

Federal Democratic Republic of Ethiopia

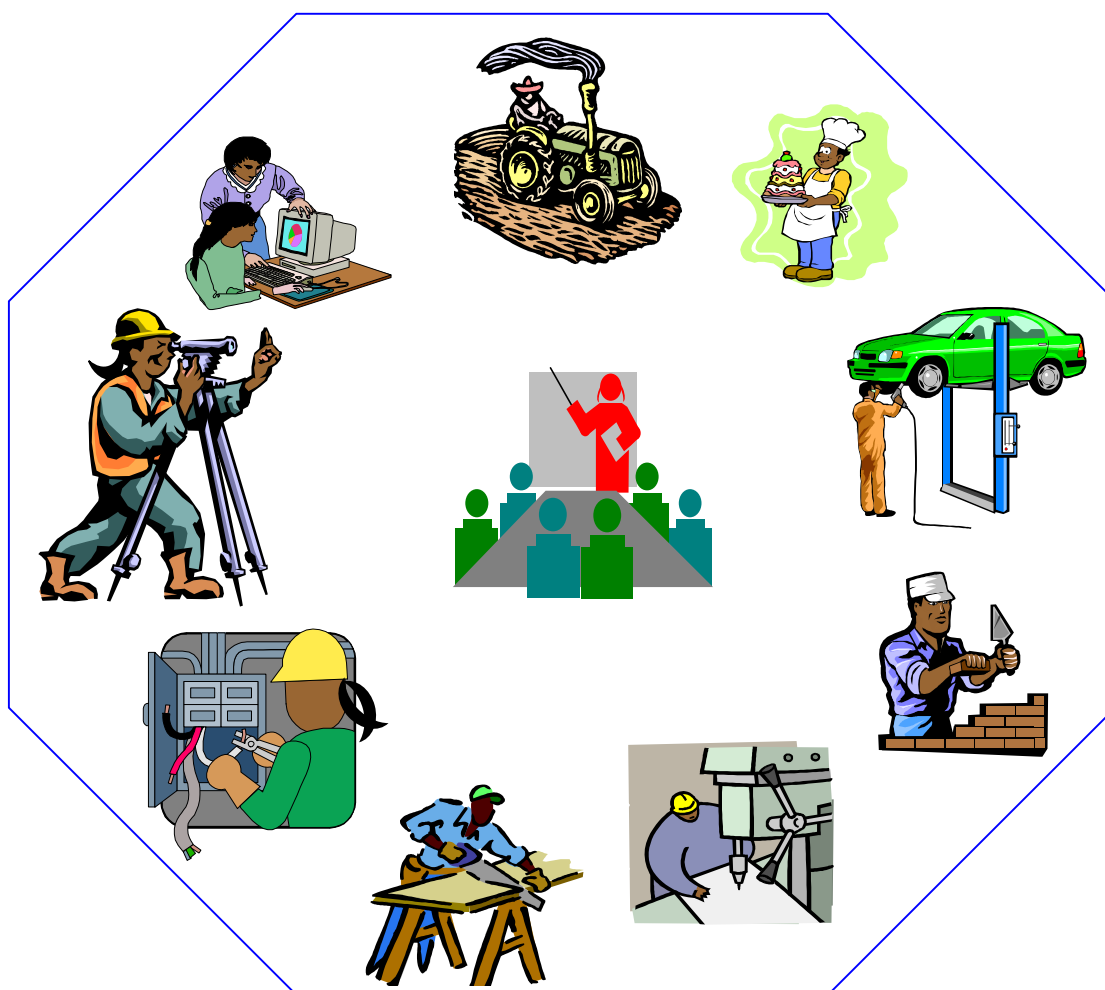
OCCUPATIONAL STANDARD



FOOD AND BEVERAGE SERVICE



NTQF Level III



*Ministry of Education
September 2012*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

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UNIT OF COMPETENCE CHART

Occupational Standard: Food and Beverage Service		
Occupational Code: CST FBS		
NTQF Level III		
CST FBS3 01 0912 Coach Others in Job Skills	CST FBS3 02 0912 Provide and Coordinate Food and Beverage Service	CST FBS3 03 0912 Prepare and Serve Cocktails
CST FBS3 04 0912 Provide Specialized Advice on Ethiopian Choice of Wines	CST FBS3 05 0912 Process Financial Transactions	CST FBS3 06 0912 Provide Silver Service
CST FBS3 07 0912 Provide specialist advice on food	CST FBS3 08 0912 Conduct a product tasting for alcoholic beverages	CST FBS3 09 0912 Provide guerdon service
CST FBS3 10 0912 Use Business Technology	CST FBS3 11 0912 Source and Present Information	CST FBS3 12 0912 Write Business Document
CST FBS3 13 0912 Deal with Conflict Situations	CST FBS3 14 0912 Communicate on the Telephone	CST FBS3 15 0912 Address Protocol Requirements
CST FBS3 16 0912 Interpret Financial Information	CST FBS3 17 0912 Process Accounts Payable and Receivable	CST FBS3 18 0912 Implement Food Safety Procedures
CST FBS3 19 0912 Control and Order Stock	CST FBS3 20 0912 Identify Hazards, and Assess and Control Safety Risks	CST FBS3 21 0912 Implement and Monitor Workplace Health, Safety and Security Practices
CST FBS3 22 0912 Originate and Develop a Concept	CST FBS3 23 0912 Provide for the Safety of Persons at Risk	CST FBS3 24 0912 Monitor and Control Individual and Crowd Behaviour

<u>CST FBS3 25 0912</u> Sell Products and Services	<u>CST FBS3 26 0912</u> Advise on Products and Services	<u>CST FBS3 27 0912</u> Monitor Implementation of Work plan / Activities
<u>CST FBS3 28 0912</u> Apply Quality Control	<u>CST FBS3 29 0912</u> Lead Workplace Communication	<u>CST FBS3 30 0912</u> Lead Small Teams
<u>CST FBS3 31 0912</u> Improve Business Practice	<u>CST FBS3 31 1012</u> Maintain Quality System and Continuous Improvement Processes (Kaizen)	

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Coach Others in Job Skills
Unit Code	CST FBS3 01 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with units in Training and Assessment Training Package, but reflects the situation in many workplaces where buddy systems and on-the-job coaching are extremely common.

Elements	Performance Criteria
1. Prepare for on-the-job coaching	1.1 Identify the need for coaching based on a range of factors . 1.2 Identify specific coaching needs through discussion with colleague to be coached. 1.3 Where appropriate, organise coaching sessions according to organisation policy.
2. Coach colleagues on the job	2.1 Explain the overall purpose of coaching to colleague. 2.2 Explain and demonstrate the specific skills to be coached. 2.3 Communicate clearly any underpinning knowledge required and check colleague's understanding. 2.4 Provide colleague with opportunity to practice the skill and ask questions. 2.5 Provide feedback in a constructive and supportive manner.
3. Follow up coaching	3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required. 3.2 Report progress to the appropriate person as required. 3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up.

Variable	Range
Factors that could influence the decision whether or not to conduct coaching may include:	<ul style="list-style-type: none"> request for coaching from colleague to be coached own observation and workplace experience direction from colleagues
Coaching sessions could be conducted in a range of	<ul style="list-style-type: none"> on-the-job during work hours before or after work in a simulated location away from the actual workplace
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contexts, including:	
Skills to be coached are generally those not requiring formal or extended training sessions, but short, commonly-used tasks such as:	<ul style="list-style-type: none"> • customer service skills • technical or practical skills, such as operating equipment, making something or completing documentation • selling or promoting products and services
Underpinning knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:	<ul style="list-style-type: none"> • ingredients or components of items • knowledge of products or services • principles underpinning skills such as communication and selling • reasons for undertaking various tasks • legislative, OHS and hygiene requirements
Performance problems or difficulties may be due to:	<ul style="list-style-type: none"> • shyness or lack of confidence • breakdown in communication • language or cultural barriers • insufficient opportunity to practise • inappropriate circumstances for coaching

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to provide supportive on-the-job coaching with constructive and supportive feedback • clarity in oral communication • knowledge of basic training principles • demonstration of coaching skills under normal workplace conditions, including real work tasks to coach others in and use of suitable equipment and materials
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • context for workplace coaching, including objectives, scope and relationship to other workplace activities • basic principles of training, such as explanation, demonstration, review, trainee explanation, trainee demonstration and feedback • equal employment opportunity (EEO) and other relevant legislation impacting on workplace coaching
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills, specifically the use of questioning techniques and clarity in oral communication • interpersonal skills to facilitate participation and encourage effective coaching outcomes • literacy skills to interpret workplace documentation as required by the job role

Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction with other people to whom coaching is provided • use of industry-current technology and documentation to support coaching activities
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct observation of the candidate coaching a colleague in a required work skill • role-plays in which the candidate demonstrates training techniques or communication skills, such as questioning and providing feedback • questions about training principles • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Provide and Coordinate Food and Beverage Service
Unit Code	CST FBS3 02 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to organise, prepare and service food, and alcoholic and non-alcoholic beverages to customers. It incorporates all aspects of organising, preparing and serving a variety of menu items, and alcoholic and non-alcoholic beverage items for a service period in a hospitality enterprise, using a range of service methods and team coordination skills. The unit integrates key technical and organisational skills required by a food and beverage attendant. It brings together the skills and knowledge covered in individual units and focuses on the way these must be applied in a commercial cafe, dining room or restaurant.</p> <p>It requires taking responsibility for own output, working as part of a team and taking limited responsibility for the work of others</p>

Elements	Performance Criteria
1. Coordinate, organize and prepare for food and beverage service	<p>1.1 Plan and follow a jobs checklist and work schedule, according to floor and bar staff roster and roles and responsibilities of team members.</p> <p>1.2 Plan room layout to accommodate reservations and effective work flow.</p> <p>1.3 Liaise with other team members on the table and room set-up, type of menu and style of service, and wine and drink list.</p> <p>1.4 Liaise with chef about menu, available portions and specials.</p> <p>1.5 Carry out <i>mise en place</i> according to enterprise procedures and requirements.</p> <p>1.6 Check bar and wine list stock levels, equipment cleanliness and quantity required for food and beverage service according to established systems and procedures</p>
2. Serve menu, bar and wine list items to customers	<p>2.1 Greet customers courteously and appropriately according to allocated table plan and provide relevant information.</p> <p>2.2 Recommend menu items, and alcoholic and non-alcoholic beverages to meet individual needs, special requests or dietary requirements of customers and up-sell as appropriate.</p> <p>2.3 Prepare alcoholic and non-alcoholic beverages and serve menu items and wines using appropriate service methods to meet customer expectations of quality, presentation and</p>

	<p>timeliness of delivery.</p> <p>2.4 Work cooperatively as part of the floor or bar team according to the work plan and delegate tasks appropriately.</p> <p>2.5 Follow workplace safety and hygiene procedures according to enterprise and legislative requirements.</p> <p>2.6 Provide quality customer service and deal appropriately with complaints according to enterprise procedures.</p> <p>2.7 Identify problems, determine possible solutions and take appropriate action to resolve the situation according to job role and enterprise procedures.</p> <p>2.8 Process accounts and payment according to enterprise procedures and farewell customers appropriately</p>
3. Coordinate and complete end of service procedures	<p>3.1 Coordinate end of service procedures according to enterprise procedures, OHS requirements and environmental considerations.</p> <p>3.2 Store food and beverage service items, equipment and commodities appropriately to minimize waste.</p> <p>3.3 Check bar closing stock, prepare a requisition for replacement stock and complete timesheets.</p> <p>3.4 Participate in debriefing sessions with colleagues where appropriate, identifying possible improvements.</p>

Variable	Range
Type of menu and style of service will vary according to enterprise and occasion but may include:	<ul style="list-style-type: none"> • set menu (table d'hôte) • à la carte • function requiring cocktail, finger food, set menu or buffet • cafe or bistro espresso coffee service • afternoon tea service • wine service • cocktail bar service • plate, semi-silver, silver or gueridon service
Mise en place may include:	<ul style="list-style-type: none"> • preparing bar garnishes, condiments and other commodities • preparing alcoholic and non-alcoholic beverage orders • collecting and checking the mise en place for silver or gueridon service • preparing gueridon items • organising service ware and equipment
Food and beverage service equipment may include:	<ul style="list-style-type: none"> • glassware for alcoholic and non-alcoholic beverages • ice buckets • crockery • cutlery • platters, lids and covers • service utensils

