

FOOD & BEVERAGE

Competency Standard

National Vocational
Certificate Level 3

Version 1 - July 2013

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Authors

Dr. Jeremy Curtis (International Short Term Expert)
Mr. Babar Sheikh (Director Operations College of Tourism and Hotel Management, Lahore)
Ms. Sehrish Jabeen (Banquet Manager Hotel Park Plaza, Lahore)

Responsible

Director General Skills Standard and Curricula, National Vocational and Technical Training Commission
National Deputy Head, TVET Reform Support Programme, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

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Curriculum specification for F&B Captain

Module 1: Supervise the delivery of effective service for food outlet guests

Objective of the module: The aim of this module is to develop knowledge, understanding and skills to supervise delivery for effective guest service

Duration 120 hours **Theory:** 20 hours **Practical:** 100 hours

Competency Unit	Performance Criteria	Knowledge and Understanding
<p>LU1: Ensure that the food outlet team improves service reliability and deliver effective guest service at all times</p>	<p>The student will be able to: P1: Ensure that the team delivers effective guest service at all times. P2: Improve service reliability for guests. P3 Take action to improve the reliability of the team’s delivery of service based on guest comments. P4: Respond to service delivery problems when systems, people or resources have failed. P5: Improve service standards by setting targets of achievement initiated by data collected.</p>	<p>The student will be able to: K1: Understand the importance of having reliable and fast information for customers and organization K2: Reorganize the team’s work to respond to unexpected additional workloads K3: Effectively communicate feedback from customers to management. K4: Communicate appropriately to your customer’s when they make comments about the products or services you are offering K5: Understand the organizational procedures and systems for delivering customer service K7: Understand the organizational procedures for unexpected situations and your responsibility</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
<p>LU2:</p> <p>Gather information on feedback of service and opportunities for improvement</p>	<p>The student will be able to:</p> <p>P1: Collect and record feedback for effective guest service.</p> <p>P2: Analyse and interpret feedback and share findings with others for effective guest service.</p> <p>P3: Identify opportunities for further improvement.</p> <p>P4: Present these opportunities to the management team.</p>	<p>The student will be able to:</p> <p>K1: Explain the importance of feedback and its effect on customer service</p> <p>K2: Learn to analyse and interpret feedback and share findings with others</p> <p>K3: Define importance of summarising the advantages and disadvantages of incorporating further improvements for effective customer service</p> <p>K4: State the techniques to analyse and interpret feedback for effective customer service opportunities and further improvement</p>
<p>LU3</p> <p>Manage complaints relating to food service provision</p>	<p>The student will be able to:</p> <p>P 1: Develop resolutions and agree actions to resolve food complaints.</p> <p>P 2: Take action and make recommendations for improvements in response to food complaints.</p>	<p>The student will be able to:</p> <p>K1: Understand and improve customer loyalty relationship with service partners or internal customers by solving problems</p> <p>K2: Identify repeated customer service problems</p> <p>K3: Explain the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option</p> <p>K4: Explain to work with others to select the best option</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
		for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation K5: Avoid the repetition of customer service problems

Module 2: Co-ordinate the operation of the food and beverage service area

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to co-ordinate the operation of food and beverage service area

