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HOSPITALITY EXPERT



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CBT CURRICULUM

National Vocational Certificate Level 4

Version 1 - November, 2019



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Introduction

Definition/ Description of the training programme for *Hospitality Expert*

Hospitality experts are multi-skilled staff at operational, supervisory or managerial level, in food and beverage service, housekeeping or front office operations.

The day-to-day tasks in food and beverage service may include greeting guests as they arrive and showing them to their table, giving out menus and taking orders for food and drink, serving food and drinks, dealing with bill payments and making sure tables are clean and tidy.

The day-to-day duties in housekeeping services might include changing bed linen and towels, making beds, vacuuming floors, dusting and polishing furniture, cleaning bathrooms, and replacing stocks of guest supplies.

The day-to-day duties for front office staff may include dealing with bookings, completing procedures when guests arrive and leave, choosing rooms and handing out keys, preparing bills and taking payments, taking and passing on messages to guests, answering questions and dealing with complaints or problems.

As learners progress, they will develop supervisory and managerial skills in these important areas of the hospitality industry.

Purpose of the training programme

The purpose of the Hospitality Expert courses is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start these careers in Pakistan. The courses have been developed to address specific issues, such as the national, regional and local cultures, the work force availability within the country, and meeting and exceeding the needs and expectations of their guests.

Overall objectives of training programme

The overall objectives of the Hospitality Expert training programme are:

- Develop knowledge, skills and understanding to provide food and beverage services
- Develop knowledge, skills and understanding to provide front office services
- Develop knowledge, skills and understanding to provide housekeeping services

- Develop knowledge, skills and understanding to supervise the provision of food and beverage, front office and housekeeping services
- Develop knowledge, skills and understanding to manage the provision of food and beverage, front office and housekeeping services

Competencies to be gained after completion of course

At the end of the course, the trainee must have attained the following competencies:

- Maintain professional standards and environment throughout shift
- Develop communication and social skills for hospitality
- Deliver effective guest service
- Provide housekeeping services
- Provide food and beverage services
- Provide front office services
- Co-ordinate the operation of the work area
- Supervise operations in the work area
- Supervise hospitality events
- Identify and pursue new business opportunities in the hospitality sector
- Develop own skills and practice
- Monitor the duties and activities of a team
- Manage employee workplace health and safety
- Manage comments and complaints relating to operations
- Support the professional development of the operations team

Possible available job opportunities available immediately and later in the future

Hospitality experts may be employed in hotels, clubs, restaurants, catering firms, cafeterias, marriage halls, caterers, institutions, homes, specialty work areas and isolated camps. They can become:

- Food and beverage service operatives
- Front office operations operatives
- Housekeeping services operatives

Experienced hospitality experts may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can attain:

- Supervisory roles in food and beverage service, front office operations or housekeeping services
- Managerial roles in food and beverage service, front office operations or housekeeping services

Trainee entry level

ALL ENTRANTS SHOULD HOLD A CURRENT MEDICAL CERTIFICATE

LEVEL 4

- Hospitality Expert Level 3

OR

- Trained and qualified at supervisory level for at least 1 years in a commercial hospitality environment and completion of appropriate admission assessment
- Trainees must also be competent at Level 4 in English and numeracy.

Minimum qualification of trainer

Teaching staff should have at least three years' experience in a relevant role. They should also hold or be working towards a formal teaching qualification.

Other formal qualifications in the hospitality industry would be useful in addition to the above.

Trainers must be competent at Level 3 in English and numeracy.

Recommended trainer: trainee ratio

The recommended maximum trainer : trainee ratio for this programme is 1 trainer for 20 trainees.

Medium of instruction i.e. language of instruction

Instruction will be Urdu and English. For employment in the Middle East, some Arabic expressions will be helpful.

Duration of the course (Total time, Theory & Practical time)

The total number of hours for Levels 2 and 3 is 600 hours for each level. The total number of hours for Level 4 is 400 hours.

Sequence of the Modules:

Module 7 Monitor the duties and Activities of the Team	Module 8 Manage Employee Workplace Health and Safety	Module 9 Manage Comments and Complaints related to Complaints	Module 1 Contribute to Work Related Health and Safety (WHS) Initiatives	Module 3 Perform Advanced Communication	Module 5 Manage Human Resource Services
		Module 10 Support the professional development of the operations team	Module 2 Comply with Workplace Policy and Procedures	Module 4 Develop Advance Computer Application Skills	Module 6 Develop Entrepreneurial Skills

Summary – overview of the curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 1: 102200848 Contribute to Work Related Health and Safety (WHS) Initiatives Aim:	LU1: Contribute to initiate work-related health and safety measures LU2: Contribute to establish work-related health and safety measures LU3: Contribute to ensure legal requirements of WHS measures LU4: Contribute to review WHS measures LU5: Evaluate the organization's WHS system			30
Module 2: 041700841 Comply with Workplace Policy and Procedures Aim:	LU1: Manage work timeframes LU2: Manage to convene meeting LU3: Decision making at workplace LU4: Set and meet own work priorities at instant LU5: Develop and maintain professional competence LU6: Follow and implement work safety requirements			30
Module 3: 001100853 Perform Advanced Communication Aim:	LU1: Demonstrate professional skills LU2: Plan and Organize work LU3: Provide trainings at workplace			30
Module 4: 061100858 Develop Advance Computer Application Skills Aim:	LU1: Manage Information System to complete a task LU2: Prepare Presentation using computers LU3: Use Microsoft Access to manage database LU4: Develop graphics for Design			40
Module 5: 041300869 Manage Human Resource Services Aim:	LU1: Determine strategies for delivery of human resource services LU2: Manage the delivery of human resource services LU3: Evaluate human resource service delivery LU4: Manage integration of business ethics in human resource practices			20
Module 6: 041300860 Develop Entrepreneurial	LU1: Develop a business plan LU2: Collect information regarding funding sources			30

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Skills Aim:	LU3: Develop a marketing plan LU4: Develop basic business communication skills			
Module 7: Monitor the duties and activities of a team Aim: The aim of this module to develop the advanced knowledge, skills and understanding needed to monitor the duties and activities of a team	LU1: Observe and check that professional standards are maintained throughout operations and on and completion of shift LU2: Check that operatives are present and manage absence issues for operational areas LU3: Support the head of department LU4: Supervise operatives in work areas	18	72	90
Module 8: Manage employee workplace health and safety Aim: The aim of this module to develop the advanced knowledge, skills and understanding needed to manage employee workplace health and safety	LU1: Ensure that all associates follow organizational requirements for health and safety LU2: Monitor efficient and effective use of equipment LU3: Maintain and monitor the cleaning programme LU4: Manage risk in the workplace	16	64	80
Module 9: Manage comments and complaints relating to operations Aim: The aim of this module to develop the advanced knowledge, skills and understanding needed to manage comments and complaints relating to operations	LU1: Manage comments relating to operations LU2: Manage complaints relating to operations	10	40	50

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 10: Support the professional development of the operations team</p> <p>Aim: The aim of this module to develop the advanced knowledge, skills and understanding needed to support the professional development of the operations team</p>	<p>LU1: Contribute to the development of teams and individuals</p> <p>LU2: Contribute to the provision of required operational associates</p> <p>LU3: Lead the work of teams and individual associates to achieve objectives</p> <p>LU4: Manage own self in an operational environment</p> <p>LU5: Contribute to the identification and implementation of sales development activities</p> <p>LU6: Prepare, deliver and evaluate training sessions for operational associates and teams</p>	18	72	90

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Module-1
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Modules

Module 1: Contribute to Work Related Health and Safety (WHS) Initiatives (102200848)

Objective of the module: This unit describes the skills and knowledge required to manage the identification, review, development, implementation and evaluation of effective participation and consultation processes as an integral part of managing work health and safety (WHS).

