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# HOSPITALITY EXPERT



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## TRAINER GUIDE

National Vocational Certificate Level 1

Version 1 - November, 2019



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## Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

### 1. Cost effectiveness

Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

### 2. Efficiency

The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

### 3. Increased productivity

When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

### 4. Reduced risk

Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complimentary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

## 5. Increased guests satisfaction

Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing guest's satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

## Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the Hospitality Expert qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because ...', or even 'tell me why you chose to do it like this?'

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a Hospitality Expert acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalised those standards.

## Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

- a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
- b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
- c) Practice the skill before demonstration to trainees, if possible.
- d) Introduce the skill to trainees clearly at the commencement of demonstration.
- e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
- f) Carry out demonstration in a way that can be seen by all trainees.
- g) Use the same tools and materials that the learner will be using.
- h) Go through EACH of the steps involved in performing the skill.
- i) Go SLOWLY - describe each step as it is completed.
- j) Encourage the learners to move around and watch what you are doing from a number of different angles.

- k) Identify critical or complex steps, or steps that involve safety precautions to be followed.
- l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
- m) Try to involve the learners: Ask them questions about why they think the process may work that way.
- n) Repeat critical steps in demonstration, if required.
- o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

## Overview of the program

<b>Course:</b> HOSPITALITY EXPERT	<b>Total Course Duration:</b>
<b>Course Overview:</b>	
<p>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 guest expectations.</p>	

Module	Learning Unit	Duration
<p><b>Module 1:</b> Maintain professional standards and environment throughout shift</p> <p><b>Aim:</b> The aim of this module is to develop the knowledge, skills and understanding needed to maintain professional standards and environment throughout shift</p>	<p><b>LU1:</b> Ensure professional standards are maintained for PPEs and personal hygiene throughout the shift</p> <p><b>LU2:</b> Maintain the health, safety and security of the working environment</p> <p><b>LU3:</b> Communicate and work with associates and team efficiently and effectively throughout the shift</p> <p><b>LU4:</b> Check that all products and equipment are in good order</p> <p><b>LU5:</b> Maintain tools and equipment</p> <p><b>LU6:</b> Dispose of waste</p>	80 hours
<p><b>Module 2:</b> Develop communication and social skills for hospitality</p> <p><b>Aim:</b> The aim of this module is to develop the knowledge, skills and understanding needed to develop communication and social skills for hospitality</p>	<p><b>LU1:</b> Develop and use communication skills in a hospitality setting</p> <p><b>LU2:</b> Develop and use social skills in a hospitality setting</p> <p><b>LU3:</b> Handle guest complaints and compliments</p>	50 hours

Module	Learning Unit	Duration
<p><b>Module 3:</b> Deliver effective guest service</p> <p><b>Aim:</b> The aim of this module is to develop the knowledge, skills and understanding needed to deliver effective guest service</p>	<p><b>LU1:</b> Deliver effective and efficient service for guests <b>LU2:</b> Meet guest expectations <b>LU3:</b> Handle telephone calls</p>	50 hours
<p><b>Module 4:</b> Provide housekeeping services</p> <p><b>Aim:</b> The aim of this module is to develop the knowledge, skills and understanding needed to provide housekeeping services</p>	<p><b>LU1:</b> Maintain housekeeping supplies <b>LU2:</b> Maintain linen store <b>LU3:</b> Makeup the room <b>LU4:</b> Carry out periodic deep cleaning <b>LU5:</b> Clean and service other housekeeping areas <b>LU6:</b> Provide basic laundry service</p>	90 hours
<p><b>Module 5:</b> Provide food and beverage services</p> <p><b>Aim:</b> The aim of this module is to develop the knowledge, skills and understanding needed to provide food and beverage services</p>	<p><b>LU1:</b> Prepare and clear equipment, materials and service area for food and beverages service <b>LU2:</b> Prepare and clear guest area for food, beverages and takeaway services <b>LU3:</b> Greet guests and take orders <b>LU4:</b> Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests <b>LU5:</b> Secure payment from guests for food and beverages using appropriate method <b>LU6:</b> Maintain food safety for work area when storing, holding and serving food</p>	90 hours



Module	Learning Unit	Duration
<p><b>Module 6:</b> Provide front office services</p> <p><b>Aim:</b> The aim of this module is to develop the knowledge, skills and understanding needed to provide front office services</p>	<p><b>LU1:</b> Deal with booking enquiries  <b>LU2:</b> Confirm, cancel and amend bookings  <b>LU3:</b> Deal with the arrival of guests  <b>LU4:</b> Prepare and maintain guest account folio  <b>LU5:</b> Process front office payments  <b>LU6:</b> Deal with the check out of guests</p>	90 hours
<p><b>Module 7:</b> Co-ordinate the operation of the work area</p> <p><b>Aim:</b> The aim of this module is to develop the higher-level knowledge, skills and understanding needed to co-ordinate the operation of the work area</p>	<p><b>LU1:</b> Ensure professional work standards are maintained throughout the work area and on completion of shift  <b>LU2:</b> Manage the work area's requisition requirements, work area and equipment  <b>LU3:</b> Support the work area's head of department</p>	70 hours
<p><b>Module 8:</b> Supervise operations in the work area</p> <p><b>Aim:</b> The aim of this module is to develop the higher-level knowledge, skills and understanding needed to supervise operations in the work area</p>	<p><b>LU1:</b> Supervise preparation of the work area for operations  <b>LU2:</b> Supervise the operation of the work area  <b>LU3:</b> Manage communications between the work area and other departments  <b>LU4:</b> Ensure health and safety practices are followed by work area operatives</p>	100 hours

Module	Learning Unit	Duration
<p><b>Module 9:</b> Supervise hospitality events</p> <p><b>Aim:</b> The aim of this module is to develop the higher-level knowledge, skills and understanding needed to supervise hospitality events</p>	<p><b>LU1:</b> Understand the importance of planning hospitality events</p> <p><b>LU2:</b> Understand how to supervise events</p> <p><b>LU3:</b> Plan and supervise an event</p>	100 hours
<p><b>Module 10:</b> Identify and pursue new business opportunities in the hospitality sector</p> <p><b>Aim:</b> The aim of this module is to develop the higher-level knowledge, skills and understanding needed to identify and pursue new business opportunities in the hospitality sector</p>	<p><b>LU1:</b> Identify business opportunities in the hospitality sector</p> <p><b>LU2:</b> Develop the structure of the new hospitality business</p> <p><b>LU3:</b> Communicate the new hospitality business's services to guests</p> <p><b>LU4:</b> Negotiate arrangements for the new hospitality business</p>	90 hours
<p><b>Module 11:</b> Develop own skills and practice</p> <p><b>Aim:</b> The aim of this module is to develop the higher-level knowledge, skills and understanding needed to develop own skills and practice</p>	<p><b>LU1:</b> Develop own personal and professional skills</p> <p><b>LU2:</b> Work as a member of a team to achieve defined goals and implement agreed plans</p> <p><b>LU3:</b> Improve personal effectiveness</p>	80 hours

Module	Learning Unit	Duration
<p><b>Module 12:</b> Monitor the duties and activities of a team</p> <p><b>Aim:</b> The aim of this module is to develop the advanced knowledge, skills and understanding needed to monitor the duties and activities of a team</p>	<p><b>LU1:</b> Observe and check that professional standards are maintained throughout operations and on and completion of shift</p> <p><b>LU2:</b> Check that operatives are present and manage absence issues for operational areas</p> <p><b>LU3:</b> Support the head of department</p> <p><b>LU4:</b> Supervise operatives in work areas</p>	90 hours
<p><b>Module 13:</b> Manage employee workplace health and safety</p> <p><b>Aim:</b> The aim of this module is to develop the advanced knowledge, skills and understanding needed to manage employee workplace health and safety</p>	<p><b>LU1:</b> Ensure that all associates follow organizational requirements for health and safety</p> <p><b>LU2:</b> Monitor efficient and effective use of equipment</p> <p><b>LU3:</b> Maintain and monitor the cleaning programme</p> <p><b>LU4:</b> Manage risk in the workplace</p>	80 hours
<p><b>Module 14:</b> Manage comments and complaints relating to operations</p> <p><b>Aim:</b> The aim of this module is to develop the advanced knowledge, skills and understanding needed to manage comments and complaints relating to operations</p>	<p><b>LU1:</b> Manage comments relating to operations</p> <p><b>LU2:</b> Manage complaints relating to operations</p>	50 hours

Module	Learning Unit	Duration
<p><b>Module 15:</b> Support the professional development of the operations team</p> <p><b>Aim:</b> The aim of this module is to develop the advanced knowledge, skills and understanding needed to support the professional development of the operations team</p>	<p><b>LU1:</b> Contribute to the development of teams and individuals</p> <p><b>LU2:</b> Contribute to the provision of required operational associates</p> <p><b>LU3:</b> Lead the work of teams and individual associates to achieve objectives</p> <p><b>LU4:</b> Manage own self in an operational environment</p> <p><b>LU5:</b> Contribute to the identification and implementation of sales development activities</p> <p><b>LU6:</b> Prepare, deliver and evaluate training sessions for operational associates and teams</p>	<p>90 hours</p>

# Lesson Plan Template

Time	Content	Tutor activity	Learner activity	Resources	Outcomes / Assessment
	Introduction				
<b>BREAK</b>					
	Conclusion				

## Trainer's guidelines

Module 1: Maintain professional standards and environment throughout shift			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Ensure professional standards are maintained for uniform and hygiene throughout the shift	<p>Deliver an illustrated presentation on how to ensure professional standards are maintained for uniform and hygiene throughout the shift. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• The importance of personal hygiene and cleaning</li> <li>• Recommended procedures for washing hands at all appropriate times</li> <li>• Avoiding unsafe behaviour</li> <li>• The importance of reporting cuts, grazes and skin conditions, illnesses (particularly stomach illnesses), and infections to the appropriate person (including supervisor/manager)</li> <li>• Types of PPEs which are appropriate to the task being carried out</li> <li>• The importance of ensuring that the tidy uniform being used is clean and fit for use</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about ensuring professional standards are maintained for uniform and hygiene throughout the shift. Go through all the key topics</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, hand towels, hand dryers</p> <p>Uniform according to job requirements, (appropriate to the organization)</p> <p>Hazard analysis and critical control points (HACCP) standards</p> <p>Organizational guidelines for personal hygiene</p> <p>Work area log to record injuries and illnesses</p>

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Module-1

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National Vocational Certificate Level 1

Version 1 - November, 2019

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Module 1: Maintain professional standards and environment throughout shift			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for ensuring professional standards are maintained for uniform and hygiene throughout the shift. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to maintaining professional standards in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		



**Module 1: Maintain professional standards and environment throughout shift**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU2: Maintain the health, safety and security of the working environment</p>	<p>Invite an experienced hospitality expert to deliver a presentation on how to maintain the health, safety and security of the working environment. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• The importance of working in a healthy, safe and hygienic way</li> <li>• Taking personal responsibility</li> <li>• Sources of information about health, hygiene and safety in the work area</li> <li>• Features of a healthy workplace</li> <li>• The importance of warning other people (including verbally, using warning signs) about hazards</li> <li>• Types of hazards to be found in the work area</li> <li>• Methods to deal with hazards correctly</li> <li>• Reducing the risk of working with hazardous substances</li> <li>• The importance of reporting all usual/non-routine incidents</li> <li>• Ensuring relevant information is recorded in logs</li> <li>• Types of emergencies that may happen in the work area</li> <li>• Dealing with emergencies</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on maintaining the health, safety and security of the working environment. They must make</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Different types of emergency notices</p> <p>Standard operating procedures for occupational health and safety</p> <p>Fire equipment properly maintained and in good working order (See <i>Complete list of tools and equipment</i> for details)</p> <p>First aid equipment properly stocked (see <i>Complete list of tools and equipment</i> for details)</p> <p>Equipment for contacting security, including telephones and other electronic devices</p> <p>Work area logs for recording accidents and incidents</p> <p>Organizational procedures for dealing with emergencies and problems, including accidents, fire, evacuations</p> <p>Organizational guidelines for responding to and reporting accidents</p> <p>Contact details for colleagues, supervisors</p> <p>Uniform according to job requirements</p> <p>Case studies and other examples</p>

<b>Module 1: Maintain professional standards and environment throughout shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>sure their questions cover key topics for maintaining the health, safety and security of the working environment.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about maintaining the health, safety and security of the working environment. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine, if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their</p>		of health, safety and security incidents