Duration 160 hours **Theory:** 20 hours **Practical:** 140 hours

Competency Unit	Performance Criteria	Knowledge and Understanding
<p>LU1:</p> <p>Ensure professional food outlet standards are maintained throughout food and beverage service and completion of shift</p>	<p>The student will be able to:</p> <p>P 1: Ensure that associates maintain personal hygiene and wear appropriate waiter’s uniform throughout the shift</p> <p>P 2: Ensure that associates work effectively as part of a hospitality team and communicate efficiently with each other throughout the shift</p> <p>P 3: Ensure that associates know and understand how to respond to hazards, accidents and emergencies</p> <p>P4: Ensure waste is properly managed</p>	<p>The student will be able to:</p> <p>K1: Explain the knowledge of business for the day, including number of bookings, any special bookings, special requirements or special offers available</p> <p>K2: Brief the team, including choosing the right style of communication</p> <p>K3: Understand how to check if any product or equipment is in need of maintenance or attention</p> <p>K4: Explain how to check if there are any problems with the quality or quantity of food or drink available</p> <p>K5: Explain how to assure team’s comprehension of their duties for the day</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
<p>LU2:</p> <p>Manage the food outlet's requisition requirements, work area and equipment</p>	<p>The student will be able to:</p> <p>P 1:Check current stock of food and other items available in the department</p> <p>P 2:Prepare requisition sheet to obtain appropriate amounts of food and other items from store</p> <p>P3:Use stock control systems to manage levels and usage of stock</p> <p>P4:Ensure that organizational yield levels are achieved</p> <p>P5:Establish and maintain the condition of work areas and equipment</p> <p>P6:Ensure that equipment is being used correctly and efficiently by associates</p> <p>P7:Ensure that specific items of equipment are maintained, calibrated or replaced as required</p> <p>P8:Take corrective action where required to improve the safety of work areas</p>	<p>The student will be able to:</p> <p>K1: Explain the operational knowledge and understanding of the department</p> <p>K2:Explain how to check current stock of supplies available in the department</p> <p>K3: Explain how to prepare requisition sheet to obtain appropriate amounts of supplies from store or other departments (e.g. linen, clean uniforms)</p> <p>K4:Explain how to check delivery from store and other departments meet type, quality and quantity requirements</p> <p>K5: Explain different systems for managing stock, e.g. First In First Out (FIFO), Last In First Out (LIFO), Last In Last Out (LILO)</p> <p>K6: Explain stock management system and its operations as per the standard operating procedures.</p>
<p>LU3:</p> <p>Support the Restaurant Manager</p>	<p>The student will be able to:</p> <p>P1:Discuss and agree on methods and formats of communication with the Restaurant Manager</p> <p>P2:Agree with the Restaurant Manager daily and medium term areas for delegated responsibilities</p> <p>P3:Support the Restaurant Manager in undertaking training and</p>	<p>The student will be able to:</p> <p>K1:Explain the importance of monitoring the business performance of the food outlet</p> <p>K2: Explain appropriate formats for reports as required, including staff control, food control etc.</p> <p>K3: Explain how to create and execute plans for</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
	<p>inspections</p> <p>P4:Ensure that requirements of food outlet are signed off by Restaurant Manager</p>	<p>departmental sales, profit and staff development</p> <p>K4: Explain the importance of responding promptly to customer complaints, managing staff and providing them with feed back</p> <p>K5: Explain the importance of checking stock levels and ordering supplies</p> <p>K6: Explain how to support the restaurant manager in a variety of different situations</p> <p>K7: Explain standard operating procedures for food and beverage service outlets</p>
<p>LU4</p> <p>Ensure food outlet opens and finalizes the shift effectively</p>	<p>The student will be able to:</p> <p>P1:Ensure that all associates arrive for duty at the prescribed time</p> <p>P2:Ensure that all associates are wearing their respective uniforms</p> <p>P3:Ensure that all associates have checked that all equipment is in good working order</p> <p>P4:Ensure that all associates clear work area of equipment and food products</p> <p>P5:Ensure that all associates clean and sanitize all equipment and surfaces</p> <p>P6:Ensure that all associates return all surplus food, equipment and materials to the relevant department</p>	<p>The student will be able to:</p> <p>K1: Explain operational knowledge and understanding of the kitchen</p> <p>K2: Explain operational knowledge and understanding of current and future requirements of business</p> <p>K3: Explain the duty rota, sickness, other absence and holiday entitlement</p> <p>K4: Explain the importance of being fully prepared at the start of the shift</p> <p>K5: Explain how to ensure that all associates conclude the shift correctly and efficiently</p> <p>K6: Explain standard operating procedures for the department and section</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
	P7:Ensure that all associates hand over to the next shift as per company standards	K7: Explain national, local and international hygiene standards , HACCP standards, local food & safety preparation laws

Module 3: Supervise the food outlet section

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to supervise the food outlet section