Duration: 30 Hours **Theory:** Hours **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Contribute to initiate work-related health and safety measures	<p>The trainee will be able to:</p> <p>Compile database on work-related health and safety</p> <p>Identify measures that address legal obligations.</p> <p>Consult with individuals/ parties to formulate measures and initiatives</p> <p>Consult with individuals/parties to identify factors impacting on work-related health and safety</p> <p>Participate in consultative meetings.</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

<p>LU2: Contribute to establish work-related health and safety measures</p>	<p>The trainee will be able to:</p> <p>Assist in planning of work-related health and safety measures</p> <p>Contribute to the development of work-related health and safety measures</p> <p>Identify to implement work-related health and safety measures i.e.</p> <ul style="list-style-type: none"> • resourcing requirements, • timelines • responsibilities <p>Assist to implement work-related health and safety measures and initiatives i.e.</p> <ul style="list-style-type: none"> • scheduling • liaison • administering resources • communication 		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>
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<p>LU3: Contribute to ensure legal requirements of WHS measures</p>	<p>The trainee will be able to:</p> <p>Identify WHS legal requirements</p> <p>Apply knowledge of all aspects of WHS measures to</p> <ul style="list-style-type: none"> • Consultation • workplace policies • participation processes <p>Ensure, WHS measures are in accordance with legal requirements</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>
<p>LU4: Contribute to review WHS measures</p>	<p>The trainee will be able to:</p> <p>Develop effective practices to review work-related health and safety measures</p> <p>Assist individuals and parties related to WHS measures in following activities</p> <ul style="list-style-type: none"> • preparing reports • communicating 		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	

	<p>review</p> <ul style="list-style-type: none"> evaluating outcomes 				
<p>LU5: Evaluate the organization's WHS system</p>	<p>The trainee will be able to:</p> <p>Assess ongoing compliance with OHS (Occupational Health and safety)</p> <p>Take feedback from concerned persons regarding WHS measures.</p> <p>Assess the overall effectiveness of WHS management practices</p> <p>Assist the development process of WHS measures in following ways</p> <ul style="list-style-type: none"> Suggest amendments Document amendments Implement amendments <p>Take feedback from concerned persons regarding WHS measures.</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	

	Communicate improvements in WHS Measures				
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Module 2: Comply with Workplace Policy and Procedures (041700841)

Objective of the module: This unit describes the skills and knowledge required to implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Duration: 30 Hours **Theory:** Hours **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Manage work timeframes	<p>The trainee will be able to:</p> <p>Complete work tasks within deadlines in according to order of priority</p> <p>Supervisors are informed of any delays in work times or projects</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>
LU2: Manage to convene meeting	<p>The trainee will be able to:</p> <p>Develop agenda in line with meeting purpose</p> <p>Select participants and notify them accordingly</p> <p>Carryout meeting arrangements according</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

	to the time Record the minutes of the meeting		hrs		
LU3: Decision making at workplace	The trainee will be able to: Define the problem, challenge, or opportunity Generate an array of possible solutions or responses Evaluate the costs and benefits, or pros and cons, associated with each option Assess the impact of the decision and modify the course of action as needed		Total hrs Theory: hrs Practical: hrs	Consumable :	Theory: Class room with multimedia facility Practical : Workshop
LU4: Set and meet own work priorities at instant	The trainee will be able to: Take initiative to prioritize and facilitate competing demands to achieve organizational goals and objectives Use technology efficiently and effectively		Total hrs Theory: hrs Practical:	Consumable :	

	<p>to manage work priorities and commitments</p> <p>Maintain appropriate work-life balance</p>		hrs		
<p>LU5: Develop and maintain professional competence</p>	<p>The trainee will be able to:</p> <p>Assess personal knowledge and skills against competency</p> <p>Participate in networks to enhance personal knowledge, skills and work relationships</p> <p>Seek feedback from employees, clients and colleagues to develop and improve competence</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	

<p>LU6: Follow and implement work safety requirements</p>	<p>The trainee will be able to:</p> <p>Identify and report emergency incidents</p> <p>Practice organizational policy and procedures for responding to emergency incidents</p> <p>Identify and implement workplace procedures and work instructions for controlling risks</p>		<p>Total hrs</p> <p>Theory: hrs</p> <p>Practical: hrs</p>	<p>Consumable :</p>	
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Module-3

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Module 3: Perform Advanced Communication (001100853)

Objective of the module: This unit describes the performance outcomes, skills and knowledge required to develop communication skills used professionally. It covers plan and organise work and conduct trainings at workplace, along with demonstrating professional skills independently.

Duration: 30 Hours **Theory:** Hours **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Demonstrate professional skills	<p>The trainee will be able to:</p> <p>Use different modes of communication to communicate</p> <ul style="list-style-type: none"> • Speaking • Reading • Writing • Listening • Presentation • visual representation etc <p>Develop CV Skills according requirements</p> <p>Upgrade professional skills by attending trainings, webinars, conferences etc.</p> <p>Perform Continuous professional development as required at</p>		<p>Total hrs</p> <p>Theory: hrs</p> <p>Practical: hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

	workplace Develop interview skills				
LU2: Plan and Organize work	The trainee will be able to: Identify task requirements. Plan steps to complete tasks. Review planning and organizing process. Organize work.		Total hrs Theory: hrs Practical: hrs	Consumable :	Theory: Class room with multimedia facility Practical : Workshop
LU3: Provide trainings at workplace	The trainee will be able to: Assess the need for training Prepare trainees for the learning experience Present training session Support trainees in managing their own learning Facilitate group learning Provide opportunity for practice Provide feedback on progress on trainees Review delivery experience		Total hrs Theory: hrs Practical: hrs	Consumable :	Theory: Class room with multimedia facility Practical : Workshop

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Module-4

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Module 4: Develop Advance Computer Application Skills (061100858)

Objective of the module: This unit provides an overview of Microsoft Office programs to create personal, academic and business documents following current professional and/or industry standards, i.e. Data Entry, Power Point Presentation and managing data base and graphics for Design

It applies to individuals employed in a range of work environments who need to be able to present a set range of data in simple and direct forms

Duration: 40 Hours **Theory:** Hours **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Manage Information System to complete a task	The trainee will be able to: Perform Data Entry in MS office Manage File/folder in MS office Perform Scanning of document Maintain Office Record in drives Perform Printing of document Search required Files/Folders Convert Files in required format.		Total hrs Theory: hrs Practical: hrs		Theory: Class room with multimedia facility Practical : Workshop

	<p>Manage sizes of Files/Folders</p> <ul style="list-style-type: none"> • Compress • Zip /unzip 			Consumable :	
LU2: Prepare Presentation using computers	<p>The trainee will be able to:</p> <p>Prepare presentation as per requirements, i.e.</p> <ul style="list-style-type: none"> • Open blank presentation and add text / graphics • Create a simple design for a presentation • Apply existing styles within a presentation • Use presentation template and slides to create a presentation • Use various tools to improve the look of the presentation • Save presentation to the appropriate storage device 		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	Consumable :	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