<b>Module 1: Maintain professional standards and environment throughout shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	knowledge and skills relating to maintaining the health, safety and security of the working environment in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU3: Communicate and work with associates and team efficiently and effectively throughout the shift	<p>Lead a brainstorm on ways to communicate and work with associates and team efficiently and effectively throughout the shift. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• The purpose and benefits of making sure that communication delivers the 'message' in which it is intended to be received</li> <li>• Appropriate methods and styles of communication for work areas</li> <li>• Structuring work area communications so that they are clear and accurate</li> <li>• How non-verbal communication effects the impact of own behaviour on other people</li> <li>• Interpreting and responding positively to non-verbal communication</li> <li>• The purpose and benefits of giving work area and other associates the opportunity to ask questions and check their understanding, and the need to respond positively to these questions</li> <li>• The need for organizations to have a friendly and purposeful way of communicating with associates</li> <li>• Types of problems that may occur with</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Pen</p> <p>Note pads</p> <p>Standard Operating Procedures for communication</p> <p>PPEs according to job requirements</p> <p>Telephones / computers for phone messages and e-mails</p> <p>Memo forms</p> <p>Work area log for recording information</p>

Module 1: Maintain professional standards and environment throughout shift			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>contacts between associates and dealing with these</p> <ul style="list-style-type: none"> <li>• Characteristics of a good team</li> <li>• The benefits of organizing and planning work</li> <li>• Making the most efficient use of time</li> <li>• Asking for help at the right time</li> <li>• The benefits of effective teamwork</li> <li>• The responsibilities of the team and their importance to the organization as a whole</li> <li>• Maintaining good working relationships with team members</li> <li>• The scope and limits of job role</li> <li>• Essential information that needs to be passed on to a team member</li> <li>• The types of behaviour that help the team to work well</li> </ul> <p>Display a flip chart showing the following key question: <i>'What are the challenges when communicating and working with associates and your team?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p>		

<b>Module 1: Maintain professional standards and environment throughout shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to communicating and working with associates and team efficiently and effectively in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU4: Check that all products and equipment are in good order	<p>Deliver an illustrated presentation on how to check that all products and equipment are in good order. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Using equipment checklists to check that equipment used is properly cleaned, well maintained and in good condition</li> <li>• Safe storage equipment</li> <li>• Recording and reporting of any problem</li> <li>• Checking that any problems reported previously have been dealt with, by checking in the log and confirming that appropriate action</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p>	<p>Equipment checklists</p> <p>Manufacturers' guidelines for using equipment</p> <p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents,</p>

**Module 1: Maintain professional standards and environment throughout shift**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>has been taken</p> <ul style="list-style-type: none"> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for checking that all products and equipment are in good order. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for checking that all products and equipment are in good order. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to checking that all products and equipment are in good order in an</p>	<p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>disinfectants, vinegar, lemon, degreaser</p> <p>Work area log for recording problems and maintenance issues</p> <p>Pen</p> <p>Uniforms according to job requirements</p>

<b>Module 1: Maintain professional standards and environment throughout shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU5: Dispose off waste	<p>Lead a brainstorm on ways to dispose off waste. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• The impact of work area waste</li> <li>• Disposing off work area waste promptly</li> <li>• Opportunities for waste reduction in the work area</li> <li>• Opportunities for avoiding and reducing work area waste</li> <li>• Potential barriers that may limit waste avoidance and reduction in the work area</li> <li>• Roles and responsibilities for work area associates to support waste minimization</li> <li>• Training needs and training for those work area associates responsible for reducing waste</li> <li>• Benefits achieved through work area waste reduction measures</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about how to dispose off waste. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Organizational policy and procedures for disposing off waste</p> <p>Tools and equipment for disposing off waste, including waste disposal units, recycling bins</p> <p>Standard Operating Procedures for work area and for waste handling</p> <p>Uniforms according to job requirements</p>

<b>Module 1: Maintain professional standards and environment throughout shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for how to dispose off waste. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to disposing off waste in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU6: Maintain tools and equipment	Lead a discussion about how to maintain tools and equipment. Use real examples to support the	Class room with multimedia aid, audio-visual facilities and flip	Organizational policy and procedures



<b>Module 1: Maintain professional standards and environment throughout shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Types of tools and equipment</li> <li>• Checking the condition of different sorts of tools and equipment</li> <li>• The implications of not maintaining tools and equipment</li> <li>• The implications of not keeping tools and equipment clean</li> <li>• Storing tools and equipment properly</li> <li>• Recognizing tools and equipment that are damaged or need maintenance</li> <li>• Potential hazards that can arise from defective and faulty tools and equipment</li> </ul> <p>Display a slide or flip chart with a key question relating to maintaining tools and equipment.</p> <p><b>Step 1 – Think</b></p> <p>Working on their own, each learner <b>thinks</b> about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b></p> <p>For the next step, each learner <b>pairs</b> up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b></p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to</p>	<p>charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Operating manuals and specifications for tools and equipment</p> <p>Cleaning and storage equipment and facilities</p>

<b>Module 1: Maintain professional standards and environment throughout shift</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>the key question relating to maintaining tools and equipment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to maintaining tools and equipment in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-2

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<b>Module 2: Develop communication and social skills for hospitality</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Develop and use communication skills in a hospitality setting	<p>Lead a brainstorm on ways to develop and use communication skills in a hospitality setting. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Expectations of guests and associates</li> <li>• Product and service knowledge to support communication skills</li> <li>• Effective communication skills</li> <li>• Seeking information</li> <li>• Understanding body language</li> <li>• Listening skills</li> <li>• Giving information</li> <li>• Barriers to good communications</li> <li>• Opportunities to apply social communication skills</li> <li>• Using social communication skills to manage difficult situations</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on how to develop and use communication skills in a hospitality setting. They must make sure their questions cover key topics for how to develop and use communication skills in a hospitality setting.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about how to develop and use communication skills in a hospitality setting. On the reverse of the card, they should write an appropriate answer to their question.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Copies of hotel brochures, menu, drinks list, function planner, room service menus, other promotional materials</p> <p>Organization's guest service policy</p> <p>Organization's aims and objectives statement</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements</p>

<b>Module 2: Develop communication and social skills for hospitality</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to developing and using communication skills in a hospitality setting in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Develop and use social skills in a hospitality setting	Lead a discussion about how to develop and use social skills in a hospitality setting. Use real examples to support the discussion and ensure the discussion	Class room with multimedia aid, audio-visual facilities and flip	Copies of hotel brochures, menu, drinks list, function planner, room service menus, other promotional

Module 2: Develop communication and social skills for hospitality			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>considers:</p> <ul style="list-style-type: none"> <li>Principles of developing and maintaining good relationships with guest and associates</li> <li>Developing social skills</li> <li>Asking for feedback</li> <li>Barriers to developing social skills</li> <li>Opportunities to apply social skills in a hospitality setting</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>A flip chart</li> <li>A PowerPoint slide</li> <li>A handout</li> </ul> <p>...showing key topics for developing and using social skills in a hospitality setting. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for developing and using social skills in a hospitality setting. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p>	<p>charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>materials</p> <p>Organization's guest service policy</p> <p>Organization's aims and objectives statement</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements</p>

<b>Module 2: Develop communication and social skills for hospitality</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to developing and using social skills in a hospitality setting in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Deal with guest complaints and compliments	<p>Deliver an illustrated presentation on how to deal with guest complaints and compliments. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Improving guest loyalty working relationships</li> <li>• Identifying problems</li> <li>• Negotiating with and reassuring guests while their problems are being solved</li> <li>• Securing agreement for the solution</li> <li>• Repeated guest service problems</li> <li>• Options for dealing with and avoiding repetition of a repeated guest service problem</li> <li>• Identifying best options for solving a repeated guest service problem</li> <li>• Obtaining the approval of somebody with sufficient authority to change organizational guidelines</li> <li>• Monitoring the changes made to guidelines and adjusting them, if appropriate</li> <li>• Handling complaints</li> <li>• Recording details of the complaint or compliment</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Work area log for recording guest complaints and compliments</p> <p>Organization's guest service policy</p> <p>Organization's aims and objectives statement</p> <p>Organizational procedures for dealing with problems</p> <p>Menus, drinks lists, brochures, prices (including room rates), other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements (appropriate to the organization)</p>

<b>Module 2: Develop communication and social skills for hospitality</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Actions to take resolve or progress the complaint or compliment</li> <li>• The importance of advising own supervisor in cases when resolving or progressing the complaint or compliment is beyond the limits of own authority</li> <li>• Ensure guest is informed of action taken as a consequence of making the complaint</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Display a flip chart showing the following key question: <i>'How confident are you when dealing with guest complaints and compliments?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p>		



<b>Module 2: Develop communication and social skills for hospitality</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to dealing with guest complaints and compliments in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-3

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National Vocational Certificate Level 1

Version 1 - November, 2019

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<b>Module 3: Deliver effective guest service</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Deliver effective and efficient service for guests	<p>Invite an experienced hospitality expert to deliver a presentation on how to deliver effective and efficient service for guests. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Types of guest</li> <li>• Creating a good first impression</li> <li>• The methods of communication available for work areas</li> <li>• Promoting a positive image of own self and the organization</li> <li>• Developing and promoting trust and respect with guests</li> <li>• The importance of listening to requests and adhere to any promises made in a timely manner</li> <li>• The importance of having reliable and fast information for guests and the organization</li> <li>• Responding appropriately to guests</li> <li>• Communicating positive and negative feedback</li> <li>• The importance of sharing information with colleagues</li> <li>• Re-organising own work to respond to unexpected additional workloads</li> <li>• The organization's guidelines for recognizing what the guest wants; and responding appropriately</li> <li>• Adapting behaviour to respond effectively to different guest behaviour</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Record of guest reservations</p> <p>Record of guest needs, likes and dislikes</p> <p>Copies of menu, drinks list, function planner, brochures and price lists, other promotional materials</p> <p>Organization's guest service policy</p> <p>Organization's aims and objectives statement</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements (appropriate to the organization)</p>

Module 3: Deliver effective guest service			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• Explaining carefully information that the guest might find complicated</li> <li>• Adapting communication methods to suit the needs of guests and associate with different cultures or backgrounds</li> <li>• Innovative methods of improving relationships with guests</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Display a slide or flip chart with a key question relating to how to deliver effective and efficient service for guests.</p> <p><b>Step 1 – Think</b></p> <p>Working on their own, each learner <b>thinks</b> about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b></p> <p>For the next step, each learner <b>pairs</b> up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b></p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to how to deliver effective and efficient service for guests.</p> <p>Learners must be able to practice and develop their</p>		

<b>Module 3: Deliver effective guest service</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	knowledge and skills relating to delivering effective and efficient service for guests in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU2: Meet guest expectation	<p>Lead a discussion about how to meet and exceed guest expectations. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Knowledge of the organization's services or products</li> <li>• Introducing additional services or products to guests</li> <li>• Giving the guest time to ask questions about the additional services or products</li> <li>• Giving information to move the situation forward when the guest shows interest</li> <li>• Taking action to ensure prompt delivery of the additional services or products to the guest</li> <li>• Referring the guest to others or to alternative sources of information</li> <li>• The languages that team is most likely to encounter among groups of the guests</li> <li>• Greeting guests, thanking and saying farewell to guests in their first languages</li> <li>• The importance of identifying the guest's first language and indicating awareness of this to them</li> <li>• The benefits of dealing with guests in their first language if possible</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Record of guest needs, likes and dislikes</p> <p>Organization's guest service policy</p> <p>Organization's aims and objectives statement</p> <p>Menus, drinks lists, brochures and prices lists, other promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Work area log for recording details of unusual guest situations</p> <p>Guest services resources, handouts, articles, journals</p> <p>Uniforms according to job requirements (appropriate to the organization)</p>

<b>Module 3: Deliver effective guest service</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• The importance of agreeing with colleagues informal signing options that may be used for key aspects of the services or products when dealing with somebody with a different first language</li> <li>• Benefits of developing a log of useful words and phrases to support dealings with a guest with a different first language</li> <li>• The importance of tone, pace and volume when dealing with guests across a language divide</li> <li>• Explaining to a guest the inability to hold an extended conversation in their first language</li> <li>• Possible sources of assistance to use when a language barrier demands additional language skills</li> <li>• Rewording a question or explanation if the guest clearly does not understand the original wording</li> <li>• Organizational guest service policy</li> <li>• Situations where guest service can be improved</li> <li>• Improving communication and social communication skills with guests</li> <li>• Working with others to plan improvements to the delivery of reliable guest service</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on meeting and exceeding guest expectations. They must make sure their questions</p>		

Module 3: Deliver effective guest service			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>cover key topics for meeting and exceeding guest expectations.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side. They then need to devise a two-part question for each card about a key topic relating to meeting and exceeding guest expectations. The first part of the question should ask for a fact about meeting and exceeding guest expectations. The second part should need an explanation or an example. On the reverse of the card, they should write an appropriate two-part answer to their question. An explanation should be short and concise. If examples are requested, the learner must provide two or three alternative examples.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer <b>both parts of</b> the question. Discuss the answer with the group and ask the group to determine if the answer is correct. If either part of the answer is not correct, the question passes to all players in Team B to answer.</p> <p>Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>Under the appropriate team's score column, the scorekeeper records 2 mark for each correct part of the answer given by the original player answering the</p>		