Duration 200 hours **Theory:** 40 hours **Practical:** 160 hours

Competency Unit	Performance Criteria	Knowledge and Understanding
<p>LU1: Supervise preparation of the food outlet area for food and beverage service in different settings</p>	<p>The student will be able to:</p> <p>P1:Supervise preparation of the area for food and beverage service</p> <p>P2:Ensure preparations are carried out in time for scheduled food and beverage service to be provided</p> <p>P3:Ensure that F&B service area ambiance meets the guest needs and expectations</p> <p>P4:Supervise operation of the area for food and beverage service</p> <p>P5:Ensure that food outlet standards are maintained throughout the shift</p> <p>P6:Deal with problems that may affect the standard of food service</p> <p>P7:Maintain and monitor the cleaning programme</p>	<p>The student will be able to:</p> <p>K1: Analyse the function sheet or reservation details to know the layout and set-up requirements</p> <p>K2 :Explain the importance of co-ordinating with other departments, e.g. Sous Chef, Engineering, Housekeeping, to support preparation of layout and set-up requirements</p> <p>K3: Explain how to train staff to prepare the layout and set up requirements to meet the needs of the customer</p> <p>K4 :Explain the importance of using appropriate information to arrange the desired layout and set up of the food outlet</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
<p>LU2:</p> <p>Supervise food and beverage service in different settings</p>	<p>The student will be able to:</p> <p>P1:Co-ordinate the food and beverage delivery operation</p> <p>P2:Monitor food and beverage service to ensure that guest needs are being met at all times</p> <p>P3:Identify and resolve problems with food and beverage service</p> <p>P4:Control practices for handling payments</p> <p>P5:Manage the food and beverage service log on a daily basis</p>	<p>The student will be able to:</p> <p>K1 :Explain the staff responsibilities for preparing food and beverage service areas</p> <p>K2 :Explain the cleaning materials, procedures and techniques</p> <p>K3 :Explain how to report problems with preparing food and beverage service areas</p>
<p>LU3:</p> <p>Manage communication between the food and beverage service area and other departments</p>	<p>The student will be able to:</p> <p>P1:Agree with other department heads as per prescribed method, written, verbal or other technological methods of communication</p> <p>P2:Ensure that agreed methods of communication are used clearly, coherently and promptly to provide information about the food and beverages service to other departments</p> <p>P3:Communicate appropriate information to other departments and make sure the communication has been delivered and received as intended</p> <p>P4:Ensure that other departments have the opportunity to ask questions</p> <p>P5:Present a positive image of yourself and the food and</p>	<p>The student will be able to:</p> <p>K 1:Explain the purpose and benefits of making sure that communication delivers the ‘message’ in which it is intended to be received</p> <p>K2 :Explain what methods of communication are available</p> <p>K3 :Explain the different departments with which you may need to communicate</p> <p>K4 :Explain how to identify the appropriate methods of communication for different departments</p> <p>K5 :Explain how to structure your communication so that it is clear and accurate</p> <p>K6 :Explain how non-verbal communication affects the</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
	beverage service department	<p>impact you have on other people</p> <p>K7 :Explain how to interpret and respond positively to non-verbal communication</p> <p>K8 :Explain the purpose and benefits of giving other departments the opportunity to ask questions and check their understanding and to respond positively</p>
<p>LU4</p> <p>Ensure food and health and safety practices are followed by food outlet team members in the preparation and serving of food and beverage</p>	<p>The student will be able to:</p> <p>P1:Ensure that all associates are aware of and follow health and safety requirements in line with organisational requirements</p> <p>P2:Ensure that associates follow safe working practices at all times</p> <p>P3:Ensure that associates identify hazards or potential hazards and act accordingly</p> <p>P4:Ensure that associates report accidents or near accidents quickly and accurately to the proper person</p> <p>P5:Ensure that associates practise emergency and security procedures correctly</p> <p>P6:Complete records as required to demonstrate that section team follows health and safety requirements</p>	<p>The student will be able to:</p> <p>K1 :Explain food safety and hygiene practices HACCP standards</p> <p>K2 :Explain how to monitor compliance with HACCP standards and food safety and hygiene practices</p> <p>K 3:Explain how to identify gaps in food safety and hygiene practices</p> <p>K4 :Explain how to arrange appropriate training to address gaps in food safety and hygiene practices</p> <p>K5 :Explain how to evaluate compliance with all HACCP standards, food safety and hygiene practices</p> <p>K6 :Explain standard operating procedures for the department and section</p> <p>K7 : Explain national, local and international hygiene standards , HACCP standards, local food & safety preparation laws</p>

