

TRAINING REGULATIONS



FOOD AND BEVERAGE SERVICE NC IV

**TOURISM SECTOR
(HOTELS AND RESTAURANTS)**

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Superhighway, Taguig City, Metro Manila

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TRAINING REGULATIONS FOR FOOD AND BEVERAGE SERVICE NC IV

SECTION 1 FOOD AND BEVERAGE SERVICE NC IV QUALIFICATION

The **Food and Beverage Service NC IV** Qualification consists of competencies that a person must achieve to operate a restaurant and/or coffee shop, managing a team of food service and/or food preparation staff for guests in hotels, motels, restaurants, clubs, canteens, resorts, luxury liners and cruise ships within the company's acceptable standards. Specifically, it includes competencies on operating a food outlet, preparing tenders for catering contracts, developing a food safety program and planning for coffee shop operations. S/he is also able to implement and/or execute plans and monitor expenses to generate the required gross profit margins.

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

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
500311115	Utilize specialized communication skills
500311116	Develop teams and individuals
500311117	Apply problem solving techniques in the workplace
500311118	Collect, analyze and organize information
500311119	Plan and organize work
500311120	Promote environmental protection

CODE NO.	COMMON COMPETENCIES
TRS311210	Conduct assessment
TRS311211	Manage workplace diversity
TRS311212	Manage finances within a budget
TRS311213	Manage quality customer service

CODE NO.**CORE COMPETENCIES**

TRS512368

Operate a food outlet

TRS512369

Prepare tenders for catering contracts

TRS512363

Develop a food safety program

CODE NO.**ELECTIVE COMPETENCIES**

TRS512370

Plan coffee shop layout, menu and storage (Coffee Shop)

A person who has achieved this Qualification is competent to be a/an:

- Restaurant Manager
- Outlet Manager
- Restaurant Assistant Manager
- Outlet Assistant Manager
- Coffee Shop Manager

SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **FOOD ND BEVERAGE SERVICE NC IV**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : UTILIZE SPECIALIZED COMMUNICATION SKILLS

UNIT CODE : 500311115

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and internal clients, conduct interviews, facilitate group of discussions, and contribute to the development of communication strategies.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Represent the organization	3.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is clear and sequential and delivered within a predetermined time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is consistent with organizational standards 3.6 Inquiries are responded in a manner consistent with organizational standard
4. Facilitate group discussion	4.1 Mechanisms which enhance effective group interaction is defined and implemented 4.2 Strategies which encourage all group members to participate are used routinely 4.3 Objectives and agenda for meetings and discussions are routinely set and followed 4.4 Relevant information is provided to group to facilitate outcomes 4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 4.6 Specific communication needs of individuals are identified and addressed
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in interview situations 5.2 Records of interviews are made and maintained in accordance with organizational procedures 5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication
3. Types of Interview	3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated effective communication skills with clients accessing service and work colleagues</p> <p>1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</p>
2. Underpinning knowledge	<p>2.1 Communication process</p> <p>2.2 Dynamics of groups and different styles of group leadership</p> <p>2.3 Communication skills relevant to client groups</p>
3. Underpinning skills	<p>3.1 Full range of communication techniques including:</p> <p>3.1.1 Full range of communication</p> <p>3.1.2 Active listening</p> <p>3.1.3 Feedback</p> <p>3.1.4 Interpretation</p> <p>3.1.5 Role boundaries setting</p> <p>3.1.6 Negotiation</p> <p>3.1.7 Establishing empathy</p> <p>3.2 Communication skills required to fulfill job roles as specified by the organization</p>
4. Resource implications	<p>4.1 Access to appropriate workplace where assessment can take place</p>
5. Method of assessment	<p>Competency MUST be assessed through:</p> <p>5.1 Direct observation</p> <p>5.2 Oral Interview</p>
6. Context of assessment	<p>6.1 This unit should be assessed on the job through simulation</p>

UNIT OF COMPETENCY : DEVELOP TEAMS AND INDIVIDUALS

UNIT CODE : 500311116

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Provide team leadership	1.1. <i>Learning and development needs</i> are systematically identified and implemented in line with <i>organizational requirements</i> 1.2. Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented 1.3. Individuals are encouraged to self evaluate performance and identify areas for improvement 1.4. <i>Feedback on performance</i> of team members is collected from relevant sources and compared with established team learning process
2. Foster individual and organizational growth	2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards 2.2. <i>Learning delivery methods</i> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources 2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies 2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Monitor and evaluate workplace learning	3.1. Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2. Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support 3.3. Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning 3.4. Records and reports of competency are maintained within organizational requirement
4. Develop team commitment and cooperation	4.1. Open communication processes to obtain and share information is used by team 4.2. Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3. Mutual concern and camaraderie are developed in the team
5. Facilitate accomplishment of organizational goals	5.1. Team members actively participated in team activities and communication processes 5.2. Teams members developed individual and joint responsibility for their actions 5.3. Collaborative efforts are sustained to attain organizational goals

RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning
2. Organizational requirements	2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.3 Safety policies, procedures and programs 2.4 Confidentiality and security requirements 2.5 Business and performance plans 2.6 Ethical standards 2.7 Quality and continuous improvement processes and standards
3. Feedback on performance	3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Identified and implemented learning opportunities for others 1.2. Gave and received feedback constructively 1.3. Facilitated participation of individuals in the work of the team 1.4. Negotiated learning plans to improve the effectiveness of learning 1.5. Prepared learning plans to match skill needs 1.6. Accessed and designated learning opportunities
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> 2.1. Coaching and mentoring principles 2.2. Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective 2.3. Understanding how to facilitate team development and improvement 2.4. Understanding methods and techniques for eliciting and interpreting feedback 2.5. Understanding methods for identifying and prioritizing personal development opportunities and options 2.6. Knowledge of career paths and competency standards in the industry
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> 3.1. Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management 3.2. Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 3.3. Planning skills to organize required resources and equipment to meet learning needs 3.4. Coaching and mentoring skills to provide support to colleagues 3.5. Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes 3.6. Facilitation skills to conduct small group training sessions 3.7. Ability to relate to people from a range of social, cultural, physical and mental backgrounds

4. Resource implications	<p>The following resources MUST be provided:</p> <p>4.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>4.2. Materials relevant to the proposed activity or tasks</p>
5. Methods of assessment	<p>Competency may be assessed through:</p> <p>5.1. Observation of work activities of the individual member in relation to the work activities of the group</p> <p>5.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal</p> <p>5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</p>
6. Context of assessment	<p>6.1. Competency may be assessed in workplace or in a simulated workplace setting</p> <p>6.2. Assessment shall be observed while task are being undertaken whether individually or in-group</p>

UNIT OF COMPETENCY : APPLY PROBLEM SOLVING TECHNIQUES IN THE WORKPLACE

UNIT CODE : 500311117

UNIT DESCRIPTOR : This competency covers the knowledge, skills and attitudes required to apply the process of problem solving and other problems beyond those associated directly with the process unit. It includes the application of structured processes and improvement tools. This competency is typically performed by an experienced technician, team leader or supervisor.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Analyze the problem	1.1. Issues/concerns are evaluated based on data gathered 1.2. Possible causes of problem are identified within the <i>area of responsibility</i> as based on experience and the use of problem solving tools/analytical techniques 1.3. Possible cause statements are developed based on findings
2. Identify possible solutions	2.1 All possible options are considered for resolution of the problem in accordance with <i>safety</i> and operating procedures 2.2 Strengths and weaknesses of possible options are considered 2.3 Corrective action is determined to resolve the problem and its possible future causes

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Recommend solution to higher management	3.1 Report/ <i>communication</i> or <i>documentation</i> are prepared 3.2 Recommendations are presented to appropriate personnel 3.3 Recommendations are followed-up, if required
4. Implement solution	4.1 Measurable objectives are identified 4.2 Resource needs are identified 4.3 Timelines are identified in accordance with plan
5. Evaluate/Monitor results and outcome	5.1. Processes and improvements are identified based on evaluative assessment of problem 5.2. Recommendations are prepared and submitted to superiors.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Area of responsibility	Variables may include but are limited to: <ul style="list-style-type: none"> 1.1. Work environment 1.2. Problem solution processes 1.3. Preventative maintenance and diagnostic policy 1.4. Roles and technical responsibilities
2. Occupational Health and Safety	2.1. As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.
3. Communication	3.1. Variables may include but are not limited to: 3.2. Written communication can involve both hand written and printed material, internal memos, electronic mail, briefing notes and bulletin boards.
4. Documentation	4.1. Audit trails 4.2. Naming standards 4.3. Version control

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Analyzed the problem 1.2. Identified possible solutions 1.3. Implemented solutions 1.4. Recommended solutions to higher management 1.5. Outcome evaluated/monitored <p>Evidence of satisfactory performance in this unit can be obtained by observation of performance and questioning to indicate knowledge and understanding of the elements of the competency and performance criteria.</p>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1. Broad understanding of systems, organizational systems and functions 2.2. Broad knowledge of help desk and maintenance practices 2.3. Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities 2.4. Broad knowledge of the operating system 2.5. Broad knowledge of the client business domain 2.6. Broad knowledge based incorporating current industry practices related to escalation procedures 2.7. Broad knowledge based of diagnostic tools 2.8. General principles of OHS 2.8. Divisional/unit responsibilities

<p>3. Underpinning skills</p>	<p>3.1. Decision making within a limited range of options.</p> <p>3.2. Communication is clear, precise and varies according to the type of audience</p> <p>3.3. Teamwork in reference to personal responsibility</p> <p>3.4. Time management as applied to self-management.</p> <p>3.5. Analytical skills in relation to routine malfunctions.</p> <p>3.6. General customer service skills displayed.</p> <p>3.7. Questioning and active listening is employed to clarify general information</p>
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as bank of questions which will be used to probe the reasoning behind the observable actions.</p>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1. Through direct observation of application to tasks and questions related to underpinning knowledge</p> <p>Under general guidance, checking various stages of operation and at the completion of the activity against performance criteria and specifications</p>
<p>6. Context of assessment</p>	<p>6.1. Competency may be assessed in the work place or in a simulated work place setting</p> <p>6.2. Assessment shall be carried out through TESDA's Accredited Assessment Centers/Venues while tasks are undertaken either individually or as part of a team under limited supervision</p>