<b>Module 3: Deliver effective guest service</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>question. If play passes to the whole team, only 1 mark is recorded for each part of the question.</p> <p>Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to meeting and exceeding guest expectations in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Handle telephone calls	<p>Deliver an illustrated presentation on how to handle telephone calls. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Types of calls</li> <li>• Organizational procedures for receiving telephone calls</li> <li>• Communication skills for answering telephone calls</li> <li>• Recording appropriate details in writing</li> </ul> <p>prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p>	<p>Telephone equipment</p> <p>Notepads for recording messages</p> <p>Reservations book</p> <p>Work area log for recording relevant information</p> <p>Pens</p>



Module 3: Deliver effective guest service			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about handling telephone calls. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for handling telephone calls. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to handling telephone</p>	<p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	

<b>Module 3: Deliver effective guest service</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	calls in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		

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Module-4

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National Vocational Certificate Level 1

Version 1 - November, 2019

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<b>Module 4: Provide housekeeping services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Maintain housekeeping supplies	<p>Lead a discussion about how to maintain housekeeping supplies. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Presenting yourself positively to external and internal delivery staff</li> <li>• Receiving deliveries of housekeeping supplies</li> <li>• Completing delivery documents accurately</li> <li>• Handling and moving housekeeping supplies to storage areas safely and without damage or loss</li> <li>• Keeping receiving areas clean, tidy, hygienic and secure</li> </ul> <p>Display a flip chart showing the following key question: <i>'Who else do you need to work with when maintaining housekeeping supplies?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Supplies, including bedsheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels</p> <p>Work procedures, checklists, work schedules, duty rota/roster, maintenance schedules; records</p> <p>Uniforms, (appropriate to the organization), for example aprons, housecoats, tabards, stout footwear</p>

<b>Module 4: Provide housekeeping services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to maintaining housekeeping supplies in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Provide a linen service	<p>Deliver an illustrated presentation on how to provide a linen service. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Positive image of your organization to walk-in and in-house guests.</li> <li>• Checking deliveries of linen supplies</li> <li>• Completing delivery documentation accurately</li> <li>• Moving clean linen safely to the storage area and storing linen supplies under the correct conditions</li> <li>• Checking linen meets presentation requirements</li> <li>• Keeping receiving areas clean, tidy, hygienic and secure</li> <li>• Issuing the correct type and quantity of linen to staff</li> <li>• Reporting signs of missing stock immediately</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training</p>	<p>Linen supplies, including bedsheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels</p> <p>Work procedures, checklists, work schedules, duty roster, maintenance schedules; records</p> <p>Uniforms, (appropriate to the organization), for example aprons, housecoats, tabards, stout footwear</p>

<b>Module 4: Provide housekeeping services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Reporting signs of pest infestation immediately</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on providing a linen service. They must make sure their questions cover key topics for providing a linen service.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about providing a linen service. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to</p>	purposes	

<b>Module 4: Provide housekeeping services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to providing a linen service in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Room makeup	<p>Invite an experienced hospitality expert to deliver a presentation on how to collect linen and make beds. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Safe lifting and handling techniques</li> <li>• Organizational standards for linen and bed coverings</li> <li>• Keeping linen and linen store secure, checking linen to make sure it is clean and up to standard, the right way to sort different fabrics</li> <li>• Types of problems that may happen when collecting linen from the linen store</li> <li>• Keeping soiled linen separate from clean linen, the correct way to deal with soiled linen</li> <li>• Organizational procedures for making and re-sheeting beds, using the right sized linen</li> <li>• Types of problems or unexpected situations that may happen when stripping and making beds</li> <li>• How to spot and what procedures to use, if encountering bedbugs or other infestations</li> </ul> <p>Prepare either:</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Bedsheets, pillow cases, towels, cleaning agents, equipment and supplies, paper towels</p> <p>Work procedures, checklists, work schedules, duty roster, maintenance schedules; records</p> <p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray),</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Uniforms, (appropriate to the organization), for example aprons, housecoats, tabards, stout footwear</p>

Module 4: Provide housekeeping services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for collecting linen and make beds. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for collecting linen and make beds. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to collecting linen and make beds in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU4: Carry out periodic deep cleaning	Deliver an illustrated presentation on how to carry out periodic deep cleaning. Ensure you address the importance of the following points:	Class room with multimedia aid, audio-visual facilities and flip	Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-



Module 4: Provide housekeeping services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• Organization's schedule for periodic deep cleaning</li> <li>• Why the work area needs to be inspected on completion</li> <li>• Organization's quality standards for the appearance and cleanliness of rooms</li> <li>• Areas and items that may need specialist maintenance</li> <li>• Preparations to carry out for periodic deep cleaning, and why these are important</li> <li>• Equipment and materials that you need for periodic deep cleaning</li> </ul> <p>Display a slide or flip chart with a key question relating to periodic room servicing and deep cleaning.</p> <p><b>Step 1 – Think</b></p> <p>Working on their own, each learner <b>thinks</b> about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b></p> <p>For the next step, each learner <b>pairs</b> up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b></p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to periodic room servicing and deep cleaning.</p> <p>Learners must be able to practice and develop their</p>	<p>charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>held cleaning spray), large equipment (jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Uniforms, (appropriate to the organization), for example aprons, housecoats, tabards, stout footwear</p>

<b>Module 4: Provide housekeeping services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	knowledge and skills relating to carrying out periodic room servicing and deep cleaning in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU5: Clean and service other housekeeping areas	<p>Lead a discussion about how to clean and service other housekeeping areas. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Procedures if guests are present when you are cleaning public areas</li> <li>• Organization's standards for cleaning toilet, bathroom and furnished areas</li> <li>• Types of items in bathrooms that may need maintenance and repair, reporting items needing repair and who to report them to</li> <li>• Types of records to keep in relation to cleaning</li> <li>• Inspecting the work area on completion</li> <li>• The need for hazard signs in preparing the work area</li> <li>• Materials and equipment are used for cleaning different areas</li> <li>• Unexpected situations that may happen when you are cleaning bathrooms, toilets and furnished areas</li> <li>• Safe lifting and carrying techniques</li> <li>• Why certain areas need to be kept secure from unauthorised access</li> </ul> <p>Learners need to devise 10 quiz questions with</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Uniforms, (appropriate to the organization), for example aprons, housecoats, tabards, stout footwear</p>

<b>Module 4: Provide housekeeping services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>answers based on cleaning and servicing other housekeeping areas. They must make sure their questions cover key topics for cleaning and servicing other housekeeping areas.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about cleaning and servicing other housekeeping areas. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p>		

Module 4: Provide housekeeping services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to practice and develop their knowledge and skills relating to cleaning and servicing other housekeeping areas in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU6: Provide basic laundry service	<p>Invite an experienced Laundry supervisor to deliver a presentation on how to provide basic laundry service. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• There is a definite work flow in the laundry daily operation</li> <li>• Process for different types of laundry service</li> <li>• Laundry is received and sorted</li> <li>• How to report to the guest if any spoilage found on clothes or linen</li> <li>• Procedure of recording guest data</li> <li>• Methodology suitable for fabric as per label instruction</li> <li>• Procedure of billing record</li> <li>• Procedure of packaging for linen or clothes</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for providing laundry service. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Laundry equipment</p> <p>Washers, Dryers, irons, Steam presses, Sorting baskets and shelves, Heat sealing equipment and roll plastic, Hangers.</p> <p>Packaging and presenting material (folding, wrapping, heat sealing, labeling and providing quality reports)</p>

<b>Module 4: Provide housekeeping services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for collecting linen and make beds. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to collecting linen and make beds in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-5

TRAINER GUIDE

National Vocational Certificate Level 1

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<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Prepare and clear equipment, materials and service area for food and beverages service	<p>Deliver an illustrated presentation on how to prepare and clear equipment, materials and service area for food and beverages service. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Food and beverage settings</li> <li>• Cover layups for different settings and styles</li> <li>• Equipment and materials needed for service area</li> <li>• Preparation of service areas</li> <li>• Safe and hygienic working practices</li> <li>• The need for an adequate stock of food service equipment and materials in the service area</li> <li>• Reasons why service equipment should be turned on before service and off afterwards</li> <li>• Sources of information on health and safety and food information</li> <li>• The importance of checking linen and table items before service</li> <li>• The importance of checking heating/air conditioning/ventilation and lighting before use when preparing guest dining areas for table service</li> <li>• The cleanliness of the service area after service</li> <li>• Ensuring that food items and equipment are returned and/or stored appropriately following service</li> <li>• Disposing off broken glass and crockery safely</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Menus and beverages lists</p> <p>Food and drink service equipment and utensils, including service cutlery as required, service cloths, cutlery/silverware, glassware, service dishes/flats, plate rings, sauce boats, soup tureens, hot plates/plate warmers (stocked as required for service), refrigerated units, hot/cold beverage service containers, trays/trolleys</p> <p>Equipment for making hot drinks (including still-set machines, coffee and espresso machines, kettles, supplies of tea, coffee and other drinks, milk/cream, sugar)</p> <p>Sideboards/side tables/service station</p> <p>Condiments and accompaniments: Dry seasonings/seasonings; mustards, sauces and salad dressings; prepared bread items, butter</p> <p>Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)</p> <p>Work area log for recording complaints, compliments and</p>

Module 5: Provide food and beverage services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• Checking table and other linen for cleanliness following service period, returning used linen to housekeeping in line with organizational requirements</li> <li>• The types of unexpected situations that may occur when preparing and clearing dining and service areas and equipment</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about preparing and clearing equipment, materials and service area for food and beverages service. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the</p>		<p>other issues</p> <p>Order pads and notepads</p> <p>Pen</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organization), jacket (appropriate to the organization))</p> <p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p>



Module 5: Provide food and beverage services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>main points they have recorded for their key topic for preparing and clearing equipment, materials and service area for food and beverages service. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to preparing and clearing equipment, materials and service area for food and beverages service in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Prepare and clear guest area for food, beverages and takeaway services	<p>Lead a discussion about how to prepare and clear guest area for food, beverages and takeaway services. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Guest service areas</li> <li>• Checking and cleaning furniture</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p>	<p>Menus and beverages lists</p> <p>Food and drink service equipment and utensils, including service cutlery as required, service cloths, cutlery/silverware, glassware, service dishes/flats, plate rings,</p>

<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• The importance of following safe and hygienic working practices when preparing and clearing take-away areas for counter/take-away service</li> <li>• The importance of checking for damage in all work areas and service equipment</li> <li>• Checking stocks of service items ready for service</li> <li>• Maintaining presentation standards in the display of food</li> <li>• The importance of displaying hot and cold food safely</li> <li>• The importance of checking expiry dates on appropriate food and drink items</li> <li>• The need to check all promotional material before use</li> <li>• The importance of having the correct serving equipment available for service</li> <li>• Clearing techniques and equipment</li> <li>• The need to turn certain electrical and gas equipment on and off before and after service</li> <li>• Handling and disposing of waste correctly</li> <li>• The need for all perishable food and drink items to be returned to the kitchen and storage area immediately after service</li> <li>• Cleanliness of all service equipment and areas after service</li> <li>• The types of unexpected situations that may occur when preparing and clearing areas</li> <li>• Compliance with relevant regulations and</li> </ul>	<p><b>EITHER</b> Training restaurant, front office or accommodation facility</p> <p><b>OR</b> Access to a commercial environment or premises for training purposes</p>	<p>sauce boats, soup tureens, hot plates/plate warmers (stocked as required for service), refrigerated units, hot/cold beverage service containers, trays/trolleys</p> <p>Equipment for making hot drinks (including still-set machines, coffee and espresso machines, kettles, supplies of tea, coffee and other drinks, milk/cream, sugar)</p> <p>Sideboards/side tables/service station</p> <p>Condiments and accompaniments: Dry seasonings/ flavourings; mustards, sauces and salad dressings; prepared bread items, butter</p> <p>Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)</p> <p>Support material as required, including recipes, promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Cleaning equipment, including</p>

<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>standards</p> <p>Display a flip chart showing the following key question related to preparing and clearing guest area for food, beverages and takeaway services:</p> <p><i>‘Why is it important to follow organizational guidelines when preparing and clearing guest area for food, beverages and takeaway services?’</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their</p>		<p>small equipment (cloths, dusters, mops, brushes, buckets, hand-held cleaning spray), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Work area log for recording unexpected situations</p> <p>Pen</p> <p>Waiter’s uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organization), jacket (appropriate to the organization))</p>

