines according to type, vintage, style, maker or country
8 Wine retrieval	May include: 8.1 Completion of necessary in-house documentation to track stock movement of wine 8.2 Retrieval of designated red, white, sparkling and fortified wines to meet customer requests and/or display and other internal requirements 8.3 Verifying the condition of wines that are retrieved.
9. Sensory appraisal of wine	May Include: 9.1 Swirling of wines, assessing clarity, describing color and its intensity and assessment of alcohol content by 'legs' (viscosity). 9.2 Recognizing 'off' odors, describing smell characteristics and assessing wine age. 9.3 Recognized tasting and spitting techniques, recognizing acidity, sweetness, weight/body, length and faults. 9.4 Describing flavor intensity and assessing balance of the wine on the palate. 9.5 Consideration and evaluation of wine clarity, color, type, alcohol, aroma, flavor, sweetness, acidity, body, weight, mouth feel, tannin, balance and length 9.6 Consideration of the suitability of wines for ageing/ cellaring.

VARIABLE	RANGE
10. Wine faults	May include: 10.1 Deposits, haze, tartrates, oxidation, cork taint and excessive sulphur. 10.2 Visible problems with bottles, labels and corks before wines are opened. 10.3 Decanting of wines that have thrown deposits
11. Wine and food combinations	May include: 11.1 Appetizers and entrees 11.2 Main course dishes, including primary ingredients that include meat, such as beef, lamb, pork, and poultry, fish and seafood, pasta, wet dishes, salads, and cuisine dishes specific to the host country 11.3 Hot and cold desserts 11.4 Cheese platters 11.5 Nominated occasions, celebrations and special events.
12. Specialized dining room service	May include: 12.1 Flaming or flambé service 12.2 Food carving (poultry and game etc) 12.3 Salad preparation 12.4 Fruit slicing 12.5 Deboning / Filleting fish
13. Guests engagement	May include: 13.1 Explaining the preparation and cooking process, culinary terms, cooking styles and service options 13.2 Telling of the history of the dish being prepared 13.3 Advising guests of the alternatives available within the recipe for the dish being prepared. 13.4 Seeking guest preferences and making suggestions for dish variations. 13.5 Allowing guests to sample products 13.6 Provision of showmanship.
14. Professional and attractive manner.	May include: 14.1 Hygienic presentation of completed items 14.2 Neatness, balance, equal serve sizes when serving more than one person. 14.3 Use of correct service wear, cutlery and glassware 14.4 Use of patron service and interpersonal skills.

VARIABLE	RANGE
1. Restrictions for service	May include: 15.1 Customers behaving in an intoxicated manner 15.2 Customers behaving in a violent or disorderly manner 15.3 Under-age persons 15.4 Persons under an exclusion order 15.5 Persons requesting service outside licensing hours 15.6 Safe drinking and/or responsible service of alcohol guidelines.

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to promote specialized menu items 1.2 Identified and differentiated variety of wine styles. 1.3 Explained proper storage and retrieval of wines. 1.4 Explained the procedure in decanting wines. 1.6 Recommended wine and food combination suitable to the preferences of the patrons. 1.7 Prepared utensils, equipment ,trolley / gueridon for service 1.8 Performed specialized dining room service. 1.9 Presented and served prepared menu items. 1.10 Applied safety precautions all the time. 1.11 Explained the restrictions for service of alcohol.
2. Resource Implications	The following resources should be provided: 2.1 Actual or simulated dining room 2.2 Different types of dines 2.3 Wine storage areas or cellars 2.4 Wine lists 2.5 Glassware for different types of wine 2.6 Wine decanting requisites (e.g. waiter's friend, wine decanter, wine basket, wine stand, wine bucket, candle holder, service cloth) 2.7 Menu – Food and beverage 2.8 Real food and beverages for gueridon service (including spirits for flaming), 2.9 Equipment, gueridon trolleys, utensils, service gear, linen and other materials necessary to produce the nominated range of food and beverage items
3.Methods of Assessment	Competency in this unit may be assessed through : 3.1 Demonstration 3.2 Oral questioning Portfolio
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **ORGANIZE FUNCTIONS RELATED TO FOOD AND BEVERAGES SERVICE AT A HOTEL OR RESTAURANT**

UNIT CODE : **TRS513303**

UNIT DESCRIPTOR : This unit covers the knowledge and skills in supervising the tasks and duties related to the proper functioning of a banquet event. This includes banquet logistics of pre-function set up, food and beverage service and post event clean up.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Supervise pre-function mise-en place	1.1 Adequate supplies are obtained in accordance to event/function requirements. 1.2 Tables and chairs are set up according to event/function requirements 1.3 Serving stations/food islands are set up in designated locations. 1.4 Tableware are inspected for damages and cleanliness 1.5 Floor plan/ seating diagram is prepared and available for reference of the banquet staff. 1.6 Flatware is set according to the menu. 1.7 ***Meetings and briefings*** are conducted prior to the banquet function. 1.8 Contingency plans are created to ensure smooth delivery of service 1.9 BEO are executed and interpreted based on the event requirement and resources 1.10 Quality of the food to be served is checked based on the guest's request.	1.1 Types of event 1.2 Banquet / event requirements. 1.3 Banquet set-up and layout 1.4 Table set up 1.5 Principles of hygiene, safety and sanitation 1.6 Quality control 1.7 Banquet Event Order (BEO)	1.1 Organizing skills 1.2 Setting up banquet 1.3 Creativity in preparing floor plan and layout 1.4 Table setting 1.5 Communication skills

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Oversee meal service	2.1 Contact with host, chef and kitchen staff is maintained all throughout the event. 2.2 Prompt delivery of each course to every table is ensured. 2.3 Timing of service of each course of the meal is coordinated with the kitchen, service staff and host. 2.4 Banquet staff work and pace are monitored all throughout the meal service. 2.5 The banquet service style is implemented in accordance with what is stipulated in the event order form or with special arrangement with the host. 2.6 HVAC is controlled relative to ambient temperature	2.1 Banquet / Catering service 2.2 Banquet service styles 2.3 Principles of Safety, Hygiene and Sanitation 2.4 Banquet Event Order Form 2.5 Service delivery timing 2.6 VIP assistance	2.1 Ability to perform and monitor banquet service 2.2 Working with team 2.3 Interpreting Banquet Event Order Forms 2.4 Communication Skills 2.5 Customer service
3. Supervise after meal service	3.1 Coffee and tea service is provided upon guest request. 3.2 Banquet area "break down" is supervised according to enterprise standards. 3.3 Event report is prepared after each function 3.4 Waste disposal procedures are monitored after each function.	3.1 After meal service 3.2 Event report content	3.1 Preparing Event report 3.2 Coffee / Tea Service 3.3 Communications Skills
4 Perform customer relations	4.1 Guest needs and concerns are attended promptly. 4.2 *Professional demeanor* of the staff is checked at all times.	4.1 Service etiquette 4.2 Professional grooming standards	4.1 Communication skills 4.2 Effective customer and staff relations 4.3 Handling guest complaints

RANGE OF VARIABLES

VARIABLE	RANGE
1. Meetings and briefings	May include: 1.1 Type of event 1.2 Event date/time/number of participants 1.3 Menu items and descriptions 1.4 Major ingredients of the menu 1.5 Sauces 1.6 Accompaniments 1.7 Predominant spices and seasonings 1.8 Decorations/theme/concept 1.9 Service style 1.10 Station assignments 1.11 VIP guests 1.12 Special instructions 1.13 Reminders on energy conservation and waste management
2. Contingency plans	May include : 2.1 Safety and security 2.2 Weather condition 2.3 Special dietary requirements of guest 2.4 Last minute changes /client request 2.5 Program adjustment 2.6 Guest attendance exceeded the reservation 2.7 Traffic condition 2.8 VIP arrival 2.9 Defective equipment 2.10 Guests' complaints
3. Normal Banquet staff work	May include: 3.1 Refilling of water 3.2 Providing correct silverware or flatware 3.3 Anticipating guest needs 3.4 Answering inquiries
4. Room "break down"	May include: 4.1 Clear all tables 4.2 Clear all tablewares (silverware, glassware etc.) 4.3 Dispose of decorations' 4.4 Collect linen according to standards 4.5 Clearing out of tables and chairs 4.6 Cleaning/vacuuming of floors 4.7 Proper food waste disposal
5. Event Report	May include : 5.1 Actual number of covers 5.2 Guest concerns 5.3 Incident reports 5.4 Price/cost of function 5.5 Breakage reports 5.6 Number of staff 5.7 Summary of the function