UNIT OF COMPETENCY : COLLECT, ANALYZE AND ORGANIZE INFORMATION

UNIT CODE : 500311118

UNIT DESCRIPTOR : This unit covers the outcomes required to process, analyze, interpret and organize workplace information and other relevant data.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Study information requirements	1.1 Needs are identified using established research procedures 1.2 Relevant forms and recording systems are used to gather the information. 1.3 Respondents are selected to implement survey / research based on established procedures.
2. Process data	2.1 Data are collected and collated based on the prescribed method. 2.2 Relevant data are used as references in accordance with the objectives of the program. 2.3 Information is compiled according to the required form.
3. Analyze, interpret and organize information gathered	3.1 Data are analyzed using relevant methodologies 3.2 Where applicable, statistical analysis/methods are employed according to the objectives of the program 3.3 Graphs and other visual presentations are prepared to facilitate analysis / interpretation of information
4. Present findings/ recommendations	4.1 Findings/recommendations summarized and presented/packaged in user-friendly manner 4.2 Relevant inputs gathered to finalize report 4.3 Draft report prepared based on standard format. 4.4 Technical reports are submitted and disseminated to concerned offices.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Research procedures	May include but are not limited to: 1.1 TNA 1.2 Front-end analysis 1.3 Surveys 1.4 Interviews 1.5 Functional analysis 1.6 DACUM research
2. Forms	May include but are not limited to: 2.1 Survey forms/Questionnaires 2.2 Personal information/Profile 2.3 Accident report form 2.4 Requisition slip 2.5 Job orders 2.6 Purchase request form 2.7 Incident report form
3. Methodologies	3.1 Qualitative methods 3.2 Quantitative methods
4. Statistical analysis/methods	4.1. Averages (Mean, Median, Mode) 4.2. Percentage 4.3. Ranks 4.4. Frequency Distribution 4.5 Statistical test
5. Data	5.1. Raw Data
6. Information	6.1. Processed and packaged data

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate</p> <ul style="list-style-type: none"> 1.1 Determined information requirements based on organizational goals and objectives. 1.2 Used relevant forms and recording systems to gather data 1.3 Processed data based on the objectives of the program 1.4 Utilized relevant research methods based on the objective of the program 1.5 Analyzed and organized information gathered 1.6 Submitted/Disseminated technical reports to concerned offices
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Data processing, Information analysis and interpretation 2.2 Research methods <ul style="list-style-type: none"> 2.2.1 Qualitative 2.2.2 Quantitative 2.2.3 Statistical 2.3 Report writing 2.4 Use of relevant software <ul style="list-style-type: none"> 2.4.1 Spreadsheets 2.4.2 Presentation graphics 2.4.3 Work processor 2.4.4 Statistical package
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Communicating effectively 3.2 Performing research and analysis 3.3 Reading / interpreting data and information 3.4 Problem solving
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 Access to office equipment and facilities relevant to the unit 4.3 Case studies/scenarios
5. Methods of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written/ Oral Examination 5.2 Interviews 5.3 Portfolio
6. Context of assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in actual workplace or TESDA Accredited Assessment Center

UNIT OF COMPETENCY : PLAN AND ORGANIZE WORK

UNIT CODE : 500311119

UNIT DESCRIPTOR : This unit covers the outcomes required in planning and organizing work. It may be applied to a small independent operation or to a section of a large organization.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Set objectives	1.1 Objectives are consistent with and linked to work activities in accordance with organizational aims 1.2 Objectives are stated as measurable targets with clear time frames 1.3 Support and commitment of team members are reflected in the objectives 1.4 Realistic and attainable objectives are identified
2. Plan and schedule work activities	2.1 Tasks/work activities to be completed are identified and prioritized as directed 2.2 Tasks/work activities are broken down into steps in accordance with set time frames achievable components in accordance with set time frames 2.3 Resources are allocated as per requirements of the activity 2.4 Schedule of work activities is coordinated with personnel concerned
3. Implement work plans	3.1 Work methods and practices are identified in consultation with personnel concerned 3.2 Work plans are implemented in accordance with set time frames, resources and standards
4. Monitor work activities	4.1 Work activities are monitored and compared with set objectives 4.2 Work performance is monitored 4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards 4.4 Reporting requirements are complied with in accordance with recommended format 4.5 Observe timeliness of report 4.6 Files are established and maintained in accordance with standard operating procedures

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
5. Review and evaluate work plans and activities	5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information 5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback 5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities 5.4 Performance appraisal is conducted in accordance with organization rules and regulations 5.5 Performance appraisal report is prepared and documented regularly as per organization requirements. 5.6 Recommendations are prepared and presented to <i>appropriate personnel/authorities</i> 5.7 <i>Feedback mechanisms</i> are implemented in line with organization policies

RANGE OF VARIABLES

VARIABLE	RANGE
1. Objectives	1.1. Specific 1.2. General
2. Resources	2.1. Personnel 2.2. Equipment and technology 2.3. Services 2.4. Supplies and materials 2.5. Sources for accessing specialist advice 2.6. Budget
3. Schedule of work activities	3.1. Daily 3.2. Work-based 3.3. Contractual 3.4. Regular 3.5. Confidential 3.6. Disclosure 3.7. Non-disclosure
4. Work methods and practices	4.1. Work methods and practices may include but not limited to: 4.2. Legislated regulations and codes of practice 4.3. Industry regulations and codes of practice 4.4. Occupational health and safety practices
5. Work plans	5.1. Daily work plans 5.2. Project plans 5.3. Program plans 5.4. Organization strategic and restructuring plans 5.5. Resource plans 5.6. Skills development plans 5.7. Management strategies and objectives

VARIABLE	RANGE
6. Standards	6.1. Performance targets 6.2. Performance management and appraisal systems 6.3. National competency standards 6.4. Employment contracts 6.5. Client contracts 6.6. Discipline procedures 6.7. Workplace assessment guidelines 6.8. Internal quality assurance 6.9. Internal and external accountability and auditing requirements 6.10. Training Regulation Standards 6.11. Safety Standards
7. Appropriate personnel/authorities	7.1. Appropriate personnel include: 7.2. Management 7.3. Line Staff
8. Feedback mechanisms	8.1. Feedback mechanisms include: 8.2. Verbal feedback 8.3. Informal feedback 8.4. Formal feedback 8.5. Questionnaire 8.6. Survey 8.7. Group discussion

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Set objectives 1.2. Planned and scheduled work activities 1.3. Implemented work plans 1.4. Monitored work activities 1.5. Reviewed and evaluated work plans and activities
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1. Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities 2.2. Organizations policies, strategic plans, guidelines related to the role of the work unit 2.3. Team work and consultation strategies
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1. Planning 3.2. Leading 3.3. Organizing 3.4. Coordinating 3.5. Communication Skills 3.6. Inter-and intra-person/motivation skills 3.7. Presentation skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1. Tools, equipment and facilities appropriate to the proposed activities 4.2. Materials relevant to the proposed activities 4.3. Work plan schedules 4.4. Drawings, sketches or blueprint
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1. Direct observation/questioning 5.2. Practical exercises on Planning and Scheduling Work Activities 5.3. Third Party Report (collection of competency evidence)
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1. Competency may be assessed in the workplace or in simulated work

UNIT OF COMPETENCY : PROMOTE ENVIRONMENTAL PROTECTION

UNIT CODE : 500311120

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in adhering to environmental protection principles, strategies and-guidelines

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Study guidelines for environmental concerns.	1.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact . 1.2 Industrial standard/environmental practices are described according to the different environmental concerns.
2. Implement specific environmental programs.	2.1 Programs/Activities are identified according to organizations policies and guidelines. 2.2 Individual roles/responsibilities are determined and performed based on the activities identified. 2.4 Problems/ constraints encountered are resolved in accordance with organizations' policies and guidelines 2.5 Stakeholders are consulted based on company guidelines.
3. Monitor activities on environmental protection /programs	3.1 Activities are periodically monitored and evaluated according to the objectives of the environmental program 3.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations 3.3 Data gathered are analyzed based on evaluation requirements 3.4 Recommendations are submitted based on the findings. 3.5 Management support systems are set/established to sustain and enhance the program 3.6 Environmental incidents are monitored and reported to concerned/proper authorities

RANGE OF VARIABLES

VARIABLE	RANGE
1. Legislations/Conventions	May include but are not limited to: 1.1 Clean Air act 1.2 Clean Water Act 1.3 Solid Waste Management 1.4 Montreal Protocol 1.5 Kyoto Protocol
2. Environmental aspects/impacts	2.1 Air pollution 2.2 Water pollution 2.3 Noise pollution 2.4 Solid waste 2.5 Flood control 2.6 Deforestation/Denudation 2.7 Radiation/Nuclear /Radio Frequency/ Microwaves 2.8 Situation 2.9 Soil erosion (e.g. Quarrying, Mining, etc.) 2.10 Coral reef/marine life protection
3. Industrial standards/ Environmental practices	3.1 ECC standards 3.2 ISO standards 3.3 company environmental management systems (EMS)
4. Periodic	4.1 hourly 4.2 daily 4.3 weekly 4.4 monthly 4.5 quarterly 4.6 yearly
5. Programs/Activities	5.1 Waste disposal (on-site and off-site) 5.2 Repair and maintenance of equipment 5.3 Treatment and disposal operations 5.4 Clean-up activities 5.5 Laboratory and analytical test 5.6 Monitoring and evaluation 5.7 Environmental advocacy programs

EVIDENCE GUIDE

<p>Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues/concerns. 1.2 Described industrial standard environmental practices according to the different environmental issues/concerns. 1.3 Resolved problems/ constraints encountered based on management standard procedures 1.4 Implemented and monitored environmental practices on a periodic basis as per company guidelines 1.5 Recommended solutions for the improvement of the program 1.6 Monitored and reported to proper authorities any environmental incidents
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> 2.1 Features of an environmental management strategy 2.2 Environmental issues/concerns 2.3 International Environmental Protocols (Montreal, Kyoto) 2.4 Waste minimization hierarchy 2.5 Environmental planning/management 2.6 Community needs and expectations 2.7 Resource availability 2.8 Environment-friendly/environmental advocates 2.9 5S of Good Housekeeping 2.10 3Rs – Reduce, Reuse & Recycle 2.11 Sanitary Code 2.12 Environmental Code of practice
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> 3.1 Communicating effectively 3.2 Performing research and analysis 3.3 Reading / interpreting data and information 3.4 Problem solving
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 4.1 Workplace/Assessment location 4.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 4.3 Case studies/scenarios relating to environmental protection

5. Methods of assessment	Competency may be assessed through: 5.1 Written/ Oral Examination 5.2 Interview/Third Party Reports 5.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 5.4 Simulations and role-plays
6. Context of assessment	6.1 Competency may be assessed in actual workplace or at the designated TESDA center.