<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	knowledge and skills relating to preparing and clearing guest area for food, beverages and takeaway services in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU3: Greet guests and take orders	<p>Lead a brainstorm on ways to greet guests and take orders. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Types of guest</li> <li>• Identifying guests with or without a reservation and following appropriate procedures</li> <li>• Greeting guests</li> <li>• Types of assistance that guests may need on arrival</li> <li>• The need to check menus before use</li> <li>• Understanding different dishes</li> <li>• The importance of having knowledge of and giving accurate information to guests</li> <li>• Opportunities and sales techniques for maximizing the order</li> <li>• Assisting guests to make a choice where appropriate</li> <li>• Taking guests' orders</li> <li>• The types of unexpected situations that may occur when greeting guests and dealing with their orders</li> <li>• Compliance with relevant regulations and standards</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Menus and beverages lists</p> <p>Details of ingredients of each food and beverage item available on the menu</p> <p>Support material as required, including recipes, promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Work area log for recording unexpected situations</p> <p>Order pads and notepads</p> <p>Pen</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organization), jacket (appropriate to the organization))</p>

<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Display a slide or flip chart with a key question relating to greeting guests and taking orders.</p> <p><b>Step 1 – Think</b> Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b> For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b> The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to greeting guests and taking orders.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to greeting guests and taking orders in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU4: Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests	<p>Deliver an illustrated presentation on how to use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Food and beverage settings</li> <li>• Methods of food service</li> <li>• Food service equipment and materials</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p>	<p>Menus and beverages lists</p> <p>Food and drink service equipment and utensils, including service cutlery as required, service cloths, cutlery/silverware, glassware, service dishes/flats, plate rings, sauce boats, soup tureens, hot plates/plate warmers (stocked as</p>

<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Knowledge of menu items, food ingredients and approximate quantities of the food dishes available on the menu, hot and cold beverages, in order to meet guests' needs accurately</li> <li>• Safe and hygienic working practices when serving guests' food and beverages orders and maintaining guest and service areas</li> <li>• Reasons why food and beverages should be arranged and presented in line with the menu specifications</li> <li>• Changing the cover at appropriate times</li> <li>• The correct condiments and accompaniments for each menu item</li> <li>• The importance of taking care to serve food and beverages hygienically</li> <li>• Sequence of service in line with organizational requirements</li> <li>• Timing of the service</li> <li>• The ability to work under pressure</li> <li>• Maintaining the service throughout the shift, clearing tables in line with organizational requirements</li> <li>• Holding hot and cold food for service</li> <li>• Types of drinks</li> <li>• Accompaniments for drinks</li> <li>• Equipment for drinks</li> <li>• The need for drink, supplies and accompaniments and drinks equipment to be</li> </ul>	<p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>required for service), refrigerated units, hot/cold beverage service containers, trays/trolleys</p> <p>Equipment for making hot drinks (including still-set machines, coffee and espresso machines, kettles, supplies of tea, coffee and other drinks, milk/cream, sugar)</p> <p>Supplies for drinks service, including tea, coffee, milk/cream, sugar, bottled drinks, ice, drinks accompaniments</p> <p>Tableware (table coverings, cruet sets, table decorations, menu holders, ashtrays)</p> <p>Sideboards/side tables/service station</p> <p>Support material as required, including recipes, promotional materials (including posters, blackboard / whiteboards, illustrated menu boards, vouchers and loyalty cards, additional promotional information)</p> <p>Work area log for recording unexpected situations</p> <p>Order pads and notepads</p> <p>Pen</p>

Module 5: Provide food and beverage services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>available and ready for immediate use</p> <ul style="list-style-type: none"> <li>• Preparing and serving drinks to guests</li> <li>• The need for guest and service areas to be kept tidy and free from rubbish and food and beverages debris</li> <li>• Handling and disposing of waste correctly</li> <li>• The need for a constant stock of linen, table items and accompaniments</li> <li>• The types of unexpected situations that may occur when serving food and beverages at table</li> <li>• Assisting guests as they leave</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>appropriate methods and equipment</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first appropriate method or</p>		<p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organization), jacket (appropriate to the organization))</p>

<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>equipment. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second appropriate method or equipment. Repeat the discussion process. Continue until you have covered all the appropriate methods or equipment.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to using appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU5: Secure payment from guests for food and beverages using appropriate method	<p>Invite an experienced hospitality expert to deliver a presentation on how to secure payment from guests for food and beverages using appropriate method. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• The organization's security procedures for cash and other types of payments</li> <li>• Setting up the payment point</li> <li>• Stocks of documentation and materials needed to set up and maintain the payment point</li> <li>• The procedure for changing the till / debit /</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p>	<p>Notepads</p> <p>Pen</p> <p>Calculators</p> <p>Check folders</p> <p>Cash till (mechanical/ electronic)</p> <p>Cash float</p> <p>Mechanism for keeping cash secure</p> <p>Guest comment cards</p> <p>Cash summary sheets</p>



<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>credit machine roll, following manufacturer's recommended practice</p> <ul style="list-style-type: none"> <li>• Methods of payment</li> <li>• The correct procedures for handling payments</li> <li>• Particular methods of payment for counter and/or take-away food and drink service</li> <li>• Procedures for dealing with hand held payment devices</li> <li>• The procedure to follow when a payment has been declined</li> <li>• Handling errors in payments</li> <li>• The importance of telling the guest about any delays</li> <li>• The types of problems that might happen with the payment point and dealing with these problems</li> <li>• The types of problems that may happen when taking payments and dealing with these problems</li> <li>• The procedures for closing the payment point, including completing payment point documentation, collecting the contents of the payment point and who to hand payments over to</li> <li>• Reporting suspicious items and lost property</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare a short case study giving background information of the hospitality expert. The information</p>	<p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Error slips</p> <p>Computer, accessories, software</p> <p>Work area log for recording problems, suspicious items, lost property and unexpected situations</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organization), jacket (appropriate to the organization))</p>

<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's organization</li> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff are employed by the organization.</li> </ul> <p>Discuss the topic of securing payment from guests for food and beverages with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organization. Hold a discussion with the learners on the key points of securing payment from guests for food and beverages. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about securing payment from guests for food and beverages that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p>		

<b>Module 5: Provide food and beverage services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization manages securing payment from guests for food and beverages. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of securing payment from guests for food and beverages.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to securing payment from guests for food and beverages using appropriate method in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU6: Maintain food safety for work area when storing, holding and serving food	<p>Lead a brainstorm on ways to maintain food safety for work area when storing, holding and serving food. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Ensuring that personal presentation and hygiene meet organizational requirements</li> <li>• Making sure work area surfaces and equipment are clean and in good condition</li> <li>• Using only clean and suitable cloths and equipment for wiping and cleaning between</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or</p>	<p>Waiter's uniform according to job requirements, including black trousers, white shirt, black socks, black shoes, tie and jacket (appropriate to the organization)</p> <p>Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets, hand-held cleaning spray</p>

**Module 5: Provide food and beverage services**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>tasks</p> <ul style="list-style-type: none"> <li>• Removing from use any work area equipment that is damaged or has loose parts, reporting it to the Captain</li> <li>• Identifying, taking appropriate action and reporting to the Captain any damage to work area surfaces, walls, floors, ceilings, furniture and fittings, or signs of pests</li> <li>• Disposing of work area waste material</li> <li>• Protecting food from hazards</li> <li>• Checking that food is safe for service</li> <li>• Preparing food for storage and putting it in the correct work area storage area as quickly as necessary</li> <li>• Storing food so that cross contamination is prevented</li> <li>• The cleanliness and suitability of work area storage areas and the need to maintain them at the correct temperature for different types of food</li> <li>• Stock rotation procedures for work area storage areas</li> <li>• Safely disposing of food that is beyond its 'use-by date'</li> <li>• Keeping necessary records up-to-date</li> <li>• Organization's procedures for items that may cause allergic reactions</li> <li>• Compliance with relevant regulations and standards</li> </ul>	<p>accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Cleaning materials, including sanitizer, vinegar, lemon, degreaser</p> <p>Holding equipment, including hot plates, refrigerated display units</p> <p>Storage equipment, including refrigerator, freezer</p> <p>Recording documentation, including for equipment issues, food delivery and storage details</p> <p>Standard Operating Procedures for food hygiene practice</p> <p>Waiter's uniform according to job requirements (black trousers, white shirt, black socks, black shoes, tie (appropriate to the organization), jacket (appropriate to the organization))</p>

Module 5: Provide food and beverage services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for maintaining food safety for work area when storing, holding and serving food. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for maintaining food safety for work area when storing, holding and serving food. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to maintaining food safety for their work area when storing, holding and serving food in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-6

TRAINER GUIDE

National Vocational Certificate Level 1

Version 1 - November, 2019

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<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Deal with booking enquiries	<p>Deliver an illustrated presentation on how to deal with booking enquiries. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• The importance of dealing with guests politely and helpfully at all times, giving accurate spoken and written information to guests</li> <li>• Organization's booking procedures and systems</li> <li>• Intelligent and appropriate up-selling, room / product rates, added value, rate negotiation limits and yield management</li> <li>• Confirmations and deposits</li> <li>• Types of unexpected situations and problems that may occur with bookings</li> <li>• Basic legal requirements relating to goods and services for sale when receiving, confirming, amending and cancelling booking enquiries</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about dealing with booking enquiries. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Office supplies, including desk, chairs, pens, IT equipment and software</p> <p>Brochures and room rates</p> <p>Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices</p> <p>Telephone system</p> <p>Room keys or cards</p> <p>Standard operating procedures for front office, including handling problems and managing payments</p> <p>Work area logs</p> <p>Complaints Log</p> <p>Uniforms (appropriate to the organization)</p>

<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for dealing with booking enquiries. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to dealing with booking enquiries in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Confirm, cancel and amend bookings	Lead a discussion about how to confirm, cancel and amend bookings. Use real examples to support the	Class room with multimedia aid, audio-visual facilities and flip	Office supplies, including desk, chairs, pens, IT equipment and



<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Procedures to cancel and amend bookings</li> <li>• Organization's and third-party systems cancellation policies and procedures</li> <li>• Overbooking policy and procedures</li> <li>• Procedure for following up unconfirmed bookings</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on confirming, cancelling and amending bookings. They must make sure their questions cover key topics for confirming, cancelling and amending bookings.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about confirming, cancelling and amending bookings. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question</p>	<p>charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>software</p> <p>Brochures and room rates</p> <p>Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices</p> <p>Telephone system</p> <p>Room keys or cards</p> <p>Standard operating procedures for front office, including handling problems and managing payments</p> <p>Work area logs</p> <p>Complaints Log</p> <p>Uniforms (appropriate to the organization)</p>

<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to confirming, canceling and amending bookings in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Deal with the arrival of guests	<p>Invite an experienced hospitality expert to deliver a presentation on how to deal with the arrival of guests. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Organization's standards for guest's care</li> <li>• Booking procedures</li> <li>• Checking in procedures</li> <li>• Basic legal requirements relating to accommodation, goods and services for sale</li> <li>• Unexpected situations and problems that may occur when guests arrive</li> <li>• Registration documentation correctly completed by the guest</li> <li>• Specific requirements for registering overseas visitors</li> <li>• Organization's procedure for allocation of</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training</p>	<p>Office supplies, including desk, chairs, pens, IT equipment and software</p> <p>Brochures and room rates</p> <p>Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices</p> <p>Telephone system</p> <p>Room keys or cards</p> <p>Standard operating procedures for front office, including handling problems and managing payments</p>

<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>rooms</p> <ul style="list-style-type: none"> <li>• Giving accurate information to guests</li> <li>• Identifying correctly guest requirements</li> <li>• What registration information must be obtained, in order to comply with legislation</li> <li>• Why all correspondence relating to the booking should be available</li> </ul> <p>Prepare a short case study giving background information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's organization</li> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff are employed by the organization.</li> </ul> <p>Discuss the topic of dealing with the arrival of guests with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organization. Hold a</p>	<p>purposes</p>	<p>Work area logs Complaints Log Uniforms (appropriate to the organization)</p>

<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>discussion with the learners on the key points of dealing with the arrival of guests. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about dealing with the arrival of guests that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization deals with the arrival of guests. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of dealing with the arrival of guests.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to dealing with the arrival of guests in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU4: Prepare and maintain guest folio	Deliver an illustrated presentation on how to prepare and maintain guest folio. Ensure you address the	Class room with multimedia aid, audio-visual facilities and flip	Office supplies, including desk, chairs, pens, IT equipment and