Module 4: Supervise Food and Beverage events

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to supervise F&B events, which may be at alternative premises

Duration 120 hours **Theory:** 40 hours **Practical:** 80 hours

Competency Unit	Performance Criteria	Knowledge and Understanding
<p>LU1: Understand the importance of planning F&B events</p>	<p>The student will be able to:</p> <p>P1: Explain the health n safety and legislative requirements relevant to F&B events</p> <p>P2: Explain the importance of assessing the impact that the event is likely to have on others</p> <p>P3: Identify the information required to plan different types of events</p> <p>P4: Explain how to deal with additional requirements for different client groups</p> <p>P5: Explain the importance of obtaining reliable sources of information</p> <p>P6: Keep abreast with event and other relevant knowledge to brief staff prior to the event and after the event</p> <p>P7: Know how to ensure the products and services available, support a variety of events</p> <p>P8: Assess how to ensure appropriate</p>	<p>The student will be able to:</p> <p>K1: Explain the health n safety and legislative requirements relevant to F&B events</p> <p>K2: Explain how the importance of assessing the impact that the event is likely to have on others</p> <p>K3: Describe how to identify the information required to plan different types of events</p> <p>K4: Discuss how to deal with additional requirements for different client groups</p> <p>K5: Give example of how to obtain reliable sources for information</p> <p>K6: Guide on how to keep up to date knowledge to brief staff prior to the event and after the event</p> <p>K7: Explain how to ensure the products and services available support a variety of events</p> <p>K8: Explain how to ensure appropriate management of</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
	<p>management of contractors likely to be employed for events</p> <p>P9: Explain how to carry out a risk assessment of the premises</p>	<p>contractors likely to be employed for events</p> <p>K9: Explain how to carry out a risk assessment of the premises</p>
<p>LU2:</p> <p>Understand how to supervise F&B events</p>	<p>The student will be able to:</p> <p>P1: Explain how to monitor the F&B event</p> <p>P2: Explain how to carry out an inspection of equipment used during F&B events</p> <p>P3: Explain how information about the event should be communicated to guests and staff</p> <p>P4: Explain the importance of communicating with the organiser of the F&B event</p> <p>P5: Explain the legislative requirements relevant to the clearing of the venue where the F&B event is being held</p> <p>P6: Explain how to deal with problems that may arise during and after an F&B event</p>	<p>The student will be able to:</p> <p>K1: Explain how to monitor the F&B event</p> <p>K2: Explain how to carry out an inspection of equipment used during F&B events</p> <p>K3: Explain how information about the event should be communicated to guests and staff</p> <p>K4: Explain the importance of communicating with the organiser of the F&B event</p> <p>K5: Explain the legislative requirements relevant to the clearing of the venue where the F&B event is being held</p> <p>K6: Explain how to deal with problems that may arise during and after an F&B event</p>

Competency Unit	Performance Criteria	Knowledge and Understanding
<p>LU3: Plan and supervise F & B events</p>	<p>The student will be able to:</p> <p>P1:Ensure equipment and materials needed for the event are available to the staff that will need to use them</p> <p>P2:Inspect the event venue to ensure that it has been prepared as agreed</p> <p>P3:Communicate the legal requirements of the event to guests and staff</p> <p>P4:Liaise with relevant people before, during and after the event</p> <p>P5:Monitor the event to ensure that it is running to plan</p> <p>P6:Record relevant information about the event</p>	<p>The student will be able to:</p> <p>K1:Ensure equipment and materials needed for the event are available to the staff that will need to use them</p> <p>K2:Inspect the event venue to ensure that it has been prepared as agreed</p> <p>K3:Communicate the legal requirements of the event to guests and staff</p> <p>K4:Liaise with relevant people before, during and after the event</p> <p>K5:Monitor the event to ensure that it is running to plan</p> <p>K6:Record relevant information about the event</p>

Module 5: Support the professional development of the food & beverage service team