COMMON COMPETENCIES

UNIT OF COMPETENCY : CONDUCT ASSESSMENT

UNIT CODE : TRS311210

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behavior and motivations required to conduct an assessment in accordance with an assessment procedure in a specific context.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Identify and explain the context of assessment	1.1. The context and <i>purpose of assessment</i> is discussed and confirmed with the person/s being assessed. 1.2. The relevant performance standards to be used in the assessment are clearly explained to the person being assessed. 1.3. <i>Assessment procedure</i> is clarified and expectations of both the assessor and candidate are agreed upon. 1.4. Ethical responsibilities associated with the assessment are explained to the person/s being assessed. 1.5. Needs of the person being assessed are determined to establish any <i>allowable adjustments</i> in the assessment procedure. 1.6. Information using language and interactive strategies and techniques are conveyed to communicate effectively with the person/s being assessed.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
2. Plan evidence-gathering opportunities	<p>2.1. Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified.</p> <p>2.2. The need to gather additional evidence which may not occur as part of the workplace or training activities is identified.</p> <p>2.3. Evidence-gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure.</p>
3. Organize assessment	<p>3.1. The resources specified in the assessment procedure are arranged and obtained within a safe and accessible assessment environment.</p> <p>3.2. Appropriate personnel are informed of the assessment.</p> <p>3.3. Language, strategies and techniques are employed to ensure that spoken interactions and written documents are understood by all persons being assessed and by appropriate personnel.</p>
4. Gather evidence	<p>4.1. Verbal and non-verbal language are adjusted and strategies to promote a supportive assessment environment are employed to gather evidence</p> <p>4.2. The evidence specified in the assessment procedure is gathered using the assessment methods and tools.</p> <p>4.3. Evidence is gathered in accordance with specified allowable adjustments where applicable.</p> <p>4.4. Evidence gathered is documented in accordance with the assessment procedure.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
5. Make the assessment decision	5.1. Evidence is evaluated in terms of: <ul style="list-style-type: none"> • Validity • Authenticity • Sufficiency • Currency • Consistent achievement of the specified standard 5.2. Evidence is evaluated according to the dimensions of competency: <ul style="list-style-type: none"> • Task skills • Task management skills • Contingency management skills • Job/role environment skill • Transfer and application of knowledge and skills to new contexts 5.3. When in doubt, guidance is sought from a more experienced assessor/s. 5.4. The assessment decision is made in accordance with the criteria specified in the assessment procedure.
6. Record assessment results	6.1. The assessment results are recorded accurately in accordance with the specified record keeping requirements. 6.2. Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorized personnel.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
7. Provide feedback to persons being assessed	<p>7.1. Clear and constructive feedback in relation to performance of the person/s being assessed is provided using language and strategies to suit the person/s including provision of guidance on further goals/training opportunities.</p> <p>7.2. Opportunities for overcoming any gaps in competency are explored as revealed by the assessment with the person/s being assessed.</p> <p>7.3. The person/s being assessed is advised of available reassessment opportunities and/or appeal mechanisms are reviewed where the assessment decision is challenged.</p>
8. Report on the conduct of the assessment	<p>8.1. Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure.</p> <p>8.2. Any assessment decision disputed by the person/s being assessed is recorded and reported promptly to those responsible for the assessment procedure.</p> <p>8.3. Suggestions for improving any aspect of assessment process are made to appropriate personnel.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Purpose of assessment	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> 1.1. To gain a particular certification or a license 1.2. To determine employee classification 1.3. To identify training needs or progress 1.4. To recognize prior learning/current competencies
2. Assessment procedure	<p>Should specify the following:</p> <ul style="list-style-type: none"> 2.1. Recording procedure 2.2. Appeals/review mechanism 2.3. Assessment methods to be used 2.4. Instructions/materials to be provided to the person/s being assessed 2.5. Criteria for making decisions of competent or not yet competent 2.6. Assessment tools 2.7. Evidence required 2.8. Location of assessment 2.9. Timing of assessment 2.10. Assessment group size 2.11. Allowable adjustments to the assessment procedure depending on the characteristics of the person/s being assessed

VARIABLE	RANGE
3. Assessment environment	<p>May include but is not limited to:</p> <ol style="list-style-type: none"> 3.1. Time 3.2. Location 3.3. Personnel 3.4. Finances/costs 3.5. Equipment 3.6. Materials 3.7. Health, safety and security requirements 3.8. Company/industry standard operating procedures
4. Appropriate personnel	<p>May include but are not limited to:</p> <ol style="list-style-type: none"> 4.1 Assessors 4.2 Person/s being assessed 4.3 Employee/union representatives 4.4 Consultative committees 4.5 Users of assessment information, such as: <ul style="list-style-type: none"> • Training providers • Employers • Human resource departments 4.6 Training/recognition authorities 4.7 Training and assessment coordinators 4.8 Relevant managers/supervisors/team leaders 4.9 Technical specialists

VARIABLE	RANGE
5. Assessment methods and tools	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> 5.1 Specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises 5.2 Specific instructions to be given in relation to projects and exercises 5.3 Sets of oral/written/computer based questions to be asked 5.4 Performance checklists 5.5 Log books 5.6 Marking guides 5.7 Descriptions of competent performance
6. Allowable adjustments	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> 6.1 Use of adaptive technology or special equipment to accommodate special needs of persons with disabilities 6.2 Design of shorter assessment sessions to allow for fatigue or medication 6.3 Use of large print version of any papers

VARIABLE	RANGE
7. Assessment system	<p>May be developed by:</p> <p>7.11 The industry</p> <p>7.12 The company</p> <p>7.13 A registered training organization</p> <p>7.14 Combination of the above</p> <p>Should specify the following:</p> <p>7.21 Purpose of assessment</p> <p>7.22 Competencies required of assessors</p> <p>7.23 Record-keeping procedures and policies</p> <p>7.24 Any allowable adjustments to the assessment method which may be made</p> <p>7.25 The appeal/review mechanisms and procedures</p> <p>7.26 The review and evaluation of the assessment process</p> <p>7.27 The linkages between assessment and training qualifications/awards, employee classification, remuneration, progression</p> <p>7.28 Relevant policies</p> <p>7.29 Quality assurance mechanisms</p> <p>7.30 Appointment of costs/fees, if applicable</p> <p>7.31 Marketing/promotion of assessment</p> <p>7.32 Verification arrangements</p> <p>7.33 Partnership arrangements, if applicable</p>

VARIABLE	RANGE
8. Characteristics of persons being assessed	May include but are not limited to: <ul style="list-style-type: none"> 8.1 Language literacy and numeracy needs 8.2 Cultural, language and educational background 8.3 Gender 8.4 Physical ability 8.5 Level of confidence, nervousness or anxiety 8.6 Age 8.7 Experience in training and assessment 8.8 Previous experience with the topic
9. Recording procedures	May include but are not limited to: <ul style="list-style-type: none"> 9.1 Forms designed for the specific assessment result (paper or electronic) 9.2 Checklists for recording observations/process used (paper or electronic) 9.3 Combination of the above
10. Assessment reporting	Should include: <ul style="list-style-type: none"> 10.1 The unit/s of competencies in terms of code, title and endorsement date 10.2 Summative assessment reports, where issued, will indicate units of competency where additional learning is required

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence of the following products to be collected:</p> <ul style="list-style-type: none">1.11 Description of the assessment context, including the purpose of assessment1.12 The relevant competency or other performance standard and assessment procedure used1.13 Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency1.14 Conduct of assessment in accordance with competency requirements1.15 Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements1.16 Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process. <p>Assessment requires evidence of the following processes to be provided:</p> <ul style="list-style-type: none">1.21 How agreement was sought with the person/s being assessed on the conduct of the assessment1.22 How opportunities to gather evidence were identified as part of workplace or training activities1.23 How evidence was gathered in accordance with the assessment procedure1.24 How evidence gathering activity covered the dimensions of competency1.25 How resources were arranged according to the assessment procedure1.26 How appropriate personnel were consulted1.27 How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
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<p>1. Critical aspects of competency (<i>cont.</i>)</p>	<p>1.28 How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of specified standard</p> <p>1.29 How the assessment was conducted to ensure that:</p> <ul style="list-style-type: none"> • The person was put at ease and the supportive assessment environment was created • The language, literacy and numeracy issues were taken into consideration <p>1.30 How constructive feedback was provided to the person/s being assessed, including instances of not yet competent</p> <p>1.31 How guidance was provided to person/s being assessed on how to overcome gaps in competency revealed</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Workplace application of relevant standards of performance including industry or company competency standards and assessment guideline</p> <p>2.2 Ethical responsibilities including health, safety and security regulations and procedures relevant to the specific context</p> <p>2.3 Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements</p> <p>2.4 Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency</p>
<p>3. Underpinning skills</p>	<p>3.1 Planning of own work including predicting consequences and identifying improvements</p> <p>3.2 Skills in the application of various assessment methods/tools relevant to workplace context</p> <p>3.3 Language, literacy and numeracy skills required to:</p> <p>3.4 Give clear and precise instructions and information in spoken or written form</p> <p>3.5 Seek confirmation of understanding from the person/s being assessed</p> <p>3.6 Adjust language to suit target audience</p> <p>3.7 Prepare required documentation using clear and comprehensible language and layout</p> <p>3.8 Ask probing questions and listen actively to understand</p>