Module 6: Provide front office services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>importance of the following points:</p> <ul style="list-style-type: none"> <li>• The organization's standards for guest care</li> <li>• Basic legal requirements relating to preparing and maintaining customer accounts</li> <li>• The organization's procedures for guest folio</li> <li>• Why guest's folio must be updated regularly with charges and adjustments</li> <li>• Why it is important to give accurate verbal and written information to guests</li> <li>• Why guest folio must be secured from unauthorised access</li> <li>• Types of unexpected situations and problems that may occur with guest folio</li> </ul> <p>Display a flip chart showing the following key question related to processing front office payments:</p> <p><i>'What are the potential risks when preparing and maintaining guest folio?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same</p>	<p>charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>software</p> <p>Brochures and price lists</p> <p>Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices</p> <p>Telephone system</p> <p>Room keys or cards</p> <p>Standard operating procedures for front office, including handling problems and managing payments</p> <p>Work area logs</p> <p>Complaints Log</p> <p>Uniforms (appropriate to the organization)</p>

<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to preparing and maintaining guest folio in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU5: Process front office payments	<p>Deliver an illustrated presentation on how to process front office payments. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Organization's procedures for receiving, handling and receipting payments</li> <li>• storing payments</li> <li>• dealing with payment discrepancies</li> <li>• Differences between charge, credit, debit and currency cards; types of fraudulent card transactions</li> <li>• Payment methods acceptable to the organization</li> <li>• Confirming receipt of payments and giving change to guest, procedures when receiving and receipting payments from guests, potential</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial</p>	<p>Notepads</p> <p>Pen</p> <p>Calculators</p> <p>Check folders</p> <p>Cash till (mechanical/ electronic)</p> <p>Cash float</p> <p>Mechanism for keeping cash secure</p> <p>Guest comment cards</p> <p>Cash summary sheets</p> <p>Error slips</p> <p>Computer, accessories, software</p> <p>Work area log for recording</p>

Module 6: Provide front office services			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>consequences of incorrect calculations and payments</p> <ul style="list-style-type: none"> <li>• Handle guests when dealing with payment discrepancies</li> <li>• Own authority levels for handling non-cash payments and dealing with payment discrepancies</li> <li>• Completing payment related documentation required by your organization</li> <li>• Procedures to follow in emergency situations relating to payments</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for processing front office payments. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for processing front office payments. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they</p>	<p>environment or premises for training purposes</p>	<p>problems, suspicious items, lost property and unexpected situations</p> <p>Uniform (appropriate to the organization)</p>

<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to processing front office payments in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU6: Deal with the check out of guests	<p>Invite an experienced hospitality expert to deliver a presentation on how to deal with the departure of guests. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Organization's standards for guest care</li> <li>• Organization's procedures for guest departures</li> <li>• Organization's procedures for guest accounts</li> <li>• Basic legal requirements relating to preparing and maintaining guest accounts and relating to accommodation, goods and services for sale</li> <li>• Safe and hygienic working practices when dealing with the departure of guests</li> <li>• Why complaints, comments and suggestions should be recorded and fed back to the appropriate person/department</li> <li>• Types of unexpected situations and problems that may occur with guest departures</li> <li>• Opportunities to promote the organization when the guest is leaving</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Office supplies, including desk, chairs, pens, IT equipment and software</p> <p>Brochures and room rates</p> <p>Front office stationery, including booking and amendment forms, arrivals and departure lists, house lists, accounting stationery, invoices</p> <p>Telephone system</p> <p>Room keys or cards</p> <p>Standard operating procedures for front office, including handling problems and managing payments</p> <p>Work area logs</p> <p>Complaints Log</p> <p>Uniforms (appropriate to the</p>



<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Prepare a short case study giving background information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's organization</li> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff is employed by the organization.</li> </ul> <p>Discuss the topic of dealing with the departure of guests with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organization. Hold a discussion with the learners on the key points of dealing with the departure of guests. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about dealing with the departure of guests that they can ask during the</p>		organization)

<b>Module 6: Provide front office services</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization manages dealing with the departure of guests. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of dealing with the departure of guests.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to dealing with the departure of guests in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-7

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National Vocational Certificate Level 1

Version 1 - November, 2019

<b>Module 7: Co-ordinate the operation of the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Ensure professional work standards are maintained throughout the work area and on completion of shift	<p>Lead a brainstorm on ways to ensure professional work standards are maintained throughout the work area and on completion of shift. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Principles of professional standards</li> <li>• The benefits of working effectively as part of a hospitality team and communicating efficiently with each other throughout shift</li> <li>• Supporting and developing safe work methods</li> <li>• Types of hazards to be found in the work area</li> <li>• Ensuring that associates know and understand methods to deal with hazards correctly</li> <li>• Understanding risks from faulty equipment</li> <li>• Understanding the effects and implications of accidents</li> <li>• Ensuring that associates understand the importance of warning other people about hazards</li> <li>• Ensuring that associates know the location of first aid equipment and the name of the first-aider in the workplace</li> <li>• Responding to accidents in accordance with organizational requirements</li> <li>• Types of emergencies that may happen in the work area</li> <li>• Ensuring that associates understand how to deal with different types of emergency</li> <li>• The importance of following fire safety laws</li> <li>• The possible causes of fire in the workplace</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Duty roster</p> <p>Job descriptions</p> <p>Standard operating procedures for safe and hygienic working</p> <p>Logbooks for recording accidents and incidents</p> <p>Equipment checklists</p> <p>Uniforms, (appropriate to the organization)</p> <p>Organizational policy on managing waste</p>

Module 7: Co-ordinate the operation of the work area			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• Minimising the risk of fire and managing fire situations</li> <li>• Managing the evacuation of the building</li> <li>• The importance of maintaining records of and reporting all usual/non-routine incidents to the appropriate person</li> <li>• Principles of waste management</li> <li>• Supervising clearance of waste areas</li> <li>• Managing waste</li> <li>• Keeping the work area secure</li> <li>• Dealing with problems and unexpected situations in an appropriate manner</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for ensuring professional work standards are maintained throughout the work area and on completion of the shift. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for ensuring professional work standards are maintained</p>		

<b>Module 7: Co-ordinate the operation of the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>throughout the work area and on completion of the shift. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to ensuring professional work standards are maintained throughout the work area and on completion of their shift in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Manage the work area's requisition requirements, work area and equipment	<p>Lead a discussion about how to manage the work area's requisition requirements, work area and equipment. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Operational knowledge and understanding of current and future requirements of business</li> <li>• Assessing the level of current stock held by the department</li> <li>• Preparing requisition sheet to obtain appropriate amounts of items from store</li> <li>• Checking that deliveries from store meet the type, quality and quantity requirements</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p>	<p>Daily event sheets</p> <p>Brochures and price lists</p> <p>Regular and à-la-carte menus</p> <p>Existing requisitions records and pads for developing new requisitions from stores</p> <p>Cost reports</p> <p>Weekly consumption reports</p> <p>Work area equipment and operating instructions</p> <p>Maintenance schedules for work</p>

Module 7: Co-ordinate the operation of the work area			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• Ensuring that associates understand the benefits of different systems for managing stock</li> <li>• Ensuring that associates operate appropriate stock management system according to organization procedures</li> <li>• Maintaining equipment and work areas</li> <li>• Appropriate staff training activities to promote efficient usage of equipment and awareness of maintenance requirements</li> <li>• Maintenance, calibration or replacement requirements for specific items of equipment</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Display a slide or flip chart with the following key question</p> <p><i>'What is your organization's policy for managing the work area's requisition requirements, work area and equipment?'</i></p> <p><b>Step 1 – Think</b> Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b> For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b></p>	Access to a commercial environment or premises for training purposes	<p>area equipment</p> <p>Standard Operating Procedures for preparing and maintaining work area areas and equipment</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>Uniforms (appropriate to the organization)</p>

<b>Module 7: Co-ordinate the operation of the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to managing the work area's requisition requirements, work area and equipment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to managing the work area's requisition requirements, work area and equipment in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Support the work area's head of department	<p>Invite an experienced hospitality expert to deliver a presentation on how to support the work area's head of department. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Methods and formats for communication with the Head of Department</li> <li>• Agreeing on methods and formats of communication with the Head of Department</li> <li>• Areas for responsibilities delegated by Head of Department on a daily and medium-term basis</li> <li>• Agreeing with the Head of Department daily and medium-term areas for delegated responsibilities</li> <li>• Supporting the Head of Department in undertaking training and inspections</li> <li>• Ensuring that every-day requirements of section are signed off by Head of Department</li> </ul> <p>Prepare a short case study giving background</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</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 organization)</p>



<b>Module 7: Co-ordinate the operation of the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's organization</li> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff are employed by the organization.</li> </ul> <p>Discuss the topic of supporting the work area's head of department with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organization. Hold a discussion with the learners on the key points of supporting the work area's head of department. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about supporting the work area's head of department that they can ask during the presentation. Ensure that learners bring</p>		

<b>Module 7: Co-ordinate the operation of the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization manages supporting the work area's head of department. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of supporting the work area's head of department.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to supporting the work area's head of department in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-8

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National Vocational Certificate Level 1

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<b>Module 8: Supervise operations in the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Supervise preparation of the work area for operations	<p>Lead a discussion about how to supervise preparation of the work area for operations. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Work areas, including food and beverage outlets, housekeeping, front office</li> <li>• Understanding and directing the skills, knowledge and resources of associates to carry out their responsibilities</li> <li>• Purpose and functions of cleaning programme</li> <li>• Managing the cleaning programme</li> <li>• Appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organizational standards</li> <li>• The importance of maintaining work areas at the correct controlled temperature</li> <li>• Providing feedback on the effectiveness of preparation procedures in own area of responsibility to the Head of Department</li> <li>• Problems that may affect the standard of service</li> <li>• Checking that there are no hazards present that would affect preparation of the work area</li> <li>• Implications of hazards</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Preparation checklists</p> <p>Job descriptions</p> <p>Duty roster</p> <p>Cleaning equipment and materials: 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; sanitizer, vinegar, lemon, degreaser</p> <p>Record of expected bookings and room reservations</p> <p>Reservations book or system</p> <p>Writing and order pads</p> <p>Hotel brochures and price lists</p> <p>Menus and beverages lists</p> <p>Support material as required, including promotional materials</p> <p>Complaints Log</p> <p>Lighter</p> <p>Pen</p> <p>Uniforms (appropriate to the organization)</p>

Module 8: Supervise operations in the work area			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about supervising preparation of the work area for operations. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for supervising preparation of the work area for operations. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process.</p>		

<b>Module 8: Supervise operations in the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to supervising preparation of the work area for operations in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Supervise the operation of the work area	<p>Deliver an illustrated presentation on how to supervise the operation of the work area. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Work areas, including food and beverage outlets, housekeeping, front office</li> <li>• Coordinating with work area associates to ensure services to guests are provided according the standards and procedures</li> <li>• Understanding the range of products and services offered by the organization</li> <li>• Monitoring and addressing conduct and communications with guests</li> <li>• Identifying and resolving problems with service</li> <li>• The importance of logging any problems or issues with services provided according to organizational standards</li> <li>• Monitoring the cashiering points</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Duty roster</p> <p>Record of expected bookings or room reservations</p> <p>Reservations book or system</p> <p>Writing and order pads</p> <p>Menus and beverages lists</p> <p>Hotel brochures and price lists</p> <p>Support material as required, including promotional materials</p> <p>Standard operating procedures for work areas, including handling problems and managing payments</p> <p>Work area logs</p> <p>Complaints Log</p>

<b>Module 8: Supervise operations in the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Managing the payment point</li> <li>• Supervising the processing of guest accounts</li> <li>• Ensuring and supervising staff when presenting checks to guests according to organizational standards</li> <li>• Making sure that all received payments by cash, check, credit cards, vouchers, or automatic debits are properly processed</li> <li>• Ensuring all the work area log books are filled in daily according to organizational requirements</li> <li>• Managing records for lost property and suspicious items</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on supervising the operation of the work area. They must make sure their questions cover key topics for supervising the operation of the work area.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about supervising the operation of the work area. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the</p>		<p>Lighter Pen Uniforms (appropriate to the organization)</p>

<b>Module 8: Supervise operations in the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to supervising the operation of the work area in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Manage communications between the work area and other departments	<p>Lead a brainstorm on ways to manage communications between the work area and other departments. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• The purpose and benefits of making sure that communication delivers the 'message' in which it is intended to be received</li> <li>• Methods of communication that are available</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant,</p>	<p>Notepads</p> <p>Pens</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Brochures and price lists</p> <p>Requisitions</p> <p>Cost reports</p>