VARIABLE	RANGE
6. Professional demeanor	May include : 6.1 Proper uniform 6.2 Grooming and personal standards 6.3 Effective communication skills 6.4 Proper footware 6.5 Polite and courteous manner towards guests

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Set up banquet function room according to prescribed requirements 1.2 Conducted pre-event meetings or briefings with the staff. 1.3 Crafted contingency plans according to the requirements of the event. 1.4 Coordinated between the service staff and kitchen and other departments that are concerned with the event 1.5 Monitored staff performance during the event 1.6 Prepared pre and post evaluation reports 1.7 Checked the quality of food to be served
2. Resource Implications	The following resources should be provided: 2.1 Actual event or function / Simulated event 2.2 Banquet event forms 2.3 Staff schedules
3. Methods of Assessment	Competency in this unit may be assessed through : 3.1 Demonstrations with Oral questioning 3.2 Portfolio
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROCESS FINANCIAL SALE TRANSACTIONS

UNIT CODE : TRS513304

UNIT DESCRIPTOR : This unit deals with skills and knowledge required to ready point of sale for operation and process cash or other payments, and to reconcile takings at the end of the service period or day.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Prepare point of sale area for operation	1.1 **Point of sale register/ terminal is prepared** for operation in accordance with the enterprise standard.
	1.2 Cash float and supplies of change are obtained and ensured.
	1.3 Supplies of **point of sale documentation** are obtained at the beginning of the shift.
		1.1 Established policies and procedures for point-of-sale
		  1.1.1 Cash handling
		  1.1.2 cash processing
		1.2 Point of sale documentation
			1.1 Numeracy and Arithmetic Skills
			1.2 Working with others
			1.3 Cooperate with others in relation to obtaining cash float, change, documentation and information
			1.4 Organizing Skills

2. Process payments and receipts during trade	2.1 **Amount due** from customer/guest are calculated and verified. 2.2 **Cash and non-cash payments** are accepted, accurately counted and *receipts are issued.* 2.1 Advanced deposits payments and refunds are processed in accordance with enterprise policy. 2.2 **Customer/guest service skills** in processing payments are applied	2.1 Procedures for processing cash and non-cash payments 2.2 Cash security protocols 2.3 Procedures for processing advance deposits and refunds 2.4 Tax related requirements 2.5 Use of cash register, calculator POS 2.6 issuing receipts	2.1 Accurate and fast Cash counting skills 2.2 Numeracy and Arithmetic Skills 2.3 Basic Accounting skills 2.4 Communication skills in explaining charges to customers 2.5 Customer relations skills 2.6 Problem Solving skills in case of discrepancies

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Reconcile financial transaction at end of trade	3.1 ***End of shift documentation*** are completed in accordance with the enterprise policy. 3.2 ***Balance*** between register/terminal reading and cash and non-cash totals are properly determined. 3.3 ***Discrepancies*** in takings are investigated and resolved in accordance with the enterprise policy	3.1 Reconciliation process 3.2 Documentation security procedures 3.3 Operating procedures of cash register / POS terminal	3.1 Scheduling reconciliation activities 3.2 Basic accounting skills 3.3 Problem solving skills 3.4 Resolving and reconciling discrepancies 3.5 Recording and Documentation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Prepare point of sale register/ terminal	May include: 1.1 Turning equipment on 1.2 Altering date 1.3 Updating price/product look up (plus) to reflect specials and deals 1.4 Checking operation of register/terminal 1.5 Verifying audit roll and/or replacing as required 1.6 Cleaning register/terminal.
2. Point of sale documentation	May include: 2.1 Register/terminal audit rolls 2.2 Register/terminal receipt roll 2.3 Receipt book 2.4 Refund documentation 2.5 Change ordering documentation 2.6 Reconciliation documentation 2.7 Credit card documentation 2.8 Payment documentation 2.9 Void transactions
3. Amount due	May include: 3.1 Calculating all service fees 3.2 Ensuring appropriate discounts are given to customers/guests 3.3 Calculating appropriate taxes, fees and levies 3.4 Explaining all charges to customers/guests.
4. Cash payments	May include: 4.1 Payment in a foreign currency 4.2 Verifying money presented by customer/guest 4.3 Calculating currency exchange rates and relevant fees, where applicable.
5. Non-cash payments	May Include : 5.1 Debit and credit cards 5.2 Checks, including personal, business and travellers'' checks. 5.3 Electronic funds transfers at point of sale 1.8 In-house vouchers 5.5 Charges to company accounts 5.6 Foreign currency 5.7 Making required checks to ensure authenticity of payment option.

VARIABLE	RANGE
6. Customer/ guest service skills	May include: 6.1 Creating and maintaining positive environment 6.2 Resolving charging issues and problems 6.3 Negotiating solutions 6.4 Providing sales and product advice to customers/guests 6.5 Maintaining security of cash.
7. End of shift documentation	May include: 7.1 Completing change order forms 7.2 Completing daily takings sheets 7.3 Completing non-cash documentation 7.4 Signing off from register / terminal.
8. Balance determination	May include: 8.1 Determining expected totals 8.2 Calculating actual cash and non-cash takings 8.3 Comparing expected and actual figures 8.4 Factoring in relevant documentation such as cash out slips, refunds, disbursements, complimentary sales and excess monies removed from the register/terminal during trade.
9. Discrepancies investigation	May include: 9.1 Re-counting cash 9.2 Re-calculating non-cash totals 9.3 Checking audit roll for comments in relation to over-rings 9.4 Analysing sales shown on audit roll 9.5 Checking with staff to identify possible causes of discrepancies. 9.6 Verifying additions and all documented calculations 9.7 Checking supporting documents.

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to apply the requirements of the host enterprise in preparing register / terminal for operation. 1.2 Knowledge on operation of register/terminal, POS or calculator 1.3 Processed transactions during trade which include: cash and non-cash payments, deposits and refunds. 1.4 Demonstrated ability to balance takings for a shift/day including cash and non-cash figures 1.5 Resolved discrepancies between expected and actual sales figures
2. Resource Implications	The following resources should be provided: 2.1 Use of actual cash and non-cash transactions and actual internal documentation used by the host enterprise. 2.2 Calculator 2.3 Local currency examples of notes and coins 2.4 A simulated Point of Sale Terminal or register if possible 2.5 A cash drawer 2.6 Examples of bank card payments, personal cheques, accounts, vouchers and receipts where possible
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstrations with Oral questioning 3.2 Portfolio
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY   :   MONITOR AND MAINTAIN STOCK

UNIT CODE   :   TRS513305

UNIT DESCRIPTOR   :   This unit deals with skills and knowledge required for inventory, receiving delivery and storing products in restaurant/food establishment.