	<ul style="list-style-type: none"> • oven to tableware • condiments and condiment containers • linen • chairs • tables • food menus • wine, bar or cocktail lists • display materials • tea and coffee making equipment • espresso machine • electronic point-of-sale (POS) system with touch screen and/or PALM order pad • electronic funds transfer at point of sale (EFTPOS) equipment
Information provided to customers may include:	<ul style="list-style-type: none"> • food menu options, choices and specials • wine and cocktail drink list choices and specials • product knowledge of food, alcoholic and non-alcoholic beverages • local area knowledge and venue facilities
Special requests or dietary requirements may include:	<ul style="list-style-type: none"> • cultural needs and restrictions • specific dietary requirements related to medical requirements, such as food exclusions for allergies and medications, and diabetic and other diets • preferences for particular ingredients and cooking methods
Process accounts may include:	<ul style="list-style-type: none"> • depositing money in cash register, processing and giving change • using an electronic POS system with touch screen and/or PALM order pad • processing credit cards manually or EFTPOS • handing over account to the cashier to process
End of service procedures may include:	<ul style="list-style-type: none"> • safe storage of food and beverage items • cleaning procedures related to floor and bar areas and equipment • debriefing sessions, including quality service reviews • restocking • preparations for the next service period
Environmental considerations include:	<ul style="list-style-type: none"> • recycling and minimising waste • responsible disposal of waste • efficient energy use • efficient water use

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • collection of direct, indirect and supplementary evidence showing provision of integrated service for a minimum of 36 complete food service periods in order to address each of the
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	<p>required food and beverage service styles (cafe or bistro, table d'hôte, à la carte and functions), service periods (lunch, dinner and functions) and menu items</p> <ul style="list-style-type: none"> • serving a wide range of food and beverage items for a menu • ability to carry out a number of activities effectively and simultaneously • ability to deal with typical issues, such as workplace time constraints, late arrivals, no-shows, walk-ins and other problems • ability to meet, greet and interact positively with a diverse range of customers throughout the hospitality experience • ability to maintain the cleanliness and tidiness of work areas, including dealing with disposables and recyclables • ability to participate in the service process and work flow as part of a team and take responsibility for own work and the quality of outcomes • compliance with relevant legislative and regulatory requirements, OHS requirements and demonstrated health and safety practices
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • relevant legislative and regulatory requirements related to hygiene, health, safety, security and provision of hospitality products and services • current knowledge of food and beverage menu items offered by the enterprise
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • planning and organising work on the floor and in the bar environment, including: • prioritising, sequencing and monitoring tasks and procedures according to enterprise procedures • collecting information and resources • working within or setting timelines • integration and application of food and beverage service skills, including mise en place, service procedures, close down and customer relations • team coordination, task allocation and providing advice and support as required • using safe and hygienic work practices in relation to provision of food and beverage services and according to enterprise and legislative requirements • communication skills to read workplace documents, deal effectively with colleagues and customers, and solve problems • numeracy skills to calculate or estimate bills, stock requirements and required ingredients, materials or equipment

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Prepare and Serve Cocktails
Unit Code	CST FBS3 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and serve cocktails in a range of hospitality enterprises. Cocktails are drinks with a base, usually of one or more spirits, to which other ingredients are added

Elements	Performance Criteria
1. Promote cocktails to customers	<p>1.1 Encourage customers to buy cocktails according to enterprise policy.</p> <p>1.2 Use display materials appropriately to promote cocktails.</p> <p>1.3 Offer customers accurate information in a courteous manner about the style and range of cocktails available</p>
2. Prepare cocktails	<p>2.1 Select correct cocktail glassware and equipment and use them according to enterprise and industry standards.</p> <p>2.2 Make cocktails correctly and efficiently according to enterprise and industry recipes.</p> <p>2.3 Consider eye appeal, texture, flavor and required temperature in preparing cocktails.</p> <p>2.4 Consider options for new cocktails using suitable combinations of alcoholic and non-alcoholic ingredients, and develop them according to enterprise policy</p>
3. Present cocktails.	<p>3.1 Present cocktails attractively and maximize eye appeal.</p> <p>3.2 Use garnishes and decorations according to enterprise standards.</p> <p>3.3 Avoid wastage and spillage during service.</p>

Variable	Range
Display materials include:	<ul style="list-style-type: none"> • Cards • brochures • lists • photographs • any other materials used to promote cocktails
Range of cocktails must include:	<ul style="list-style-type: none"> • blended • shaken • stirred • built

	<ul style="list-style-type: none"> • floated
Cocktail equipment includes:	<ul style="list-style-type: none"> • shakers • jugs • standard and specialised cocktail glassware • stirrers and swizzles • blenders • ice crushers • glass chillers • ice shavers • cleaning equipment • bar towels • toothpicks
Recipes include those developed by the enterprise as well as traditional recipes such as:	<ul style="list-style-type: none"> • brandy Alexander • piña colada • brandy crusta • tom collins • champagne cocktail • martini • margarita • grasshopper • tequila sunrise • daiquiri • bloody mary • black velvet • whisky sour • white Russian • screwdriver
Alcoholic ingredients for cocktails include:	<ul style="list-style-type: none"> • spirits • fortified wines • liqueurs
Non-alcoholic ingredients for cocktails include:	<ul style="list-style-type: none"> • fruit and vegetables • fruit and vegetable juices • milk and cream • eggs • spices • sugar • sugar syrup • salt • cordials • bitters

Evidence Guide			
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • ability to prepare and present a variety of standard cocktails correctly and within an acceptable enterprise range, including examples of blended, shaken, stirred, built and floated 		
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	cocktails <ul style="list-style-type: none"> • preparation of quantities of cocktails within industry-realistic timeframes
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • recipes for the most popular traditional cocktails • typical alcoholic ingredients of cocktails • typical non-alcoholic ingredients of cocktails • range and variety of cocktail making equipment • range and variety of cocktail glassware • origins, nature and characteristics of: • spirits and liqueurs • vermouths, bitters and fortified wines • requirements of the relevant Federal or Regional Liquor Act in relation to service of alcohol
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • preparation and presentation of a variety of different cocktails • safe work practices and hygiene issues in relation to cocktail preparation and presentation • literacy skills to read cocktail recipes • numeracy skills to calculate quantities of ingredients for cocktails in multiple quantities, and costs for cocktails
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Provide Specialised Advice on Ethiopian Choice of Wines
Unit Code	CST FBS3 04 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide specialised advice on Ethiopian wines. It also includes some limited underpinning knowledge about imported wine types in the context of placing Ethiopian wines in a world marketplace

Elements	Performance Criteria
1. Evaluate Ethiopian wines	<p>1.1 Identify and explore the characteristics of a range of <i>Ethiopian wines</i> using the full range of <i>sensory evaluation techniques</i>.</p> <p>1.2 Review <i>other information</i> about viticulture and specific wine styles, regions and production methods to complement the sensory evaluation process</p> <p>1.3 Develop informed opinions about Ethiopian wines that support <i>work as a specialist in wine</i></p>
2. Handle, store and monitor Ethiopian wine products	<p>2.1 Store and cellar Ethiopian wine according to <i>particular requirements</i> of different wines.</p> <p>2.2 Monitor wine quality and recognize <i>impaired quality</i> based on in depth knowledge of Ethiopian wines.</p> <p>2.3 Where required, serve wine appropriately and at the correct temperature according to type and style of wine and customer preference.</p> <p>2.4 Decant wines using techniques appropriate to the variety, style and vintage of wine.</p>
3. Advise customers on Ethiopian wines	<p>3.1 Provide accurate information and assistance on different Ethiopian wine options.</p> <p>3.2 Discuss and debate wine characteristics, origins and production methods with customers, taking account of the customers' level of wine knowledge.</p> <p>3.3 Take account of <i>appropriate and ethical business considerations</i> when providing advice and make adjustments accordingly.</p> <p>3.4 Assist customers with wine selections according to taste, price preferences and other specific needs.</p> <p>3.5 Resolve issues with wine quality through accurate identification of faults and appropriate corrective action</p>

4. Extend and update own knowledge of Ethiopian wines	<p>4.1 Conduct formal and informal research to access current, accurate and relevant information about wines.</p> <p>4.2 Identify trends in customer tastes based on direct contact and workplace experience.</p> <p>4.3 Identify general trends in the wine market and apply to the workplace as appropriate.</p> <p>4.4 Provide assistance in the design, content and pricing of wine list as required.</p>
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Variable	Range
Sensory evaluation techniques must include:	<p>visual appraisal:</p> <ul style="list-style-type: none"> wine swirling and glass handling use of light and background intensity and type of color clarity identifying 'legs' or 'tears' to assess alcohol or glycerol content <p>smell or nose appraisal:</p> <ul style="list-style-type: none"> techniques for releasing aroma and bouquet recognizing 'off' odors assessing intensity of aromas describing smell characteristics (e.g. fruity, vegetal, spicy) assessing age <p>taste appraisal:</p> <ul style="list-style-type: none"> techniques for releasing wine flavors (sucking in air, swirling wine over taste buds) spitting techniques recognizing acidity, sweetness, weight or body, length, note, wine faults assessing balance of wine features on the palate
Other information may include:	<ul style="list-style-type: none"> promotional information details of production methods reference texts on wines product reviews presentation sessions from growers, wholesalers, distributors information on wines currently listed in the Ethiopian Wine and Brandy Corporation (AWBA) Register of Protected Names
Work as a specialist in wine may involve:	<ul style="list-style-type: none"> making presentations on wine selling wine to corporations selling wine to individuals conducting specialised wine tastings developing wine list suggestions providing winery tours

Particular requirements may relate to:	<ul style="list-style-type: none"> • temperature • humidity • stock rotation • shelf life • amount of UV light • vibrations
Impaired quality might relate to:	<ul style="list-style-type: none"> • oxidation • tartrates • cloudiness • cork faults • presence of hydrogen sulphide
Appropriate and ethical business considerations may include:	<ul style="list-style-type: none"> • profitability requirements • current stock • supplier arrangements • stock availability • range being promoted
Formal and informal research may include:	<ul style="list-style-type: none"> • talking to product suppliers, winemakers and vineyard managers • memberships of associations and industry bodies • reading general and trade media and supplier information • attending trade shows • attending wine tastings • reading wine reference books • using the internet

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • identification of different characteristics of Ethiopian wines using sensory evaluation techniques • knowledge of Ethiopian wines, as detailed under required knowledge • ability to maintain and extend current and relevant knowledge of Ethiopian wines and to apply that knowledge to different workplace activities
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • the full range of sensory evaluation techniques and their relevance to different types of wines • characteristics of major Ethiopian wines, including: • different wine types and their styles • different production methods • label terminology and interpretation • principal grape varieties used in wine types • how Ethiopian wines compare with imported wines in terms of general types and styles • general knowledge of Ethiopian geography in relation to its impact on wine growing

	<ul style="list-style-type: none">• climatic classification of Ethiopian grape-growing regions registered by the Geographical Indications Committee, including factors that influence the character of wine• wine production methods and variations for white, red, sparkling and fortified wines, including:• basic wine production steps and variations for different wines (harvesting, crushing, pressing, fermentation, clarification, maturing, bottling)• new world approaches to wine making• specific production techniques for white wine (additional clarification process - before and after fermentation, pressing, malolactic fermentation and oak usage)• specific production techniques for red wine (fermentation on the skins, maceration techniques such as pumping over, plunging down, heading down and rotary fermenters)• specific techniques for fortified wines• factors that affect the style and quality of wine, including:• climate• soil• grape variety• viticultural techniques• storage• vinification techniques• key structural components in wine and their impact on taste , including alcohol, tannin, sugar, fruit flavor• indicators of quality in wines and analysis and diagnosis of wine faults or impairments, including:• oxidation• tartrates• cloudiness• cork faults• presence of hydrogen sulphide• wine service techniques, including serving aged wines and processes for the decanting of wine• storage and cellaring requirements for a range of wines and reasons for these• contributing factors of a successful wine list• overview of the types of foods that match successfully with different wines		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none">• communication skills to articulate advice on wines, and to discuss and debate different ideas and opinions about wines• critical thinking skills to evaluate wide ranging information about wines and apply and adapt information to wine specialist activities• literacy skills to research and interpret detailed		
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	<p>information about wines from a variety of sources</p> <ul style="list-style-type: none"> • problem-solving skills to identify product faults and make judgments about appropriate remedial action
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Process Financial Transactions
Unit Code	CST FBS3 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to process simple financial transactions in a range of workplace contexts. Cash and other types of transactions are included in the unit.