	<p>and folder with required name</p> <p>Customize basic settings to meet user requirements</p> <p>Format presentation as require</p> <ul style="list-style-type: none">• Develop organizational charts• Add objects and manipulate to meet presentation purposes• Modify slide layout, including text and colors, to meet presentation requirements• Save presentation in another format• Save to storage device and close presentation <p>Add slide show effect into presentation as required to enhance the presentation</p>				
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	<ul style="list-style-type: none">• Incorporate pre-set Animation• Apply Multimedia effects• Record Narration• Apply hyperlink• Apply video• Rehearse Timings• Test presentation for overall effect <p>Print the presentation</p> <ul style="list-style-type: none">• Select appropriate print format for presentation• Select preferred slide orientation• Add notes and slide numbers• Preview slides and run spell check before presentation• Print selected slides and submit presentation to appropriate person for feedback				
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	<p>Practice verbal presentation</p> <p>Practice presentation through AV Aids</p>				
<p>LU3: Use Microsoft Access to manage database</p>	<p>The trainee will be able to:</p> <p>Collect the data using a standard data base package.</p> <p>Start access to manage database .i.e.</p> <ul style="list-style-type: none"> • identify problem statement of Data • Develop a table with fields /attributes according to database usage/ user requirements • Create a primary key and establish an index for each table • Modify table layout and field attributes as required 		<p>Total hrs</p> <p>Theory: hrs</p> <p>Practical: hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

	<ul style="list-style-type: none">• Create a relationship between the two tables• Add data in a table according to information requirements• Add records as required• delete records as required• Save database to storage area• close down database to storage area• Apply criteria in the following Query• SQL view of Query• Wildcards of query• Query Criteria <p>Customize basic settings:</p> <ul style="list-style-type: none">• Adjust page layout to meet user requirements• Open and view different toolbars				
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	<ul style="list-style-type: none">• Format font as appropriate for the purpose of the database entries• Create reports• Design reports to present data in a logical sequence• Modify reports to include or exclude additional requirements• Distribute reports to appropriate person in a suitable format <p>Create forms</p> <ul style="list-style-type: none">• Use a wizard to create a simple form• Open existing database and modify records through a simple form <p>Rearrange objects within the form to accommodate information requirements</p>				
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<p>LU4: Develop graphics for Design</p>	<p>The trainee will be able to:</p> <p>Develop graphic design concepts based on a thorough understanding of the communication need</p> <p>Use design techniques confidently to produce designs</p> <p>Integrate design tools skillfully to produce designs</p> <p>Evaluate the success of completed designs to meet objectives</p> <p>Evaluate feedback from client / peers</p>		<p>Total hrs</p> <p>Theory: hrs</p> <p>Practical: hrs</p>	<p>Consumable :</p>	
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Module 5: Manage Human Resource Services (041300869)

Objective of the module: This unit describes the skills and knowledge required to plan, manage and evaluate delivery of human resource services, integrating business ethics. It applies to individuals with responsibility for coordinating a range of human resource services across an organization. They may have staff reporting to them.

Duration: 20 Hours **Theory:** Hours **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Determine strategies for delivery of human resource services	<p>The trainee will be able to:</p> <p>Analyze business strategy and operational plans to determine human resource requirements</p> <p>Review external business environment that likely impact on organization's human resource requirements</p> <p>Consult line and senior managers to identify human resource needs in their areas</p> <p>Review organization's requirements for diversity in the workforce</p> <p>Deliver human resource services that comply with business goals</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

	<p>Develop strategic action plan for delivery of human resource services</p> <p>Develop roles and responsibilities of human resource team</p> <p>Develop quality assurance policy</p>				
<p>LU2: Manage the delivery of human resource services</p>	<p>The trainee will be able to:</p> <p>Communicate human resource strategies and services to internal and external stakeholders</p> <p>Develop and negotiate service agreements between</p> <ul style="list-style-type: none"> • The human resource team, • Service providers • Client groups <p>Document service specifications, performance standards and timeframes</p> <p>Document /communicate service</p> <ul style="list-style-type: none"> • Specifications, • Performance 		<p>Total hrs</p> <p>Theory: hrs</p> <p>Practical: hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

	<p>standards</p> <ul style="list-style-type: none"> • Timeframes <p>Monitor Quality assurance processes</p> <p>Ensure that services are delivered by appropriate providers, according to service agreements and operational plans</p> <p>Identify underperformance of human resource team or service providers</p>				
<p>LU3: Evaluate human resource service delivery</p>	<p>The trainee will be able to:</p> <p>Establish Management information system for human resource services</p> <p>Conduct survey to determine level of satisfaction</p> <p>Analyze feedback of survey</p> <p>Recommend changes to service delivery</p> <p>Support agreed change processes across the organization</p>		<p>Total hrs</p> <p>Theory: hrs</p> <p>Practical: hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

<p>LU4: Manage integration of business ethics in human resource practices</p>	<p>The trainee will be able to:</p> <p>Ensure ethics in personal behavior</p> <p>Ensure code of conduct is observed across the organization,</p> <p>Observe confidentiality requirements in dealing with all human resource information</p> <p>Deal promptly with unethical behavior</p> <p>Ensure all persons responsible for human resource functions understand requirements regarding their ethical behavior</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	
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Module-6
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Module 6: Develop Entrepreneurial Skills (041300860)

Objective of the module: This Competency Standard identifies the competencies required to develop entrepreneurial skills, in accordance with the organization's approved guidelines and procedures. You will be expected to develop a business plan, collect information regarding funding sources, develop a marketing plan and develop basic business communication skills. Your underpinning knowledge regarding entrepreneurial skills will be sufficient to provide you the basis for your work.

Duration: 30 Hours **Theory:** Hours **Practical:** Hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Develop a business plan	<p>The trainee will be able to:</p> <p>Conduct a market survey to collect following information</p> <ul style="list-style-type: none"> • Customer /demand • Tools, equipment, machinery and furniture with rates • Raw material • Supplier • Credit / funding sources • Marketing strategy • Market trends • Overall 		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>		<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

	<p>expenses</p> <ul style="list-style-type: none"> Profit margin <p>Select the best option in terms of cost, service, quality, sales, profit margin, overall expenses</p> <p>Compile the information collected through the market survey, in the business plan format</p>			Consumable :	
<p>LU2: Collect information regarding funding sources</p>	<p>The trainee will be able to:</p> <p>Identify the available funding sources based on their terms and conditions, maximum loan limit, payback time, interest rate</p> <p>Choose the best available option according to investment requirement</p> <p>Prepare documents according to the loan agreement requirement</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>

	Include the information of funding sources in the business plan				
LU3: Develop a marketing plan	<p>The trainee will be able to:</p> <p>Make a marketing plan for the business including product, price, placement, promotion, people, packaging and positioning</p> <p>Include the information of marketing plan in the business plan</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p> <p>hrs</p>	<p>Consumable :</p>	<p>Theory: Class room with multimedia facility</p> <p>Practical : Workshop</p>
LU4: Develop basic business communication skills	<p>The trainee will be able to:</p> <p>Communicate with internal customers e.g.: labor, partners and external customers e.g.: suppliers, customers etc., using effective communication skills</p>		<p>Total</p> <p>hrs</p> <p>Theory:</p> <p>hrs</p> <p>Practical:</p>	<p>Consumable :</p>	

	<p>Use different modes of communication to communicate internally and externally e.g.: presentation, speaking, writing, listening, visual representation, reading etc.</p> <p>Use specific business terms used in the market</p>		hrs		
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Module-7
CBT CURRICULUM
National Vocational Certificate Level 4

Version 1 - November, 2019

Module 7: Monitor the duties and activities of a team

Objective of the module: The aim of this module to develop the advanced knowledge, skills and understanding needed to monitor the duties and activities of a team