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Accept delivery of stock	1.1 ***Stock received is checked*** against stock ordered
	1.2 Variations between delivery and documentation are identified and relevant documentation are followed-up
	1.3 ***Stock to be returned*** are identified and returned to supplier
	1.4 ***Excess stock*** within the organization is managed to minimize wastes.
	1.5 New stock is secured against damage and/or theft.
		1.1 Stock control and management
		   1.1.1 Receiving procedure
		   1.1.2 Product life-cycle
		   1.1.3 Principles of safety, hygiene and sanitation
		1.2 Documentation processes
			1.1 Organizing skills
			1.2 Obtaining information relating to inwards good delivery
			1.3 Human relation skills
			  1.3.1 Coordinating with suppliers and delivery personnel
			1.4 Problem solving skills
			  1.4.1 Addressing issues where stock received does not align with the order placed
			1.5 Communication skills to make accurate verbal
			1.6 Reports of stock discrepancies and quality

2 Store stock	*2.1* ***Stock*** **are moved** to the required operational area *2.2* ***Occupational health and safety skills*** *are applied according to the enterprise policy* *2.3* ***Waste is removed*** from the storage areas following standard procedures of the enterprise	2.1 Internal storage requirements 2.2 Stock labeling procedure 2.3 Principles of OHS 2.4 Waste Management	2.1 Stock management skills 2.2 Ability to apply safe manual handling procedures

ELEMENT	PERFORMANCE CRITERIA *Italicized* terms are elaborated in the *Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3 Maintain inventory and storage areas	3.1 **Inventory** of food, equipment, small-ware and liquors are controlled in accordance with the enterprise procedures. 3.2 Slow and fast moving items are checked in accordance with enterprise standards. 3.3 Needed food items, supplies and equipment are requested to ensure quality and timely delivery of service 3.4 Stock aligning are rotated with enterprise and stock item requirements 3.5 **Remedial action** are taken where stock related issues are identified	3.1 Principles of stock control and rotation 3.2 Segregation of non-food items from food items that have potential to cross-contaminate 3.3 Computerized stock control system 3.4 Correct and environmentally sound waste disposal methods	3.1 Organizing Skills 3.2 Communication skills to make accurate inventory and requisition of stock 3.3 Problem-solving skills 3.4 Arithmetic and numeracy skills 3.5 Manual inventory 3.6 Ability to use safe food and beverage storage practices in accordance with country's legislated requirements 3.7 Problem solving skills to identify, record, and report order discrepancies and quality of stock items

RANGE OF VARIABLES

VARIABLE	RANGE
1. Inventory	May include: 1.1 Physical count of supplies and product 1.2 Updating stock records 1.3 Replenishing of par stock 1.4 disposal of near expiring products
2. Stock	May Include: 2.1 Food and beverage items 2.2 Equipment 2.3 Cleaning materials and chemicals 2.4 Stationery and office supplies 2.5 Vouchers and tickets 2.6 Souvenir products and merchandise
3. Stock checking	May Include: 3.1 Ensuring all stock ordered has been received. 3.2 Ensuring only stock ordered has been received. 3.3 Ensuring all aspects of the delivery match the order placed – including type, brand, quality, quantity, cost and alignment with purchases specifications, where appropriate
4. Stock to be returned	May Include: 4.1 Ullages (evaporation/leakages) and damaged stock 4.2 Out of date stock 4.3 Recalls 4.4 Excess stock 4.5 Unsatisfactory goods 4.6 Poor quality goods
5. Excess stock	May include: 5.2 Monitoring stock levels to ensure identified stock levels are not exceeded 5.3 Reducing stock levels in one area to compensate for increases in another area 5.4 Returning excess stock to supplier 5.5 Attempting to exchange excess stock with another food outlet 5.6 Suggesting uses for excess stock that will increase sales levels and/or usage rates 5.7 Monitoring the use-by dates of stock
6. Move stock	May include: 6.1 Using trolleys to move stock 6.2 Carrying items by hand 6.3 Reloading stock onto another vehicle 6.4 Ensuring safety and integrity of stock being moved 6.5 Relocating stock in a timely manner, including prioritizing foodstuffs to guard against food safety issues 6.6 Comply with internal requirements, as advised
7. OHS	May include: 1.1 Ensuring there is no overloading of individuals, trolleys, etc

VARIABLE	RANGE
	1.2 Determining the characteristics of the package/item before attempting a carry or lift 1.3 Ensuring route to be travelled is free of obstructions or risks 1.4 Using designated internal transportation equipment and systems to move stock 1.5 Ensuring compliance with manual handling requirements of the host country and the host enterprise, including correct lifting techniques, not stretching or straining, observing appropriate weight/load sizes, avoiding potentially injurious repetition 1.6 Wearing protective clothing as appropriate which may include thermal clothing, gloves, and protective boots
8. Waste Removal	May include: 8.1 Taking packaging out of storage areas 8.2 Identifying and removing damaged or un-saleable items from the storage areas. 8.3 Applying environmentally friendly practices to waste materials where appropriate, including the re-use of materials within the organization and recycling of suitable materials
9. Stock labeling	May Include: 9.1 Placing labels on storage containers and shelving to identify stock items and indicate delivery date. 9.2 Preparing hand written labels and attaching them to individual stock items 9.3 Using electronic bar coding and labelling equipment 9.4 Observing food safety requirements in relation to the labelling of food

10. Stock rotation	May include:
	10.1 Applying stock rotation protocols relevant to individual stock type including:
	    10.1.1 First In, First Out
	    10.1.2 First In, Last Out
	    10.1.3 Last In, First Out
	    10.1.4 Last In, Last Out

11. Stock inspection	May include: 11.1 Undertaking Visual Inspections Of Storage Area 11.2 Identifying stock approaching use-by date and out of date stock 11.3 Adhering to internal inspection schedules and checklists 11.4 Checking stock quality 11.5 Looking for signs of pest infestation, physical damage to the storage area itself, damage or degradation to stock items 11.6 Ensuring stock is aligned with designated storage areas, bins etc.
12. Remedial action	May include: 12.1 Notifying relevant personnel

VARIABLE	RANGE
	12.2 Arranging for maintenance, including in-house and external
	12.3 Re-locating stock
	12.4 Protecting stock
	12.5 Disposing of damaged stock, including disposal to waste, or returning items to suppliers
	12.6 Arranging for nominated stock items to be used immediately
	12.7 Arranging for stock to be returned to suppliers
	12.8 Acting to address identified problems and threats as the need demands, including pest control, repairs to store rooms, removal of threats and damaged stock, cleaning, re-positioning stock to designated areas.

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Demonstrated knowledge in conducting inventory of supplies and food and beverage items 1.2 Explained the enterprise policies and procedures in checking and receiving stocks. 1.3 Demonstrated ability to place a nominated range of food, beverage or other stock items into appropriate storage ensuring compliance with required safe food handling, manual handling, stock rotation and stock recording practices 1.4 Demonstrated ability to update a nominated stock control system, paper-based or electronic, to reflect the receipt of a nominated delivery and the removal of damaged items from inventory.
2. Resource Implications	The following resources should be provided: 2.1 Access to a real or simulated workplace; 2.2 access to workplace standards, procedures, policies, guidelines, tools and equipment. 2.3 Sample documentation: 2.3.1 Purchase orders/Purchase order book 2.3.2 Standing orders 2.3.3 Purchase specifications 2.3.4 Delivery dockets 2.3.5 Invoices 2.3.6 Combined Delivery Dockets-Invoices 2.3.7 Combined Invoices-Statements 2.3.8 Goods ordered register 2.3.9 Product recall notices 2.3.10 Stock take sheets 2.3.11 Requisition forms 2.3.12 Internal transfer sheets 2.3.13 Material Safety Data Sheets 2.3.14 Inspection schedules 2.3.15 Inspection checklists 2.3.16 Maintenance cards 2.3.17 Sales dockets and cash register audit rolls/tapes 2.3.18 Stock order/s from computerised stock control/management system/s 2.3.19 Spillage and breakage form 2.3.20 Par stock
3. Methods of Assessment	Competency maybe assessed through: 3.1 Demonstration with Oral questioning 3.2 Portfolio

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **FOOD AND BEVERAGE SERVICES NC III**

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and   trainer's qualification.

3.1   CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.

Course Title: **FOOD AND BEVERAGE SERVICES NC Level: III**

Nominal Training Duration: 40 Hours (Basic)
**   96 Hours (Common)**
**   214 Hours (Core)**
**   350 Hours**

Course Description:

This course is designed to enhance the knowledge, skills, and attitudes in accordance with industry standards. This covers competencies that a person must achieve in performing task such as directing and leading service team in the dining area, organizing and preparing specialized menu requirements, banquet and catering functions, processing financial transactions and monitoring and maintaining stock.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.