Module 8: Supervise operations in the work area			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• The different departments which might need to communicate and their needs</li> <li>• The importance of non-verbal communication (body language)</li> <li>• The purpose and benefits of giving other departments the opportunity to ask questions</li> <li>• The purpose and value of presenting a positive image of own self and work areas</li> <li>• The purpose and benefits for other departments to have a friendly and purposeful way of communicating with them</li> <li>• Types of problems that may occur with contacts</li> </ul> <p>Display a flip chart showing the following key question related to ensuring health and safety practices are followed by work area operatives:</p> <p><i>‘How would you manage communications between your own work area and other departments?’</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass</p>	<p>front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Weekly consumption reports</p> <p>Communication systems, including electronic (by telephone) and manual (written format)</p> <p>Uniforms (appropriate to the organization)</p>

Module 8: Supervise operations in the work area			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to managing communications between the work area and other departments in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU4: Ensure health and safety practices are followed by work area operatives	<p>Invite an experienced hospitality expert to deliver a presentation on how to ensure health and safety practices are followed by work area operatives. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• The importance of working in a healthy, safe and hygienic way</li> <li>• Key elements of a safety policy</li> <li>• Organizational safety and hygiene practices</li> <li>• Ensuring that associates know and understand methods to deal with emergencies</li> <li>• Ensuring that associates following emergency procedures</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p>	<p>Emergency notices</p> <p>Standard operating procedures for health and safety</p> <p>Equipment for contacting security, including telephones and other electronic devices</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>

<b>Module 8: Supervise operations in the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Completing records as required to demonstrate that associates follow health and safety requirements</li> <li>• Advising associates of the sources of information about health, hygiene and safety in the work area</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare a short case study giving background information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's organization</li> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff are employed by the organization.</li> </ul> <p>Discuss the topic of ensuring health and safety practices are followed by work area operatives with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with</p>	Access to a commercial environment or premises for training purposes	Logbooks for recording accidents and incidents Uniforms (appropriate to the organization)

<b>Module 8: Supervise operations in the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>a copy of the case study you have prepared describing the hospitality expert's organization. Hold a discussion with the learners on the key points of ensuring health and safety practices are followed by work area operatives. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about ensuring health and safety practices are followed by work area operatives that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization manages ensuring health and safety practices are followed by work area operatives. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of ensuring health and safety practices are followed by work area operatives.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to ensuring health and safety practices are followed by work area operatives in an appropriate practical setting. Ensure that</p>		

<b>Module 8: Supervise operations in the work area</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	learners have the opportunity to ask questions to support their understanding.		

# HOSPITALITY EXPERT



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Module-9

TRAINER GUIDE

National Vocational Certificate Level 1

Version 1 - November, 2019

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<b>Module 9: Supervise hospitality events</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Understand the importance of planning hospitality events	<p>Lead a discussion about how to understand the importance of planning hospitality events. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Types of events</li> <li>• Carrying out a risk assessment of the premises</li> <li>• Managing hazards</li> <li>• Importance of assessing the impact that the event is likely to have on others</li> <li>• Information required to plan different types of events</li> <li>• Dealing with additional requirements for different client groups</li> <li>• Importance of obtaining reliable sources of information</li> <li>• Importance of briefing staff: prior to the event</li> <li>• Debriefing staff after the event</li> <li>• Ensuring the products and services available support a variety of events</li> <li>• Ensuring appropriate management of contractors</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for the importance of planning hospitality events. Learners need to work in small groups discussing the key topics. Each group should</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Event booking form</p> <p>Details of event organiser, date and time of event, costs, numbers of people attending</p> <p>Job descriptions for events roles</p> <p>Risk assessment forms</p> <p>HACCP standards</p> <p>Menus and beverages lists</p> <p>Support material as required, including recipes, promotional materials</p> <p>Standard operating procedures for food outlet, including handling problems and managing payments</p>

<b>Module 9: Supervise hospitality events</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for the importance of planning hospitality events. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to the importance of planning hospitality events in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Understand how to supervise events	<p>Lead a brainstorm on ways to understand how to supervise events. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Monitoring the event</li> <li>• Carrying out an inspection of equipment to be used during events</li> <li>• Importance of communicating with the organiser of the event</li> <li>• Legislative requirements relevant to the venue</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or</p>	<p>Event booking form</p> <p>Details of event organiser, date and time of event, costs, numbers of people attending</p> <p>Job descriptions for events roles</p> <p>Risk assessment forms</p> <p>HACCP standards</p> <p>Menus and beverages lists</p>



Module 9: Supervise hospitality events			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>where the event is being held</p> <ul style="list-style-type: none"> <li>Dealing with problems that may arise</li> </ul> <p>Display a slide or flip chart with a key question relating to how to supervise events.</p> <p><b>Step 1 – Think</b></p> <p>Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b></p> <p>For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b></p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to how to supervise events.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to supervising events in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p>accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Support material as required, including recipes, promotional materials</p> <p>Standard operating procedures for food outlet, including handling problems and managing payments</p>
LU3: Plan and supervise an event	<p>Invite an experienced hospitality expert to deliver a presentation on how to plan and supervise an event. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>Ensuring availability of equipment and materials needed for the event</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p>	<p>Preparation checklists</p> <p>Job descriptions</p> <p>Duty roster</p> <p>Cleaning equipment and materials: small cleaning equipment to use for different</p>

<b>Module 9: Supervise hospitality events</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>Inspecting the event venue to ensure that it has been prepared as agreed</li> <li>Communicating the legal requirements of the event</li> <li>Liaising with relevant people before, during and after the event</li> <li>Monitoring the event to ensure that it is running to plan</li> <li>Recording relevant information about the event</li> </ul> <p>Prepare a short case study giving background information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>The hospitality expert's name</li> <li>Address of the hospitality expert's organization</li> <li>How long the hospitality expert has been practising for</li> <li>How many staff are employed by the organization.</li> </ul> <p>Discuss the topic of planning and supervising an event with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with</p>	<p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>tools and equipment, including cloths, dusters, mops, brushes, buckets; large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner; sanitizer, vinegar, lemon, degreaser</p> <p>Record of expected bookings</p> <p>Reservations book or system</p> <p>Writing and order pads</p> <p>Menus and beverages lists</p> <p>Support material as required, including recipes, promotional materials</p> <p>Complaints Log</p> <p>Lighter</p> <p>Pen</p> <p>Uniform (appropriate to the organization)</p>

<b>Module 9: Supervise hospitality events</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>a copy of the case study you have prepared describing the hospitality expert's organization. Hold a discussion with the learners on the key points of planning and supervising an event. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about planning and supervising an event that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization plans and supervises events. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of planning and supervising an event.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to planning and supervising an event in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-10

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National Vocational Certificate Level 1

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<b>Module 10: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Identify business opportunities in the hospitality sector	<p>Lead a brainstorm on ways to identify business opportunities in the hospitality sector. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Hospitality sector, including hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments</li> <li>• Size and importance of the hospitality industry in Pakistan, turnover, contribution to the economy</li> <li>• Factors affecting the hospitality industry</li> <li>• Looking for and identifying opportunities</li> <li>• Challenges and opportunities in the new business environment</li> <li>• Implications of any new venture for the new business's direction, image and profitability</li> <li>• Creativity and innovation when recognising new opportunities for the new business</li> <li>• Taking advantage of opportunities presented</li> <li>• Taking into account the lessons learned from previous business successes or failures</li> <li>• Identifying and weighing up the risks linked to different courses of action</li> <li>• Collecting and using evidence to support decisions</li> <li>• Own costs to deliver the deal</li> <li>• Effect of own behaviour on other people or organizations</li> <li>• Listening to what the other person is really</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Directories of existing businesses</p> <p>Examples of business plans</p> <p>Examples of financial plans</p> <p>Advertising materials for potential business premises</p> <p>Copies of job advertisements for hospitality jobs</p> <p>Information on sources of finance</p> <p>Business planner templates</p> <p>Start-up-costs estimator</p> <p>Business information, including company annual reports, journals, magazines, company websites and newspapers</p>

Module 10: Identify and pursue new business opportunities in the hospitality sector			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>saying</p> <ul style="list-style-type: none"> <li>• Building rapport, empathy and long-lasting relationships</li> <li>• The effect of behaving ethically on guests' use of the new business in the future</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about identifying business opportunities in the hospitality sector. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for identifying business opportunities in the hospitality</p>		

<b>Module 10: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>sector. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to identifying business opportunities in the hospitality sector in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Develop the structure of the new hospitality business	<p>Deliver an illustrated presentation on how to develop the structure of the new hospitality business. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Business laws and regulations</li> <li>• Finance</li> <li>• Finding and securing the services of a good accountant</li> <li>• Own contribution</li> <li>• Staffing for the new business</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or</p>	<p>Directories of existing businesses</p> <p>Examples of business plans</p> <p>Examples of financial plans</p> <p>Advertising materials for potential business premises</p> <p>Copies of job advertisements for hospitality jobs</p> <p>Information on sources of finance</p>

<b>Module 10: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Suppliers</li> <li>• Quality standards</li> <li>• Guest service policy</li> <li>• Suitable premises</li> <li>• Sourcing tools, equipment, materials and consumables, including choosing a supplier, reliability of supplier and equipment, range of tools, equipment and materials required, cost (for equipment, premises, including purchase new, second hand or rent; for materials and consumables, including discounts for bulk purchasing)</li> <li>• Sources of support, including Chambers of Commerce, colleagues in the hospitality industry, associates, training providers</li> </ul> <p>Display a flip chart showing the following key question: <i>‘How would you go about developing the structure of a new hospitality business?’</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same</p>	<p>accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Business planner templates</p> <p>Start-up-costs estimator</p> <p>Business information, including company annual reports, journals, magazines, company websites and newspapers</p>



<b>Module 10: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to developing the structure of the new hospitality business in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Communicate the new hospitality business's services to guests	<p>Lead a brainstorm on ways to communicate the new hospitality business's services to guests. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• The vision of the new business, the products or services it provides</li> <li>• Methods of communication that are available to tell potential guests about the new business</li> <li>• Improving the experience new guests have when dealing with the new business</li> <li>• Regularly reminding guests of the benefits of dealing with the new business</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a</p>	<p>Directories of existing businesses</p> <p>Examples of business plans</p> <p>Examples of financial plans</p> <p>Advertising materials for potential business premises</p> <p>Copies of job advertisements for hospitality jobs</p> <p>Information on sources of finance</p> <p>Business planner templates</p> <p>Start-up-costs estimator</p> <p>Business information, including company annual reports, journals, magazines, company websites</p>

Module 10: Identify and pursue new business opportunities in the hospitality sector			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for communicating the new hospitality business's services to guests. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for communicating the new hospitality business's services to guests. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to communicating the new hospitality business's services to guests in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	commercial environment or premises for training purposes	and newspapers

<b>Module 10: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU4: Negotiate arrangements for the new hospitality business	<p>Lead a discussion about how to negotiate arrangements for the new hospitality business. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Arrangements, including with staff, with suppliers, with guests</li> <li>• Negotiations other than on price</li> <li>• The advantages of negotiating on things other than profitability</li> <li>• The importance of not getting emotional or personal about a deal</li> <li>• Recalculating and presenting an offer in a different way to meet developments whilst making a deal</li> <li>• Closing a deal</li> <li>• Recording the outcome of the deal so it is clear to all parties and legally sound</li> </ul> <p>Display a slide or flip chart with a key question relating to negotiating arrangements for the new hospitality business.</p> <p><b>Step 1 – Think</b> Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b> For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b> Training restaurant, front office or accommodation facility</p> <p><b>OR</b> Access to a commercial environment or premises for training purposes</p>	Case studies of arrangements agreed between hospitality business owners and other people or organizations

<b>Module 10: Identify and pursue new business opportunities in the hospitality sector</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p><b>Step 3 – Share</b></p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to negotiating arrangements for the new hospitality business.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to negotiating arrangements for the new hospitality business in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

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Module-11

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<b>Module 11: Develop own skills and practice</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Develop own personal and professional skills	<p>Lead a discussion about how to develop own personal and professional skills. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• The benefits of continuously reflecting on, evaluating and developing the skills, knowledge, practice, efficiency and effectiveness of career development practice</li> <li>• Aims, values, policies, procedures, roles and ways of working of own organization</li> <li>• The extent and limitations of the requirements and responsibilities associated with own role</li> <li>• Organizational, team and own professional goals</li> <li>• Current performance requirements relevant to own practice</li> <li>• Impact of values, beliefs and attitudes based on reflective practice and learning and development</li> <li>• Methods to evaluate and review own skills, knowledge and practice</li> <li>• How to provide and act on feedback</li> <li>• Ways to evaluate the effectiveness of learning resources and learning provision you have used</li> <li>• Benefits of sharing own learning and development</li> </ul> <p>Display a flip chart showing the following key question: <i>'How would you set about developing your own</i></p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Examples of records of work on keeping up-to-date on the requirements of job role</p> <p>Examples of records of how to keep abreast of developments in learning and development</p> <p>Examples of feedback</p> <p>Examples of self-evaluations</p> <p>Template for personal development plan</p> <p>Examples of records of continuing professional development activities</p>