Duration: 90 hours **Theory:** 18 hours **Practical:** 72 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Observe and check that professional standards are maintained throughout operations and on and completion of shift</p>	<p>The learner will be able to:</p> <p>Monitor the use of personal hygiene and wear appropriate uniform throughout shift by associates</p> <p>Monitor the extent to which associates maintain a safe, hygienic and secure working environment</p> <p>Observe and check that associates work effectively as part of a hospitality team and communicate efficiently with each other throughout shift</p> <p>Ensure that associates attend briefing and be aware of daily requirements and other issues</p> <p>Monitor the extent to</p>	<p>Principles of professional standards, including personal hygiene and appropriate uniform (for health and safety purposes and to present a professional image), maintaining a safe, hygienic and secure working environment (to avoid any risks to guests and associates)</p> <p>The benefits of working effectively as part of a hospitality team and communicating efficiently with each other throughout shift, including good working practices, using technical and social language as appropriate, efficient production and service of food, contributing to excellence in guest service, meeting organizational goals</p> <p>The features of a good briefing, including rotas for the day, level of bookings, any guests' special requirements, special information on standards expected; and how it should be delivered, including using clear language, watching the body language of associates, providing opportunities to ask questions</p> <p>Checking that all equipment is in good working order, including cleanliness, testing the equipment, and checking the quality</p>	<p>Total</p> <p>23 hours</p> <p>Theory:</p> <p>5 hours</p> <p>Practical:</p> <p>18 hours</p>	<p>Duty rota</p> <p>Job descriptions</p> <p>Standard operating procedures for safe and hygienic working</p> <p>Logbooks for recording accidents and incidents</p> <p>Uniform (appropriate to the organization)</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

	<p>which associates check that all equipment is in good working order and check the quality and quantity of service delivered to the section</p>	<p>and quantity of the service delivered to the section, using organizational standards</p> <p>Key elements of an organizational safety policy, including standards of personal hygiene, procedures for reporting sickness and accidents, requirements for pest control measures, minimum acceptable standards of cleaning</p> <p>Food safety when storing, preparing and cooking food, including handling food hygienically, preparing and cooking food carefully and thoroughly, storing food correctly, keeping all kitchen areas clean, avoiding cross-contamination</p> <p>Problems and unexpected situations, including unexpected contamination, failure of Standard Operating Procedures (eg sanitization)</p> <p>Responding to accidents in accordance with organizational requirements, including arranging for first aid, alerting supervisors and/or management (depending on the nature and seriousness of the accident), recording the accident and the actions taken</p> <p>Dealing with problems and unexpected situations in an appropriate manner, including consulting with associates, issuing directives, arranging training</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p>LU2: Check that</p>	<p>The learner will be able to:</p>	<p>Operational knowledge and understanding of work areas, including food and beverage</p>	<p>Total</p>	<p>Daily events plan Record of</p>	<p>Class room with multimedia aid, audio-</p>

<p>operatives are present and manage absence issues for operational areas</p>	<p>Check the service requirements for the day</p> <p>Check that the number of associates at work match both the rota and service requirements</p> <p>Adjust the duty rota according to requirements</p> <p>Tackle the absent associates with appropriate methods</p> <p>Take appropriate steps to motivate staff to avoid absenteeism</p>	<p>outlets, housekeeping, front office</p> <p>Checking the production requirements for the day, including levels of bookings and room reservations, special requirements or events (banquets, corporate entertainment events, receptions, conferences, parties, weddings)</p> <p>Checking that the number of associates at work match both the rota and production requirements, including checking staffing rota, understanding job descriptions, being aware of associates' capabilities, levels of training, appraisals</p> <p>Adjusting the duty rota according to requirements, tackling absenteeism, including keeping a record of the reasons staff give for absence, monitoring trends, discussing absence with associates, providing management and peer support during and after absence,</p> <p>Taking appropriate steps for motivation of staff to avoid absenteeism, including promoting staff loyalty, managing teamwork and the team effort, understanding the health backgrounds of associates</p>	<p>23 hours</p> <p>Theory:</p> <p>5 hours</p> <p>Practical:</p> <p>18 hours</p>	<p>bookings and functions</p> <p>Copies of staffing rotas</p> <p>Job descriptions</p> <p>Training records</p> <p>Appraisals</p> <p>Log for recording absences</p> <p>Uniform (appropriate to the organization)</p>	<p>visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p>LU3:</p> <p>Support the head of department</p>	<p>The learner will be able to:</p> <p>Discuss and agree on methods and formats of communication with the Head of department</p> <p>Agree with the Head of</p>	<p>Methods and formats for communication with the Head of Department, including verbally, in writing, using the log; communicating through positive body language</p> <p>Agreeing on methods and formats of communication with the Head of Department, including formal, informal,</p>	<p>Total</p> <p>23 hours</p> <p>Theory:</p> <p>5 hours</p> <p>Practical:</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality</p>

	<p>department daily and medium-term areas for delegated responsibilities</p> <p>Support the Head of department in managing work area activities and responsibilities</p> <p>Ensure that every-day work area requirements of section are signed off by Head of department</p>	<p>verbally, in writing, through the log, using appropriate technical and social language</p> <p>Areas for responsibilities delegated by Head of Department on a daily and medium-term basis, including operational, administrative and supervisory support</p> <p>Agreeing with the Head of Department daily and medium-term areas for delegated responsibilities, including through discussion, negotiating own goals, developing own skills</p> <p>Supporting the Head of Department in undertaking training and inspections, including observation, developing and providing training, recording the outcomes of inspections, evaluating the effectiveness of training</p> <p>Ensuring that every-day requirements of section are signed off by Head of Department, including presenting completed requisitions for sign-off, raising queries and issues</p>	18 hours	<p>Notice board</p> <p>Daily event sheets</p> <p>Fire equipment (see <i>Complete list of tools and equipment</i> for details)</p> <p>First aid equipment (see <i>Complete list of tools and equipment</i> for details)</p> <p>Equipment for contacting security</p> <p>Standard Operating Procedures</p> <p>Uniforms (appropriate to the organisation)</p>	<p>establishments</p> <p>Role plays to develop skills</p> <p>For practical learning: EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p>LU4:</p> <p>Supervise operatives in work areas</p>	<p>The learner will be able to:</p> <p>Ensure that associates are punctual and efficient in carrying out their duties</p> <p>Communicate instructions and other information clearly to</p>	<p>Encouraging punctuality and efficiency, including leading by example, observing, investigating problems and issues</p> <p>The methods of communication with associates, including verbally and in writing, using appropriate technical language, and using them effectively, including managing the volume and tone of verbal communications, ensuring written communications are legible and passed on</p>	<p>Total</p> <p>23 hours</p> <p>Theory:</p> <p>5 hours</p> <p>Practical:</p> <p>18 hours</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Notice board</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or</p>

	<p>associates</p> <p>Motivate associates in a timely and efficient manner to complete all their duties</p> <p>Ensure that all staff are performing at the optimum level when carrying out work area duties</p> <p>Create a friendly, professional environment which inspires teamwork within work area</p> <p>Monitor the extent to which quality service is provided</p>	<p>to the right person</p> <p>Motivating staff effectively, including leading by example, praise and encouragement at the right time, providing additional support where required</p> <p>Ensuring that all associates are performing at optimum levels, including optimum allocation of roles and responsibilities, monitoring workloads, providing additional support where required</p> <p>Ensuring that associates are producing the highest quality of service, enhancing the guest experience</p> <p>Creating a friendly, professional environment which inspires teamwork, including a positive working environment, good communications between associates, using technical and social language appropriately, effective team leadership and management</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		<p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Brochures and price lists</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Equipment for contacting security</p> <p>Standard operating procedures for work areas</p> <p>Uniforms (appropriate to the organisation)</p> <p>accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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Module-8
CBT CURRICULUM
National Vocational Certificate Level 4

Version 1 - November, 2019

Module 8: Manage employee workplace health and safety

Objective of the module: The aim of this module to develop the advanced knowledge, skills and understanding needed to manage employee workplace health and safety