BASIC COMPETENCIES
(40 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Lead workplace communication	1.1 Communicate information about workplace processes	• Read
		  ○ Effective verbal communication methods
		  ○ Sources of information
		• Practice organizing information
		• Identify organization requirements for written and electronic communication methods
		• Follow organization requirements for the use of written and electronic communication methods
		• Perform exercises on understanding and conveying intended meaning scenario
			• Lecture
			• Demonstration
			• Practical exercises
			• Role Play
				• Written Test
				• Observation
					2 Hours

	1.2 Lead workplace discussions	• Describe:
		  ○ Organizational policy on production, quality and safety
		  ○ Goals/ objectives and action plan setting
		• Read
		  ○ Effective verbal communication methods
		• Prepare/set action plans based on organizational goals and objectives
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
					2 Hours

	1.3 Identify and communicate issues arising in the workplace	• Describe: ○ Organizational policy in dealing with issues and problems • Read • Effective verbal communication methods	• Group discussion • Lecture	• Oral evaluation • Written Test	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Lead small teams	2.1 Provide team leadership	• Discussion of Company policies and procedures • Read web pages on situational leadership • Role play on situational leadership	• **Group work** • **Role Play** • **Lecture/ Discussion** • **Individual Work**	• Role Play • Written Test	1 Hour
	2.2 Assign responsibilities	• Read web pages on performance management • Case study on allocating roles and responsibilities based on competencies of current staff	• Individual Work • Case Study	• Role Play • Written Test	1 Hour
	2.3 Set performance expectations for team members	• Role play to communicate performance expectations with staff • Discussion on performance issues	• Lecture/ Discussion • Role Play	• Role Play • Written Test	1 Hour
	2.4 Supervise team performance	• Discussion on performance monitoring • Role play on providing feedback on performance • Role play on performance coaching • Discussion on keeping the team informed of team performance • Case study on Team performance monitoring and feedback	• Lecture/ Discussion • Role Play • Case Study	• Role Play • Written Test	1 Hour
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Examine specific workplace strategies	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

		• Discuss process of identification of fundamental causes of specific workplace challenges
		 • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations
		  - Relevant equipment and operational processes
		  - Enterprise goals, targets and measures
		  - Enterprise quality OHS and environmental requirement
		  - Enterprise information systems and data collation
		  - Industry codes and standards			

	3.2 Analyze the causes of specific workplace challenges	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges			
	3.3 Formulate resolutions to specific workplace challenges	• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes - Enterprise goals, targets and measures	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discus strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges			
	3.4 Implement action plans and communicate results	• Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discus strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Work in a diverse environment	4.1 Develop an individual's cultural awareness and sensitivity	• Show understanding of cultural diversity in the workplace • Recognize norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) • Demonstrate different methods of verbal and non-verbal communication in a multicultural setting • Apply cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) • Show affective skills – establishing rapport and empathy, understanding, etc. • Demonstrate openness and flexibility in communication • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination • Role Playing	1 Hour
	4.2 Work effectively in an environment that acknowledges and values cultural diversity	• Explain the value of diversity in the economy and society in terms of Workforce development • Discuss the importance of inclusiveness in a diverse environment • Discuss the importance of shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Identify and exhibit strategies for customer service excellence • Demonstrate cross-cultural communication skills and active listening • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices • Demonstrate collaboration skills		• Written examination • Role Playing	
	4.3 Identify common issues in a multicultural and diverse environment	• Explain the value, and leverage of cultural diversity • Discuss the inclusivity and conflict resolution • Describe the workplace harassment • Explain the change management and cite ways to overcome resistance to change • Demonstrate advanced strategies for customer service excellence • Address diversity-related conflicts in the workplace • Eliminate discriminatory behavior towards customers and co-workers • Utilize change management policies in the workplace	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination • Role Playing	1 Hour
5. Propose methods of applying learning and innovation in the organization	5.1 Assess work procedures, processes and systems in terms of innovative practices	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change)	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems		• Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	
	5.2 Generate practical action plans for improving work procedures, processes	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems • Set up action plans on how to apply innovative procedures in the organization • Set up action plans on how to apply innovative procedures in the organization • Generate practical insights on how to improve organizational procedures, processes and systems	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.3 Evaluate the effectiveness of the proposed action plans	• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on continuous improvement	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 Hour

6. Use information systematically	6.1 Use technical information	• Lecture and discussion on:
		  - Application in collating information
		  - Procedures for inputting, maintaining and archiving information
		  - Guidance to people who need to find and use information
		• Organizing information into a suitable form for reference and use
		• Classify stored information for identification and retrieval
		• Operate the technical information system by using agreed procedures
			• Lecture
			• Group Discussion
			• Hands on
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

	6.2 Apply information technology (IT)	• Lecture and discussion on:
		  - Attributes and limitations of available software tool
		  - Procedures and work instructions for the use of IT
		  - Operational requirements for IT systems
		  - Sources and flow paths of data
		  - Security systems and measures that can be used
		  - Methods of entering and processing information
		• Use procedures and work instructions for the use of IT
		• Extract data and format reports
		• Use WWW applications
			• Lecture
			• Group Discussion
			• Self-paced handout/ module
			• Hands on
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 Hours

	6.3 Edit, format and check information	• Lecture and discussion on:
		  - Basic file-handling techniques
		  - Techniques in checking documents
		  - Techniques in editing and formatting
		  - Proof reading techniques
		• Use different techniques in checking documents
		• Edit and format information applying different techniques
		• Proof read information applying different techniques
			• Lecture
			• Group Discussion
			• Self-paced handout/ module
			• Hands on
			• Demonstration
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 Hours

7. Evaluate Occupational Safety And Health Work Practices	7.1 Interpret Occupational Safety and Health practices	• Discuss the OSH standards, principles and legislations • Identify OSH work practices issues • Discuss standard safety requirements	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	3.1 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	7.2 Set OSH work targets	• Discussion in actions plans that are necessary in achieving the OSH target	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	
	7.3 Evaluate effectiveness of Occupational Safety and Health work instructions	• Practice evaluating safety data (Historical or Simulated)	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / Questioning	1.1 Hours
8. Evaluate Environmental Work Practices	8.1 Interpret environmental practices, policies and procedures	• Discussion Environmental Issues regarding - Water Quality - National and Local Government Issues - Safety - Endangered Species - Noise - Air Quality - Historic - Waste - Cultural • Updating of existing occupation practices	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 Hour
	8.2 Establish targets to evaluate environmental practices	• Discussion on - lower production costs and energy consumption - Environmentally Sound Processes - Resource Efficient	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / Questioning	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Recycling and Waste Management • Simple case study regarding energy efficiency			
	8.3 Evaluate effectiveness of environmental practices	• Identifying effective environmental practices relevant to the industry/occupation - **Implementation of energy efficiency**	• Lecture • Group Discussion • Demonstration • Case Study	• Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports	
9. Facilitate Entrepreneurial Skills For Micro-Small-Medium Enterprises (MSMEs)	9.1 Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	• Discussions on business models and strategies • Discussion on Types and categories of businesses and business internal control • Discussion on Relevant National and local legislations affecting businesses • Prepare promotional materials • Practice basic bookkeeping	• Lecture/ Discussion • Case Study • Demonstration	• Written Test • Portfolio • Work Related Project	2 Hours
	9.2 Establish and maintain client-base/market	• Role play on customer and employee relations • Discussion on Basic product promotion strategies • Preparation of Basic Feasibility study • Case studies on Basic Business ethics • Prepare basic advertising materials	• Role Play • Lecture Discussion • Case study	• Case problem • Written Test	2 Hours
	9.3 Apply budgeting and financial management skills	• Discussion on: - Basic cost-benefit analysis - Basic financial management - Basic financial accounting - Business internal controls	• Role Play • Lecture Discussion • Group work	• Written Test • Case problem	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