	<p>responses of the persons being assessed</p> <p>3.9 Seek additional information for clarification purposes</p> <p>3.10 Use verbal and nonverbal language to promote a supportive assessment environment</p> <p>3.11 Use language of negotiation and conflict resolution to minimize conflict</p> <p>3.12 Communication skills appropriate to the culture of the workplace and the individual</p>
4. Resource implications	<p>The following resources MUST be provided:</p> <p>4.1 Assessment on the job or in a simulated workplace</p> <p>4.2 Use by assessors of competencies relevant to their areas of technical expertise</p> <p>4.3 Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures</p> <p>4.4 Access to person/s wishing to be assessed, relevant workplace equipment, information and appropriate personnel</p>
5. Methods of assessment	<p>Competency may be assessed through:</p> <p>5.1 Work samples and/or simulations</p> <p>5.2 Direct observation of performance, products, practical tasks, projects and simulation exercises</p> <p>5.3 Review of logbooks and/or portfolios</p> <p>5.4 Questioning</p> <p>5.5 Consideration of third party reports and authenticated prior achievements</p> <p>5.6 Written, oral or computer-managed questioning</p>
6. Context for Assessment	<p>1.1 In all workplaces, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p> <p>1.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group.</p>

UNIT OF COMPETENCY : MANAGE WORKPLACE DIVERSITY

UNIT CODE : TRS311211

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behavior and motivations required to provide leadership in a diverse workplace where customers and staff are from a wide range of backgrounds. It builds on the unit “Work in a socially diverse environment,” and reflects the importance of managing diversity in the hospitality industry.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Encourage respect for diversity in the workplace	1.1. A role model is provided for others through individual behavior that demonstrates respect for <i>diversity</i> . 1.2. <i>Work practices</i> are developed and planning is undertaken in a manner which shows respect for workplace diversity. 1.3. Colleagues are assisted and coached in ways of accepting diversity in relation to both colleagues and guests.
2. Use diversity as an asset	2.1. The skills of a diverse workforce are recognized and used to enhance company performance. 2.2. The <i>benefits of productive diversity</i> are promoted to colleagues.
3. Deal with problems arising from diversity issues	3.1. Workplace problems that arise from diversity issues are recognized promptly and action is taken to resolve the situation. 3.2. Training needs are identified and appropriate action is taken. 3.3. Coaching and mentoring are used to assist colleagues to successfully work in a diverse environment.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	May include but is not limited to: 1.10 Race 1.11 Language 1.12 Religion 1.13 Special needs 1.14 Disabilities 1.15 Family structure 1.16 Gender 1.17 Age 1.18 Sexual preference
2. Work practices that reflect respect for diversity	May include but are not limited to: 2.1 Acknowledgement of religious and cultural celebrations 2.2 Appropriate allocation of duties to particular staff members 2.3 Culturally appropriate mixing of staff 2.4 Training in culturally-appropriate communication 2.5 Consideration of customers with special needs
3. Benefits of productive diversity	May include but are not limited to: 3.3 A multilingual workforce 3.4 Workforce that reflects the diversity of the customer base 3.5 Improved cross-cultural communication 3.6 Education of the workforce 3.7 Removal of prejudice 3.8 Different perspectives on problem solving 3.9 Increase trade with other countries/cultures 3.10 More interesting work environments

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Demonstrated understanding of the role of leaders and managers in encouraging diversity in the hospitality industry 1.2. Demonstrated knowledge of cross-cultural communication techniques as they apply to leaders and managers 1.3. Demonstrated knowledge of specific cultural issues that may apply in a particular industry context
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> 2.1. Specific diversity issues which apply to the hospitality industry and which contribute to the industry's progress including benefits of productive diversity
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> 3.1. Cross-cultural communication skills with specific reference to the roles of leaders and managers including cross-cultural communication for: <ul style="list-style-type: none"> • Conflict resolution • Problem-solving • Negotiation • Motivation
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 4.1. Project or work activities that allow the candidate to address typical diversity issues found in hospitality workplaces
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 5.1. Case studies to develop strategies for effectively managing diversity in different industry contexts 5.2. Oral or written questions to assess knowledge of cross-cultural issues and communication techniques 5.3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
<p>6. Context for assessment</p>	<ol style="list-style-type: none"> 6.1. Competency may be assessed in workplace or in a simulated workplace setting 6.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group

UNIT OF COMPETENCY : MANAGE FINANCES WITHIN A BUDGET

UNIT CODE : TRS311212

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to take responsibility for budget management where others may have developed the budget.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Allocate budget resources	1.1 Funds are allocated according to agreed priorities. 1.2 Changes in income and expenditure priorities are discussed with appropriate colleagues prior to implementation. 1.3 All relevant personnel are consulted and informed in relation to resource decisions. 1.4 Awareness of the importance of budget control is promoted. 1.5 Detailed records of resource allocation are maintained in accordance with enterprise control systems.
2. Monitor financial activities against budget	2.1 Actual income and expenditure are checked against <i>budgets</i> accurately and at regular intervals. 2.2 Financial commitments are included in all documentation to ensure accurate monitoring. 2.3 Deviations are identified and reported according to company policy and significance of deviation. 2.4 Appropriate options for more effective management of deviations are investigated. 2.5 Appropriate colleagues are advised of budget status in relation to targets within agreed timeframes.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Identify and evaluate options for improved budget performance	3.1 Existing costs and resources are assessed and areas for improvement are identified. 3.2 Desired outcomes are discussed with relevant colleagues. 3.3 Appropriate research is conducted to investigate new approaches. 3.4 Benefits and disadvantages of new approaches are defined and clearly communicated. 3.5 Impacts on customer service levels and colleagues are considered when developing new approaches. 3.6 Recommendations are presented clearly and logically to the appropriate person/department.
4. Complete financial reports	4.1 All required financial reports are completed accurately and within designated timelines. 4.2 Clear and concise information are produced to enable informed decision-making. 4.3 Reports are promptly forwarded to the appropriate person/department.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Budgets	May include but are not limited to: 1.1 Cash budgets 1.2 Departmental budgets 1.3 Wages budgets 1.4 Project budgets 1.5 Purchasing budgets 1.6 Sales budgets 1.7 Cashflow budgets 1.8 Budgets for a small business
2. Research	May include but is not limited to: 2.1 Discussions with existing suppliers 2.2 Sourcing of new suppliers 2.3 Evaluation of staffing/rostering requirements 2.4 Review of operating procedures 2.5 Potential rostering changes
3. Financial reports	May include but are not limited to: 3.1 Daily, weekly, monthly transactions and reports 3.2 Break-up by department 3.3 Occupancy 3.4 Sales performance 3.5 Commission earnings 3.6 Sales returns 3.7 Yield management 3.8 Commercial account activity

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated knowledge of basic budget principles and structures</p> <p>1.2 Knows budgeting terminology relevant to a specific industry context</p> <p>1.3 Demonstrated the ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance</p> <p>1.4 Demonstrated understanding of the main types of budget that apply in the specific enterprise or industry context</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Budget structure</p> <p>2.2 Company and legal requirements in relation to disbursement of funds and record-keeping</p> <p>2.3 Budgeting terminology relevant to a specific industry context</p> <p>2.4 Financial reporting procedures and cycles relevant to the enterprise or industry sector</p>
<p>3. Underpinning skills</p>	<p>3.1 Techniques related to maximizing budget performance relevant to the enterprise or industry sector</p>
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.1 Project or work activities that include the management of and reporting on a budget for a specific project or operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed</p> <p>4.2 Use of figures and data that reflect the financial operating conditions of industry</p> <p>4.3 The requirement to evaluate options for improved budget performance</p>

<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate</p> <p>5.2 Evaluation of reports produced by the candidate detailing the processes undertaken to manage finances within a budget</p> <p>5.3 Case studies and problem solving to assess application of the principles of budget management to different situations</p> <p>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
<p>6. Context of assessment</p>	<p>6.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>6.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

UNIT OF COMPETENCY : MANAGE QUALITY CUSTOMER SERVICE

UNIT CODE : TRS311213

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to manage customer service quality in the workplace within a tourism or hospitality context. It focuses on the need to develop active approaches to service quality issues with some strategic focus.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Develop approaches to enhance customer service quality	1.1 Information on customer needs, expectations and satisfaction levels is obtained using both <i>informal and formal research</i> . 1.2 Opportunities are provided for both customers and colleagues to provide feedback on products and services. 1.3 <i>Changes in internal and external environments</i> are reviewed and findings are integrated into planning for quality service. 1.4 Opportunities are provided for colleagues to participate in the customer service planning process. 1.5 Standards and plans are developed to address key quality service issues.
2. Manage the delivery of quality service	2.1 <i>Customer service standards</i> and expectations are clearly communicated to colleagues. 2.2 Access to information on service standards and delivery is provided to colleagues. 2.3 Coaching is used to assist colleagues to deal with <i>customer service issues</i> and to take responsibility for service outcomes. 2.4 Customer service in the workplace is monitored to ensure standards are met in accordance with enterprise policies and procedures.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Monitor and adjust customer service	3.1 Feedback is sought from customers on an ongoing basis and this is used to improve performance where applicable. 3.2 Customer service problems are identified and adjustments to standards, systems and procedures are made to ensure continued service quality. 3.3 New approaches are communicated to all those involved in service delivery within appropriate timeframes.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Informal and formal research	May include but are not limited to: 1.1 Talking to customers 1.2 Qualitative or quantitative research 1.3 Seeking feedback from service delivery colleagues 1.4 Analysis of competitive environment 1.5 Analysis of industry and market trends
2. Changes in internal and external environments	May include but are not limited to: 2.1 Management changes 2.2 Organizational restructuring 2.3 Introduction of new equipment 2.4 Recruitment practices 2.5 Technological changes affecting service delivery 2.6 Changes in the competitive environment 2.7 Economic climate 2.8 Trends in customer preferences 2.9 Advent of E-business
3. Customer service standards/ Customer service issues	May include but are not limited to: 3.1 Response times 3.2 Service guarantees 3.3 Pricing guarantees 3.4 Product quality 3.5 Document presentation standards 3.6 Personal presentation standards 3.7 Complaint management