Duration: 80 hours **Theory:** 16 hours **Practical:** 64 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Ensure that all associates follow organizational requirements for health and safety</p>	<p>The learner will be able to:</p> <p>Assess the risks in work environments</p> <p>Check the extent to which all associates are aware of and follow health and safety requirements in line with organizational requirements</p> <p>Ensure that associates follow safe working practices at all times</p> <p>Monitor the extent to which associates identify any hazards or potential hazards and deal with these correctly</p> <p>Monitor the reports made by associates on any accidents or near accidents</p> <p>Monitor the way that</p>	<p>Awareness of HACCP (Hazard Analysis and Critical Control Points) standards, including assessment of health and safety risks, identifying hazards, who might be harmed and how, evaluating risks and deciding on appropriate precautions, recording and implementing findings, reviewing and updating assessments as necessary</p> <p>First aid, firefighting training and anti allergic medicine to be available, assembly point for evacuations</p> <p>Features of a risk assessment, including who might be harmed, what hazards exist, what could go wrong, how likely it is to happen, how many people could be hurt, what precautions could be taken to reduce risks</p> <p>Benefits of risk assessment, including helping to prevent accidents, making it easier for associates to carry out their work, improving the standard of work produced, complying with organizational requirements or guidelines</p> <p>The importance of working in a healthy, safe and hygienic way, to ensure there are</p>	<p>Total</p> <p>30 hours</p> <p>Theory:</p> <p>8 hours</p> <p>Practical:</p> <p>22 hours</p>	<p>Emergency notices</p> <p>Standard operating procedures for health and safety</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Logbooks for recording accidents and incidents</p> <p>Organizational health and safety policy</p> <p>HACCP standards</p> <p>Standard operating procedures for safe working in work areas</p> <p>Uniforms</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

	<p>associates practice emergency and security procedures correctly</p> <p>Ensure that appropriate records are completed as required to demonstrate that section team follows health and safety requirements</p>	<p>no risks to guests or associates</p> <p>Key elements of an organizational safety policy, including standards of personal hygiene, procedures for reporting sickness and accidents, requirements for pest control measures, minimum acceptable standards of cleaning</p> <p>Organisational safety and hygiene practices, including carrying out tasks in the right order, finishing one before starting the next, assembling tools and equipment before starting the task, allowing sufficient time and space to complete the task involved, following a logical sequence, ensuring there are no spillages</p> <p>Observing and checking that associates know and understand methods to deal with emergencies, including taking action within own responsibility, notifying engineering department, evacuating the area or building, ensuring security have been notified where necessary</p> <p>Observing and checking that associates know and understand how to follow emergency procedures, including alerting others, following instructions, taking action</p> <p>Completing records as required to demonstrate that section team follows health and safety requirements</p> <p>Advising associates of the sources of information about health, hygiene and safety in the work area, including Standard Operating Procedures for work area,</p>		<p>(appropriate to the organisation)</p>	
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		<p>manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials</p> <p>Causes of food poisoning, including chemicals, viruses, moulds, physical contaminants</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p>LU2:</p> <p>Monitor efficient and effective use of equipment</p>	<p>The learner will be able to:</p> <p>Ensure that all equipment is working correctly in work areas</p> <p>Arrange for appropriate maintenance for all equipment available in work areas on a regular basis</p> <p>Ensure that appropriate equipment is properly calibrated according to operating instructions in work areas</p> <p>Check that associates are using equipment correctly, efficiently and effectively in work areas</p> <p>Take corrective action where required to improve the safety of work areas</p>	<p>Maintaining equipment, including its function and maintenance requirements; and work areas, including maintenance and refurbishment requirements; ensuring that equipment is being used correctly and efficiently by associates, checking with kitchen teams if any products or equipment are in need of maintenance or attention, (including faulty equipment, worn fixtures and fittings), taking appropriate actions, advising engineering and/or housekeeping department</p> <p>Maintenance, calibration or replacement requirements for specific items of equipment, including following manufacturer's requirements, arranging for maintenance or replacement of equipment, process for reporting any maintenance requirements to the appropriate department, procedure for ensuring that food outlet areas are refurbished at appropriate and agreed intervals</p> <p>Observing and checking the use of equipment by associates, including in line with organizational requirements and</p>	<p>Total</p> <p>30 hours</p> <p>Theory:</p> <p>7 hours</p> <p>Practical:</p> <p>23 hours</p>	<p>Work area equipment and operating instructions</p> <p>Maintenance schedules for work area equipment</p> <p>Standard operating procedures for using work area equipment</p> <p>Safety equipment</p> <p>Preventive maintenance program</p> <p>Uniforms (appropriate to the organization)</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

		<p>manufacturers' guidance, using correct equipment for proper purposes, advising and guiding associates on the use of equipment in different circumstances, arranging appropriate staff training activities to promote efficient usage of equipment and awareness of maintenance requirements</p> <p>Understanding and responding to risks from faulty equipment, including trapped hands or fingers, impact of a heavy object, contact with hot equipment, faulty electrical equipment, inappropriate use of equipment; HACCP implications</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p>LU3:</p> <p>Maintain and monitor the cleaning programme</p>	<p>The learner will be able to:</p> <p>Ensure that all associates understand their role in undertaking cleaning duties</p> <p>Monitor the number of associates to undertake the cleaning programme effectively</p> <p>Observe and check that associates have the cleaning tools and materials they need to undertake cleaning duties for their area of work</p>	<p>Purpose of cleaning programme, including encouraging safe working methods, helping to prevent accidents, reducing risks from pests, keeping the work area pleasant to work in</p> <p>Functions of the cleaning programme, including work areas that are clean, cleared and sanitized; fixtures that are clean, cleared and well maintained; equipment that is clean and ready to use; routes around work area that are clean and cleared</p> <p>Managing the cleaning programme, including ensuring that all associates understand their role in undertaking cleaning duties; monitoring the number of associates needed and present to undertake the cleaning programme effectively; checking that associates have</p>	<p>Total</p> <p>20 hours</p> <p>Theory:</p> <p>5 hours</p> <p>Practical:</p> <p>15 hours</p>	<p>Staff rotas</p> <p>Procedures for carrying out the cleaning programme</p> <p>Instruction manuals for specialist cleaning equipment</p> <p>Checklists for monitoring the cleaning programme</p> <p>Weekly, fortnightly, monthly, quarterly and annual</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants,</p>

	<p>Check that there are no hazards present that would affect the cleaning programme</p> <p>Observe and check that associates are using cleaning tools and materials safely, effectively and efficiently</p> <p>Monitor appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organizational standards</p>	<p>the cleaning tools and materials they need to undertake cleaning duties for their area of work</p> <p>Preparing and implementing cleaning schedules, including defining cleaning standards, what items and surfaces are to be cleaner, where they are to be cleaned, who is to carry out the cleaning, how often the cleaning is to be carried out, when the cleaning should be done, the method of cleaning that should be used, how long it should take to clean correctly, what chemicals and equipment should be used, what safety precautions should be taken</p> <p>Assessing and planning rotas to include servicing the cleaning programme, including levels of manpower, ensuring associates are appropriately trained to use specialized cleaning equipment</p> <p>Understanding the range of tools and cleaning materials needed to support the cleaning programme within work areas, ensuring that tools and materials are provided, appropriately serviced and maintained</p> <p>Developing appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organizational standards, monitoring completed checklists</p> <p>HACPP and other guidelines for the safe use of cleaning tools and materials, including uniforms, appropriate storage of tools and materials, particularly for</p>		<p>cleaning schedule</p> <p>HACCP standards</p> <p>Uniforms (appropriate to the organisation)</p>	<p>cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>hazardous chemicals</p> <p>Problems with cleaning, equipment or products, including wrong products or equipment, equipment not working, product not satisfactory</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p>LU4:</p> <p>Manage risk in the workplace</p>	<p>The learner will be able to:</p> <p>Conduct a formal risk assessment</p> <p>Assess level of risk associated with hazards</p> <p>Document hazards and risks in a formal workplace risk assessment</p> <p>Identify and formally document workplace control measures</p> <p>Implement control measures that reduce risks</p> <p>Ensure that safety policies, plans, procedures and systems information are circulated to appropriate colleagues</p>	<p>Operations and activities which might impact on the safety of:</p> <ul style="list-style-type: none"> • Associates • Guests • Contractors and other visitors <p>Current health and safety at work regulations, guidance and codes</p> <p>Locating and selecting information, relevant to the area of responsibility and authority, concerning:</p> <ul style="list-style-type: none"> • Hazards • Risks • Regulatory changes • Incidents and accidents • Organisation safety and industry good practice • Operations and activities <p>Conducting a formal safety risk assessment</p> <p>Types of control measures appropriate to different work areas and their respective benefits/constraints</p> <p>Assessing the risk mitigation effect of</p>	<p>Total</p> <p>20 hours</p> <p>Theory:</p> <p>5 hours</p> <p>Practical:</p> <p>15 hours</p>	<p>Standard operating procedures for different work areas</p> <p>Examples of risk assessments in hospitality</p> <p>Risk assessment template</p> <p>Examples of control measures</p> <p>Examples of safety documentation for different work areas</p> <p>Examples of organizational health and safety key performance indicators</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