COMMON COMPETENCIES
(96 Hours)

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Receive and resolve customer complaints	1.1 Identify and analyse the complaint	• Explain how to received verbal complaint using active listening and empathy techniques • Identify through appropriate communication techniques the exact nature of the customer complaint • Identify steps in maintain register or complaint file/s in accordance with the requirements of the enterprise information system	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination	4 Hours
	1.2 Respond to complaints	• Explain how to process complaints in accordance with organizational standards, policies and procedures • Explain how to obtain and review documentation in relation to complaints • Identify steps in updating register of complaints/disputes	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination	4 Hours
	1.3 Determine and agree upon appropriate action to resolve complaint	• Identify procedures and guidelines on how to resolve the complaint • Demonstrate a commitment to the customer to resolve the complaint	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination	4 Hours
	1.4 Refer complaints	• Identify complaints that require referral to other personnel or external bodies • Explain how to forward all necessary documentation including investigation reports to appropriate personnel	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview • Oral Questioning	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
2. Work cooperatively In a general administration environment	2.1 Develop effective team relationships	• Explain how to develop and maintain relationships with team members and promote benefits of cooperative work consistent with organizational goals and objectives • Identify communication techniques to relay information in a clear and concise manner	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	2.2 Participate in team assignments	• Identify individual responsibilities within the workgroup in accordance with organisational requirements • How to recognize and accommodate cultural differences within the team	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	2.3 Contribute to team development	• Identify the internal and external customer needs and expectations • Explain how to seek formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors • Identify the non-discriminatory attitudes and language when interacting with customers, staff and management	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
3. Maintain quality customer/guest service	3.1 Identify customer/ guest requirements	• Identify options to improve service • Explain how to assess needs of customers/or guests • Identify and conduct data analysis on deficiencies in service delivery	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	3.2 Ensure delivery of quality products/services	• Explain how to ensure products/services meet customers' needs and reflect enterprise standards and improve on service levels • Explain how to ensure team performance consistently meets enterprise standards • Explain to colleagues how to meet and exceed customer service standards by providing appropriate professional development	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	3.3 Evaluate customer service	• Explain how to review customer/guest satisfaction with service delivery using appropriate methods that produce verifiable data • Identify steps on how to evaluate customer service evaluation outcomes • Obtain agreements on appropriate action to overcome problems	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
4. Roster Staff	4.1 Develop and implement staff rosters	• Explain how to developed rosters in accordance with company agreements and wage budgets • Identify the role of rosters and their importance in controlling staff costs • Explain how to present roster in required formats to ensure clarity of information in accordance with company standards	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	6 Hours
	4.2 Maintain staff records	• Explain how to complete time sheets and other documentation within designated timelines • Explain procedures in updating, maintaining and storing staff records	• Discussion • Demonstration • Lecture • Group discussion	• Observation • Demonstration • Written examination • Interview	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
			• Simulation		
5. Control And Order Stock	5.1 Maintain stock levels and records	• Explain how to monitor and maintain stock levels and performance • Identify the steps in monitoring stock security and adjusting systems • Explain how to maintain records of stock storage and movement	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	6 Hours
	5.2 Process stock orders	• Explain how to process orders for stock in accordance with company procedures • Identify steps in maintaining and recording stock levels	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	5.3 Minimize stock losses	• Identify reasons for stock loss and damage • Explain how to identify stock losses • Identify the recommended related procedures and solutions to loss situations to prevent future avoidable losses	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	5.4 Follow-up orders	• Explain how to monitor delivery process and ensure continuity of supply • Identify routine supply problems • Explain how to distribute stock to agreed locations.	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	5.5 Organize and administer stocks	• Explain how to organize stocks • Identify the stocktaking responsibilities	• Discussion • Demonstration • Lecture	• Observation • Demonstration	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Demonstrate how to produce accurate stock reports	• Group discussion • Simulation	• Written examination • Interview	
6. Prepare And Deliver Training Sessions	6.1 Determine training requirements	• Identify required competencies for learners • Describe the training gap for learners • Explain the identified training gaps and recommendation for training	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	6.2 Prepare training plan	• Explain how to develop session outlines, training content, training resources and materials and individual training session	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	6.3 Deliver training sessions	• Explain the training and assessment activities involved in the training session • Identify steps in preparing training venue for the training session • Identify safety of learners during training delivery and practice	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
7. Plan, conduct and evaluate staff performance assessment	7.1 Plan a staff performance assessment	• Identify context for staff performance assessment • Determine the initial focus of the staff performance assessment for each staff member	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Prepare Documents to record identified staff performance assessment statistics and performance data • Design action plan to guide the conduct of staff performance assessment			
	7. 2 Conduct a staff performance assessment	• Identify steps in gathering workplace-based evidence of staff performance • Explain how to interpret employee performance data	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours
	7.3 Evaluate a staff performance assessment	• Prepare staff performance assessment interview • Identify steps in reviewing individual staff performance • Explain how to prepare staff performance assessment targets for next period	• Discussion • Demonstration • Lecture • Group discussion • Simulation	• Observation • Demonstration • Written examination • Interview	4 Hours