Objective of the module: The aim of this module is to develop the knowledge, understanding and skills to support the professional development of the food & beverage service team

Duration 200 hours **Theory:** 40 hours **Practical:** 160 hours

Competency Unit	Performance Criteria	Knowledge and understanding
<p>LU1: Contribute to the development of food outlet teams and individuals</p>	<p>The student will be able to:</p> <p>P1: Contribute to the identification of development needs for food outlet individuals and teams accurately</p> <p>P2: Ensure that the development needs identified are consistent with food outlet team objectives and organisational values</p> <p>P3: Ensure that contributions to the planning process reflect the identified development needs of all those food outlet associates under own responsibility</p> <p>P4: Agree ideas with individual food outlet team members</p> <p>P5: Contribute to the development activities to support food outlet team objectives and plans</p> <p>P6: Take into account the work activities, learning abilities and personal circumstances of individual food outlet team members</p>	<p>K1 : Explain How to present development needs to people in a way which is likely to influence their decision making positively</p> <p>K2 : Explain the importance of team development to the continuing effectiveness of your organisation and your role and responsibilities in contributing to this</p> <p>K3 : Explain How to collect and validate relevant information needed to identify development needs</p> <p>K 4: Explain Team objectives and organisational values which have a bearing on development needs</p> <p>K5 : Explain How to decide whether development needs are consistent with organisational objectives and values</p> <p>K 6: Explain How to identify development needs in the team</p> <p>K7 : Explain The importance of agreeing development plans with those involved and how to reach such decisions</p>

Competency Unit	Performance Criteria	Knowledge and understanding
	<p>P7:Encourage and use feedback from those taking part in the activities to improve own future contributions to development activities</p> <p>P8:Contribute to the assessment of food outlet associates against development objectives</p> <p>P9:Provide information about assessments to authorised people only, in the required format and to agreed deadlines</p>	<p>K 8: Explain How to contribute to planning the development of teams and individuals, taking account of team and organisational constraints in the planning process</p> <p>K9 : Explain The training needs you have identified and how your contributions to the planning process will help meet these needs</p> <p>K 10: Explain The importance of taking account of team members' work activities, their learning abilities and personal circumstances and how to build these factors into development activities</p> <p>K 11: Explain The importance of monitoring and reviewing development activities and taking note of feedback from those who are taking part</p> <p>K12 : Explain How to encourage and gather useful feedback from team members on the development activities they are involved in</p> <p>K13 : Explain the types of relevant contributions which you could make to development activities for your team members</p>

Competency Unit	Performance Criteria	Knowledge and understanding
<p>LU2:</p> <p>Contributing to the provision of required food outlet associates</p>	<p>The student will be able to:</p> <p>P1:Use methods to assess and select food outlet associates that meet organisational requirements</p> <p>P2:Provide information that is complete, accurate and supports the fair assessment of food outlet associates</p> <p>P3:Make suggestions for the selection of food outlet associates that are based on objective assessments of the information against agreed selection criteria</p> <p>P4:Make suggestions for selection that are clear and accurate</p> <p>P5:Make suggestions available only to authorised people</p> <p>P6:Handle communications with food outlet associates in a manner and at a level and pace appropriate to their needs</p> <p>P7:Make sure records of own contribution to the selection process are complete, accurate, clear and meet organisational requirements</p>	<p>The student will be able to:</p> <p>K1:Understand methods to assess and select food outlet associates that meet organisational requirements</p> <p>K2:Explain the complete, accurate and supports the fair assessment of food outlet associates</p> <p>K3:Communications with food outlet associates in a manner and at a level and pace appropriate to their needs</p>
<p>LU3:</p> <p>Leading the work of food outlet teams and individuals to achieve objectives</p>	<p>The student will be able to:</p> <p>P1:Plan the work of food outlet teams and individuals</p> <p>P2:Involve the food outlet team and individuals when planning their work</p>	<p>The student will be able to:</p> <p>K1 : Explain the importance of effective communication when explaining work plans and allocations</p> <p>K2 : Explain to present work plans in a way that gains the</p>