Elements	Performance Criteria
1. Process receipts and payments	<p>1.1 Receive and check cash float accurately where appropriate using correct documentation.</p> <p>1.2 Check payments received from the customer and give correct change where appropriate.</p> <p>1.3 Prepare and issue accurate receipts including all relevant tax details.</p> <p>1.4 Process and record transactions according to organization and financial institution procedures.</p> <p>1.5 When cash payments are required, check documents and issue cash according to organization procedures.</p> <p>1.6 Conduct transactions using appropriate software applications.</p> <p>1.7 Conduct transactions to meet organization speed and customer service standards</p>
2. Reconcile takings	<p>2.1 Perform balancing procedures at the designated times according to organization policy and in consultation with colleagues.</p> <p>2.2 Where appropriate, separate any cash floats from takings prior to balancing procedure and secure according to organization procedures.</p> <p>2.3 Determine register or terminal reading or printout where appropriate.</p> <p>2.4 Remove payments received and transport according to organization security procedures.</p> <p>2.5 Count and calculate payments accurately.</p> <p>2.6 Determine balance between register or terminal reading and sum of payments accurately.</p> <p>2.7 Investigate or report discrepancies in the reconciliation within scope of individual responsibility.</p> <p>2.8 Record takings according to organization procedures.</p>

Variable	Range
Transactions may include:	<ul style="list-style-type: none"> • cash • credit cards • cheques • EFTPOS • deposits • advance payments • vouchers • company charges • refunds • travellers cheques • foreign currency
Balancing procedures may be:	<ul style="list-style-type: none"> • manual • electronic
Security procedures may relate to:	<ul style="list-style-type: none"> • process for taking cash from customers • managing floats, such as when to reduce cash held • maintaining low levels of cash in tills • rules for when and how cash should be counted • handling customer claims of short change • transporting takings to the bank • procedures in the event of a hold-up

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to conduct accurate and secure financial transactions • ability to balance transactions within acceptable organization timeframes • knowledge of security principles and procedures in relation to tender and other financial documentation • ability to work within time constraints typical of the industry environment, such as several people waiting to pay their bill • processing of multiple and varied transactions to address different situations and contexts
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • procedures for processing different types of transactions in the relevant industry context • underpinning principles of the reconciliation and balancing process • relevant software, such as point of sale • role and importance of the reconciliation and balancing process in a broader financial management context • security procedures for cash and other financial documentation • how GST affects financial transactions in a given industry context

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • problem-solving skills to identify and investigate a range of routine reconciliation discrepancies • literacy skills to read and interpret documentation, such as credit card details, receipts or cash float documentation • numeracy skills to tender correct change and undertake simple financial reconciliations
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Provide Silver Service
Unit Code	CST FBS3 06 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide full silver service in a restaurant. The unit has strong links to other specialist food and beverage units.</p> <p>Silver service standard refers to superior table service in a fine-dining setting where diners are provided with a high level of personalised attention and table service. Some menu items may also be served at the table rather than being ready plated in the kitchen. Menu items may either be prepared in the kitchen or at the table</p>

Elements	Performance Criteria
1. Prepare tables for silver service	<p>1.1 Prepare tables to silver service standard, with the appropriate equipment and utensils for a given menu.</p> <p>1.2 Set tables to silver service standard, with the appropriate crockery, cutlery, glassware and silverware.</p> <p>1.3 Change cutlery on the table in silver service style and at the appropriate time, to suit the customer's choice of menu items.</p>
2. Work in cooperation with kitchen staff	<p>2.1 Liaise with kitchen staff to ensure correct preparation, presentation and timing of meals.</p> <p>2.2 Establish an appropriate relationship between the chef and serving staff to ensure silver service between the kitchen and dining room is maintained effectively</p>
3. Use silver service techniques to serve meals	<p>3.1 Select correct utensils and equipment for silver service.</p> <p>3.2 Balance servers correctly and position them appropriately at the table for silver service.</p> <p>3.3 Serve food items correctly, using the appropriate silver service techniques.</p> <p>3.4 Portion and place food and condiments correctly, based on advice from kitchen or head waiter.</p> <p>3.5 Handle hot dishes carefully and provide advice to customers.</p>

Variable	Range
Prepare tables includes:	<ul style="list-style-type: none"> selecting and setting up linen, glassware, cutlery and crockery according to menu requirements polishing cutlery, glassware and crockery folding napkins using floral decorations or bud vases

	<ul style="list-style-type: none"> • chair placement
An appropriate relationship between the chef and food service staff includes:	<ul style="list-style-type: none"> • good and respectful communication • identification of particular needs and problems • timely lodgement of orders and requests to allow for preparation and garnishing of menu items
Utensils and equipment for silver service include:	<ul style="list-style-type: none"> • white cotton gloves • linen tablecloths and napkins • cutlery appropriate for given menu items to be served • wine baskets • service trays, platters and doilies • service cloths for wine service • heated plates and hot serving utensils • serving utensils • floral arrangements or bud vases • waiter's friend • carafes for decanting red wine • candles and matches or lighter • water jugs • gueridon • condiments and accompaniments • tea and coffee service • table crumber
Food items to be served include:	<ul style="list-style-type: none"> • meat and poultry • fish and seafood • hors d'oeuvres and appetisers • desserts and sweets • condiments and accompaniments • sauces • garnishes • cheese and dairy products • fruits • salads • vegetables • specialist items or cuisine

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to prepare for silver service and use silver service techniques to serve a variety of meals from all the major food groups, including service of entrees, main courses, accompaniments, desserts and cheeses and include all major food groups • knowledge of the importance of timing in silver service • provision of service across a full service period on various food service occasions to address a range of contexts and
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	food items
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • silver service techniques for all types of food • safety work practices and hygiene issues in relation to silver service • customer service and communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication • numeracy skills to calculate portions and quantities
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • silver service techniques for all types of food • safety work practices and hygiene issues in relation to silver service • customer service and communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication • numeracy skills to calculate portions and quantities
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Provide Specialist Advice on Food
Unit Code	CST FBS3 07 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and maintain in-depth knowledge of food and apply that knowledge to food service operations. The unit covers the development of knowledge and provision of advice on foods and menu items to customers. Demonstration of knowledge must cover a wide range of food and food items; however the depth, breadth and focus will vary according to enterprise requirements.</p> <p>Styles of menus to be developed or contributed to may be classical, contemporary or ethnic and may be formal or informal according to enterprise requirements. Special cultural groups may include any ethnic, cultural or religious group with special dietary requirements or sanctions.</p>

Elements	Performance Criteria
1. Advise on menu items	<p>1.1 Offer assistance with making food selections to customers courteously and with appropriate timing.</p> <p>1.2 Offer options and possible variations to customers where appropriate.</p> <p>1.3 Discuss, where appropriate, methods of cooking and different culinary styles with customers in clear and simple language.</p> <p>1.4 Respond to customers with special dietary or cultural needs, and provide accurate information and advice.</p>
2. Contribute to menu development	<p>2.1 Plan the content of menus in consultation with appropriate kitchen staff.</p> <p>2.2 Balance menu suggestions in terms of cost and variety to reflect the type of enterprise and regional location.</p> <p>2.3 Plan menus to take into account various dietary needs and cultural requirements of customers.</p> <p>2.4 Take into consideration customer feedback and preferences in the menu development process.</p> <p>2.5 Where appropriate, undertake consultation with those responsible for the development of wine lists.</p> <p>2.6 Where appropriate, develop menus to ensure required profit margin is obtained for the enterprise.</p> <p>2.7 Develop menus to ensure that format and design are clear, accurate and appropriate to enterprise needs.</p> <p>2.8 Take into consideration particular target groups when</p>

	developing menus
3. Update specialist food knowledge	<p>3.1 Conduct formal and informal research to access current, accurate and relevant information about food.</p> <p>3.2 Identify trends in customer needs based on direct contact and workplace experience.</p> <p>3.3 Identify general trends in the food market and apply information to the workplace.</p>

Variable	Range
Types of food for which knowledge is required must include:	<ul style="list-style-type: none"> • appetisers • soups • meat, fish and seafood • fruit and vegetables • sweets and desserts • cheeses • salads • sauces and accompaniments • dishes of varying ethnic and cultural origins
Information about food may include:	<ul style="list-style-type: none"> • local produce and specialities • menu items and specialities pertaining to the enterprise • local food outlets • festivals and promotions • industry and market trends in food
Types of menus include:	<ul style="list-style-type: none"> • à la carte • set menu (table d'hôte) • function or buffet
Dietary needs may include:	<ul style="list-style-type: none"> • food exclusions for allergies and food intolerance • vegetarian • modified sodium • low-fat or low-cholesterol • gluten-free • diabetic
Cultural requirements include:	<ul style="list-style-type: none"> • kosher • halal • vegetarian • Hindu.
Target groups may include:	<ul style="list-style-type: none"> • particular cultural or ethnic groups • aged • infants, children and adolescents • people with special needs • athletes
Formal and informal research may include:	<ul style="list-style-type: none"> • talking to chefs and cooks • talking to product suppliers • reading general and trade media • attending trade shows

	<ul style="list-style-type: none"> • attending food tastings • reading food reference books • internet
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • detailed knowledge of wide variety of food and menu items to a depth and level of familiarity sufficient to: • develop a coherent and interesting interpretation for customers • contribute to a menu development process • answer typical questions asked by customers • project or work activity that allows the candidate to demonstrate and apply food knowledge to meet a particular workplace need • ability to source and update relevant information to meet differing customer needs and to incorporate this information into the workplace context
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • commodity knowledge for a wide variety of food and menu items, including: <ul style="list-style-type: none"> ➢ methods of preparation, cooking and production ➢ ingredients ➢ origins and cultural background and issues ➢ suitability for different customers ➢ major suppliers ➢ typical or suitable accompaniments and garnishes ➢ presentation styles ➢ service styles ➢ compatibility with wines and other beverages • Dietary Guidelines for Ethiopian Adults, Dietary Guidelines for Children and Adolescents in Australia and commodity knowledge of ingredients suitable for basic nutritional and special dietary needs • dietary sensitivities, including food allergies and intolerance, diabetes and other medical conditions and medication regimes • the health and legal consequences of failing to address special requirements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • customer service and communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication • literacy skills to research information using various sources and to review material to assess how it may be used for menu development

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Conduct a Product Tasting for Alcoholic Beverages
Unit Code	CST FBS3 08 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to set up and conduct product tastings of alcoholic beverages.</p> <p>The focus of this unit is on the practical skills to set up and conduct a tasting, underpinned by a broad general knowledge of alcoholic beverage products and a specific knowledge of products being tasted</p>

Elements	Performance Criteria
1. Taste and evaluate alcoholic beverages	<p>1.1 Identify basic characteristics of alcoholic beverages using sensory evaluation techniques.</p> <p>1.2 Use information from evaluations in preparation for tastings</p>
2. Set up and serve tasting samples	<p>2.1 Set up tasting area, equipment and supplies according to hygiene and other safety requirements.</p> <p>2.2 Make tasting environment conducive to effective tasting.</p> <p>2.3 Prepare and open products using techniques appropriate to particular product characteristics.</p> <p>2.4 Pour and present product to the customer in accordance with legal requirements and workplace policies.</p> <p>2.5 Serve tasting samples in order that allows the customer to experience different product characteristics most effectively.</p> <p>2.6 Collect and dispose of tasting waste according to safety, hygiene and other enterprise requirements</p>
3. Interact with customers during tasting	<p>3.1 Proactively provide relevant and correct information on alcoholic beverage products to customers.</p> <p>3.2 Encourage customers to ask questions or provide opinions on products being served.</p> <p>3.3 Correctly answer common customer questions about alcoholic beverage products and provide appropriate assistance with selections.</p> <p>3.4 Encourage and facilitate responsible tasting by customers in accordance with Responsible Service of Alcohol provisions</p>
4. Handle and store alcoholic beverage products	<p>4.1 Handle alcoholic beverage products in a manner that ensures quality is maintained.</p> <p>4.2 Maintain opened products as required by product characteristics.</p> <p>4.3 Store and rotate products to ensure optimum quality and in</p>
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	<p>accordance with workplace procedures.</p> <p>4.4 Identify common beverage product faults and apply knowledge to work activities.</p>
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Variable	Range
Alcoholic beverages may include:	<ul style="list-style-type: none"> • still wines • fortified wines • sparkling wines • beer • spirits • liqueurs
Sensory evaluation techniques may include:	<ul style="list-style-type: none"> • sight, to check for clarity, brightness, and intensity and shade of colour • smell or nose, aroma and bouquet • taste components, including bitter, acid, salt, sweet and umami
Tasting area, equipment and supplies may include:	<ul style="list-style-type: none"> • glassware • spittoons or spit buckets • napkins • chilling equipment • ice • wine lists • light food • tasting notes • evaluation sheets • promotional and pricing literature • opening devices • tables and tableware
Common customer questions about alcoholic beverages may include questions about:	<ul style="list-style-type: none"> • food and beverage matching • cellaring requirements • optimum time to drink • comparisons between products • value for money
Common beverage product faults may include:	<ul style="list-style-type: none"> • cork problems (drying, shrinking, expansion, oxidation, bleeding and ageing) • haze • excessive hydrogen sulphide • tartrates • oxidation

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to set up and conduct a product tasting in accordance with relevant safety, hygiene and other workplace requirements