CORE COMPETENCIES
(214 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Direct and lead service team in the dining area/ restaurant	1.1 Supervise pre-opening preparations	• Monitor guest reservation and ensure table assignment allocations.	• Lecture-Discussion	• Observation • Demonstration • Oral Questioning	10 Hours
		• Inspect waiter service stations for completeness in stocks and supplies.	• Lecture-Discussion • Demonstration	• Observation • Oral Examination • Written Examination	
		• Re-check tables for accuracy in setting	• Demonstration • Simulation	• Observation • Demonstration • Oral Examination • Written Examination	
		• Check the cleanliness of the dining area/restaurant in accordance to standards of the establishment.	• Lecture-Discussion • Demonstration • Simulation • Brainstorming	• Observation • Written test • Oral Examination • Assignment	
		• Grooming of the personnel is checked in accordance with the company's standards	• Lecture-discussion • Brainstorming	• Oral questioning • Observation	
		• Dining equipment is inspected to ensure efficient operations.	• Lecture-discussion • Demonstration	• Oral questioning • Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	1.2 Oversee food and beverage service in the dining area	• Conduct service briefing among service staff at the beginning of the shift.	• Lecture-Discussion • Role playing	• Observation • Demonstration • Oral Questioning	16 Hours
		• Coordinate flow of service with the kitchen.	• Lecture-Discussion • Role play • Group Activity	• Observation • Case study • Oral questioning	
		• Control and ensure quality in all service areas.	• Lecture-Discussion • Group Discussion • Self-paced handout or module	• Observation • Written test • Oral Questioning • Case Study	
		• Communicate guests concerns to the chef and kitchen staff.	• Lecture-Discussion • Brainstorming • Group Activity	• Demonstration • Written test • Oral Questioning	
		• `Express and monitor policies on energy and water conservation and waste disposal.	• Lecture-Discussion	• Written test • Oral Questioning	
		• Communicate policies on sexual harassments	• Lecture-Discussion	• Oral questioning	
	1.3 Oversee end of shift and closing procedures	• Check end of shift / Closing tasks of the service staff in accordance to enterprise standards	• Lecture-Discussion • Demonstration • Simulation • Group Activity	• Observation • Demonstration • Written test • Oral Questioning	12 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Record daily sales and cover count of the outlet	• Lecture-Discussion • Demonstration • Simulation • Group Activity	• Observation • Demonstration • Written test • Oral Questioning	
		• Conduct Post-briefing is conducted to discuss and solve concerns of the day.	• Lecture-Discussion • Demonstration • Simulation • Group Activity	• Observation • Demonstration Oral Questioning	
		• Check electrical equipment and fixtures if properly turned-off	• Role playing	• Demonstration	
		• Segregate food wastes and packaging wastes	• Lecture-Discussion • Simulation	Observation Oral questioning	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
2. Promote and prepare extensive range of food and beverage products for table side service requirements.	2.1 Promote table side menu items to guests	• Identify the range of menu items that may be offered via gueridon service	• Lecture • Discussion • Group activity	• Observation • Demonstration • Written test • Oral Examination	
		• Describe and promote a range of gueridon menu items to guests and potential guests	• Lecture • Demonstration • Simulation	• Observation • Demonstration • Written test • Oral Examination	
		• Describe the procedures involved in the provision of gueridon service to guests	• Lecture • Discussion	• Observation • Written test • Oral questioning	
		• Identify, describe and explain the role of ingredients used in gueridon service of menu items	• Lecture • Discussion • Brainstorming	• Written test • Oral Questioning	16 Hours
		• Select and use appropriate materials on gueridon trolley to assist in the promotion of gueridon service	• Lecture • Discussion • Group discussion	• Written test • Oral questioning	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	2.2 Develop and update wine knowledge	• Identify and differentiated wine styles, major grape varieties used in wine production and major wine producing countries.	• Lecture • Interactive Discussion	• Written test • Oral questioning	16 Hours
		• Describe the steps in wine production and wine production techniques	• Lecture • Discussion	• Written test • Oral Questioning	
		• Interpret wine labels to identify and make assessment of wine contained within the bottle.	• Lecture • Discussion	• Written test • Oral questioning	
		• Familiarize wine storage facilities and retrieval	• Lecture - Discussion	• Written test • Oral Examination • Work Project	
		• Undertake sensory appraisal of wine if necessary	• Lecture-Discussion • Wine evaluation	• Oral Examination • Demonstration	
	2.3 Provide advice on food and wine to patrons	• Present wine list/lists to patrons in accordance with the enterprise standards	• Lecture • Discussion • Demonstration	• Observation • Demonstration • Written test • Oral Questioning	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Recommend suitable wine and food combinations to meet identified needs and preferences of patrons	• Lecture • Discussion • Demonstration	• Observation • Demonstration • Written test • Oral Questioning	12 Hours
		• Explain to guests relevant wine production countries, grape varieties, wine production techniques and associated wine industry information, trends and details when necessary	• Lecture • Group Discussion • Demonstration	• Observation • Demonstration • Written test • Oral questioning	
	2.4 Prepare gueridon equipment / service trolley for service	• Clean and maintain gueridon trolleys, equipment and utensils	• Lecture-Discussion • Demonstration • Simulation	• Observation • Demonstration • Written test • Oral questioning	
		• Prepare trolleys and service area for service with equipment, utensils and linen	• Lecture-Discussion • Demonstration • Group Activity	• Observation • Demonstration Oral Examination • Oral Questioning	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Select food and non-food items for service to match menu items	• Lecture-Discussion • Group Discussion	• Written test • Oral Examination • Assignment • Work project	16 Hours
		• Verify the quality and condition of food and non-food items prior to use	• Lecture-Discussion • Group Discussion	• Observation • Written test • Oral Questioning • Case study	
		• Position gueridon trolleys for maximum impact on sales potential	• Lecture-Discussion • Demonstration	• Demonstration • Written test • Oral Questioning	
	2.5 Prepare and serve menu items	• Prepare and serve a range of food menu items using the gueridon	• Lecture-Discussion • Group Discussion • Demonstration • Simulation	• Observation • Demonstration • Written test • Oral Examination • Oral Questioning	24 Hours
		• Carry out specialized dining room service efficiently in accordance with the standards of the establishment	• Demonstration • Lecture	• Observation • Demonstration • Oral questioning	
		• Engage guests as part of the gueridon service experience	• Lecture Demonstration	• Observation • Demonstration • Oral Questioning	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Present prepared menu items in a professional and attractive manner	• Demonstration • Lecture	• Observation • Demonstration • Oral questioning	
		• Clear and clear trolleys and other gueridon equipment and utensils on completion of the provision of service	• Lecture • Demonstration	• Observation • Demonstration • Oral questioning	
	2.6 Manage responsible service of alcohol	• Apply enterprise and licensing authority eligibility standards and/or requirements to be served alcohol	• Lecture • Group Discussion • Group Activity	• Observation • Written test • Oral Examination • Case study	
		• Explain restrictions for service courteously and diplomatically	• Lecture-Discussion • Group discussion	• Written test • Oral Examination • Case study	12 Hours
		• Prepare and serve standard drinks in accordance with the enterprise standards	• Lecture-Discussion Demonstration	• Observation • Written test • Oral Examination • Demonstration	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
3. Organize functions at a hotel or restaurant	3.1 Supervise pre-function mise-en place	• Obtain adequate supplies in accordance to event/function requirements .	• Lecture • Discussion • Simulation	• Observation • Written test • Oral Questioning	
		• Set up Tables and chairs according to event/function requirements	• Lecture • Demonstration • Simulation	• Observation • Demonstration • Oral Questioning	
		• Set up serving stations/food islands in designated locations.	• Lecture • Demonstration • Simulation	• Observation • Demonstration • Oral Questioning	
		• Inspect Tableware for damages and cleanliness	• Simulation • Lecture - discussion	• Observation • Demonstration	20 Hours
		• Prepare floor plan/ seating diagram available for reference of the banquet staff	• Lecture • Discussion • Simulation	• Observation • Demonstration • Written test • Oral questioning • Work Project	
		• Set appropriate flatware according to the menu.	• Lecture • Discussion • Simulation • Group Activity	• Observation • Demonstration • Written test • Oral questioning	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Conduct meetings and briefings • prior to the banquet function.	• Lecture • Demonstration • Simulation	• Observation • Demonstration • Written test • Oral Examination	
		• Execute and interpret Banquet Event Order based on the event requirement and resources	• Lecture – discussion • Individual and Group activity	• Written test • Case study • Oral questioning	
		• Check the quality of the food to be served based on guest's request	• Lecture – discussion • Individual and Group activity	• Written test • Case study • Oral questioning • Demonstration	
	3..2 Oversee meal service	• Maintain contact with host, chef and kitchen staff all throughout the event.	• Lecture-discussion	• Observation • Demonstration • Oral questioning	
		• Ensure prompt delivery of each course to every table.	• Lecture-discussion • Demonstration	• Observation • Written test • Oral questioning	10 Hours
		• Coordinate timing of service of each course of the meal with the kitchen, service staff and host.	• Lecture • Simulation • Group Activity	• Observation • Demonstration • Oral questioning • Case study	
		• Monitor banquet staff work and pace all throughout the meal service.	• Lecture-discussion • Simulation	• Observation • Demonstration • Oral Questioning • Case study	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Implemented the banquet service style in accordance with what is stipulated in the event order form or with special arrangement with the host.	• Demonstration • Simulation	• Observation • Demonstration • Oral questioning	
		• Control HVAC relative to ambient temperature	• Demonstration • Lecture-discussion	• Observation • Demonstration • Oral questioning	
	3.3 Supervise after meal service	• Provide coffee and tea service upon guest request.	• Demonstration • Simulation	• Observation • Demonstration • Oral questioning	8 Hours
		• Supervise banquet area "break down" according to enterprise standards.	• Lecture • Discussion • Simulation	• Observation • Demonstration • Written test • Oral questioning	
		• Prepare event report after each function	• Lecture • Discussion • Individual Activity	• Written test • Oral Examination • Work project	
		• Monitor waste disposal procedures after each function.	• Lecture-discussion • Group discussion	• Observation Written test Oral questioning	
	3.4 Perform customer relations	• Attend promptly to guest needs and concerns.	• Lecture • Discussion • Role playing	• Observation • Demonstration • Written test • Oral questioning • Case study	4 Hours
		• Check professional demeanor of the staff at all times.	• Lecture • Group Discussion • Group Activity	• Observation • Demonstration • Written test • Oral questioning	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
4. Process financial sale transactions	4.1 Prepare point of sale area for operation	• Prepare point of sale register/terminal for operation in accordance with the enterprise standard	• Lecture • Discussion • Simulation • Demonstration	• Observation • Written test • Oral Examination • Oral Questioning • Portfolio	4 Hours
		• Obtain and ensure cash float and supplies of change.	• Lecture-discussion • Simulation	• Demonstration • Written test • Oral Questioning	
		• Obtain supplies of point of sale documentation	• Lecture-discussion • Simulation	• Written test • Oral Examination	
	4.2 Process payments and receipts during trade	• Calculate or verify amount due from customer/guest	• Lecture-discussion • Simulation	• Written test • Oral Examination • Case study	6 Hours
		• Accept cash and non-cash payments and issue receipts.	• Lecture • Discussion • Simulation	• Observation • Demonstration • Written test	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		• Process advanced deposits payments and refunds in accordance with enterprise policy.	• Lecture • Discussion • Demonstration • Simulation	• Observation • Demonstration • Written test • Oral questioning	
		• Apply appropriate customer/guest service skills in processing payments.	• Lecture • Discussion • Group Discussion • Demonstration • Simulation	• Observation • Demonstration • Written test • Oral questioning • Case study	
	4.3 Reconcile financial transaction at end of trade	• Complete end of shift documentation in accordance with enterprise policy	• Lecture-discussion • Simulation	• Observation • Demonstration • Written test • Oral Examination	6 Hours
		• Determine balance between register/terminal reading and cash and non-cash totals	• Lecture-discussion • Individual activity	• Written test • Oral questioning	
		• Investigate and resolve discrepancies with takings in accordance with enterprise policy	• Lecture-Discussion • Simulation	• Written test • Oral questioning • Case study	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
5. Monitor and maintain stock	5.1 Accept delivery of stock	• Check stock received against stock ordered	• Lecture-discussion • Individual activity	• Written test • Oral questioning	8 Hours
		• Follow-up variations between delivery and documentation are identified and relevant documentation	• Lecture • Discussion • Group Discussion	• Written test • Oral questioning	
		• Identify stock to be returned to the supplier.	• Lecture • Discussion • Group Discussion	• Written test • Oral questioning • Case study	
		• Manage excess stock within the organization	• Lecture • Discussion • Group Discussion	• Written test • Oral questioning • Case study	
		• Secure new stock against damage and/or theft	• Lecture • Discussion • Group Discussion	• Written test • Oral questioning • Case study	
	5.3 Store stock	• Move stock to the required operational area	• Lecture • Discussion • Simulation	• Written test • Oral questioning • Case study	6 Hours
		• Apply appropriate occupational health and safety skills according to the enterprise policy	• Lecture • Discussion • Demonstration • Simulation	• Written test • Oral questioning • Case study • Demonstration	
		• Remove waste from the storage areas following the standard procedures of the enterprise.	• Lecture • Demonstration	• Observation • Written test • Oral questioning • Case study	