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to develop proactive approaches to the delivery and monitoring of quality customer service within a specific tourism/hospitality context</p> <p>1.2 Demonstrated knowledge of quality service principles and processes</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Roles and responsibilities of management in ensuring quality service within an enterprise</p> <p>2.2 The concept of total quality service and total quality management</p> <p>2.3 The role of continuous improvement and benchmarking in quality assurance</p> <p>2.4 Overview of the range of market research techniques used to gain information on customer preferences</p> <p>2.5 Legislation that impacts on customer service standards and delivery</p> <p>2.6 Industry schemes that impact on customer service standards and delivery (e.g. accreditation schemes, codes of conduct)</p>
<p>3. Underpinning skills</p>	<p>3.1 Application of total quality service and total quality management in a tourism or hospitality context</p> <p>3.2 Methods of implementing quality assurance in the workplace including:</p> <p style="padding-left: 20px;">3.2.1 Establishing standards</p> <p style="padding-left: 20px;">3.2.2 Monitoring</p> <p style="padding-left: 20px;">3.2.3 Staff involvement and reward</p> <p style="padding-left: 20px;">3.2.4 Evaluation</p> <p>3.3 Application of continuous improvement and/or benchmarking in a tourism or hospitality context</p>

4. Resource implications	<p>The following resources MUST be provided:</p> <p>4.1 Project or work activities conducted over a period of time to allow the candidate to establish, monitor and evaluate service delivery in a tourism or hospitality context</p> <p>4.2 Involvement of a team for which the candidate is leader</p>
5. Methods of assessment	<p>Competency may be assessed through:</p> <p>5.1 Evaluation of projects managed by the candidate in conjunction with industry to enhance service delivery in a given operation</p> <p>5.2 Evaluation of projects managed by the candidate to create, market and deliver a tourism or hospitality service</p> <p>5.3 Case studies to assess specific service delivery issues in different workplace contexts</p> <p>5.4 Oral or written questions to assess knowledge of quality assurance concepts and principles</p> <p>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
6. Context of assessment	<p>6.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>6.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

CORE COMPETENCIES

UNIT OF COMPETENCY	:	OPERATE A FOOD OUTLET
UNIT CODE	:	TRS512368
UNIT DESCRIPTOR	:	This unit covers the preparation and service of foods in an outlet in various venues in the hospitality and tourism industry.

ELEMENT	PERFORMANCE CRITERIA
	<i>Bold</i> and <i>Italicized</i> terms are elaborated in the Range Statement
1. Prepare for service	<p>1.1 Quantities and quality of products and food items are checked and restocking is done where necessary.</p> <p>1.2 <i>Mise-en-place</i> in the kitchen is checked to ensure sufficient and appropriate food items are prepared in order to commence service.</p> <p>1.3 Mise-en-place in the service area is checked to ensure completeness, efficiency and timeliness before service commences.</p> <p>1.4 Ongoing requirements for additional food items are met at an appropriate time.</p> <p>1.5 Display of service area and food items are inspected to ensure cleanliness, hygiene and attractiveness.</p> <p>1.6 Personal presentation and hygiene of staff are checked to ensure requirements are met and maintained throughout service.</p> <p>1.7 Mise-en-place and cooking are checked to ensure they are carried out in accordance with safety and hygiene requirements.</p>

ELEMENT	PERFORMANCE CRITERIA
2. Provide quality customer service	<p>2.1 Customer requirements in terms of speed of service, quantity, quality, additions and modifications to standard recipes and special requirements are determined and met.</p> <p>2.2 Use of customer service skills is checked to ensure polite, efficient and effective service.</p> <p>2.3 Assistance to customers is checked to ensure that it is provided, where required, in selection of food items.</p> <p>2.4 Use of selling skills is checked to ensure that they are appropriately employed according to enterprise procedures.</p> <p>2.5 Correct operation of equipment is checked to ensure safety and compliance with manufacturer's instructions and principles of occupational health and safety.</p> <p>2.6 Work is organized and, where appropriate, in consultation with other team members, to ensure that food is prepared or cooked in a timely manner and ongoing customer service is provided.</p>
3. Ensure quality of food	<p>3.1 Compliance with principles of food safety is ensured during the entire food production process.</p> <p>3.2 Portion control is checked to ensure compliance with enterprise standards and in order to minimize waste.</p> <p>3.3 Food presentation is checked to ensure attractiveness, absence of drips or spills, and use of appropriate hot or cold storage/presentation equipment</p>
4. Manage storage of food	<p>4.1 Storage of food items is checked to ensure compliance with principles and practices of hygiene and food safety.</p> <p>4.2 Stock monitoring, accounting and reordering are checked to ensure that they are conducted according to enterprise procedures when required.</p>

ELEMENT	PERFORMANCE CRITERIA
5. Ensure equipment is properly cleaned and maintained	5.1 Equipment maintenance is monitored to ensure compliance with manufacturer's instructions. 5.2 Cleaning of equipment is checked to ensure that it is done where required before, during and after completion of service.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Mise-en-place	May include but is not limited to: 1.1 Assembling and preparing ingredients for menu items 1.2 Cleaning, peeling and slicing fruits and vegetables 1.3 Preparing simple food items such as salads, sandwiches, garnishes, coatings and batters 1.4 Selection and handling (thawing, reconstituting, regenerating, reheating) of portion controlled and convenience products 1.5 Display of goods in appropriate storage facility
2. Equipment	May include but are not limited to: 2.1 Microwaves 2.2 Deep fryers 2.3 Hot plates 2.4 Rotisseries 2.5 Pans and urns 2.6 Bains marie 2.7 Food warmers

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Supervised the application of hygiene and safety principles and procedures 1.2 Organized the preparation of a range of foods efficiently and within realistic industry timeframes 1.3 Ensured the quality of customer service within the context of enterprise policies and procedures
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 Range of basic cooking skills appropriate to the enterprise which may include: <ul style="list-style-type: none"> ▪ Hot plate ▪ Reheating ▪ Microwaving ▪ Baking ▪ Roasting ▪ Boiling ▪ Char-grilling, barbecue 2.2 Principles of personal and food hygiene 2.3 Safe work practices as required by Occupational Health and Safety legislation and guidelines 2.4 Product knowledge of range of food offered
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Practices of personal and food hygiene 3.2 Customer service and communication skills 3.3 Waste minimization techniques and environmental considerations in specific relation to the operation of the outlet
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 An environment containing sufficient and appropriate food service and cooking equipment for the preparation and service of food items, to reflect commercial operating practice 4.2 Use of real ingredients 4.3 Preparation and service of food items for customers on more than one occasion and within industry-realistic time constraints
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct observation of the candidate preparing, cooking and serving food items. 5.2 Sampling of items prepared by the candidate. 5.3 Inspection of a food service area set up and operated by the candidate 5.4 Oral or written questions to test knowledge of hygiene and occupational health and safety issues related to the cooking and service of food in a particular outlet 5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

6. Context for assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center
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UNIT OF COMPETENCY : **PREPARE TENDERS FOR CATERING CONTRACTS**

UNIT CODE : **TRS512369**

UNIT DESCRIPTOR : This unit covers the skills and knowledge required to prepare tenders for catering contracts. This role could be undertaken by senior operating personnel, marketing coordinators, supervisors or managers within catering or restaurant operations.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and Italicized</i> terms are elaborated in the Range Statement
1. Clarify requirements for catering tenders	1.1 Contents of the tender brief are interpreted accurately and assessed in terms of the organization's capacity to meet stated requirements. 1.2 Action required for development of tender submission is identified. 1.3 Fixed and variable costs are accurately identified within the brief. 1.4 Liaison with the customer is undertaken to clarify requirements where appropriate.
2. Develop details for inclusion in tender	2.1 Proposed products and outcomes are developed to meet requirements including menus, food and beverage specification, and styles of service, theme and decor. 2.2 Proposed operational details are developed including meeting requirements. 2.3 Accurate costings are developed for all proposed products and services. 2.4 Options are developed to meet, and where possible, exceed the expectations of the customer. 2.5 Possible competitors are evaluated and appropriate strategies are developed to address competitive issues.

ELEMENT	PERFORMANCE CRITERIA
3. Prepare tender documents	3.1 Tender documents are prepared within the designated timelines in accordance with the requirements of the brief. 3.2 Tender documents are presented in a format that maximizes the use of presentation and promotional techniques.

RANGE OF VARIABLES

This unit applies to all catering operations where event catering is provided. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Events and functions may be in a central location or across a range of smaller locations indoors or outdoors.

VARIABLE	SCOPE
1. Contents of the tender brief	May include but are not limited to: 1.1 Services required 1.2 Style of service 1.3 Customers or audience 1.4 Budget requirements 1.5 Legal responsibilities of the contractor 1.6 Legal responsibilities of the principal 1.7 Operational management approaches.
2. Operational details	May include but are not limited to: 2.1 Staffing 2.2 Transport 2.3 Stock control 2.4 Equipment and resources 2.5 Security/emergency plan 2.6 Facilities management approaches.