<b>Module 11: Develop own skills and practice</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p><i>personal and professional skills?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to developing their own personal and professional skills in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

Module 11: Develop own skills and practice			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Work as a member of a team to achieve defined goals and implement agreed plans	<p>Deliver an illustrated presentation on how to work as a member of a team to achieve defined goals and implement agreed plans. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Objectives of teamwork</li> <li>• Agree roles and responsibilities</li> <li>• Identifying activities required to support overall objective</li> <li>• Personal work plans</li> <li>• Identifying factors that could influence the outcome of working together as a team</li> <li>• Supporting co-operative working</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about working as a member of a team. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Examples of team objectives</p> <p>Template for personal work plan</p>



<b>Module 11: Develop own skills and practice</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for working as a member of a team. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to working as a member of a team to achieve defined goals and implementing agreed plans in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Improve personal effectiveness	<p>Lead a brainstorm on ways to improve personal effectiveness. Use ideas from the brainstorm to explain the following key points:</p> <ul style="list-style-type: none"> <li>• Organizational aims and objectives</li> <li>• The organizational vision within the marketplace, clarity and commitment</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p>	<p>Organizational mission and vision statements</p> <p>Organizational chart</p>

<b>Module 11: Develop own skills and practice</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Structure of the organization to include roles and responsibilities</li> <li>• The importance of current working practices</li> <li>• Self-organization skills, assertive communication skills, relationship building skills</li> </ul> <p>Display a slide or flip chart with a key question relating to improving personal effectiveness.</p> <p><b>Step 1 – Think</b> Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b> For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b> The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to improving personal effectiveness.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to improving their personal effectiveness in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	<p><b>EITHER</b> Training restaurant, front office or accommodation facility</p> <p><b>OR</b> Access to a commercial environment or premises for training purposes</p>	

# HOSPITALITY EXPERT



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Module-12

TRAINER GUIDE

National Vocational Certificate Level 1

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<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Observe and check that professional standards are maintained throughout operations and on and completion of shift	<p>Invite an experienced hospitality expert to deliver a presentation on how to observe and check that professional standards are maintained throughout operations and on and completion of shift. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Principles of professional standards</li> <li>• The benefits of working effectively as part of a hospitality team and communicating efficiently with each other throughout shift</li> <li>• The features of a good briefing</li> <li>• Checking that all equipment is in good working order</li> <li>• Key elements of an organizational safety policy</li> <li>• Food safety when storing, preparing and cooking food</li> <li>• Problems and unexpected situations</li> <li>• Responding to accidents in accordance with organizational requirements</li> <li>• Dealing with problems and unexpected situations in an appropriate manner</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare a short case study giving background information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</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>

<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>organization</p> <ul style="list-style-type: none"> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff are employed by the organization.</li> </ul> <p>Discuss the topic of checking that professional standards are maintained with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organization. Hold a discussion with the learners on the key points of checking that professional standards are maintained. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about checking that professional standards are maintained that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their</p>		

Module 12: Monitor the duties and activities of a team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>organization checks that professional standards are maintained. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of checking that professional standards are maintained.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to observing and checking that professional standards are maintained throughout operations and on and completion of shift in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Check that operatives are present and manage absence issues for operational areas	<p>Lead a discussion about how to check that operatives are present and manage absence issues for operational areas. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>Operational knowledge and understanding of work areas</li> <li>Checking the production requirements for the day</li> <li>Checking that the number of associates at work match both the roster and production requirements</li> <li>Adjusting the duty roster according to requirements, tackling absenteeism</li> <li>Taking appropriate steps for motivation of staff</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a</p>	<p>Daily events plan</p> <p>Record of bookings and functions</p> <p>Copies of staffing roster</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>

Module 12: Monitor the duties and activities of a team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>to avoid absenteeism</p> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about checking that operatives are present and managing absence issues for operational areas. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for checking that operatives are present and managing absence issues for operational areas. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart</p>	<p>commercial environment or premises for training purposes</p>	

<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to checking that operatives are present and manage absence issues for operational areas in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Support the head of department	<p>Lead a discussion about how to support the head of department. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Methods and formats for communication with the Head of Department</li> <li>• Agreeing on methods and formats of communication with the Head of Department</li> <li>• Areas of responsibilities assigned by Head of Department on a daily and medium-term basis</li> <li>• Agreeing with the Head of Department daily and medium-term areas for assigned responsibilities</li> <li>• Supporting the Head of Department in undertaking training and inspections</li> <li>• Ensuring that every-day requirements of</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</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>



<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>section are signed off by Head of Department</p> <p>Display a flip chart showing the following key question: <i>'What are the key issues you personally face when supporting your head of department?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to supporting the head of department in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>	premises for training purposes	Standard Operating Procedures Uniforms (appropriate to the organization)

Module 12: Monitor the duties and activities of a team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU4: Supervise operatives in work areas	<p>Deliver an illustrated presentation on how to supervise operatives in work areas. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Encouraging punctuality and efficiency</li> <li>• The methods of communication with associates</li> <li>• Motivating staff effectively</li> <li>• Ensuring that all associates are performing at optimum levels</li> <li>• Ensuring that associates are producing the highest quality of service, enhancing the guest experience</li> <li>• Creating a friendly, professional environment which inspires teamwork</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for supervising operatives in work areas. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</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 organization)</p>

<b>Module 12: Monitor the duties and activities of a team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>recorded for the first key topic for supervising operatives in work areas. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to supervising operatives in work areas in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-13

TRAINER GUIDE

National Vocational Certificate Level 1

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**Module 13: Manage employee workplace health and safety**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU1: Ensure that all associates follow organizational requirements for health and safety</p>	<p>Invite an experienced hospitality expert to deliver a presentation on how to ensure that all associates follow organizational requirements for health and safety. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Awareness of HACCP (Hazard Analysis and Critical Control Points) standards</li> <li>• First aid, firefighting training and anti-allergic medicine to be available, assembly point for evacuations</li> <li>• Features of a risk assessment</li> <li>• Benefits of risk assessment</li> <li>• The importance of working in a healthy, safe and hygienic way</li> <li>• Key elements of an organizational safety policy</li> <li>• Organizational safety and hygiene practices</li> <li>• Observing and checking that associates know and understand methods to deal with emergencies</li> <li>• Observing and checking that associates know and understand how to follow emergency procedures</li> <li>• Completing records as required to demonstrate that section team follows health and safety requirements</li> <li>• Advising associates of the sources of information about health, hygiene and safety in the work area</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</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 (appropriate to the organization)</p>

<b>Module 13: Manage employee workplace health and safety</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Causes of food poisoning</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Learners need to devise 10 quiz questions with answers based on ensuring that all associates follow organizational requirements for health and safety. They must make sure their questions cover key topics for ensuring that all associates follow organizational requirements for health and safety.</p> <p>Issue each learner with 10 blank cards. Each learner should number the cards and write their name on one side with a question about ensuring that all associates follow organizational requirements for health and safety. On the reverse of the card, they should write an appropriate answer to their question.</p> <p>For the quiz, arrange learners in two equal teams. Ask one learner to keep score using a suitable score-card. Player 1 for Team A asks one of their questions to Player 1 of Team B, who needs to answer the question. Discuss the answer with the group and ask the group to determine if the answer is correct. Player 1 of Team A then confirms the answer they had devised. (You need to correct answers if the learner's answer was not wholly correct.)</p> <p>The scorekeeper records 1 mark for a correct answer under the appropriate team's score column. Play then passes to Player 1 of Team B, who asks their question to Player 1 of Team A, and so on.</p> <p>Total the scores at the end of the quiz to see which</p>		

<b>Module 13: Manage employee workplace health and safety</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>team won.</p> <p>After the quiz, collect learners' question/answer cards and check that answers provided were correct. Return any incorrect answers to learners and ask them to change their answer to the correct one.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to ensuring that all associates follow organizational requirements for health and safety in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Monitor efficient and effective use of equipment	<p>Deliver an illustrated presentation on how to monitor efficient and effective use of equipment. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• Maintaining equipment</li> <li>• Maintenance, calibration or replacement requirements for specific items of equipment</li> <li>• Observing and checking the use of equipment by associates</li> <li>• Understanding and responding to risks from faulty equipment</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</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>

<b>Module 13: Manage employee workplace health and safety</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>...showing key topics for monitoring the efficient and effective use of equipment. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for monitoring the efficient and effective use of equipment. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to monitoring efficient and effective use of equipment in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Maintain and monitor the cleaning programme	<p>Lead a discussion about how to maintain and monitor the cleaning programme. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Purpose of cleaning programme</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality</p>	<p>Staff roster</p> <p>Procedures for carrying out the cleaning programme</p> <p>Instruction manuals for specialist cleaning equipment</p>



<b>Module 13: Manage employee workplace health and safety</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Functions of the cleaning programme</li> <li>• Managing the cleaning programme</li> <li>• Preparing and implementing cleaning schedules</li> <li>• Assessing and planning rotas to include servicing the cleaning programme</li> <li>• Understanding the range of tools and cleaning materials needed to support the cleaning programme within work areas</li> <li>• Developing appropriate checklists to ensure that the cleaning programme has been completed correctly and according to organizational standards, monitoring completed checklists</li> <li>• HACPP and other guidelines for the safe use of cleaning tools and materials</li> <li>• Problems with cleaning, equipment or products</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Display a slide or flip chart with a key question relating to maintaining and monitoring the cleaning programme.</p> <p><b>Step 1 – Think</b> Working on their own, each learner thinks about the question and makes notes of their responses or key points which they believe to be important.</p> <p><b>Step 2 – Pair</b> For the next step, each learner pairs up with a partner.</p>	<p>establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Checklists for monitoring the cleaning programme</p> <p>Weekly, fortnightly, monthly, quarterly and annual cleaning schedule</p> <p>HACCP standards</p> <p>Uniforms (appropriate to the organization)</p>

<b>Module 13: Manage employee workplace health and safety</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b></p> <p>The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to maintaining and monitoring the cleaning programme.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to maintaining and monitoring the cleaning programme in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU4: Manage risk in the workplace	<p>Invite an experienced hospitality expert to deliver a presentation on how to manage risk in the workplace. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Operations and activities which might impact on the safety of:</li> <li>• Associates</li> <li>• Guests</li> <li>• Contractors and other visitors</li> <li>• Current health and safety at work regulations, guidance and codes</li> <li>• Locating and selecting information, relevant to the area of responsibility and authority, concerning:</li> <li>• Hazards</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or</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>

<b>Module 13: Manage employee workplace health and safety</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• Risks</li> <li>• Regulatory changes</li> <li>• Incidents and accidents</li> <li>• Organization safety and industry good practice</li> <li>• Operations and activities</li> <li>• Conducting a formal safety risk assessment</li> <li>• Types of control measures appropriate to different work areas and their respective benefits/constraints</li> <li>• Assessing the risk mitigation effect of control measures</li> <li>• Principles, content and format of safety documentation for different work areas</li> <li>• Where and how to locate appropriate information in relation to organizational health and safety key performance indicators</li> </ul> <p>Prepare a short case study giving background information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's organization</li> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff are employed by the organization.</li> </ul> <p>Discuss the topic of managing risk in the workplace with the invited hospitality expert. The hospitality</p>	premises for training purposes	

<b>Module 13: Manage employee workplace health and safety</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organization. Hold a discussion with the learners on the key points of managing risk in the workplace. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about managing risk in the workplace that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization manages managing risk in the workplace. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of managing risk in the workplace.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised</p>		

<b>Module 13: Manage employee workplace health and safety</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to managing risk in the workplace in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-14

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Module 14: Manage comments and complaints relating to operations			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Manage comments relating to operations	<p>Lead a discussion about how to manage comments relating to operations. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Comments on the range of products and services provided by the organization</li> <li>• Channels of feedback</li> <li>• Sources, including from guests, associates, supervisors and heads of department</li> <li>• Recognising and responding to comments</li> <li>• Sources of information and advice for responding to positive comments within the organization</li> <li>• Organizational procedures for gathering information and responding to comments</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing the key topics about managing comments relating to operations. Go through all the key topics briefly and then allocate <b>one key topic</b> to each group.</p> <p>Learners need to work in their small groups discussing the key topic that has been allocated to their group. Each group should use a sheet of flip chart paper to record <b>three main points</b> from their discussions that relate to <b>their key topic</b>.</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Organizational 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>