	<ul style="list-style-type: none">• effective interaction with customers• ability to provide accurate advice about products being tasted• knowledge of alcoholic beverages as specified under required knowledge		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none">• safety considerations for product tastings, including those around potential set-up hazards and use of glassware• correct and safe opening procedures for different types of bottled beverages• ways of ensuring conducive environment for tasting:<ul style="list-style-type: none">➢ maintaining appropriate temperature➢ neutralising odours➢ eradicating or reducing noise➢ optimising light conditions• hygiene requirements in relation to product tastings, including for handling and use of:<ul style="list-style-type: none">➢ glassware➢ spittoons➢ opened products➢ other tableware➢ requirements of the relevant state or territory Liquor Act in relation to service of alcohol (please note that this may be covered by completion of SITHFAB009A Provide responsible service of alcohol)• general knowledge of wines in relation to:<ul style="list-style-type: none">➢ Ethiopian and international wine types➢ general features of wine from main Ethiopian wine producing areas➢ compatibility of major Ethiopian and international wine styles to different types of food (general knowledge only)• main grape varieties and wine types, including:<ul style="list-style-type: none">➢ red, including cabernet sauvignon, shiraz, pinot noir and merlot➢ white, including semillon, sauvignon blanc, riesling and chardonnay➢ blended wines, including cabernet sauvignon, merlot, semillon and sauvignon blanc➢ sparkling wines➢ popular fortified wines, including sherry, port, muscat, vermouth, tokay and marsala➢ dessert wines• general knowledge of beers, spirits and liqueurs (including ready to drink products) in relation to:<ul style="list-style-type: none">➢ flavour and characteristics➢ differences between Ethiopian and imported products➢ glassware required for different types of beverage➢ general knowledge of non-alcoholic beverages➢ specific knowledge of products appropriate to the workplace		
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	<ul style="list-style-type: none"> ➤ general knowledge of storage and handling requirements for different alcoholic beverages ➤ content of beverage labels and how to interpret them
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • customer service and communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication • literacy skills to read and interpret labels and other general information about alcoholic beverages • literacy skills to read workplace policies and procedures relating to hygiene, safety, legal and enterprise requirements and RSA provisions • organizational skills to co-ordinate the set up and conduct of a tasting • problem-solving skills to respond to common wine product faults and routine customer service issues
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Provide Gueridon Service
Unit Code	CST FBS3 09 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide gueridon service in a restaurant. The unit has strong links to other specialist food and beverage units.</p> <p>A range of food and beverage items must be served on various food service occasions. This range will vary according to the enterprise but must include service of entrees, main courses, accompaniments, desserts and cheeses and include all major food groups</p>

Elements	Performance Criteria
1. Prepare and maintain gueridon trolleys and equipment	<p>1.1 Stock trolleys and display them correctly with clean implements, utensils and linen.</p> <p>1.2 Polish and clean equipment according to enterprise standards and hygiene requirements.</p> <p>1.3 Select food, alcohol and other ingredients according to menu and service requirements.</p> <p>1.4 Examine ingredients for quality and condition prior to display on the trolley.</p> <p>1.5 Present and display foods effectively using their colors, varieties and shapes to attract customers.</p> <p>1.6 Use promotional materials appropriately on trolleys.</p> <p>1.7 Position trolleys appropriately for customers to view.</p> <p>1.8 Clear trolleys and clean them hygienically and at the appropriate time</p>
2. Recommend and sell foods and dishes to customers	<p>2.1 Explain dish names correctly to customers, using appropriate language and terminology, to assist them in the selections of foods.</p> <p>2.2 Explain the nature and features of gueridon service to customers in clear, simple language as required.</p> <p>2.3 Name, explain and show ingredients of items and preparation methods correctly to customers to assist them in making selections</p>
3. Prepare and serve foods	<p>3.1 Prepare gueridon food dishes correctly to standard recipes according to hygiene and safety procedures.</p> <p>3.2 Carve and serve meats, fish and poultry as required according to customer preferences.</p>

	<p>3.3 Prepare appropriate accompaniments and finishing ingredients correctly.</p> <p>3.4 Involve customers in the preparation process and invite them to select ingredients, choose the finishing method and determine the size of portions.</p>
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Variable	Range
Trolleys include those set up for:	<ul style="list-style-type: none"> • desserts • flambé • salads • hors d'oeuvres • smoked salmon and meats to be carved
Equipment includes:	<ul style="list-style-type: none"> • flatware (cutlery) • carving boards • cooking and serving cutlery • linen • service crockery • fuel • towel for hand cleaning • lighter • burner • trolleys • bowls
Promotional materials include:	<ul style="list-style-type: none"> • wine lists • menus or recipes • advertising cards, flyers or brochures
Items to be served include:	<ul style="list-style-type: none"> • meat and poultry • fish and seafood • hors d'oeuvres and appetisers • desserts and sweets • condiments and accompaniments • sauces • garnishes • cheeses and dairy products • fruits • salads • wines • spirits • coffees • petits fours • cigars

Evidence Guide	
Critical aspects of	Assessment requires evidence that the candidate:

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Competence	<ul style="list-style-type: none"> • ability to prepare and serve a range of foods from the gueridon trolley, including preparation of entrees, main courses, accompaniments, desserts, cheeses and beverages • ability to use equipment safely, hygienically and according to manufacturer instructions • assessment on more than one occasion to address the required range of food and beverage items
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • origins and purpose of gueridon service • ranges and styles of service available • uses and functions of trolleys and equipment
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • safe work practices and hygiene issues relating to gueridon service • food trolley display techniques • gueridon cooking and carving techniques for all major food groups and menu items • numeracy skills to calculate portions and quantities for making salads and sauces
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Use Business Technology
Unit Code	CST FBS3 10 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organize information and data

Elements	Performance Criteria
1. Select and use technology	<p>1.1. Select appropriate technology and software applications to achieve the requirements of the task</p> <p>1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements</p> <p>1.3. Use technology according to organizational requirements and in a way which promotes a safe work environment</p>
2. Process and organize data	<p>2.1. Identify, open, generate or amend files and records according to task and organizational requirements</p> <p>2.2. Operate input devices according to organizational requirements</p> <p>2.3. Store data appropriately and exit applications without damage to or loss of, data</p> <p>2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications</p>
3. Maintain technology	<p>3.1. Identify and replace used technology consumables in accordance with manufacturer's instructions and organizational requirements</p> <p>3.2. Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organizational requirements</p> <p>3.3. Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person</p>

Variable	Range
Technology may include:	<ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives
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	<ul style="list-style-type: none"> • photocopiers • shredders • binders • laminators • cutters
Software applications may include:	<ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organizational requirements may include:	<ul style="list-style-type: none"> • correctly identifying and opening files • legal and organization policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices may include:	<ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
Storage of data may include:	<ul style="list-style-type: none"> • appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
Technology consumables may include:	<ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance may include:	<ul style="list-style-type: none"> • in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
Identifying equipment faults may include:	<ul style="list-style-type: none"> • checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • occupational health and safety (OHS) • organizational policies, plans and procedures, especially in regard to file-naming and storage conventions • organizational IT procedures including back-up and virus protection procedures • basic technical terminology in relation to reading help-files and manuals
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine technology problems
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Source and Present Information
Unit Code	CST FBS3 11 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need.

Elements	Performance Criteria
1. Find information	<p>1.1 Identify a range of current and accurate information sources appropriate to the information to be sourced.</p> <p>1.2 Access a range of information sources and assess for relevance and applicability.</p> <p>1.3 Obtain information within designated timelines</p>
2. Prepare and present information	<p>2.1 Review information and select content to suit the specific need.</p> <p>2.2 Draft text if required, including all appropriate information.</p> <p>2.3 Express information within the draft text clearly, concisely and accurately.</p> <p>2.4 Present information according to organization guidelines and in a format appropriate to the circumstances.</p> <p>2.5 Deliver information to the appropriate person within designated timelines.</p>

Variable	Range
Information to be sourced may include:	<ul style="list-style-type: none"> information from product suppliers, e.g. for sourcing a new supplier or product information from other departments in the organization , e.g. about available products or services customer service research, e.g. getting feedback from customers about a particular product or service product and service styles that would meet certain customer and market requirements availability of training courses information on new workplace systems or equipment
Information sources may include:	<ul style="list-style-type: none"> other colleagues and personnel product suppliers general and trade media trade shows and exhibitions industry associations industry marketing or research bodies customer feedback lectures and presentations
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	<ul style="list-style-type: none"> • could be print-based or electronic, including: <ul style="list-style-type: none"> ➤ reference books ➤ internet
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to find and review current and correct information on various topics related to the particular information need • ability to present information in a logical, well-organized and appropriate manner • sourcing and providing information within typical workplace time constraints that meet determined deadlines
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • types of information resources available for a range of topics and how to access them • methods of presenting information in a logical sequence and of an appropriate depth • alternative presentation formats for special needs groups, such as large print • organizational policies and procedures that relate to the presentation of information
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • basic research skills, encompassing: <ul style="list-style-type: none"> ➤ identifying sources of required information, such as internet and industry journals ➤ questioning and active listening skills to elicit information ➤ note taking ➤ sorting and processing information ➤ written and oral communication skills for conveying information clearly and concisely
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Write Business Documents
Unit Code	CST FBS3 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and produce a range of business documents expressing complex ideas and requiring varying and complex formats, e.g. formal reports

Elements	Performance Criteria
1. Determine document requirements	<p>1.1 In consultation with relevant others, clearly define the business document requirements, including purpose, audience, format, style, content and scope.</p> <p>1.2 Obtain specialist assistance where appropriate and within budget parameters</p>
2. Conduct research	<p>2.1 Conduct research according to the requirements of the document, using formal and informal data collection methods as appropriate.</p> <p>2.2 Analyze and assess data for relevance prior to incorporation into document, identifying key issues</p>
3. Prepare document	<p>3.1 Develop the document using a suitable format, structure and style according to document purpose and organization requirements</p> <p>3.2 Select and use appropriate technology and software to suit the requirements.</p> <p>3.3 Use a range of document presentation and graphic techniques to enhance impact and effectiveness of the information presented.</p> <p>3.4 Use language and style appropriate to the document and intended audience, ensuring clarity of information and ease of reading.</p> <p>3.5 Make recommendations for action where appropriate.</p> <p>3.6 Review and check the document prior to finalization to ensure it is accurate in content, free from spelling and typing errors, and meets all requirements.</p> <p>3.7 Adjust where necessary, and seek advice or comment from relevant others where appropriate.</p> <p>3.8 Publish the document in a format and style appropriate to the intended audience and purpose, and according to organization guideline</p>
4. Follow up document	<p>4.1 Present and circulate document for comment as required.</p> <p>4.2 Respond to any feedback and comments received, and</p>

	<p>adjust document where required.</p> <p>4.3 Submit document to relevant persons as appropriate.</p> <p>4.4 Maintain and file copies of all documents within a secure and ordered system and according to organization practices</p>
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Variable	Range
Business documents may include:	<ul style="list-style-type: none"> • reports • newsletters • submissions • proposals • project reviews • web pages • client databases • tenders • complex letters • project briefs • business and operational plans
Audience may include:	<ul style="list-style-type: none"> • colleagues • customers • clients • suppliers • government or business personnel • legal or professional bodies • general public
Specialist assistance may be sought for:	<ul style="list-style-type: none"> • facts and information • instructions • formats and designs • legal or financial advice • further sources of information and specialist advice
Research may include:	<ul style="list-style-type: none"> • formal and informal • primary and secondary sources • interviews and focus groups • conferences and seminars • library research • statistics, reports and other business or government documents • internet search • review of catalogues, brochures and industry journals • market research, such as surveys and questionnaires
Technology and software may include:	<ul style="list-style-type: none"> • computers • modems • scanners • photocopiers • printers • word processing

	<ul style="list-style-type: none"> • graphic design
Document presentation techniques may include:	<ul style="list-style-type: none"> • font size and style • headings • layout • use of space • use of bullet lists, numbers and other graphic devices • pagination • use of tables of content, divider sheets, footnotes, endnotes, referencing, appendices and other literary conventions • use of organization stationery • type of binding, e.g. ring binder, spiral bound, wire bound, stapled or clipped • covers and coversheets • paper type and weight • logos, copyright information, etc.
Graphic techniques may include:	<ul style="list-style-type: none"> • photographs • drawings • maps • diagrams • illustrations • cartoons • graphs and charts

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • preparation and presentation of written documents that express ideas and concepts clearly, concisely and correctly • ability to adapt tone, format, style and language to suit purpose and audience • preparation of multiple business documents covering complex issues and addressing different communication needs • preparation of a suitable range of business documents which could include reports, newsletters, submissions, proposals, project reviews, tenders, and business and operational plans • development of business documents within typical workplace time constraints that meet determined deadlines
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • current business practices related to preparing and presenting documents, including report formats, structures and styles for commonly-used business documents • organization policies or guidelines and requirements for document design • design, layout and graphic presentation techniques for business documents, including alternative presentation formats for special needs groups, such as large print