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to prepare a tender document for a specific commercial catering contract including assessment of the brief, coordination of details, accurate and profitable costing and professional presentation. 1.2 Demonstrated knowledge of typical requirements and formats for catering tender documents.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Components typically required for catering tenders and detailed knowledge of the operational and cost issues associated with each of those components. 2.2 Quality assurance issues related to catering tenders.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Presentation techniques for tender documents.
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Project or work activities that allow the candidate to prepare a fully-costed tender for a specific catering contract in a competitive bidding environment.
5. Methods of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Review of tenders prepared by candidate for a particular event or catering contract. 5.2 Case studies to assess ability to develop options to meet different tender briefs. 5.3 Review of reports prepared by the candidate detailing the major issues and factors to be considered when preparing tenders for catering contracts. 5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
6. Context for assessment	<ul style="list-style-type: none"> 6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center

UNIT OF COMPETENCY: DEVELOP A FOOD SAFETY PROGRAM

UNIT CODE : TRS512363

UNIT DESCRIPTOR : This unit covers the development, implementation and evaluation of a food safety program for a hospitality or catering operation where food is stored, prepared and served.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Identify needs for the food safety program	1.1 Characteristics of the establishment are evaluated, including: <ul style="list-style-type: none"> ▪ Size and nature of organization ▪ “at risk” client groups ▪ layout ▪ menu ▪ production equipment ▪ facilities ▪ re-thermalization and service requirements 1.2 Food safety hazards or any particular issues or risk situations are identified. 1.3 Existing policies, procedures, practices and product specifications are evaluated and the need for change or enhancement is assessed.
2. Develop a food safety program for a specific commercial catering enterprise	2.1 Food safety program is designed to suit the characteristics and needs of the enterprise, in consultation with appropriate colleagues and stakeholders. 2.2 Food production flow charts are developed. 2.3 Critical control points in the food production system are identified. 2.4 Methods of control for critical points and hazards are established. 2.5 Standard operational policies and procedures to support the food safety program, including control procedures, corrective measures and contingency plans are developed or modified. 2.6 Product specifications are developed or modified and recorded. 2.7 Product suppliers are identified and quality

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
	<p>assurance specifications are established.</p> <p>2.8 Compliance of the food safety program with regulatory requirements and standards is ensured.</p> <p>2.9 Training needs are identified and a training plan or program is developed based on needs.</p> <p>2.10 Schedule for regular review of the food safety program is developed.</p>
3. Implement the food safety program	<p>3.1 Food safety programs, policies and procedures are communicated to management and colleagues in the workplace.</p> <p>3.2 Compliance by all colleagues to policies and procedures is ensured.</p> <p>3.3 Practical and user-friendly recording system is established to document food safety performance.</p> <p>3.4 Product specifications are communicated to suppliers and employees and compliance is checked.</p> <p>3.5 Appropriate training and mentoring related to the food safety program is organized.</p> <p>3.6 Implementation problems are promptly identified and corrective action is taken.</p>

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
4. Evaluate and revise the food safety program as required	<p>4.1 Operation and results of the food safety program are monitored according to schedule and in consultation with colleagues and other stakeholders.</p> <p>4.2 Operational policies, procedures and records are reviewed and changes or additions required are identified.</p> <p>4.3 Tests and/or measures to validate required safety standards are carried out.</p> <p>4.4 Food safety program is revised to incorporate amendments or additions.</p> <p>4.5 Records are kept to track changes to the food safety program and changes are incorporated into the production system.</p> <p>4.6 Colleagues are informed of changes and of when they commence.</p> <p>4.7 Need for additional training based on evaluation of the program is identified.</p> <p>4.8 Display of appropriate signage and information is ensured.</p>

RANGE OF VARIABLES

The following explanations identify how this may be applied in different workplaces, sectors and circumstances.

The food safety program systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations. It identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded. The food safety program must comply with relevant national and local government legislation and ordinances.

The food safety plan may be a formal plan or a less-structured program. It may be developed as a stand-alone program or may be integrated with the overall quality program in a workplace.

This unit is based around the HACCP system but may also be customized to other systems.

VARIABLE	RANGE
1. Establishment	May include but is not limited to: <ul style="list-style-type: none"> 1.1 Cafeteria/kiosks/canteens/cafes/gourmet food shops/restaurants/hotels 1.2 Fast food outlets 1.3 Educational institutions 1.4 Health establishments 1.5 Mining operations 1.6 Military forces 1.7 Corrective services/final institution 1.8 Residential catering 1.9 In-flight catering 1.10 Transport catering 1.11 Events catering 1.12 Private catering
2. "At risk" client groups	May include but are not limited to: <ul style="list-style-type: none"> 2.1 Patients, residents and clients of health care establishments. 2.2 Children or babies 2.3 Pregnant women 2.4 Aged persons 2.5 People with immune deficiencies or allergies.
3. Food safety hazards	May include but are not limited to: <ul style="list-style-type: none"> 3.1 Foods highly susceptible to microbiological contamination 3.2 Working in temperatures that promote the rapid growth of micro-organisms 3.3 Display of food, buffets

VARIABLE	RANGE
	3.4 Processes where food is required to be touched by hand 3.5 Requirements for re-thermalization or defrosting
4. Critical control points	May include but are not limited to: 4.1 Receiving 4.2 Storing 4.3 Preparing 4.4 Processing 4.5 Displaying 4.6 Packaging 4.7 Servicing 4.8 Transporting
5. Standard operational policies and procedures	May include but are not limited to: 5.1 Food production procedures 5.2 Procedures for maintaining records 5.3 Contingency plans 5.4 Pest control 5.5 Cleaning and sanitation programs 5.6 Equipment maintenance 5.7 Employee training in hygiene and food handling 5.8 Maintenance of personal hygiene and suitable dress standards.
6. Contingency plans	May include but are not limited to: 6.1 Food poisoning 6.2 Customer complaints 6.3 Rejected food 6.4 Equipment breakdown 6.5 Faulty equipment 6.6 Existence of pests and vermin
7. Tests	May include but are not limited to: 7.1 Food quality reviews and tests 7.2 Bacterial swabs and counts 7.3 Chemical tests 7.4 Audit arrangements and programs 7.5 Analysis of and actions arising from critical incidents
8. Records	May include but are not limited to: 8.1 Temperature control data 8.2 Food production records.

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to implement and maintain food safety standards and program to enterprise standards and in line with legislative requirements.</p> <p>1.2 Demonstrated involvement and interaction with a kitchen team.</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Principles and methods of food production.</p> <p>2.2 HACCP based concepts that support food safety program design.</p> <p>2.3 Options for the structure, development and implementation of a food safety program, including HACCP.</p> <p>2.4 Hygiene and food safety legislation and regulations in relation to food safety program requirements.</p> <p>2.5 Local health regulations pertaining to food production and packaging.</p> <p>2.6 Conditions for development of microbiological contamination and control methods.</p> <p>2.7 Potential staff training needs in relation to food safety.</p>
<p>3. Underpinning skills</p>	<p>3.1 Policies and practices of personal hygiene and food handling.</p> <p>3.2 Planning and consultative processes which could be used in program development.</p> <p>3.3 Food safety recording requirements and options.</p>
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.1 Project or work activities conducted over a period of time and which allow the candidate to establish and monitor a food safety program for a particular cookery or catering workplace.</p> <p>4.2 Involvement and interaction with a kitchen team.</p>

<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Review of documentation related to food safety systems, including policies and procedures, audit summaries and reports developed by the candidate.</p> <p>5.2 Case studies to assess ability to develop systems to meet differing workplace needs.</p> <p>5.3 Activities conducted in conjunction with industry to allow the candidate to develop systems for a real workplace.</p> <p>5.4 Written or oral questions about chosen systems and reason for selection.</p> <p>5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</p>
<p>6. Context for assessment</p>	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

ELECTIVE COMPETENCIES

- UNIT OF COMPETENCY** : **PLAN COFFEE SHOP LAYOUT, MENU AND STORAGE (COFFEE SHOP)**
- UNIT CODE** : **TRS512370**
- UNIT DESCRIPTOR** : This unit covers the layout, menu and storage aspects of planning a coffee shop which serves patisserie items. It deals with the production, display and service of patisserie products and suitable beverages.

ELEMENT	PERFORMANCE CRITERIA
	<i>Bold</i> and <i>Italicized</i> terms are elaborated in the Range Statement
1. Plan coffee shop layout	<p>1.1 Floor plan for kitchen, service, display and storage areas is developed according to anticipated customer requirements and volume.</p> <p>1.2 Fixtures, furnishing, décor, and equipment are planned according to business objectives, budget, and style of coffee shop required.</p>
2. Plan the product and service elements of coffee shop operation	<p>2.1 Menu is planned and designed, identifying a range of appropriate <i>menu items</i> and beverages to meet market needs.</p> <p>2.2 Workflow schedule for production and service is prepared according to expected customer volume and menu requirements, taking into consideration available facilities, staff, time, equipment and enterprise practices.</p> <p>2.3 Display of items is planned considering style of coffee shop, required storage temperatures, and visual appeal.</p>

ELEMENT	PERFORMANCE CRITERIA
<p>3. Plan and organize the storage for coffee shop menu items</p>	<p>3.1 Proper storage for pastries, cakes, and savoury items at the correct temperatures is planned and organized according to food safety requirements and to maximize shelf life and product quality.</p> <p>3.2 Packaging that is appropriate for the preservation of freshness, taste and eating characteristics is planned.</p>

RANGE OF VARIABLES

VARIABLE	SCOPE
1. Menu items	May include but are not limited to: <ol style="list-style-type: none"> 1.1 Pastries and cakes 1.2 Savoury items such as quiche, ham and cheese croissants 1.3 Beverages such as <ul style="list-style-type: none"> • Coffee • Tea • Cold carbonated drinks • Fresh juices • Milk • Soy-based drinks 1.4 Ice cream
2. Proper storage	May include but is not limited to: <ol style="list-style-type: none"> 2.1 Covering menu items on display 2.2 Maintaining appropriate temperatures for different menu items 2.3 Safe food handling practices
3. Food safety requirements	May include but are not limited to: <ol style="list-style-type: none"> 3.1 Warm or chilled service temperatures 3.2 Eating qualities such as taste, texture, moisture content