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	5.3 Maintain inventory and storage areas	• Control inventory of food, equipment, small ware and liquors in accordance with the enterprise procedures	• Lecture-discussion	• Observation • Oral Questioning • Case study	8 Hours
		• Check slow and fast moving items in accordance with enterprise standards.	• Lecture-dicussion • Group discussion	• Observation • Oral Questioning • Case study	
		• Rotate stock aligning with enterprise and stock item requirements	• Lecture • Discussion • Group discusion	• Observation • Written test • Oral Examination	
		• Take remedial action where stock related issues are identified	• Lecture • Discussion • Group discussion	• Observation • Written test • Oral Examination • Case study	
		• Request needed food items, supplies and equipment to ensure quality and timely delivery of service.	• Lecture • Group Discussion • Demonstration • Simulation	• Observation • Written test • Oral Examination	

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.

   a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)

   b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

   c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.

   d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;

   e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.

   f. Training program allows for recognition of prior learning (RPL) or current competencies;

   g. Training completion is based on satisfactory performance of all specified competencies.

2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

   ### 2.1 Institution- Based:

   - Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

   - Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study,

audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

- The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.

- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 Community-Based – Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students who wish to enter this training should possess the following requirements:

- Must have completed the 10-year basic education or an Alternative Learning System (ALS) Certificate of Completion with grade 10 equivalent holder
- Computer literate
- Can communicate in basic English in both oral and written form
- Must be competent in the entire Food and Beverage Services NCII qualification either through training, experience or certification

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for FOOD AND BEVERAGE SERVICES NC III are as follows:

	WAITERING TOOLS, MATERIALS AND EQUIPMENT				
QTY	DINNERWARE	QTY	CUTLERIES	QTY	GLASSWARE
24	Dinner plates, 10"	24	Dinner knives	24	Red wine glasses
24	Show/service plates, 11-14"	24	Dinner forks	24	White wine glasses
24	Appetizer / Salad plates 7-8"	24	Salad knives	24	Water goblets
24	Fish plates, 8-9"	24	Salad forks	24	Juice glasses/Hi ball
24	Dessert plates, 7-8"	24	Fish knives	24	Champagne flute
24	Side plates or bread plates, 6"	24	Fish forks	24	Collins glasses
24	Soup plate/bowl / consommé cup	24	Soup spoons (cream and consume)	24	Pilsner glasses/Ice tea glasses
24	Cups and saucers 5-6 oz	24	Dessert spoons		WINE DECANTING REQUISITES
12	Oval platter (small)	24	Dessert forks	6	Wine Decanter
12	Oval platter (large)	24	Teaspoons	6	Candle / match
		24	Cocktail forks	6	Water's friend
		12	Service forks	6	Wine basket

WAITERING TOOLS, MATERIALS AND EQUIPMENT					
QTY	**DINNERWARE**	**QTY**	**CUTLERIES**	**QTY**	**GLASSWARE**
		12	Service spoons		
		24	Steak knives		
		24	Butter knives		
		24	Oyster forks		
QTY	**OTHER SERVICEWARE**	**QTY**		**QTY**	**OTHER ACCESSORIES**
6	Coffee pot	6	Table cloths for square table	6	Menu Folders
6	Tea pot	6	Side towels	6	Order pads
6	Salt and Pepper shakers	30	20" x 20" Cloth Table napkin	6	Bill folder/change trays
12	Rectangular trays	6	Table cloth for round table 8's	2	Waiter station/cabinet
8	Silver platters			2	Tray stand (Dummy waiter)
12	Round (bar) trays			2	Boning knives
4	Tooth pick holders			6	All-purpose knives
6	Napkin holders			4	Chopping boards
6	Sugar basin / containers			10	Utility bowls/plates
6	Creamer containers / Milk jug		**EQUIPMENT**	2 sets	Wooden fork and spoons
6	Sauce/gravy boats	1	Tableside service cart w/ rechaud (Gueridon)	2	Wooden bowls (Caesar salad preparation)
4	Soup tureen	1	(push) cart to transport/move banquet operating equipment	4	Plastic bin boxes to be used when moving banquet operating equipment
2	Peppermill		Point of Sale (POS)	2	Non-stick round (crepe) pan
6	Service forks and spoons		INGREDIENTS for gueridon service	2	Turners (for non-stick pans)
6	Food tongs		Caesar Salad	6	Food cover

WAITERING TOOLS, MATERIALS AND EQUIPMENT					
QTY	DINNERWARE	QTY	CUTLERIES	QTY	GLASSWARE
6	Sauce ladles		Filleting Fish		
4	Soup ladles		Flambe	**TABLES/CHAIRS**	
2	Cake servers		Carving poultry	4	Square/rectangular tables (4's/6's)
6	Water pitchers			3	round tables (8's)
2	Ice buckets with tongs			30	Dining/Banquet chairs
					Forms:
					Sample Forms for inventory, receiving and storing stock, Event Order Form

***NOTE**: Implementation of the training program can be made possible through a MOA between the **Training school** and **Industry (Full Service Restaurant or Catering Service)** for the use of the facilities.

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Laboratory	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area			36 sq. m.
		Total workshop area:	**156 sq. m.**

3.6 TRAINER'S QUALIFICATIONS

- Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Food and Beverage Services NC III
- Must have at least 3 years industry experience as waiter, head waiter or supervisor in food and beverage department
- Must have attended relevant upgrading food and beverage services training and seminars

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.