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research skills, including academic research conventions and accessing research outside the immediate experience and expertise of the individual • critical thinking skills to allow for interpretation and rational and logical analysis of all research information collected, including input from colleagues and external specialists • communication skills to obtain specialist assistance and to seek and provide feedback • high-level written communication skills to express and explain varied and complex issues in business documents • proof reading and editing skills
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Deal with Conflict Situations
Unit Code	CST FBS3 13 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to resolve conflict situations with customers and colleagues. It also describes the resolution of escalated complaints. The unit covers the conflict resolution skills required to address conflicts that may arise in day-to-day work situations. It does not cover formal negotiation, counselling or conducting mediation

Elements	Performance Criteria
1. Identify conflict situations	<p>1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation.</p> <p>1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened and organize appropriate assistance.</p> <p>1.3 Identify and use resources to assist in managing conflict where appropriate and according to organization policy and procedures</p>
2. Resolve conflict situations	<p>2.1 Take responsibility for finding a solution to the conflict within scope of individual responsibility.</p> <p>2.2 Deal with conflict sensitively, courteously and discreetly and take steps to minimize impact on other colleagues and customers.</p> <p>2.3 Use effective communication skills to assist in management of the conflict.</p> <p>2.4 Encourage all points of view, acknowledge them and treat them with respect.</p> <p>2.5 Establish and agree on the nature and details of the conflict with all parties and assess the impact of the situation on them.</p> <p>2.6 Determine possible options to resolve the conflict and promptly analyze and decide on the best solution in agreement with all parties, taking into account any organization constraints.</p> <p>2.7 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions.</p> <p>2.8 Complete any necessary documentation accurately and legibly within time constraints</p>

3. Evaluate conflict situations	<p>3.1 Seek and provide feedback on the conflict and its resolution where possible with the parties involved.</p> <p>3.2 Evaluate and reflect on the situation and effectiveness of the solution.</p> <p>3.3 Determine possible causes of workplace conflict and provide input for workplace enhancement and improvements</p>
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Variable	Range
Conflict situations may relate to:	<ul style="list-style-type: none"> customer complaints conflict among work colleagues refused entry drug or alcohol-affected persons ejection from premises problems or faults with a service or product delays or poor timing of product or service supply misunderstandings or communication barriers difficult or demanding customers customers with different or special needs or expectations
Situations where personal safety of customers or colleagues may be threatened and assistance required may involve:	<ul style="list-style-type: none"> drug or alcohol-affected persons people with guns or arms situations where someone has been or may be hurt people who appear to be violent or are threatening situations where customers refuse to leave or be pacified
Customers or colleagues may be from a range of cultural backgrounds and may include:	<ul style="list-style-type: none"> workmates hospitality or tourism customers outside contractors suppliers
Resources to assist in managing conflict may include:	<ul style="list-style-type: none"> senior staff other staff members internal security staff or police counsellors
Communication skills include:	<ul style="list-style-type: none"> listening and active listening questioning techniques, such as asking the right question to elicit the other parties' needs asking questions to gain information, clarify ambiguities and adequately understand requirements rephrasing and repeating questions, requests and statements to confirm that they have been correctly understood empathising with the colleague or customer's situation while upholding organization policy assertiveness non-verbal communication and recognition of non-verbal

	signs <ul style="list-style-type: none"> • ability to speak clearly to be understood and use appropriate language, style and tone
Organization constraints may include:	<ul style="list-style-type: none"> • costs and budgets • organization policy on refunds or exchange • lack of availability of replacement items, services or tickets
Conflict resolution techniques may include:	<ul style="list-style-type: none"> • problem-solving • negotiation • use of appropriate communication skills
Causes of workplace conflict may include:	<ul style="list-style-type: none"> • poor communication • lack of information • changes to practices and procedures • cultural misunderstanding • lack of empathy • complaints • workplace problems and issues
Conflict situations may relate to:	<ul style="list-style-type: none"> • customer complaints • conflict among work colleagues • refused entry • drug or alcohol-affected persons • ejection from premises • problems or faults with a service or product • delays or poor timing of product or service supply • misunderstandings or communication barriers • difficult or demanding customers • customers with different or special needs or expectations

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • knowledge of conflict resolution techniques • ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the job role and workplace
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • types of conflict that typically occurs and typical causes • conflict theory, including signs, stages, levels, factors involved and results • group processes and roles people play • organizational structures, and workplace cultures and policies • organization policy and procedures on conflicts and complaints, including any reporting requirements • relevant regulatory, industrial and legislative requirements related to the handling of disputes, dealing with drug or

	alcohol-affected persons, situations where customers must be refused entry, ejection from premises and security provision
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to determine details and causes of the conflict through observation, questioning and active listening • conflict resolution skills and strategies incorporating communication skills of: <ul style="list-style-type: none"> • -assertiveness • -listening • non-verbal communication • language style • problem-solving • negotiation • ability to follow procedures for handling complaints
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Communicate on the Telephone
Unit Code	CST FBS3 14 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to communicate effectively on the telephone. It requires the ability to make and receive calls, to take messages on behalf of other people and to use the main features of a telephone correctly

Elements	Performance Criteria
1. Respond to incoming telephone calls	<p>1.1 Answer telephone calls promptly, clearly and politely according to organization standards.</p> <p>1.2 Offer friendly assistance to the caller and establish the purpose of the call.</p> <p>1.3 Repeat call details to the caller to confirm understanding.</p> <p>1.4 Answer caller enquiries promptly or transfer caller to the appropriate location and person.</p> <p>1.5 Where necessary, record caller requests and information and pass on to the appropriate department or person for follow-up.</p> <p>1.6 Relay messages accurately to the nominated person within appropriate timelines.</p> <p>1.7 Report threatening or suspicious phone calls promptly to the appropriate person and according to organization procedures.</p> <p>1.8 Use language, tone and volume appropriate to the nature of the phone call</p>
2. Make telephone calls	<p>2.1 Obtain correct telephone numbers.</p> <p>2.2 Establish clearly the purpose of the call prior to calling.</p> <p>2.3 Use telephone equipment correctly in order to establish contact.</p> <p>2.4 Communicate clearly your name, company and reason for calling.</p> <p>2.5 Be polite and courteous at all times.</p> <p>2.6 Document outcome of telephone call if required according to organization standards</p>

Variable	Range
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Telephone calls may take place in a range of different contexts, including:	<ul style="list-style-type: none"> • office • reception area • on tour • in a restaurant or kitchen • on site • with customers • with colleagues • with suppliers
Telephone equipment may include:	<ul style="list-style-type: none"> • single or multiple line telephone systems • switchboards • mobile phones • landlines

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • making and receiving telephone calls using telephone equipment correctly • courteous and friendly telephone service • clear and concise verbal and written communication • making and receiving calls on multiple occasions, communicating on different matters and with different types of callers to ensure consistency of performance
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles of effective communication in relation to listening, questioning and verbal communication • organization 's policies and procedures relating to telephone communication, and the recording and passing on of messages
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to use the technical features of a specific telephone system correctly • oral communication skills to convey meaning clearly and concisely and interpret the requirements of incoming callers • interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds • literacy and writing skills to record messages
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Address Protocol Requirements
Unit Code	CST FBS3 15 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to address protocol requirements in a broad range of business activities. The unit focuses on basic research skills to acquire a knowledge and understanding of protocol requirements within diverse business, social and cultural contexts, as well as the ability to use that knowledge in a practical workplace context

Elements	Performance Criteria
1. Source information on appropriate protocol	<p>1.1 Assess the need for protocol to be followed in given work contexts.</p> <p>1.2 Identify relevant sources of protocol information.</p> <p>1.3 Interpret relevant protocol information to inform work practice.</p>
2. Integrate appropriate protocol procedures into work activities	<p>2.1 Identify specific work activities that require appropriate use of protocol in a timely manner.</p> <p>2.2 Integrate the correct use of protocol into work activities.</p> <p>2.3 Liaise with colleagues and other stakeholders to determine appropriate protocol requirements.</p> <p>2.4 Provide appropriate information on protocol to relevant colleagues and stakeholders</p>
3. Update knowledge of protocol	<p>3.1 Identify and use opportunities to update protocol knowledge.</p> <p>3.2 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day working activities</p>

Variable	Range
Work contexts that require consideration of protocol issues may include:	<p>event organization , including:</p> <ul style="list-style-type: none"> • civic receptions • formal parades • freedom of city ceremonies • national day receptions • citizenship ceremonies • private functions • general business administration • marketing

Sources of protocol information may include:	<ul style="list-style-type: none"> libraries internet federal, state or territory, and local government protocol departments Ethiopian nation and nationalities Land Councils Ethiopian Day Councils Office of the United Nations.
Specific work activities that require integration of protocol may include:	<ul style="list-style-type: none"> issuing invitations preparing running sheets preparing briefing papers liaison with dignitaries and officials correspondence to dignitaries and officials providing various services during the conduct of an event, including on-site management and service of food and beverage
Opportunities to update protocol knowledge may include:	<ul style="list-style-type: none"> informal networking with colleagues reading relevant journals internet research

Evidence Guide			
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> knowledge of where to source accurate information on protocol for specific situations knowledge of appropriate protocols ability to apply protocol knowledge to a specific workplace requirement 		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> importance and role of protocol in different business situations key sources of information on protocol main types of civic functions held in Ethiopian Ethiopian honours system, including order of precedence, ranks and forms of address, and wearing of honours and medals appropriate protocols for the involvement of Indigenous Ethiopians and other cultural groups in business activities correct use of national and state symbols, including flags, anthems and military salutes forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication protocol procedures for different types of event, including: <ul style="list-style-type: none"> invitations to VIPs arrival procedures, including for heads of state or government officials introduction protocols and order of speakers order of precedence for official guests 		
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	<ul style="list-style-type: none"> • seating arrangements • dress styles
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research skills to identify and access information on protocol • literacy skills to interpret protocol information • numeracy skills to work with concepts around order and timing, such as for speakers or dignitaries
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Interpret Financial Information
Unit Code	CST FBS3 16 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. The unit focuses on understanding key financial terminology, different types of financial reports and on how financial information is used in the management of a business

Elements	Performance Criteria
1. Access and interpret financial information	<p>1.1 Identify and use relevant business performance indicators and benchmarks for decision-making purposes.</p> <p>1.2 Identify the range of financial information and reports required to monitor business performance effectively on a day-to-day operational management level.</p> <p>1.3 Access and review relevant financial information at appropriate times according to organization policy and financial reporting periods.</p> <p>1.4 Interpret financial information correctly</p>
2. Apply financial information to work activities	<p>2.1 Identify financial information that applies to particular areas of work operation.</p> <p>2.2 Review financial information in terms of its impact on day-to-day work operations and take action accordingly.</p> <p>2.3 Share appropriate financial information with colleagues in a timely manner.</p>

Variable	Range
Financial information:	<p>must include:</p> <ul style="list-style-type: none"> • source documents • journal entries • transaction reports • account summaries and balances • balance sheets • profit and loss statements • invoices • budget reports • expenditure reports (labor or non-labor) <p>may include:</p> <ul style="list-style-type: none"> • trial balance • receivable reports

	<ul style="list-style-type: none"> • purchase summary reports • stock reports • variance reports • wastage reports • sales reports • supporting reports, such as covers, occupancy rates, staff costs and units sold • business activity statements • labor and wages reports • cash flow reports • bank statements • bank deposit documentation • merchant statements • transaction exemption reports • cheque books • credit card transaction statements • banking summaries • merchant summaries
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • understanding of the accounting process and of key accounting terminology • ability to interpret financial information and determine the relationship between the information and the performance of a business
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • understanding of the basic features of accounting and how it provides information for business management, including: <ul style="list-style-type: none"> ➤ charts of accounts and account categories, such as assets, liabilities, equity, cost of sales, income and expense ➤ basic rules underpinning double-entry accounting and the concept of debits and credits ➤ accrual versus cash accounting ➤ profit and loss statements and balance sheets as key financial statements used to measure business performance, including their role; how these reports are generated; and the format, features and key information an operational manager should look for ➤ reporting periods, including variations different financial years observed by different businesses ➤ concept of reconciliations ➤ concept of costing, including fixed and variable costs ➤ general features of computerised accounting packages, including the types of packages suitable for different

	<p>industry sectors</p> <ul style="list-style-type: none"> • overview of the financial record-keeping process and key terminology, including: <ul style="list-style-type: none"> ➤ ledgers, subsidiary ledgers and journals ➤ transactions, receipts and disbursements ➤ invoices, accounts payable, debtors and creditors ➤ reconciliations, including purpose, different types of reconciliation and the impact of un presented cheques, bank charges, direct debits and credits on reconciliations ➤ cash flow ➤ financial terminology used specific to different industry sectors, e.g. average spend, cover, ullage and Travel Compensation Fund requirements ➤ overview of GST accounting and reporting processes for business and the impact of this on day-to-day operations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • critical thinking skills to evaluate financial information and determine its impact and importance for day-to-day workplace operations • literacy skills to interpret a wide range of business documentation • numeracy skills to interpret and use financial reports
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Process Accounts Payable and Receivable
Unit Code	CST FBS3 17 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable