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Demonstrated ability to plan the layout, menu and storage aspects of a coffee shop operation 1.2 Demonstrated knowledge of key hygiene and food safety issues relating to coffee shops
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> 2.1 Principles and requirements of relevant legislation relating to: <ul style="list-style-type: none"> • Occupational health and safety • Hygiene • Nutrition • Licensing regulations • Local health regulations 2.2 Appropriate technical and culinary terms for coffee shop operations 2.3 Coffee shop equipment, its functions and routine maintenance 2.4 Varieties and characteristics of menu items offered 2.5 Underlying principles of making cakes, pastries, and savoury items 2.6 Commodity knowledge, including quality indicators of ingredients 2.7 Storage conditions for menu items and optimizing shelf-life, freshness and eating qualities
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> 3.1 Organizational skills and teamwork 3.2 Menu planning and menu design 3.3 Preparation of pastries, cakes and savoury products 3.4 Costing, yield testing and portion control 3.5 Handling, portioning and serving ice creams 3.6 Buffet and table set-ups 3.7 Coffee and tea preparation and beverage service 3.8 Defining and applying quality control 3.9 Time management skills 3.10 Communication skills

	3.11 Safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens and mixing equipment
4. Resource implications	The following resources MUST be provided: 4.1 Project or work activities that allow the candidate to demonstrate skills required to complete planning for the operation of a proposed coffee shop 4.2 Access to relevant product and equipment information
5. Methods of assessment	Competency may be assessed through: 5.1 Evaluation of plans and designs produced by the candidate for a coffee shop operation within a nominated location 5.2 Evaluation of projects to propose enhancements to existing coffee shops 5.3 Case studies to assess ability to tailor plans to different market conditions 5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
6. Context for assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center

SECTION 3 TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **FOOD AND BEVERAGE SERVICE NC IV**.

The guidelines include information on curriculum design, training delivery, trainee entry requirements, tools and equipment, training facilities, and trainer's qualifications among others.

3.1 CURRICULUM DESIGN

Course Title: **FOOD AND BEVERAGE SERVICE**

NC Level: **NC IV**

Nominal Training Duration: 56 Hrs. (Basic)
24 Hrs. (Common)
60 Hrs. (Core)
20 Hrs. (Elective)

Course Description:

This course is designed to enhance the knowledge, skills and attitudes in overseeing restaurant operations in accordance with industry standards. It covers core competencies on operating a food outlet, preparing tenders for catering contracts, developing a food safety program and planning for coffee shop operations. It also includes competencies in developing teams and individuals, applying problem-solving techniques, collecting, analyzing and organizing information, planning and organizing work, conducting assessment, and managing workplace diversity, finances, and quality customer service.

BASIC COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Utilize specialized communication skills	1.1 Apply communication strategies to meet specific needs of internal and external client. 1.2 Represent the organization in internal and external forums. 1.3 Facilitate group discussion. 1.4 Conduct interview	<ul style="list-style-type: none"> • Discussion method • Role Play • Brainstorming • Lecture 	<ul style="list-style-type: none"> • Written test • Performance test • Interview
2. Develop team and individual needs	2.1 Determine development needs. 2.2 Foster individual and organization growth 2.3 Monitor and evaluate workplace learning 2.4 Develop team commitment and cooperation 2.5 Facilitate accomplishment of organizational goals	<ul style="list-style-type: none"> • Discussion • Role playing • Observation 	<ul style="list-style-type: none"> • Written test • Direct observation • Role playing

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
3. Apply problem solving techniques in the workplace	3.1 Analyze the problem 3.2 Identify fundamental cause of the problem 3.3 Determine possible solution 3.4 Prepare communication or documentation report 3.5 Present recommendation to appropriate personnel 3.6 Implement solution	<ul style="list-style-type: none"> • Brainstorming • Discussion • Case studies • Role playing • Small group work 	<ul style="list-style-type: none"> • Written test • Direct observation • Interview
4. Collect, analyze and organize information	4.1 Study information requirements. 4.2 Process data. 4.3 Analyze, interpret and organize information gathered. 4.4 Present findings/recommendations	<ul style="list-style-type: none"> • Group discussion • Case study • Interaction 	<ul style="list-style-type: none"> • Written test • Practical/performance test
5. Plan and organize work	5.1 Set work objectives 5.2 Plan and schedule work activities 5.3 Implement and monitor plans/activities 5.4 Review and evaluate work plans and activities	<ul style="list-style-type: none"> • Brainstorming • Discussion • Case studies • Role playing • Small group work 	<ul style="list-style-type: none"> • Written test • Direct observation • Interview

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
6. Promote environmental protection	6.1 Study guidelines for environmental concerns. 6.2 Implement specific environmental programs 6.3 Monitor activities on environmental protection/programs	<ul style="list-style-type: none"> • Group discussion • Case study • Interaction 	<ul style="list-style-type: none"> • Written test • Practical/ performance test

COMMON COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Conduct assessment	1.1 Identify and explain the context of assessment 1.2 Plan evidence-gathering opportunities 1.3 Organize assessment 1.4 Gather evidence 1.5 Make the assessment decision 1.6 Record assessment results 1.7 Provide feedback to persons being assessed 1.8 Report on the conduct of the assessment	<ul style="list-style-type: none"> • Lecture • Role-Play • Simulation • Group Discussion 	<ul style="list-style-type: none"> • Observation • Interviews/ Questioning

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
2. Manage workplace diversity	2.1 Encourage respect for diversity in the workplace 2.2 Use diversity as an asset 2.3 Deal with problems arising from diversity issues	<ul style="list-style-type: none"> • Lecture • Discussion • Case Studies • Problem-solving activities 	<ul style="list-style-type: none"> • Interviews/ Questioning • Observation
3. Manage finances within a budget	3.1 Allocate budget resources 3.2 Monitor financial activities against budget 3.3 Identify and evaluate options for improved budget performance 3.4 Complete financial reports	<ul style="list-style-type: none"> • Lecture • Discussion • Case Studies • Problem-solving activities 	<ul style="list-style-type: none"> • Questioning • Observation
4. Manage quality customer service	4.1 Develop approaches to enhance customer service quality 4.2 Manage the delivery of quality service 4.3 Monitor and adjust customer service	<ul style="list-style-type: none"> • Lecture • Discussion • Case Studies • Problem-solving activities 	<ul style="list-style-type: none"> • Questioning • Observation

CORE COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Operate a food outlet	1.1 Prepare for service 1.2 Provide quality customer service 1.3 Ensure quality of food 1.4 Manage storage of food 1.5 Ensure equipment is properly cleaned and maintained	<ul style="list-style-type: none"> • Lecture/ Discussion • Demonstration • Group discussion • Problem-solving activities 	<ul style="list-style-type: none"> • Written Test • Practical Test • Observation • Oral Questioning
2. Prepare tenders for catering contracts	2.1 Clarify requirements for catering tenders 2.2 Develop details for inclusion in tender 2.3 Prepare tender documents	<ul style="list-style-type: none"> • Lecture/ Discussion • Demonstration • Group discussion • Problem-solving activities 	<ul style="list-style-type: none"> • Written Test • Practical Test • Observation • Oral Questioning
3. Develop a food safety program	3.1 Identify needs for the food safety program 3.2 Develop a food safety program for a specific commercial catering enterprise 3.3 Implement the food safety program 3.4 Evaluate and revise the food safety program as required	<ul style="list-style-type: none"> • Lecture/ Discussion • Demonstration • Hands-on • Video Viewing 	<ul style="list-style-type: none"> • Written Test • Practical Test • Observation in Laboratory • Oral Questioning

ELECTIVE COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Plan coffee shop layout, menu and storage (Coffee Shop)	1.1 Plan coffee shop layout 1.2 Plan the product and service elements of coffee shop operation 1.3 Plan and organize the storage for coffee shop menu items	<ul style="list-style-type: none"> • Lecture/ Discussion • Demonstration • Group discussion • Problem-solving activities 	<ul style="list-style-type: none"> • Written Test • Practical Test • Observation • Oral Questioning

3.2 TRAINING DELIVERY

The delivery of training should follow to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based on the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended, thus, programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations
- Modular/self-paced learning is a competency-based training modality where the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners
- Supervised industry training or on-the-job training is a training approach designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may

employ correspondence study, audio, video or computer technologies

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to gain entry into this course should possess the following requirements:

- can communicate both orally and in written form;
- physically and mentally fit;
- with good moral character;
- can perform basic mathematical computation;
- must be competent in the entire Food and Beverage Services NC III (Restaurant) qualification either through training, experience or certification

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.