		<p>control measures</p> <p>Principles, content and format of safety documentation for different work areas</p> <p>Where and how to locate appropriate information in relation to organisational health and safety key performance indicators</p>			
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Module-9
CBT CURRICULUM
National Vocational Certificate Level 4

Version 1 - November, 2019

Module 9: Manage comments and complaints relating to operations

Objective of the module: The aim of this module to develop the advanced knowledge, skills and understanding needed to manage comments and complaints relating to operations

Duration: 50 hours **Theory:** 10 hours **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Manage comments relating to operations</p>	<p>The learner will be able to:</p> <p>Develop good relationship with associates and work teams to get regular verbal feed back</p> <p>Ask guests for feedback during food service</p> <p>Ensure that written guest feedback is collected and discussed with work teams</p> <p>Ensure that feedback is gathered from different channels and recorded for further improvement in system</p> <p>Monitor work teams to ensure improvement based on feedback from various sources</p>	<p>Comments on the range of products and services provided by the organisation, including rooms, front office, food and beverage outlets and service</p> <p>Channels of feedback, including verbal comments, written feedback, feedback from senior management; formal and informal comments</p> <p>Sources, including from guests, associates, supervisors and heads of department; formal and informal</p> <p>Recognizing and responding to comments, including verbal or written responses, direct (to the guest, associates, supervisors and heads of department) or indirect (via a third party colleague, senior manager, guest services department); acknowledging comment, providing additional information</p> <p>Sources of information and advice for responding to positive comments within the organisation, including verbal sources (other colleagues), written sources (brochures and price lists, menus, recipes, work area logs, the internet)</p> <p>Organizational procedures for gathering</p>	<p>Total</p> <p>25 hours</p> <p>Theory:</p> <p>5 hours</p> <p>Practical:</p> <p>20 hours</p>	<p>Organisational guest feedback system</p> <p>Daily event sheets</p> <p>A-la-carte and other menus</p> <p>Brochures and price lists</p> <p>Logs and other documentation for recording information relating to comments</p> <p>Computer, software, accessories</p> <p>Training manual for associates on all sections</p> <p>Guest service policy</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

		information and responding to comments, including responding within a certain time limit, recording the comment including who made it, when, in what format; recording the response given, by whom, in what format			
LU2: Manage complaints relating to operations	The learner will be able to: Gather sufficient information to enable assessment of the nature and severity of the complaint Respond to the person making the complaint if the complaint cannot be resolved within required timescales Report any complaints that are outside own authority to deal with to the appropriate person Make appropriate notes and a record of the complaint and the actions taken Identify any changes to the organization's procedures which are necessary to avoid future similar complaints Comply with legal requirements, industry	Complaints relating to the range of products and services provided by the organisation, including rooms, front office, food and beverage outlets and service Types of complaints, including not asking for help, not working together as a team, not providing sufficient support Recognizing the level of seriousness of a complaint, including format, tone of language, visual clues; developing an appropriate response The importance of seeking further information where necessary, in order to fully investigate the complaint Complaints involving service recovery methods, including anticipating the need for recovery, quick decision making, delegating responsibilities, providing training Sources of information and advice for responding to complaints within the organisation, including verbal sources (other colleagues), written sources (brochures and price lists, menus, recipes, work area logs, the internet) Difficult/sensitive situations/issues, including guests who are upset and emotional, incidents involving or spoiling a special	Total 25 hours Theory: 5 hours Practical: 20 hours	Organisational guest feedback system Daily event sheets A-la-carte and other menus Brochures and price lists Standard operating procedures for service recovery Logs and other documentation for recording information relating to complaints Computer, software, accessories Training manual for associates on all sections Guest service policy	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments EITHER Training restaurant, front office or accommodation facility OR Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)

	<p>regulations, including ethical standards and health and safety, organizational policies and professional codes</p>	<p>occasion, incidents that may lead to disciplinary procedures; aiming always for a positive and creative response</p> <p>The limits of own authority and the action required if a complaint is beyond own authority to handle, including gathering sufficient relevant information, identifying the appropriate colleague to refer to, ensuring details of the complaint are explained fully</p> <p>Ethical standards, including ensuring that all behaviour and operations are fair, honest, not detrimental to the business or its guests</p> <p>Organisational procedures for gathering information and responding to complaints, including responding within a certain time limit, recording the comment including who made it, when, in what format; recording the response given, by whom, in what format</p>			
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HOSPITALITY EXPERT



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Module-10
CBT CURRICULUM
National Vocational Certificate Level 4

Version 1 - November, 2019

Module 10: Support the professional development of the operations team

Objective of the module: The aim of this module to develop the advanced knowledge, skills and understanding needed to support the professional development of the operations team

Duration: 90 hours **Theory:** 18 hours **Practical:** 72 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Contribute to the development of teams and individuals</p>	<p>The learner will be able to:</p> <p>Contribute to the identification of development needs for individuals and teams accurately</p> <p>Ensure that the development needs identified are consistent with team objectives and organizational values</p> <p>Ensure that contributions to the planning process reflect the identified development needs of all those associates under own responsibility</p> <p>Agree ideas with individual team members</p> <p>Contribute to development activities to support team objectives and plans</p>	<p>Identifying development needs for individuals and teams accurately, including individual personal objectives, team objectives, development and retraining objectives</p> <p>The importance of using sufficient, reliable and valid information, in order to plan effectively, to maximize opportunities, to add value to the organization's goals</p> <p>Presentation of development needs to associates in a way which is likely to influence their decision-making positively, including providing guidance, support and motivation</p> <p>The importance of team development to the continuing effectiveness of the organisation, including own role and responsibilities in contributing to this process, developing and securing support from associates, seeking contributions to the development process from associates</p> <p>Collecting and validating relevant information needed to identify development needs, including informally from associates, formally through guest surveys, job</p>	<p>Total</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Standard Operating Procedures for training and development</p> <p>Job descriptions and evaluations</p> <p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Business objectives</p> <p>And appropriate analysis reports</p> <p>Uniforms (appropriate to the organisation)</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