Elements	Performance Criteria
1. Maintain financial journal systems	<p>1.1. Check source documents for accuracy and appropriate authorization</p> <p>1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organizational policy and procedures</p> <p>1.3. Enter transactions into cash and credit journal system in accordance with organizational policy and procedures, and relevant legislation and compliance requirements</p> <p>1.4. Total credit journals in accordance with organizational policy and procedures</p>
2. Prepare bank reconciliations	<p>2.1. Check cash journals against bank statements to identify differences</p> <p>2.2. Update cash journals with relevant data from bank statement/s</p> <p>2.3. Identify discrepancies and refer to appropriate staff member, organization or agency</p> <p>2.4. Total cash journals in accordance with organizational policy and procedures</p> <p>2.5. Prepare regular reconciliation reports within designated time lines</p>
3. Maintain accounts payable and accounts receivable systems	<p>3.1. Enter transactions into individual accounts payable and accounts receivable, in accordance with organizational policy and procedures, and accounting requirements</p> <p>3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organizational requirements</p> <p>3.3. Reconcile schedules accounts payable and accounts receivable with journal data or general ledger, in accordance with organizational requirements</p>
4. Process payments for accounts	<p>4.1. Reconcile accounts payable statements with accounting records, in accordance with organizational policy and</p>

payable	<p>procedures</p> <p>4.2. Check payment documentation for accuracy of information and discrepancies and rectify errors, in accordance with organizational requirements</p>
5. Prepare statements for accounts receivable	<p>5.1. Produce and check accounts receivable statements for accuracy of content in accordance with organizational policy and procedures</p> <p>5.2. Rectify discrepancies and statements dispatched within designated time lines</p>
6. Follow up outstanding accounts	<p>6.1. Maintain accounts receivable ledger system, in accordance with organizational requirements, to reflect current credit situation</p> <p>6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organizational requirements</p> <p>6.3. Report or follow-up outstanding accounts in accordance with organizational policy and procedures</p> <p>6.4. Monitor and review credit terms in accordance with credit policy and procedures</p>

Variable	Range
Source documents may include:	<ul style="list-style-type: none"> • adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
Transactions may include:	<ul style="list-style-type: none"> • capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors • payments to creditors • petty cash transactions

	<ul style="list-style-type: none">• purchases paid by cheque• returns• withdrawal of cash by owner		
Journal system may include:	<ul style="list-style-type: none">• cash payments journal• cash receipts journal• purchases journal• purchases returns journal• sales journal• sales returns journal		
Systems may include:	<ul style="list-style-type: none">• computerised• manual		
Relevant legislation and compliance requirements may include:	consumer: <ul style="list-style-type: none">• codes of practice• Ethiopian Consumer Credit Code• privacy laws• secrecy laws competition: <ul style="list-style-type: none">• Ethiopian Competition and Consumer Commission (ACCC), National Competition Policy prudential: <ul style="list-style-type: none">• commonwealth Bills of Exchange Act 1909• commonwealth Cheques and Payment Orders Act 1986• commonwealth Financial Transaction Reports Act 1988• commonwealth Land Tax Assessment Act 2002• commercial tenancies laws• corporate law• Credit Reference Association of Ethiopian (CRAA)• Electronic Funds Transfer (EFT) Code of Conduct• Financial Institutions (FI) Code• payroll tax assessment laws and regulations• prescribed payments laws and regulations• stamp duties laws• taxation assessment laws		
Discrepancies may include:	<ul style="list-style-type: none">• bank charges• direct deposits• direct payments• dishonoured cheques• interest		
Accounts payable and accounts receivable systems may include:	<ul style="list-style-type: none">• accounts payable schedule• accounts payable subsidiary ledger• accounts receivable schedule• accounts receivable subsidiary ledger		
Journal data may include:	<ul style="list-style-type: none">• accounts payable data from cash payments journal• accounts receivable data from cash receipts journal• purchases journal total• purchases returns journal total• sales journal total		
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	<ul style="list-style-type: none"> • sales returns journal total
Checking payment documentation may include:	<ul style="list-style-type: none"> • attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
Accounts receivable statements may include:	<ul style="list-style-type: none"> • any payments received allocated on an invoice by invoice basis • computerised system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
Credit terms may include:	<ul style="list-style-type: none"> • arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • maintaining journals and subsidiary ledger systems • accurately entering data into journal and subsidiary ledger system • reconciling subsidiary ledger system with journal or general ledger data
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ Ethiopian Taxation Office regulations ➤ Goods and Services Tax (GST) regulations ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ finance legislation ➤ privacy laws ➤ occupational health and safety • limit of scope of own responsibility organizational accounting systems and procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • numeracy skills to: <ul style="list-style-type: none"> ➤ use knowledge of mathematical concepts

	<ul style="list-style-type: none"> ➤ interpret, compare and calculate with whole numbers and money ➤ use decimal fractions and percentages • problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Implement Food Safety Procedures
Unit Code	CST FBS3 18 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food within a range of service industry operations. It requires the ability to follow predetermined procedures as outlined in an organization food safety program. This unit of competency complies with the legislative requirements for food safety and safe food handling practices as outlined in the Code.</p> <p>The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements differ between state and territory governments.</p> <p>In some cases food handlers and especially designated food safety supervisors, may be required to formally achieve competence in implementing safe food handling practices through a registered training organization that must use this unit as the basis for their training.</p>

Elements	Performance Criteria
1. Implement procedures for food safety	<p>1.1 Access and use the relevant documents from the organization food safety program.</p> <p>1.2 Follow all food safety policies and procedures correctly and consistently according to organization food safety program requirements to ensure compliance of all food handling practices.</p> <p>1.3 Control all food hazards at critical control points.</p> <p>1.4 Complete any food safety monitoring processes and complete documents as outlined in the food safety program.</p> <p>1.5 Identify and report any practices that are inconsistent with the food safety program.</p> <p>1.6 Take any corrective actions within scope of job responsibility for incidents where food hazards are found not to be under control.</p>
2. Store food safely	<p>2.1 Select food storage conditions appropriate to the specific food type.</p> <p>2.2 Store food in the appropriate environmental conditions so that it is protected from contamination and to ensure its freshness, quality and appearance.</p>

	<p>2.3 Store food at appropriately controlled temperatures and ensure that any frozen items remain frozen during storage.</p> <p>3 Prepare food safely.</p> <p>3.1 Prepare food in a safe manner to ensure that it is protected from contamination.</p> <p>3.2 Use cooling and heating processes that will not adversely affect the microbiological safety of the food.</p> <p>3.3 Monitor temperature of food throughout the preparation process to achieve microbiological safety of the food at all times.</p> <p>3.4 Ensure the safety of food prepared, served and sold to customers under other conditions</p>
3. Provide safe single use items	<p>4.1 Store, display and provide single use items so that they are protected from damage and contamination.</p> <p>4.2 Do not re-use items intended for single use</p>
4. Maintain a clean environment	<p>5.1 Clean and sanitise equipment, surfaces and utensils used during food handling process.</p> <p>5.2 Use appropriate containers and do not allow the accumulation of garbage and recycled matter.</p> <p>5.3 Identify and report any equipment that requires cleaning or maintenance to ensure its cleanliness and safe operation.</p> <p>5.4 Dispose of any chipped, broken or cracked eating, drinking or food handling utensils or report these if disposal is outside scope of responsibility.</p> <p>5.5 Take measures within scope of responsibility to ensure food handling areas are free from animals and pests and report any incidents of animal or pest infestation.</p>
5. Dispose of food safely	<p>6.1 Mark and keep separate from other foodstuffs any food identified for disposal until disposal is complete.</p> <p>6.2 Dispose of food promptly to ensure no cross-contamination of other foodstuffs.</p>

Variable	Range
Policies and procedures may relate to:	<ul style="list-style-type: none"> • food receiving, storage, preparation, display, service and disposal • methods of food hazard control for each critical point • systematic monitoring of hazard controls and record keeping • personal hygiene, suitable dress and personal protective equipment and clothing • record maintenance

	<ul style="list-style-type: none"> • corrective actions when hazards are found not to be under control • pest control • cleaning and sanitation • equipment maintenance
Food hazards may be:	<ul style="list-style-type: none"> • anything related to food, including work practices and procedures, that have a potential to harm the health or safety of a person • actual or potential • chemical, microbiological or physical • any food contaminated with chemical or microbiological elements • foods highly susceptible to microbiological contamination • food containing bacteria, moulds and yeast • food containing broken glass, metal or foreign objects • food containing chemicals and natural poisons <ul style="list-style-type: none"> ➢ insects and vermin ➢ processes where food is vulnerable to contamination including: <ul style="list-style-type: none"> • requirements for food to be touched by hand • requirements for re-thermalisation or defrosting • displays of food and buffets • working with temperatures that promote the rapid growth of micro-organisms
Critical control points are those where there is high risk of contamination or food spoilage, including:	<ul style="list-style-type: none"> • receiving • storing • preparing • processing • displaying • packaging • serving • transporting • disposing
Food safety monitoring may involve:	<ul style="list-style-type: none"> • monitoring and recording temperature of cold and hot storage equipment • monitoring and recording food temperatures using a temperature probe • checking and recording that food is stored within appropriate time limits of receipt of goods • visual examination of food for quality review • bacterial swabs and counts • chemical tests
Incidents where food hazards are found not to be under control may include:	<ul style="list-style-type: none"> • food poisoning • customer complaints • misuse of single use items • stocks of out-of-date foodstuffs • spoilt or contaminated food

	<ul style="list-style-type: none"> • unclean equipment • existence of pests and vermin
Food types may include:	<ul style="list-style-type: none"> • eggs • dairy • meat and fish • fruit and vegetables • dried goods • frozen goods
Food prepared, served and sold to customers under other conditions may involve:	displaying any type of food for self-service, such as: <ul style="list-style-type: none"> • buffets • salad bars • condiments • tea and coffee • providing drink dispensing equipment • pre-packaging food items • displaying and selling pre-packaged food
Ensuring the safety of food served and sold to customers under other conditions may involve:	<ul style="list-style-type: none"> • supervising the display of food to prevent contamination by customers • removing contaminated food without delay • providing separate serving utensils for each dish • providing protective barriers • displaying food under temperature control • using packaging materials suitable for use on the particular foodstuff • ensuring that packaging is not damaged during packaging or display process • ensuring that damaged packaging does not allow contamination
Items intended for single use may include:	<ul style="list-style-type: none"> • disposable cutlery, e.g. plastic or wooden spoons or stirrers • disposable plates, mugs, cups and bowls • individually packaged sugars • individually packaged condiments, e.g. tomato sauce • individually packaged jams and spreads • individually packaged serves of coffee, tea and whitener • face wipes and serviettes
Maintenance to ensure cleanliness and safe operation of equipment may involve:	<ul style="list-style-type: none"> • removal of food waste • removal of grease • removal of dirt • removal of animal or pest waste and cleaning of affected area • recalibration of measurement and temperature controls
Food identified for disposal may be:	<ul style="list-style-type: none"> • subject to recall • not safe, or suspected of not being safe, for consumption • destroyed • disposed of so that it cannot be used for human consumption • returned to supplier

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to access and interpret safe food handling procedures and consistently apply these during day-to-day food handling activities • knowledge of critical control points and methods of food hazard control for each critical point • Project or work activities that show the candidate's ability to apply safe food handling practices on multiple occasions across a range of different food handling circumstances to ensure consistency in the application of food safety procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations and inspection regimes • working knowledge of relevant components of the organization food safety program, especially policies, procedures, product specifications and the use of any monitoring documents • consequences of failure to observe food safety policies and procedures • basic understanding of HACCP principles, procedures and processes • critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the storage, preparation, display, service and disposal of food • meaning of hazardous foods, especially as described by local legislation and national food codes <p>high risk customer groups (those who may have a higher than average risk of harm from food contamination), such as:</p> <ul style="list-style-type: none"> • children or babies • pregnant women • aged persons • people with immune deficiencies or allergies • methods of food storage, production, display, service and disposal for the industry sector and food business, especially appropriate temperature levels for each of these processes • broad understanding of the main types of safety hazards and contamination that may be found in the main food types handled by the industry sector and food business • broad understanding of the conditions for development of microbiological contamination for the main food types