3.4 LIST OF TOOLS AND EQUIPMENT FOOD AND BEVERAGE SERVICE – NC IV

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for FOOD AND BEVERAGE SERVICE NC IV are as follows:

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
8	Dinner plates, 10"	8	Dining chair	25	50 cm X 50 cm Table napkin
8	Show/base plates, 12"	2	Tray stand (optional)	3 kilos	Coffee beans (Fresh roasted whole)
8	Fish plates, 8"	2	Waiter station cabinet		Liqueurs Baileys Irish Cream Irish Whiskey Kahlua
8	Dessert plates, 7"	1	2 Group Espresso Machine	4liters	Fresh milk
8	Cereal plates, 5"	1	Double spout porta filter w/ basket		Liquid cream
12	Side plates or bread plates, 6"	1	Single spout porta filter w/ basket		Flavored syrups
8	Bouillon cups and saucers, 8-12 oz.	1	Refrigerator or cooler for milk/cream	2 bags	Ice (tubes or cubes)
8	Teacups and saucers, 6 2/3 oz.	1	Doser grinder	1 kilo	Sugar white
		2	French Press	1 kilo	Brown sugar
8	Demi-tasse, 3 1/3 oz.	2	Vacuum Pot Siphon	1 bottle	Stemmed cherries
2	Coffee pots, 2 pint			1 pack	Marshmallows
2	Tea pots, 2 pint			2	Bar trays
	CUTLERIES				Cocoa powder
8	Dinner knives				Cinnamon powder
8	Dinner forks				8 oz paper cups
8	Salad knives				12 oz paper cups
16	Salad forks				
8	Fish knives				
8	Fish forks				

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
8	Soup spoons				
8	Dessert spoons				
8	Dessert forks				
8	Teaspoons				
4	Demi-tasse spoons				
8	Long spoons				
8	Cocktail forks				
8	Service forks				
8	Service spoons				
4	Sauce ladles				
4	Soup ladles				
2	Cake servers				
2	Hand tampers				
2	Bar spoon				
3	Hand towels				
5	Cappuccino cups with underliner				
5	Latte cups with underliner				
5	Demitasse cups with underliner				
1	Bar caddy (for garnishes)				
2	Trash bins				
2	Milk pitchers (stainless steel)				
2	Grinder brush				
5	Tablespoons				
5	Teaspoons				
GLASSWARE					
8	Red wine glasses				
8	White wine glasses				
8	Water goblets				

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
TABLES					
2	Square tables good for 4 persons				
CLOTH					
2	54"X54				
2	90"X90"				
2	64"X64"				
2	72"X72"				
4	Side towels				
OTHER ACCESSORIES					
2	Salt shakers				
2	Pepper shakers				
2	Pepper mills				
2	Rectangular trays				
2	Oval trays				
2	Round trays				
2	Tooth pick holders				
2	Sugar containers				
2	Creamer containers				
2	Oil and vinegar containers and holders				
2	Sauce boats				
8	Menu cards				
2	Order pads				
OTHER ACCESSORIES					
2	Pens				
2	Flower vases				
2	Reservation books				
2	Water pitchers				
8	Plate covers				
2	Bill folder/change trays				
2	Ice bucket with tongs				

3.5 TRAINING FACILITIES

FOOD AND BEVERAGE SERVICE NC IV

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Lecture/Laboratory Area	5 x 10	50	50
Wash Room	2 x 5	10	10
Tool Room/Supply Room	5 x 4	20	20
Circulation Area	5 x 5	25	25
Total Workshop Area :			<u>105</u>

3.6 TRAINER'S QUALIFICATIONS FOR TOURISM SECTOR (HOTELS AND RESTAURANTS)

FOOD BEVERAGE SERVICE NCIV

TRAINER'S QUALIFICATIONS (TQ IV)

- Must have completed a Trainers Training Methodology Course (TM IV) or its equivalent
- Must have at least 3-5 years job/industry experience
- Must be physically and mentally fit
- Must be a holder of Food and Beverage Service NC level IV certificate or equivalent
- Must be of good moral character
- With pleasing personality
- Must have attended relevant training and seminars

3.7 INSTITUTIONAL ASSESSMENT

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

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1 The qualification of **FOOD AND BEVERAGE SERVICE NC IV** may be attained through:

4.1.1 Demonstration of competence in all the core units of competency listed below:

- 4.1.1.1 Operate a food outlet
- 4.1.1.2 Prepare tenders for catering contracts
- 4.1.1.3 Develop a food safety program

Successful candidates shall be awarded a National Certificate (NC) on **Food and Beverage Service NCIV (Restaurant)** bearing the signature of the Director General.

4.1.2 Candidates who demonstrate competence in all the core units plus the elective unit "Plan coffee shop layout, menu and storage (Coffee Shop)" will be awarded a National Certificate (NC) on **Food and Beverage Service NCIV (Restaurant and Coffee Shop)** bearing the signature of the Director General.

4.2 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.

4.3 The following are qualified to apply for assessment and certification:

- 4.3.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs
- 4.3.2 Experienced workers (wage employed or self employed)

4.4 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)".

**COMPETENCY MAP - TOURISM Sector
(Hotels and Restaurants)
FOOD AND BEVERAGE SERVICE NC IV**

CORE COMPETENCIES	Clean bar areas	Operate bar	Prepare and mix cocktails and non-alcoholic drinks	Provide wine service	Prepare bakery products for patissiers	Prepare and present gateaux, tortes and cakes	Prepare foods according to dietary and cultural needs	Transport and store food in a safe and hygienic manner	Apply catering control principles
	Develop menus to meet special dietary and cultural needs	Select catering systems	Manage facilities associated with commercial catering contracts	Plan the catering for an event or function	Design menus to meet market needs	Provide a link between kitchen and service areas	Provide food and beverage service	Provide room service	Develop and update food and beverage knowledge
	Provide specialist advice on food	Prepare and serve espresso coffee	Provide specialist advice on wine	Plan and monitor espresso coffee service	Operate a food outlet	Prepare tenders for catering contracts	Develop a food safety program	Plan coffee shop layout, menu and storage	
COMMON COMPETENCIES	Develop and update industry knowledge	Observe workplace hygiene procedures	Perform computer operations	Perform workplace and safety practices	Provide effective customer service	Roster staff	Control and order stock	Train small groups	Establish and conduct business relationships
	Conduct assessment	Manage workplace diversity	Manage finances within a budget	Manage quality customer service					
BASIC COMPETENCIES	Participate in workplace communication	Work in team environment	Practice career professionalism	Practice occupational health and safety practices	Lead workplace communication	Lead small teams	Develop and practice negotiation skills	Solve problems related to work activities	
	Use mathematical concepts and techniques	Use relevant technologies	Utilize specialized communication skills	Develop teams and individuals	Apply problem-solving techniques in the workplace	Collect, analyze and organize information	Plan and organize work	Promote environmental protection	

DEFINITION OF TERMS

1. **APERITIF** - is any drink taken before meals, to improve your appetite
2. **BARISTA** - a professional operator of an espresso machine
3. **BREWING** - a stage in making beer in which wort is boiled with hops
4. **BUSBOY** - refers to the dining room helper and runner, title given to a Food and Beverage Service Attendant, National Certificate I
5. **BUSSED OUT** - taking out soiled plates/dishes from the dining area to dishwashing area
6. **CAFFE LATTE** – a type of coffee drink made with hot milk
7. **CAFFE MACCHIATO** – (also known as espresso macchiato) an espresso with a teaspoon of milk in it, and a small “spot” of foam on top of the crema, traditionally to show the beverage has milk in it – a “marked” espresso. This drink is the traditional variation.
8. **CAPPUCCINO** – an Italian beverage prepared with espresso coffee, hot milk and milk foam
9. **CAPTAIN FOOD AND BEVERAGE SERVICE ATTENDANT** - refers to the supervisor of The Food and Beverage Service Attendant, also refers to Food and Beverage Service Attendant, National Certificate Level I.
10. **COCKTAIL** - is a well-mixed drink made up of base liquor, a modifying ingredient as a modifier and special flavoring or coloring agents. It is usually an aperitif taken at leisure before a meal to whet the appetite.
11. **COMMIS** - refers to the category according to the extent of difficulty and complexity of skills and knowledge required for the job.
12. **COMMUNICATION** - the transfer of ideas through verbal and non-verbal communication
13. **CORDIAL/ LIQUEUR** - a spirits that are sweetened and flavor with natural flavors
14. **CUTLERY** – refers to knives and other cutting implements
15. **DEMITASSE** – a small cup used to serve Turkish coffee or espresso. It is half of a full coffee cup, a tasse.
16. **DISH OUT** - food taken from the kitchen to the dining area
17. **DISTILLATION** - a process involving continuous evaporation and condensation of liquid wherein higher alcohol content could be obtained

18. **ESPRESSO** – a concentrated coffee beverage brewed by forcing very hot, but not boiling, water under high pressure through coffee that has been ground to a consistency between extremely fine and coarse powder.
19. **FERMENTATION** - an action of yeast upon a sugar in solution, which breaks down the sugar into carbon dioxide and alcohol
20. **FLAMBE'** - flamed with spirit or liqueur
21. **FLATWARE** - it denotes all forms of spoons and forks
22. **FOOD AND BEVERAGE SERVICE ATTENDANT** - refers to the workers assigned in the service of food and beverage to the guests, also known as waiter.
23. **GARNISH** - an ingredient which decorates, accompanies or completes a dish. Many dishes are identified by the name of their garnishes
24. **HIGHBALL DRINK** - is a tall drink consisting of a shot of specified spirit with mixers such as sodas, water, etc. serve with cube ice in a highball glass
25. **HOLLOWWARE** – consists of any item made from silver e.g. teapots, milk jugs, sugar, basins, oval flats
26. **LATTE MACCHIATO** – steamed milk served in a glass with ½ shot espresso or less poured through it, leaving a “spot” of crema to indicate this is not a caffè latte, but a latte macchiato – “marked” milk.
27. **LEVEL / CLASS** - refers to the category according to the extent of difficulty and complexity of skills and knowledge required of the jobs.
28. **LONG OR TALL DRINK** - is a mixed drinks that are served in tall glasses
29. **MENU** - a list in specific order of the dishes to be served at a given meal
30. **MISE EN PLACE** - French term for having all ingredients in ready to use Preparation before service
31. **PRE-DINNER** - short mixed drinks that are basically dry in taste and are usually served before a meal to wet the appetite
32. **SILVERWARE** - tableware made of solid silver, silver gilt or silver metal. Silver plate made from single strip of plated metal
33. **SPIRITS** - are drinks obtained by distillation after fermentation from vegetables, grains, fruits, plants and other substance with sugar or starch-based
34. **TABLE NAPKIN** - an individual piece of linen which is used to protect the clothing or wipe the mouth during a meal

35. **TABLEWARE** - is a term recognized as embracing all items of flatware, cutlery, hollowware

36. **VIENNA** – a medium to dark roast of coffee

Other Terms Used :

- **Captain Waiter** – Chef de Etage
- **Chef** – a person who prepares food as an occupation in restaurant, private house, hotel
- **Dining Room Attendant** – Commis de Rang (busboy)
- **Director of Service** – Chef de Service
- **Head Waiter** – Chef de Salle
- **Waiter** – Chef de Rang/Demi Chef de Rang
- **Wine Steward** – Chef de Vin/Chef Sommelier

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