Competency Unit	Performance Criteria	Knowledge and understanding
	<p>P3:Present work plans in a way that gains the support and commitment of those involved</p> <p>P4:Assess the work of food outlet teams and individuals</p> <p>P5:Provide both positive and negative feedback to food outlet teams and individuals on their work</p> <p>P6:Review the work of the food outlet team and individuals on a regular basis</p> <p>P7:Provide support for continuous improvement for food outlet teams and individuals</p>	<p>support and commitment of those involved</p> <p>K3 : Explain the importance of the associate being clear about the purpose of the work to be done and of communicating this effectively to those involved</p> <p>K4 : Explain the importance of good communication skills when providing feedback on work and performance</p> <p>K5 : Explain to provide both positive and negative feedback to team members on their performance</p> <p>K6 : Explain to choose an appropriate time and a place to give feedback to teams and individuals</p> <p>K7 : Explain the importance of planning work activities and the associate's role and responsibilities in relation to this</p>
<p>LU4:</p> <p>Managing own self in a food outlet environment</p>	<p>The student will be able to:</p> <p>P1:Develop objectives for own food outlet work role which are compatible with the vision, objectives and values of the organisation</p> <p>P2:Agree, with line manager, objectives for own food outlet work role and ways to evaluate progress and achievement</p> <p>P3:Prioritise objectives and manage own time in order to achieve them and delegate objectives and</p>	<p>The student will be able to:</p> <p>K1 : Explain to gather and validate information</p> <p>K2 : Explain to analyse your work role and how it relates to other roles in the organisation</p> <p>K3 : Explain to monitor changes, trends and developments</p> <p>K4 : Explain to evaluate the impact of different factors on your role</p> <p>K5 : Explain to update work objectives in the light of your</p>

Competency Unit	Performance Criteria	Knowledge and understanding
	<p>responsibilities</p> <p>P4:Use technology effectively to help achieve own objectives</p> <p>P5:Identify and eliminate distractions and activities that do not support the achievement of own objectives</p> <p>P6:Monitor changes to the organisation’s objectives, processes, systems and structures and how they impact on own role</p> <p>P7:Identify and respond quickly and positively to new opportunities and urgent situations when they arise, revising own objectives and priorities as necessary</p> <p>Get regular feedback on own food outlet</p> <p>P8:performance from those who are able to provide objectively the specific and valid feedback</p> <p>P9:Monitor progress towards own food outlet objectives and evaluate, with line manager, the extent to which objectives have been achieved</p> <p>P10:Agree, with line manager, any changes to own food outlet objectives in the light of own performance, feedback received or changes in organisational priorities</p>	<p>performance, feedback received or changes in organisational priorities</p> <p>K6 : Explain to record the use of your time and identify possible improvements</p> <p>K7 : Explain Individuals within your area of work, their roles, responsibilities, competences and potential</p> <p>K8 : Explain Your organisation's structure, systems, business processes and organisational objectives</p>

Competency Unit	Performance Criteria	Knowledge and understanding
<p>LU5:</p> <p>Contributing to the identification and implementation of sales development activities for food and beverage service</p>	<p>The student will be able to:</p> <p>P1:Support the management team in establishing clear sales development activities for the organisation</p> <p>P2:Assist in preparing a sales plan that identifies and prioritise sales development activities that are consistent with the vision of the organisation</p> <p>P3:Ensure that the plan is flexible and open to change</p> <p>P4:Discuss and agree who should be responsible for implementing sales development activities and then allocate resources effectively</p> <p>P5:Agree with senior colleagues measuring, monitoring and evaluating performance against sales development activities</p> <p>P5:Gain the commitment of associates for the implementation of sales development activities</p> <p>P6:Bring together the needs and expectations of associates with what is required of them to implement sales development activities</p>	<p>The student will be able to:</p> <p>K1 : Explain the importance of developing and implementing sales development activities</p> <p>K2 : Explain the importance of creativity and innovation in sales development activities</p> <p>K3 : Explain to develop strategic objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time bound)</p> <p>K4 : Explain to delegate responsibility and allocate resources to support implementation of sales development activities</p> <p>K5 : Explain to develop measures and methods for monitoring and evaluating performance against the implementation of sales development activities</p>