Module 14: Manage comments and complaints relating to operations			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>After the discussion, begin the feedback session. Ask one group to come to the front of the class with their flipchart. Put up the flipchart where it can be easily seen by other learners. Ask the group to share the main points they have recorded for their key topic for managing comments relating to operations. Discuss these main points briefly with the whole group. Learners should make additional notes <b>on the flip chart</b> to record additional points their group had not identified.</p> <p>Then ask the next group to share their flipchart showing the main points they have recorded for the next key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary. Photograph or scan all the flipcharts and use these to create a handout to distribute to all learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to managing comments relating to operations in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU2: Handle complaints relating to operations	<p>Deliver an illustrated presentation on how to handle complaints relating to operations. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>Complaints relating to the range of products</li> </ul>	Class room with multimedia aid, audio-visual facilities and flip charts	Organizational guest feedback system Daily event sheets A-la-carte and other menus



Module 14: Manage comments and complaints relating to operations			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>and services provided by the organization</p> <ul style="list-style-type: none"> <li>• Types of complaints</li> <li>• Recognising the level of seriousness of a complaint</li> <li>• The importance of seeking further information where necessary</li> <li>• Complaints involving service recovery methods</li> <li>• Sources of information and advice for responding to complaints within the organization</li> <li>• Difficult/sensitive situations/issues</li> <li>• The limits of own authority and the action required if a complaint is beyond own authority to handle</li> <li>• Ethical standards</li> <li>• Organizational procedures for gathering information and responding to complaints</li> </ul> <p>Display a flip chart showing the following key question: <i>'What challenges might you personally face when managing complaints relating to operations?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them</p>	<p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Brochures and price lists</p> <p>Standard operating procedures for service recovery</p> <p>Logs and other documentation for recording information relating to complaints</p> <p>Computer, software, accessories</p> <p>Training manual for associates on all sections</p> <p>Guest service policy</p>

<b>Module 14: Manage comments and complaints relating to operations</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to handling complaints relating to operations in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

# HOSPITALITY EXPERT



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Module-15

TRAINER GUIDE

National Vocational Certificate Level 1

Version 1 - November, 2019

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<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Contribute to the development of teams and individuals	<p>Lead a discussion about how to contribute to the development of teams and individuals. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• Identifying development needs for individuals and teams accurately</li> <li>• The importance of using sufficient, reliable and valid information</li> <li>• Presentation of development needs to associates in a way which is likely to influence their decision-making positively</li> <li>• The importance of team development to the continuing effectiveness of the organization</li> <li>• Collecting and validating relevant information needed to identify development needs</li> <li>• team objectives and organizational values</li> <li>• Analysing different decisions whether development needs are consistent with organizational objectives and values</li> <li>• Assessing associates against development objectives using clear, agreed criteria and sufficient, valid and reliable information</li> <li>• The importance of taking account of the work activities of associates, their learning abilities and personal circumstances when agreeing ideas with individual team members</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</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 organization)</p>

Module 15: Support the professional development of the operations team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for contributing to the development of teams and individuals. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for contributing to the development of teams and individuals. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to contributing to the development of teams and individuals in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		

<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU2: Contribute to the provision of required operational associates	<p>Invite an experienced hospitality expert to deliver a presentation on how to contribute to the provision of required operational associates. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• Presenting suggestions for selection effectively, based on sound information</li> <li>• Communicating effectively with the range of associates involved</li> <li>• The importance of confidentiality during selection processes</li> <li>• The importance of keeping accurate, complete and clear records of own contributions to the selection process</li> <li>• The range of methods which may be used for the assessment and selection of staff</li> <li>• Possible contributions to the assessment and selection of staff</li> <li>• Making fair and objective assessments against criteria during the selection process</li> </ul> <p>Prepare a short case study giving background information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's organization</li> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff are employed by the</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Standard Operating Procedures for workforce planning</p> <p>Job descriptions and evaluations</p> <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 organization)</p>

<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>organization.</p> <p>Discuss the topic of contributing to the provision of required operational associates with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert’s organization. Hold a discussion with the learners on the key points of contributing to the provision of required operational associates. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about contributing to the provision of required operational associates that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization manages the provision of required operational associates. Following the presentation,</p>		

<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>ask selected learners to ask the questions they had devised. Encourage discussion about the key points of contributing to the provision of required operational associates.</p> <p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to contributing to the provision of required operational associates in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU3: Lead the work of teams and individual associates to achieve objectives	<p>Deliver an illustrated presentation on how to lead the work of teams and individual associates to achieve objectives. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• The importance of effective communication when explaining work plans and allocations</li> <li>• The importance of the associate being clear about the purpose of the work to be done</li> <li>• The importance of regularly reviewing work, using own observations, job descriptions and evaluations, training schedules and reviews</li> <li>• The importance of assessing the on-going work of teams and individuals</li> <li>• The importance of providing clear and accurate feedback to team members on their performance</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or</p>	<p>Standard Operating Procedures for leading a department</p> <p>Job descriptions and evaluations</p> <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 organization)</p>



Module 15: Support the professional development of the operations team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• The importance of providing team members with the opportunity to contribute to the planning and organization of their work</li> <li>• The importance of providing opportunities to team members to assess their own work</li> <li>• Motivating team members and gain their commitment by providing feedback</li> <li>• The importance of good communication skills when providing feedback on work and performance</li> <li>• Providing positive feedback to individual associates and the team</li> <li>• Importance of provide constructive suggestions on how performance can be improved</li> <li>• The importance of giving those involved the opportunity to provide suggestions on ways to improve their work</li> <li>• The importance of planning work activities and the associate's role and responsibilities in relation to this</li> </ul> <p>Display a flip chart showing the following key question: <i>'What challenges would you personally face when leading the work of teams and individual associates to achieve objectives?'</i></p> <p>Give each learner a sheet of paper and asked them to write their name at the top. Explain to learners that they will be sharing their work with other learners.</p> <p>Ask learners to write silently for 3-5 minutes</p>	premises for training purposes	

<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>answering the question displayed on the flip chart. When learners have completed writing, instruct them to pass their paper to the learner on their left. Each learner will read what their partner has passed to them and write a response. This will also be done silently.</p> <p>After another 2-3 minutes, instruct the learners to pass the paper to their left a second time. Repeat the same procedure, also done in silence.</p> <p>At the end of the activity, ask the learners to return the paper to the original writer. Allow learners a few moments to read over the responses to their writing.</p> <p>Ask learners to work in pairs to reflect on and discuss the responses to the question on the flip chart.</p> <p>When this activity is concluded, collect the papers and make copies for each learner.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to leading the work of teams and individual associates to achieve objectives in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU4: Manage own self in an operational environment	<p>Lead a discussion about how to manage own self in an operational environment. Use real examples to support the discussion and ensure the discussion considers:</p> <ul style="list-style-type: none"> <li>• The organization's structure, systems, business processes and organizational objectives</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></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>

<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"> <li>• The importance of gathering valid information</li> <li>• Analysing own work role and relating to other roles in the organization</li> <li>• Monitoring changes, trends and developments</li> <li>• The impact of different factors on own role</li> <li>• The importance of managing own resources, particularly knowledge, understanding, skills and time</li> <li>• Identifying the requirements of own work role and others</li> <li>• Setting work objectives which are SMART</li> <li>• Measuring the progress against work objectives</li> <li>• Getting and making effective use of feedback on own performance</li> <li>• Updating work objectives in the light of own performance</li> <li>• Recording the use of own time and identifying possible improvements</li> <li>• Working with individuals within own area of work</li> <li>• The agreed requirements of own work role</li> </ul> <p>Display a slide or flip chart with a key question relating to managing their own self in an operational environment.</p> <p><b>Step 1 – Think</b></p> <p>Working on their own, each learner thinks about the question and makes notes of their responses or key</p>	<p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	<p>Computer, software and accessories</p> <p>Communication devices (including telephone and mobile)</p> <p>Uniforms (appropriate to the organization)</p>

Module 15: Support the professional development of the operations team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>points which they believe to be important.</p> <p><b>Step 2 – Pair</b> For the next step, each learner pairs up with a partner. The two learners exchange their ideas and make further notes to add clarity to their own ideas.</p> <p><b>Step 3 – Share</b> The final step is for you to invite different pairs to share the ideas they have discussed in response to the key question relating to managing their own self in an operational environment.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to managing their own self in an operational environment in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU5: Contribute to the identification and implementation of sales development activities	<p>Invite an experienced hospitality expert to deliver a presentation on how to contribute to the identification and implementation of sales development activities. Ensure their presentation addresses the following important points:</p> <ul style="list-style-type: none"> <li>• The importance of developing and implementing sales development activities</li> <li>• The importance of creativity and innovation in sales development activities</li> <li>• Developing sales objectives which are SMART</li> <li>• Delegating responsibility and allocating resources to support implementation of sales</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</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>Noticeboard</p>

<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>development activities</p> <ul style="list-style-type: none"> <li>• Developing measures and methods for monitoring and evaluating performance against the implementation of sales development activities</li> <li>• Understanding the market in which the organization works</li> <li>• Understanding the needs and expectations of actual and potential guests</li> <li>• Understanding actual and potential competitors and partners</li> <li>• New and available opportunities for sales development activities</li> <li>• The needs and expectations of colleagues and other key stakeholders</li> <li>• Sources of information that can aid monitoring and evaluation for sales development activities</li> </ul> <p>Prepare a short case study giving background information of the hospitality expert. The information should include:</p> <ul style="list-style-type: none"> <li>• The hospitality expert's name</li> <li>• Address of the hospitality expert's organization</li> <li>• How long the hospitality expert has been practising for</li> <li>• How many staff are employed by the organization.</li> </ul> <p>Discuss the topic of identifying and implementing</p>	<p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</p>	

<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>sales development activities with the invited hospitality expert. The hospitality expert needs to prepare a short introduction about their organization they can deliver to the learners at the beginning of their presentation. Ask the hospitality expert to bring with him/her materials that will support the presentation, for example relevant resources, photographs, records.</p> <p>A week before the presentation, provide learners with a copy of the case study you have prepared describing the hospitality expert's organization. Hold a discussion with the learners on the key points of identifying and implementing sales development activities. Record these as bullet points on a flipchart and ensure learners make a copy.</p> <p>Ask learners to work in small groups. Each group needs to devise five questions about identifying and implementing sales development activities that they can ask during the presentation. Ensure that learners bring their questions with them for the presentation.</p> <p>On the day of the presentation, introduce the hospitality expert to the learners. The hospitality expert needs to deliver the presentation to the learners about their organization and how their organization manages identifying and implementing sales development activities. Following the presentation, ask selected learners to ask the questions they had devised. Encourage discussion about the key points of identifying and implementing sales development activities.</p>		

<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Following the presentation, learners need to write up the answers to the questions their group had devised and submit these to you as part of their evidence.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to contributing to the identification and implementation of sales development activities in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.</p>		
LU6: Prepare, deliver and evaluate training sessions for operational associates and teams	<p>Deliver an illustrated presentation on how to prepare, deliver and evaluate training sessions for operational associates and teams. Ensure you address the importance of the following points:</p> <ul style="list-style-type: none"> <li>• The purpose of and necessary outcomes from the training session</li> <li>• Different ways to deliver the session</li> <li>• Appropriate use of technology-based delivery and e-learning</li> <li>• Ways of delivering the session which meet the aims and objectives of the session</li> <li>• An appropriate plan for the training session</li> <li>• Selecting and using an appropriate range of methods and resources to support delivery of the training session</li> <li>• Managing the training process</li> <li>• Review the effectiveness of the training session</li> <li>• Determine the strengths and weaknesses of the training session</li> </ul>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training restaurant, front office or accommodation facility</p> <p><b>OR</b></p> <p>Access to a commercial environment or premises for training purposes</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>Notice board</p> <p>Standard training formats and examples of training records 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</p>

Module 15: Support the professional development of the operations team			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> <li>• Make recommendations for improving the training session</li> </ul> <p>Prepare either:</p> <ul style="list-style-type: none"> <li>• A flip chart</li> <li>• A PowerPoint slide</li> <li>• A handout</li> </ul> <p>...showing key topics for preparing, delivering and evaluating training sessions for operational associates and teams. Learners need to work in small groups discussing the key topics. Each group should make notes from their discussions that identify <b>three main points</b> that related to <b>each key topic</b>.</p> <p>After the discussion, begin the feedback session. Ask one group to share the main points they have recorded for the first key topic for preparing, delivering and evaluating training sessions for operational associates and teams. Discuss these main points briefly with the whole group. Learners should make additional notes to record additional points their group had not identified.</p> <p>Then ask the next group to share the main points they have recorded for the second key topic. Repeat the discussion process. Continue until you have covered all the key topics.</p> <p>End the group discussion activity with a summary.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to preparing, delivering and evaluating training sessions for operational</p>		<p>place facilities, training rooms, support materials support staff</p> <p>Uniform (appropriate to the organization)</p>



<b>Module 15: Support the professional development of the operations team</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	associates and teams in an appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		