4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.

4.1.3 Holders of valid National Certificate (NC) Food and Beverage Services NC III will have to undergo re-assessment to the amended TR for Food and Beverage Services NC III;

4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment:

4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following:

   a. entry requirements for candidates
   b. evidence gathering methods
   c. qualification requirements of competency assessors
   d. specific assessment and certification arrangements as identified by industry

4.2 Competency Assessment Requisite

4.2.1 **Self-Assessment Guide**. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.
This document can:

a. Identify the candidate's skills and knowledge
b. Highlight gaps in candidate's skills and knowledge
c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior `

4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

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For Trainer-Assessor
- Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Food and Beverage Services NC III
- Must have at least 2 years industry experience as waiter, head waiter or in at least a supervisory level position or at least 3 years teaching experience in the related field
- Have assisted in the actual conduct of assessment to at least two (2) candidates.

For Industry Assessor
- Holder of National Certificate in Food and Beverage Services NC III
- Holder of Certificate of Competency (COC) in Conduct Competency Assessment under the Trainers Methodology Level I (TM I)
- Must have at least 2 years industry experience as a Captain Waiter or Head Waiter or at least a supervisory level position in the food and beverage department
- Have assisted in the actual conduct of assessment to at least two (2) candidates.

COMPETENCY MAP - TOURISM Sector
(Hotel and Restaurant)
FOOD AND BEVERAGE SERVICES NC III

	Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace	Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
BASIC COMPETENCIES	Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support Innovation	Access and maintain information	Follow occupational safety and health policies and procedures	Apply environmental work standards	Adopt entrepreneurial mindset in the workplace
	Participate in workplace communication	Work in Team Environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace

BASIC COMPETENCIES								
Utilize specialize specialized communication skill	Develop and lead teams	Perform higher order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage and evaluate usage of information	Lead in improvement of Occupational Safety and Health Program, Policies and Procedures	Lead towards improvement of environmental work programs, policies and procedures	Sustain entrepreneurial skills
Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving techniques	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing, and maintaining information	Manage implementation of OSH programs in the workplace	Manage implementation of environmental program in the workplace	Develop and sustain a high-performing enterprise

CORE COMPETENCIES								
Receive and resolve customer complaints	Work cooperatively in a general administration environment	Maintain quality customer/ guest service	Roster staff	Control and Order stock*	Prepare and deliver training sessions	Plan, conduct and evaluate staff performance assessment		
Maintain hospitality industry knowledge	Perform child protection duties relevant to the tourism industry	Develop and supervise operational approaches	Manage quality customer service	Manage finances within a budget	Plan and implement a series of training events	Use the assessment system for training outcomes		
Develop and update tourism industry knowledge	Develop protective environments for children in tourism destinations	Establish and maintain a business relationship	Gather and present product information	Maintain quality customer/ guest service	Manage and resolve conflict situations	Manage financial performance within a budget	Monitor and evaluate the effectiveness of training outcome	Evaluate the effectiveness of assessment system

Direct and lead service team in the dining area/ restaurant	Promote and prepare extensive range of food and beverage products for table side service requirements	Organize functions related to Food and Beverage Service at a hotel or restaurant	Process financial sale transactions	Monitor and maintain stock
Manage food and beverage service team	**Oversee dining area operations**	**Implement food and beverage promotional activities**	**Organize catering functions**	
Manage a Food and Beverage Operation	Develop Entrepreneurial Opportunities for the Food and Beverage Operations	Monitor Food and Beverage Revenues and Expenditures	Manage the Effective Use of Human Resources in Food and Beverage Operations	

GLOSSARY OF TERMS

1. **Banquet –** a function held inside a hotel.

2. **Break Even Analysis** – the point at which revenue received equals the costs associated with receiving the revenue

3. **Complaints**-products and services that give dissatisfaction to customers.

4. **Corrective action**-improvements to an organization's processes taken to eliminate causes of non-conformities or other undesirable situations.

5. **Cost estimates**- the approximation of the cost of a program, project, or operation; the cost estimate is the product of the cost estimating process.

6. **Critical thinking skill**- the ability to actively conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

7. **Cross-training**-training in two or more related tasks, jobs or skills to enhance job performance

8. **Delegation**- the assignment of responsibility or authority to another person (normally from a manager to a subordinate) to carry out specific activities.

9. **Employee feedback**-either positive or negative comments from the superior

10. **English language proficiency**- a high degree of competence or skill in communicating in English language.

11. **Ethics**- standards of behavior or moral principles that govern a person's or group's behavior

12. **Fixed costs** - costs which remain constant regardless of production volumes

13. **Food safety**- the principle which involves proper table ware handling, food handling and employee hygiene practices

14. **Function book**- in a hotel or conference center, the official record that controls room assignments for meetings and other events

15. **Function costs**-the cost or value of supplies for a certain event

16. **Function sheet**- document that outlines the details of an event ; it serves as a guideline for the hotel or restaurant to execute and communicate logistics to all necessary departments.

17. **Function style**-the nature of event or banquet that requires food and beverage service.

18. **Informal feedback**- the in-the moment advice outside of the formal performance review.

19. **Liaise**- establish a working relationship, typically in order to cooperate on a matter of mutual concern.

20. **Literacy skill**- the skills needed for reading and writing. They include such things as awareness of the sounds of language, awareness of print and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension

21. **Marketing**- the action or business of promoting and selling products or services, including market research and advertising.

22. **Market intelligence**- the information relevant to a company's markets, gathered and analyzed specifically for the purpose of accurate and confident decision-making in determining strategy in areas such as market opportunity, market penetration strategy, and market development.

23. **Marketing plan**- is a comprehensive blueprint which outlines an organization's overall marketing efforts.

24. **On-**Premise-refers to the venue of the function that is usually inside a hotel.

25. **Off-**Premise-refers to the venue of the function that is usually in any available area except inside the hotel.

26. **POS (**Point of Sale)-a computer software that is used in processing food and beverage orders, bills and other necessary reports essential in managing an outlet.

27. **Potential revenue**- the possible amount of money that a company actually receives during a specific period; possible gross income

28. **Proposal** - a formal offer to do work/provide products &services for someone or a business

29. **Prospects**- people who are potential customer, client, etc

30. **Request for Tender/Proposal** - a document from a person or business asking you to tender for the provision of identified products and services

31. **Risk management standards**- the standards in forecasting and evaluating the financial risks together with the identification of procedures to avoid or minimize their impact

32. **Roster**-list of employees with their assigned job or task schedules.

33. **Running sheet**- a list of every task that needs to be done for an event: it is set up in the order the tasks will begin.

34. **Sales activities**- initiatives and actions to increase the revenue of a food service facility.

35. **Sales calls**- pre-arranged and face-to-face meeting between a salesperson and a customer or prospect for the purpose of generating a sale.

36. **Sales meeting**- gathering in which a product or service is being discussed, and the benefits are outlined to the potential buyer; not always a presentation format; it can sometimes be an informal conversation, phone call or online affair to promote products and services to prospects.

37. **Sales report**- record of calls made and products sold during a particular time frame kept by a salesperson or their management.

38. **Self-management skill**- defined as the personal application of behavior change tactics that produces a desired change in behavior. The term self-control is also used to refer to this type of behavior change program.

39. **Service levels**- measure the performance of a system; certain goals are defined and the service level gives the percentage to which those goals should be achieved

40. **Service points**-areas where the actual pick-up of food after production are located

41. **Service stations**-the areas where the wait staff place the necessary and extra supplies such as table wares for re-setting and sometimes beverages for re-filling.

42. **Service style**-the manner of serving food from the production area to dining area.

43. **Sustainability issues**-issues on activities in meeting the present and future business supplies of products or services, including reducing waste, reusing supplies or recycling.

44. **Tender -** proposal

45. **Training skill**- teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies usually to improving one's capability, capacity, productivity and performance.

46. **Variable Costs -** costs associated with expenditure which varies with levels/volume of production

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