	<p>Take into account the work activities, learning abilities and personal circumstances of individual team members</p> <p>Encourage and use feedback from those taking part in the activities to improve own future contributions to development activities</p> <p>Contribute to the assessment of associates against development objectives</p> <p>Provide information about assessments to authorized people only, in the required format and to agreed deadlines</p>	<p>appraisals</p> <p>team objectives and organizational values, including delivering excellent food service and guest service, which have a bearing on development needs, including development opportunities, training and re-training needs</p> <p>Analyzing different decisions whether development needs are consistent with organizational objectives and values, including identifying and defining development needs, evaluating these against organizational objectives, prioritizing development</p> <p>Assessing associates against development objectives using clear, agreed criteria and sufficient, valid and reliable information, including job appraisals, feedback from guests and other associates</p> <p>The importance of taking account of the work activities of associates, their learning abilities and personal circumstances when agreeing ideas with individual team members</p>			
<p>LU2:</p> <p>Contribute to the provision of required operational associates</p>	<p>The learner will be able to:</p> <p>Use methods to assess and select associates that meet organizational requirements</p> <p>Provide information that is complete, accurate and supports the fair</p>	<p>Presenting suggestions for selection effectively, based on sound information, including known capabilities, job descriptions, performance appraisals, training schedules and review</p> <p>Communicating effectively with the range of associates involved, including verbally and in writing, using technical language appropriately</p>	<p>Total</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Standard Operating Procedures for workforce planning</p> <p>Job descriptions and evaluations</p> <p>Training schedules and</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or</p>

	<p>assessment of associates</p> <p>Make suggestions for the selection of associates that are based on objective assessments of the information against agreed selection criteria</p> <p>Make suggestions for selection that are clear and accurate</p> <p>Make suggestions available only to authorized people</p> <p>Handle communications with associates in a manner and at a level and pace appropriate to their needs</p> <p>Make sure records of own contribution to the selection process are complete, accurate, clear and meet organizational requirements</p>	<p>The importance of confidentiality during selection processes including the kinds of information that may be made known to associates</p> <p>The importance of keeping accurate, complete and clear records of own contributions to the selection process, in order to support and audit decisions and judgements made</p> <p>The range of methods which may be used for the assessment and selection of staff, including formal and informal, and the relative advantages and disadvantages of these for the team</p> <p>Possible contributions to the assessment and selection of staff, including contributing to appraisals, providing formal and informal feedback to the associate, to the HR department</p> <p>Making fair and objective assessments against criteria during the selection process, including understanding the criteria, ensuring that assessments are objective and not influenced by personal views</p>		<p>reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection assessments</p> <p>Notice board</p> <p>Uniforms (appropriate to the organisation)</p>	<p>accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p>LU3:</p> <p>Lead the work of teams and individual associates to achieve objectives</p>	<p>The learner will be able to:</p> <p>Plan the work of teams and individuals</p> <p>Involve the team and individuals when</p>	<p>The importance of effective communication when explaining work plans and allocations, including clear explanations, using technical language, ensuring associates have the opportunity to ask questions</p> <p>The importance of the associate being clear about the purpose of the work to be done,</p>	<p>Total</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p>	<p>Standard Operating Procedures for leading a department</p> <p>Job descriptions and evaluations</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p>

	<p>planning their work</p> <p>Present work plans in a way that gains the support and commitment of those involved</p> <p>Assess the work of teams and individuals</p> <p>Provide both positive and negative feedback to teams and individuals on their work</p> <p>Review the work of the team and individuals on a regular basis</p> <p>Provide support for continuous improvement for teams and individuals</p>	<p>including communicating this effectively to those involved, understanding role and responsibilities</p> <p>The importance of regularly reviewing work, using own observations, job descriptions and evaluations, training schedules and reviews, in order to manage time, the achievement of objectives, provide support and guidance</p> <p>The importance of assessing the on-going work of teams and individuals, including the associate's role and responsibilities in relation to this, reviewing and revising objectives in order to deliver an effective team effort</p> <p>The importance of providing clear and accurate feedback to team members on their performance, including the associate's role and responsibilities in relation to this, reviewing the associate's own objectives and modifying them if required</p> <p>The importance of providing team members with the opportunity to contribute to the planning and organisation of their work, in order to manage the whole team effort, motivate the team, support effective team working</p> <p>The importance of providing opportunities to team members to assess their own work, including ways to encourage and enable this involvement, identifying for the associates the benefits of doing this</p> <p>Motivating team members and gain their</p>	12 hours	<p>Training schedules and reviews</p> <p>Markers and pens</p> <p>Notebook</p> <p>Standard formats for selection assessments</p> <p>Notice board</p> <p>Uniforms (appropriate to the organisation)</p>	<p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>commitment by providing feedback, in order to maximize their own effort, help them to achieve their personal objectives and contribute to the team effort</p> <p>The importance of good communication skills when providing feedback on work and performance, including adopting a positive approach, using technical and social language as appropriate, being supportive, encouraging the associate to ask questions</p> <p>Providing positive feedback to individual associates and the team, including choosing an appropriate time and a place to give feedback, providing feedback in a way which encourages team members to feel that the associate respects them, the importance of being encouraging when providing feedback to team members and showing respect for those involved</p> <p>Importance of provide constructive suggestions on how performance can be improved, in order to maintain commitment and maximize the individual/team effort</p> <p>The importance of giving those involved the opportunity to provide suggestions on ways to improve their work, including ensuring they feel part of the team and that their contribution is valued</p> <p>The importance of planning work activities and the associate's role and responsibilities in relation to this, including matching activities to each associate's job role and capabilities, challenging and stretching associates, developing realistic and</p>			
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		achievable work plans for teams and individuals both in the short and medium term			
<p>LU4:</p> <p>Manage own self in an operational environment</p>	<p>The learner will be able to:</p> <p>Develop objectives for own work role which are compatible with the vision, objectives and values of the organisation</p> <p>Agree, with line manager, objectives for own work role and ways to evaluate progress and achievement</p> <p>Prioritize objectives and manage own time in order to achieve them and delegate objectives and responsibilities</p> <p>Use technology effectively to help achieve own objectives</p> <p>Identify and eliminate distractions and activities that do not support the achievement of own objectives</p> <p>Monitor changes to the organization's objectives, processes, systems and</p>	<p>The organization's structure, systems, business processes and organizational objectives</p> <p>The importance of gathering valid information, in order to plan own development effectively and set appropriate benchmarks by which to measure progress</p> <p>Analyzing own work role and relating to other roles in the organisation, including identifying long term and short term aims</p> <p>Monitoring changes, trends and developments, including technological advances, recycling and energy consumption issues, the visual appeal of food outlets, levels of staff usage</p> <p>The impact of different factors on own role, including time, cost, support from others (associates, managers, HR department)</p> <p>The importance of managing own resources, particularly knowledge, understanding, skills and time</p> <p>Identifying the requirements of own work role and others, including developing better productivity for whole team, sharing new skills with other associates, improving motivation, developing and improving the reputation of the whole team</p> <p>Setting work objectives which are SMART (Specific, Measurable, Achievable, Realistic</p>	<p>Total</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Job description and evaluations</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Standard format and forms</p> <p>Computer, software and accessories</p> <p>Communication devices (including telephone and mobile)</p> <p>Uniforms (appropriate to the organisation)</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