	<p>handled by the industry sector and food business</p> <ul style="list-style-type: none"> • broad understanding of the appropriate environmental conditions, including temperature controls, for the storage of the main food types handled by the industry sector and food business • temperature danger zone for the main food types handled by the industry sector and food business and the two-hour and four-hour rule • principles and methods of safe food handling • choice and application of cleaning, sanitising and pest control equipment and materials
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • operation of equipment, especially how to calibrate, use and clean a temperature probe and how to identify faults • literacy skills to read and interpret relevant components of organization food safety program, including policies, procedures and flow charts that identify critical control points and to complete basic documentation relating to monitoring food safety • numeracy skills to take and record temperatures and to calculate times
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Control and Order Stock
Unit Code	CST FBS3 19 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to control and order stock. It requires the ability to process stock orders, maintain stock levels, minimize stock losses, manage stock takes and maintain all documents that relate to the administration of stock

Elements	Performance Criteria
1. Maintain stock levels and records	<p>1.1 Use stock control systems to administer all stock control and ordering processes fully and efficiently.</p> <p>1.2 Monitor and maintain stock levels to organization requirements.</p> <p>1.3 Monitor stock security and adjust systems as required.</p> <p>1.4 Monitor and adjust stock reorder cycles as required.</p> <p>1.5 Inform colleagues of their individual responsibilities in regard to the reordering of stock.</p> <p>1.6 Maintain records of stock storage and movement according to organization procedures.</p> <p>1.7 Monitor stock performance, and identify and report fast or slow-selling items according to organization procedures</p>
2. Process stock orders	<p>2.1 Process orders for stock according to organization procedures.</p> <p>2.2 Maintain and record stock levels ensuring information is complete, correct and current.</p> <p>2.3 Check incoming stock records against purchase and supply agreements and record all necessary details</p>
3. Minimize stock losses	<p>3.1 Identify and record stock losses according to organization procedures.</p> <p>3.2 Report losses according to organization procedures.</p> <p>3.3 Identify avoidable losses and establish reasons for them.</p> <p>3.4 Recommend solutions to loss situations and implement related procedures to prevent future avoidable losses</p>
4. Follow up orders	<p>4.1 Monitor the delivery process to ensure agreed deadlines are met.</p> <p>4.2 Liaise with colleagues and suppliers to ensure continuity of supply.</p> <p>4.3 Follow up on routine supply problems or refer problems to</p>

	<p>appropriate person according to organization policy.</p> <p>4.4 Distribute stock to agreed allocations ensuring that it is protected from loss, contamination, spoilage, temperature abuse and pests, and is in line with relevant OHS and food safety procedures</p>
5. Organize and administer stock takes	<p>5.1 Organize stock takes at appropriate intervals according to organization policy and procedures.</p> <p>5.2 Allocate stocktaking responsibilities to staff.</p> <p>5.3 Produce accurate stock take reports within designated timelines.</p>

Variable	Range
Stock control systems may be:	<ul style="list-style-type: none"> • manual • computerized
Stock may include:	<ul style="list-style-type: none"> • food and beverages • equipment, such as office equipment and maintenance and cleaning equipment • linen • stationery • brochures and promotional material • cleaning supplies and chemicals • vouchers and tickets • souvenirs and other retail products

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ordering, control and overall administration of continuous stock supply within a specific tourism and hospitality industry environment • ability to meet accuracy and speed requirements for completion and maintenance of stock records • project or work activities conducted over a commercially realistic period of time so that the stock control and maintenance aspects of this unit can be assessed
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • stock ordering procedures • stock level maintenance techniques appropriate to industry sector • stock take procedures appropriate to industry sector • stock recording systems • stock security systems and procedures • types of stock control documentation and systems • reasons for stock loss and damage and methods used to control these

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to process all stock order documents and reconcile incoming stock records against purchase orders • writing skills to record and maintain all stock records and produce complex stock take reports • high-level communication skills to inform colleagues on their individual stock ordering and stock take responsibilities and liaise with suppliers about deliveries and discrepancies • critical thinking skills to allow for the analysis of stock records to determine stock losses and to make appropriate recommendations for improvements • numeracy skills to perform complex calculations involving reconciling stock orders and levels
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Identify Hazards, and Assess and Control Safety Risks
Unit Code	<u>CST FBS3 20 0912</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess the associated safety risks and take measures to eliminate or control and minimize the risk. It focuses on the processes necessary to control specific workplace safety risks. This risk management approach is central to compliance with OHS legislation, which imposes obligations on businesses (whether small, medium or large) in the service industries, the workplace includes any location where the business operates and 'others' includes customers

Elements	Performance Criteria
1. Identify hazards	<p>1.1 Access and use <i>hazard identification tools and template documents</i> according to organization procedures.</p> <p>1.2 Use <i>appropriate methods to identify actual or foreseeable hazards</i> that have the potential to harm the health and safety of workers or <i>anyone else in the workplace</i>.</p> <p>1.3 Involve other personnel where appropriate in hazard identification process.</p> <p>1.4 Keep records of <i>hazards</i> identified according to organization procedures</p>
2. Assess the safety risk associated with a hazard	<p>2.1 Access and use risk assessment tools and template documents according to organization procedures.</p> <p>2.2 Consult with a range of personnel within the organization to achieve broad input into risk assessment process.</p> <p>2.3 Participate with or involve <i>other personnel where appropriate in the risk assessment process according to consultation requirements</i> of OHS legislation.</p> <p>2.4 Collect sufficient evidence of the type and level of risk that the identified hazard poses.</p> <p>2.5 Use a systematic and <i>four-staged hierarchical process</i> model to conduct a risk assessment.</p> <p>2.6 Document the outcome of the risk assessment and proposed actions.</p> <p>2.7 Keep records of risk assessments according to organization procedures</p>
3. Eliminate or	3.1 Consult with a range of personnel within the organization to

control the risk	<p>achieve broad input into risk control process.</p> <p>3.2 Implement control measures according to individual level of responsibility or refer to appropriate personnel for permission or further action.</p> <p>3.3 Where possible eliminate the risk and if not practical take actions to control the risk using a <i>five-step hierarchical approach</i></p>
4. Review the risk assessment process	<p>4.1 Identify inadequacies in hazard identification and risk assessment processes and resolve or report them to the appropriate person.</p> <p>4.2 Document any changes to the process and implement new processes for future risk management activities.</p>

Variable	Range
Hazard identification tools and risk assessment tools and template documents may include:	<p>self-designed tools developed for the organization as part of an OHS management system tools and templates developed:</p> <ul style="list-style-type: none"> • by external consultancy services • by industry associations for use by member businesses • for public use and found within business management publications, including those developed by OHS regulatory authorities • self-designed tools
Appropriate methods to identify actual or foreseeable hazards include:	<ul style="list-style-type: none"> • conduct of site safety audits • completion of a safety checklist • inspections of the workplace • observation of daily activities • investigation of accidents and incidents • review of injury or illness registers • environmental monitoring of the workplace • investigation of staff complaints or reports of safety concerns • review of staff feedback via consultative processes, such as meetings, surveys or suggestion box submissions
Anyone else in the workplace may include:	<ul style="list-style-type: none"> • customers • visiting supplier representatives • contractors
The workplace may include:	<ul style="list-style-type: none"> • operational offices of the business • retail outlet of any sort • warehouse • sport or recreation facility • performance venue • field location of the business where services are delivered to customers • any place where the organization normally conducts its business activities, for example:

	<ul style="list-style-type: none"> • in a tourism business this could be any destination to which customers are taken on tour • for an event it could be any location where the event happens
Hazard may include:	<p>beverage dispensing systems using inert gases</p> <p>physical environment, for example:</p> <ul style="list-style-type: none"> • working space of workers • lighting • hot and cold environments • climate, weather or exposure, such as insufficient shade and protection from rain, sun or wind • exposure to flood, fire and storm • prevailing noise levels • electrical items • flooring • equipment designed to assist with or replace manual handling • pests • crowds • wild animals and local wildlife • customers' abilities to fully engage in all activities, e.g. health issues <p>hazards associated with activities to be undertaken plant, for example:</p> <ul style="list-style-type: none"> • machinery • tools • appliances • equipment <p>working practices, for example:</p> <ul style="list-style-type: none"> • opening and closing procedures • security procedures • any standard operating procedures for work-related tasks • inappropriate rostering and shift allocation • length of time spent at certain task and allocation of breaks <p>security issues, for example:</p> <ul style="list-style-type: none"> • theft and robbery • irrational or angry, drunk or drug-affected customers • bomb scares
Other personnel who jointly participate in consultation, hazard identification, and risk assessment and control may include:	<ul style="list-style-type: none"> • staff under supervision • peers and colleagues • supervisors • managers • contractors • OHS representatives • OHS committee members.

Four-staged hierarchical process model must include:	<ul style="list-style-type: none"> identifying the injury or illness consequences that could result from the hazard determining the exposure to the hazard estimating the probability that an incident or injury will occur determining an overall risk level for the identified hazard
Five-step hierarchical approach must include:	<ul style="list-style-type: none"> substituting a system of work or equipment with something safer isolating the hazard introducing engineering controls using personal protective equipment implementing combined control methods to minimize risk

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> ability to access and use appropriate template documents for hazard identification and risk assessment ability to apply appropriate methods for hazard identification, and risk assessment and control knowledge and understanding of the consultative approach to hazard identification, assessment of associated safety risks and implementation of controls knowledge of OHS legislation requirements for hazard identification, and risk assessment and control ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist knowledge of specific and relevant OHS legislative requirements demonstration of skills in conducting risk assessments for different hazard scenarios
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> broad and working knowledge of relevant state or territory OHS legislation, specifically requirements for: <ul style="list-style-type: none"> when, where and how hazards must be identified when, where and how risk assessments must be conducted incorporation of appropriate consultation in the hazard identification and risk assessment process record keeping OHS consultative mechanisms commonly used by organizations role of OHS committees or OHS representatives as mechanisms for consultation context of risk assessments within an overall OHS management system key elements of OHS risk assessments format and use of appropriate hazard identification and

	<ul style="list-style-type: none"> ➤ risk assessment templates ➤ range of methods for identifying hazards in the workplace ➤ common methods applied to the assessment of safety risks, such as the four-staged process model recommended and published by state and territory OHS authorities ➤ common methods applied to controlling risks, such as the five-stepped hierarchical process model recommended and published by state and territory OHS authorities ➤ OHS record-keeping procedures ➤ specific organizational policy and procedures for OHS management
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to access appropriate hazard identification and risk assessment templates • high-level communication skills to communicate and consult with colleagues on issues of hazard identification and assessment of risks associated with those hazards • literacy skills to read and interpret: <ul style="list-style-type: none"> ➤ complex materials describing regulatory requirements that relate to OHS management ➤ organizational policies and procedures and template documents ➤ literacy skills to write hazard identification and risk assessment documents ➤ critical thinking skills to allow for rational and logical evaluation of hazards and associated risks, and to apply or suggest effective controls while incorporating the views of other people consulted in the workplace
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Implement and Monitor Workplace Health, Safety and Security Practices
Unit Code	CST FBS3 21 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement predetermined OHS policies and procedures and to monitor OHS practices as a supervisory function.</p> <p>A systematic management approach is central to compliance with OHS legislation and imposes obligations on all businesses whether small, medium or large, to manage the safety of their workers and anyone else in the workplace. This unit involves the implementation and monitoring of those predetermined OHS practices designed, at management level, to ensure a safe workplace</p>

Elements	Performance Criteria
1. Provide information on health, safety and security	<p>1.1 Accurately and clearly explain to personnel relevant OHS information, including organization-specific policies and procedures.</p> <p>1.2 Make all current and updated OHS information readily accessible to staff in a timely and regular manner, according to organizational procedures</p>
2. Monitor safe work practices	<p>2.1 Monitor adherence to organizational OHS procedures and OHS signage.</p> <p>2.2 Monitor ongoing compliance with safe work practices.</p> <p>2.3 Take prompt and appropriate action to address non-compliance with procedures, safe work practices and non-adherence to signage.</p> <p>2.4 Monitor the effectiveness of work practices in maintaining the health, safety and security of personnel through close contact with day-to-day operations</p>
3. Coordinate consultative arrangements for the management of health, safety and security issues	<p>3.1 Coordinate any scheduled consultation sessions and the operation of any and all consultative processes.</p> <p>3.2 Provide the opportunity for staff members to contribute their views on current and future OHS management practices, including views on how to eliminate or control risks.</p> <p>3.3 Action, resolve or refer issues raised through OHS consultation to the appropriate person.</p> <p>3.4 Provide timely staff and own feedback on OHS management practices to the designated person according to organization procedures</p>