Competency Unit	Performance Criteria	Knowledge and understanding
<p>LU6</p> <p>Preparing, delivering and evaluating training sessions for food outlet associates and teams</p>	<p>The student will be able to:</p> <p>P1:Prepare appropriate food outlet training plans and materials</p> <p>P2:Produce specific aims and objectives for the session</p> <p>P3:Identify the resources needed to deliver the session</p> <p>P4:Select appropriate methods to deliver training</p> <p>P5:Ensure all learning materials are available</p> <p>P6:Deliver food outlet training to individuals or groups</p> <p>P7:Use a range of appropriate techniques and activities throughout the session, including technology-based learning</p> <p>P8:Carry out assessments at appropriate points to ensure that learning has taken place</p> <p>P9:Evaluate the effectiveness of training</p>	<p>The student will be able to:</p> <p>K1 : Explain to produce aims and objectives for specific sessions</p> <p>K2 : Explain to choose appropriate ways of delivering training in relation to the objectives of the session and learners' needs</p> <p>K3 : Explain to ensure that the way you have chosen will help individual learners achieve the necessary outcomes of the session</p> <p>K4 : Explain to match the delivery method to the necessary outcomes of the session</p> <p>K5 : Explain to monitor and review learners' progress in the session</p> <p>K6 : Explain to evaluate the effectiveness of the session against aims and objectives</p> <p>K5 : Explain to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development</p>

Tools and equipment for the F&B Captain curriculum

Documents, policies and guidelines

1 class set	Standard operating procedures for food outlet
1 book	Organisation's aims and objectives statement
20	Organisation's guest service policy
1 class set	Examples of menus, recipes, drinks list, function planner, other promotional materials from different organisations
1 completed class copy as example 20 blank copies	Food outlet log books
1 completed class copy as example 20 blank copies	Logbooks for recording accidents and incidents
20 copies	Organisational procedures for dealing with problems
20 copies	Organisational procedures for dealing with emergencies
20 copies	Organisational guidelines for responding to and reporting accidents
1 class set	Organisational policy and procedures for disposing of waste
1 class set	Examples of support materials as required, including recipes & promotional materials from different organisations
20 copies	Guest service resources, hand-outs, articles, journals

1 class set	Examples of emergency notices
1 completed class copy as example 20 blank copies	Record of guest reservations
1 completed class copy as example 20 blank copies	Record of guest needs, likes and dislikes
5 copies	Directories of existing businesses
1 completed class copy as example 20 blank copies	Examples of business plans
1 completed class copy as example 20 blank copies	Examples of financial plans
1 class set	Advertising materials for potential business premises
1 class set	Copies of job advertisements for hospitality jobs
1 class set	Information on sources of finance
1 completed class copy as example 20 blank copies	Business planner templates
1 completed class copy as example 20 blank copies	Start-up-costs estimator
1 class set	Details of potential competitors, including brochures, websites and promotional materials
1 class set	Case studies of examples of communication methods and how they are used to promote a business

1 completed class copy as example 20 blank copies	Guest research tools, including questionnaires and surveys
1 class set	Case studies of arrangements agreed between business owners and other people or organisations
1 completed class copy as example 20 blank copies	Event booking forms
Contact details for colleagues, supervisor	

Tools and equipment

1 set	Fire equipment, including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs
1 set	First aid equipment, including plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-free cleansing wipes; tape; Alcohol swabs, distilled water, for cleaning wounds and as an eye bath
2 sets	Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets; large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner, carpet hot air dryer
20	Calculators
2	Computers, accessories, software

Uniform (may be purchased by students)

- Black trousers
- White shirt
- Black socks
- Black shoes
- Tie (appropriate to the organization)
- Jacket (appropriate to the organization)

List of consumable &supplies for the F&B Captain curriculum

- Restaurant order padholders
- Writing and order pads
- Materials for cleaning and sanitizing equipment and work surfaces, including sanitizer, vinegar, lemon, degreaser


National Vocational and Technical Training Commission (NAVTTTC)

 5th Floor Evacuee Trust Complex Sector F-5/1, Islamabad.

 +92 51 9044 04

 +92 51 9044 04

 info@navttc.org

 www.navttc.org