	<p>structures and how these impact on own role</p> <p>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 performance from those who are able to provide objective, specific and valid feedback</p> <p>Monitor progress towards own objectives and evaluate, with line manager, the extent to which objectives have been achieved</p> <p>Agree, with line manager, any changes to own objectives in the light of own performance, feedback received or changes in organizational priorities</p>	<p>and Time-bound), in order to plan out development and organize any formal learning to be undertaken</p> <p>Measuring the progress against work objectives, in order to judge progress, to reflect on achievements, to modify the plan, to set new objectives</p> <p>Getting and making effective use of feedback on own performance, including informally from associates, formally through guest surveys, job appraisals</p> <p>Updating work objectives in the light of own performance, including feedback received or changes in organizational priorities</p> <p>Recording the use of own time and identifying possible improvements, including judging the effectiveness of development activities, prioritizing activities, balancing development activities against main work role</p> <p>Working with individuals within own area of work, including understanding their roles, responsibilities, competences and potential, helping them with their own development, maximizing support based on own experience</p> <p>The agreed requirements of own work role including the limits of own responsibilities, including matching these requirements to personal development plan, identifying and agreeing personal work objectives with HR department</p>			
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<p>LU5:</p> <p>Contribute to the identification and implementation of sales development activities</p>	<p>The learner will be able to:</p> <p>Support the management team in establishing clear sales development activities for the organisation</p> <p>Assist in preparing a sales plan that identifies and prioritizes sales development activities that are consistent with the vision of the organisation</p> <p>Ensure that the plan is flexible and open to change</p> <p>Discuss and agree who should be responsible for implementing sales development activities and then allocate resources effectively</p> <p>Agree with senior colleagues measures for monitoring and evaluating performance against sales development activities</p> <p>Gain the commitment of associates for the implementation of sales</p>	<p>The importance of developing and implementing sales development activities, in order to add value to the organization's objects, to contribute to profitability</p> <p>The importance of creativity and innovation in sales development activities, including responding to trends, experimenting with new approaches and ideas to support sales</p> <p>Developing sales objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time bound), including short and long-term objectives, individual and team objectives</p> <p>Delegating responsibility and allocating resources to support implementation of sales development activities, including to different departments, allocating time, funding, materials</p> <p>Developing measures and methods for monitoring and evaluating performance against the implementation of sales development activities, including establishing clear monitoring and evaluation criteria, establishing appropriate timelines</p> <p>Understanding the market in which the organisation works, including the guest base (leisure, business, combination; actual and potential guests), location (city-centre, rural), size of organization</p> <p>Understanding the needs and expectations of actual and potential guests, including level and speed of service and attention,</p>	<p>Total</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Standard Operating Procedures for selling practices in food outlets</p> <p>Example sales plans</p> <p>Report templates</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p> <p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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	<p>development activities</p> <p>Bring together the needs and expectations of associates with what is required of them to implement sales development activities</p>	<p>range of products</p> <p>Understanding actual and potential competitors and partners, including what they offer, their competitive edge</p> <p>New and available opportunities for sales development activities, including new products (dishes, menus, beverages, room types), new services (type of food service, conference and banqueting services)</p> <p>The needs and expectations of colleagues and other key stakeholders, including associates within own team, other departments, stakeholders in the organisation (managers, backers, shareholders)</p> <p>Sources of information that can aid monitoring and evaluation for sales development activities, including questionnaire data, research, sales figures, opinion polls</p>			
<p>LU6:</p> <p>Prepare, deliver and evaluate training sessions for operational associates and teams</p>	<p>The learner will be able to:</p> <p>Prepare appropriate training plans and materials</p> <p>Produce specific aims and objectives for the session</p> <p>Identify the resources needed to deliver the session</p>	<p>The purpose of and necessary outcomes from the training session, including personal, departmental or organizational objectives, new or corrective/remedial training</p> <p>Different ways to deliver the session, including on and off the job, single sessions, series of training sessions</p> <p>Appropriate use of technology-based delivery and e-learning, including reducing the costs associated with delivering training, increasing the effectiveness of the</p>	<p>Total</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Standard Operating Procedures for training and development</p> <p>Job descriptions and evaluations</p> <p>Markers and pens</p> <p>Notebook</p> <p>Log book</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p>EITHER</p> <p>Training restaurant, front office or accommodation facility</p> <p>OR</p>

	<p>Select appropriate methods to delivery training</p> <p>Ensure all learning materials are available</p> <p>Deliver training to individuals or groups</p> <p>Use a range of appropriate techniques and activities throughout the session, including technology-based learning</p> <p>Carry out assessments at appropriate points to ensure that learning has taken place</p> <p>Evaluate the effectiveness of training for associates and teams</p>	<p>training environment, helping training to contribute to organizational goals</p> <p>Ways of delivering the session which meet the aims and objectives of the session, including practical activities, role plays, case studies, live on-the-job training</p> <p>An appropriate plan for the training session, including teaching and learning methods, aims and objectives; topics; variety of methods; timing; resources; checks on learning, resources and assessment methods</p> <p>Selecting and using an appropriate range of methods and resources to support delivery of the training session, including teacher centered (lecture, explanation, demonstration); learner centered (goal setting, self-direction, problem solving, negotiation, discussion, presentation, journals)</p> <p>Managing the training process, including following the plan; supporting learners; accommodating learning preferences; barriers to learning; independent working; feedback; managing group dynamics; differences; inappropriate behaviour; ensuring that the methods chosen will promote equal opportunities and access</p> <p>Review the effectiveness of the training session, including sources of feedback (learners; self; other stakeholders; informal and formal checks)</p> <p>Determine the strengths and weaknesses of</p>		<p>Notice board</p> <p>Standard training formats for preparing, delivering and evaluating</p> <p>Training resources, including flip charts, markers, projectors, screens, handouts, notes, case studies, problems, exercises, textbooks, videos, audio materials, computer assisted learning materials, internet, experimental materials, work place facilities, training rooms, support materials support staff</p> <p>Uniform (appropriate to the organisation)</p>	<p>Access to a commercial environment or premises for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
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		<p>the training session, including achievement against targets; feedback from associates, HR department; evaluative comments; reviews</p> <p>Make recommendations for improving the training session, including the action plan; professional development; schemes of work; session plans; teaching techniques; resources used; teaching style; implementation of changes; record of modifications</p>			
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Complete list of tools and equipment

Sr#	Description	Quantity
	Hospitality Expert – Level 4	
1.	A-la-carte and other menus	3 x class sets
2.	Examples of staff Appraisals	20 sets
3.	Brochures and price lists	20 sets
4.	Business objectives	20 sets
5.	Checklists for monitoring the cleaning programme	20 sets
6.	Communication devices (including telephone and mobile)	Class set
7.	Computer, software, accessories	5 x class sets
8.	Copies of staffing rotas	20 sets
9.	Daily event sheets	20 sets
10.	Daily events plan	20 sets
11.	Duty rota	20 sets
12.	Emergency notices	20 sets
13.	Equipment for contacting security	Class set
14.	Example sales plans	20 sets
15.	Examples of control measures	20 sets
16.	Examples of organizational health and safety key performance indicators	20 sets
17.	Examples of risk assessments in hospitality	20 sets
18.	Examples of safety documentation for different work areas	20 sets
19.	Guest service policy	3 x class set
20.	HACCP standards	20 sets
21.	Instruction manuals for specialist cleaning equipment	3 x class set
22.	Job description and evaluations	20 sets
23.	Work area log books	3 x class sets
24.	Maintenance schedules for work area equipment	3 x class sets
25.	Markers and pens	20
26.	Notebook	20

27.	Notice board	Class set
28.	Organizational guest feedback system	Class set
29.	Organizational health and safety policy	3 x class set
30.	Preventive maintenance program	3 x class set
31.	Procedures for carrying out the cleaning programme	20 sets
32.	Record of allocated duties and tasks	20 sets
33.	Record of bookings and functions	20 sets
34.	Regular and à-la-carte menu	3 x class set
35.	Report templates	20 sets
36.	Risk assessment template	20 sets
37.	Safety equipment	Class set
38.	Staff rotas	20 sets
39.	Standard Operating Procedures for all work areas and functions	3 x class set
40.	Standard training formats for preparing, delivering and evaluating training	20 sets
41.	Training manual for associates on all sections	3 x class set
42.	Training records	Class set
43.	Training resources, including flip charts, markers, projectors, screens, handouts, notes, case studies, problems, exercises, textbooks, videos, audio materials, computer assisted learning materials, internet, experimental materials, work place facilities, training rooms, support materials support staff	Class set
44.	Training schedules and reviews	20 sets
45.	Uniforms (appropriate to the organisation)	20 sets
46.	Weekly, fortnightly, monthly, quarterly and annual cleaning schedule	20 sets
47.	Work area equipment and operating instructions	Class set