4. Implement and monitor procedures for identifying hazards, and assessing and controlling risks	<p>4.1 Coordinate any scheduled hazard identification activities ensuring hazards are identified at <i>times designated by legislation</i>.</p> <p>4.2 Identify any <i>hazards</i> on an ongoing basis through close contact with day-to-day operations in the workplace and react to reports of hazards by others workers.</p> <p>4.3 Coordinate the conduct of risk assessments and, participate by taking a lead role in assessing risks associated with identified hazards according to consultative requirements of OHS legislation.</p> <p>4.4 Implement any risk control methods according to organization 's policies and procedures or refer to appropriate person if control is outside scope of responsibility.</p> <p>4.5 Monitor the effectiveness of control measures, promptly identify any inadequacies and resolve or report them to the appropriate person</p>
5. Implement and monitor health, safety and security training	<p>5.1 Identify <i>OHS training needs</i> accurately based on regular workplace monitoring.</p> <p>5.2 Make timely arrangements for fulfilling training needs in consultation with appropriate management and according to organization policies and procedures.</p> <p>5.3 Monitor effectiveness of training in the workplace and make adjustments as required</p>
6. Maintain OHS records and reports	<p>6.1 Complete <i>OHS records and reports</i> accurately and legibly and store according to organization and legal requirements.</p> <p>6.2 Use data and reports to provide reliable and timely input to the management of workplace health, safety and security.</p>

Variable	Range
OHS information may include information on:	<ul style="list-style-type: none"> • organization 's overall OHS policy • any OHS policy and procedure but especially hazard identification • roles and responsibilities of employers and employees in OHS management practices • legal obligations and ramifications of failure to comply • consultative arrangements for OHS • use of hazard identification reporting documents • use of risk assessment template documents • specific existing control measures relevant to the workplace • specific regulations and codes of practice • OHS training information and updates • location of first aid kit and emergency evacuation plan

OHS procedures may involve:	<ul style="list-style-type: none"> • emergency, fire and accident • incident or accident reporting • consultation • hazard identification • risk assessment and control • security including: <ul style="list-style-type: none"> ➢ documents ➢ cash ➢ equipment ➢ people ➢ key control systems
Safe work practices may include:	<ul style="list-style-type: none"> • use of personal protective clothing and equipment • safe posture including sitting, standing and bending • using safe manual handling, including lifting and transferring • taking designated breaks • rotating tasks • using knives and equipment, handling hot surfaces • taking account of the dangers associated with inert gases used in beverage dispensing systems • using computers and electronic equipment • safe handling of chemicals, poisons and dangerous materials • using ergonomically sound furniture and workstations • clearing any hazards from immediate work area • paying attention to safety signage
Consultative processes may involve:	<ul style="list-style-type: none"> • consultation with employees during the course of each business day • a diary, whiteboard or suggestion box used by staff to report any issue of concern • recording issues in a management diary • regular staff meetings that involve OHS discussions • special staff meetings or workshops to specifically address OHS issues • staff handbook which includes OHS information • surveys or questionnaires that invite feedback on OHS issues • informal meetings with notes • fact sheets to fully inform personnel about OHS rights and responsibilities • formal meetings with agendas, minutes and action plans • formal OHS representatives and committees • involvement of personnel in writing parts of OHS policies and procedures
Times designated by legislation for systematic hazard identification may include:	<ul style="list-style-type: none"> • when changes to the workplace are implemented, for example: <ul style="list-style-type: none"> • before the premises are used for the first time • before and during the installation or alteration of any plant • before changes to work practices are introduced

	<ul style="list-style-type: none"> when any new information relating to health and safety risk becomes available
Hazards may include:	<p>physical environment, for example:</p> <ul style="list-style-type: none"> working space of any workers lighting hot and cold environments exposure to elements of weather, such as sun, wind and rain prevailing noise levels electrical items flooring equipment designed to assist with or replace manual handling pests crowds <p>plant, for example:</p> <ul style="list-style-type: none"> machinery tools appliances equipment <p>working practices, for example:</p> <ul style="list-style-type: none"> opening and closing procedures security procedures any standard operating procedures for work-related tasks rostering of staff and shift allocation length of time spent at certain task and allocation of breaks <p>security issues, for example:</p> <ul style="list-style-type: none"> theft and robbery irrational or angry customers bomb scares

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist for a given service industry operation and in line with regulatory requirements knowledge of specific and relevant OHS legislative requirements project or work activities conducted over a commercially realistic period of time so that the implementation, monitoring and reporting aspects of this unit can be assessed 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> in-depth knowledge of the contents of the organization 's OHS policies, procedures and reporting processes in-depth knowledge of employee responsibilities in relation to ensuring safety of self, other workers and other people in the workplace 		
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	<ul style="list-style-type: none"> • in-depth knowledge of employer's responsibilities under relevant state or territory OHS legislation, especially: • requirement to consult and acceptable consultation mechanisms • requirements for the use of OHS representatives and committees, and their roles and responsibilities • requirements for hazard identification, risk assessment, risk control and acceptable mechanisms • requirements for record keeping and acceptable record keeping mechanisms • provision of information and training • issue resolution • in-depth knowledge of employee's responsibility to participate in OHS practices and consultation under relevant state or territory OHS legislation • ramifications of failure to observe OHS policies and procedures and legislative requirements • in-depth knowledge of the particular consultation, hazard identification and risk assessment methods used in the particular workplace
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • high-level communication skills to communicate with colleagues on issues of OHS responsibility and discipline non-compliance, to conduct OHS consultation activities, and to provide all OHS procedural information and information on safe work practices • high-level literacy skills to read and interpret sometimes complex materials describing regulatory requirements that relate to OHS management and to read and interpret organizational policies and procedures • writing skills to develop reports and complete OHS records • critical thinking skills to allow for a rational and logical evaluation of the effectiveness of OHS management practices and to incorporate the views of other people consulted in the workplace
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Originate and Develop a Concept
Unit Code	CST FBS3 22 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to originate and develop a concept to a stage where it becomes the basis of a creative and effective product, service or process. It requires the ability to respond to a brief or develop a self-initiated proposal, originate the concept, seek technical and creative input, adjust the proposal and create an operational specification for the implementation of the concept

Elements	Performance Criteria
1. Interpret the brief or clarify need or opportunity	<p>1.1 Explore the brief, need or opportunity for innovation, investigate and clarify the context for the new product or service.</p> <p>1.2 Clarify purpose, desired outcome or end product, broad content, style, cost, intended audience or user and other relevant factors of the brief, need or opportunity.</p> <p>1.3 Specify the purpose, goals, constraints and requirements of the final product, service or process</p>
2. Develop a range of creative approaches	<p>2.1 Generate a range of different, innovative and creative approaches and concepts.</p> <p>2.2 Review different approaches or concepts for feasibility, innovation, creativity and acceptability to client or audience.</p> <p>2.3 Identify possible constraints and check the approaches or concepts against constraints to determine feasibility.</p> <p>2.4 Take into consideration social, ethical and environmental impacts of the approaches or concepts.</p> <p>2.5 Investigate effects and advantages of various combinations of activities, systems, processes, staff and materials for achieving a creative, innovative and appropriate outcome.</p> <p>2.6 Select concepts or approaches that achieve the required outcome in an innovative and feasible way and document draft proposals representing those approaches in an appropriate format</p>
3. Seek opinions of colleagues and a range of creative technical experts and	<p>3.1 Discuss proposals with colleagues and specialists.</p> <p>3.2 Clarify creative and technical aspects of proposals and seek expert advice where required.</p> <p>3.3 Compare proposals with best practice examples of similar products, services or processes</p>

specialists	
4. Adjust and refine proposal on the basis of advice received and evaluation	<p>4.1 Determine advantages and disadvantages of each approach or strategy based on established criteria.</p> <p>4.2 Evaluate proposals and select the approach that will result in desired outcome</p>
5. Develop concept to an operational level	<p>5.1 Develop detailed specification for the product, service or process in terms of creativity, audience or user, budget and technical requirements.</p> <p>5.2 Present detailed specification to relevant parties for approval, funding or endorsement.</p>

Variable	Range
Product or service may include:	<ul style="list-style-type: none"> • new or enhanced service industry product or service • marketing campaigns • loyalty programs • advertising campaigns
Purpose of the product or service may be:	<ul style="list-style-type: none"> • new product to gain market share • new product to diversify the current product range • expanded product range to minimize business risk
Factors may include:	<ul style="list-style-type: none"> • cost-effectiveness • technical feasibility • audience or user characteristics • issues relating to implementation, such as: <ul style="list-style-type: none"> ➤ level of skill and understanding ➤ resource requirements ➤ need for additional staff training ➤ access to technology
Constraints may include:	<ul style="list-style-type: none"> • cost • finance • time • availability of skilled experts and personnel • availability of equipment • technical difficulty in realising the concept
Appropriate format may include:	<ul style="list-style-type: none"> • proposals to be submitted to a funding body or sponsor • briefs for a consultant • descriptions of a creative proposal for in-house consideration
Colleagues and specialists may include:	<ul style="list-style-type: none"> • staff involved in the design or implementation of process • technical specialists • creative and administrative staff • external consultants
Established criteria may include:	<ul style="list-style-type: none"> • creativity • appropriateness to the user or audience • cost-effectiveness • level of risk

	<ul style="list-style-type: none"> • potential benefits • technical feasibility
Specifications may include:	<ul style="list-style-type: none"> • purpose • audience • time • budget • human and physical resources, including plant and equipment • ownership of final product • operational plan

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • project or work activities that show the candidate's ability to generate and evaluate original, creative and effective concepts that can be translated into concrete operational proposals • ability to fully research, comprehend and Analyze information on the full range of issues that relate to originating and developing the concepts • ability to consult and communicate with colleagues and external specialists • ability to review, modify and document concepts and operational specifications
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • relevant specialist technical knowledge relating to issues for the specific work contexts within the particular service industry sector and business • appropriate ways of documenting creative proposals • past history of work in related areas • social and environmental effects of possible approaches • technical principles and knowledge appropriate to the area covered by the concept • communication principles
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to use creative techniques to generate a range of innovative ideas • ability to communicate with a wide range of people • research skills
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Provide for the Safety of Persons at Risk
Unit Code	CST FBS3 23 0912
Unit Descriptor	This unit of competency specifies the outcomes required to ensure the safety of persons at risk under various security assignment conditions. It requires the ability to plan and prepare security arrangements, implement security and safety policies during escort activities, and monitor and review the effectiveness of the security assignment

Elements	Performance Criteria
1. Prepare for security assignment.	<p>1.1 Applicable provisions of legislative and organizational requirements relevant to assignment instructions are identified and complied with.</p> <p>1.2 Assignment instructions and other relevant information is clarified as required with relevant persons.</p> <p>1.3 Resource and equipment requirements are confirmed and organized in accordance with organizational procedures.</p> <p>1.4 Route and site assessment is undertaken in accordance with organizational procedures.</p> <p>1.5 Equipment is checked for operational effectiveness and faulty or damaged equipment is reported in accordance with organizational procedures.</p> <p>1.6 Personal dress and presentation is maintained to professional standards at all times.</p> <p>1.7 Communication channels and processes are confirmed with relevant persons in accordance with organizational procedures.</p>
2. Monitor and maintain safety of VIPs.	<p>2.1 Security procedures are conducted and confirmed in accordance with assignment instructions.</p> <p>2.2 Security operations are continually monitored and adjusted as required to maintain maximum security.</p> <p>2.3 Communication is maintained continually throughout security operations in accordance with assignment instructions and organizational procedures.</p> <p>2.4 Interpersonal techniques are used which reflect an awareness of individual social and cultural differences.</p> <p>2.5 Potential security risk situations are identified, risk assessed and responded to within own scope of responsibility and competence.</p> <p>2.6 VIPs are advised of all factors which may affect their personal</p>

	<p>safety in accordance with organizational procedures.</p> <p>2.7 Need for extra assistance or advice is promptly identified and sought from relevant persons in accordance with organizational procedures.</p>
3. Review and evaluate security operations.	<p>3.1 A process of continual assessment is applied to review and evaluate the efficiency and effectiveness of security operations.</p> <p>3.2 Reports and relevant documentation are prepared in a timely manner presenting all relevant facts and information in accordance with organizational procedures.</p> <p>3.3 Incident observations are provided accurately and constructively and opportunities for improvement are identified.</p> <p>3.4 Security operations are reviewed and written findings and recommendations are provided to inform future practice.</p>

Variable	Range
Legislative requirements may relate to:	<ul style="list-style-type: none"> • apprehension and powers of arrest • Ethiopian standards and quality assurance requirements • counter-terrorism • crowd control and control of persons under the influence of intoxicating substances • force continuum, use of force guidelines • general 'duty of care' responsibilities • inspection of people and property, and search and seizure of goods • licensing or certification requirements • privacy and confidentiality • relevant commonwealth, state and territory legislation, codes and national standards for: <ul style="list-style-type: none"> ➢ anti-discrimination ➢ cultural and ethnic diversity ➢ environmental issues ➢ equal employment opportunity ➢ industrial relations ➢ Occupational Health and Safety (OHS) • relevant industry codes of practice trespass and the removal of persons use of restraints and weapons: <ul style="list-style-type: none"> ➢ batons ➢ firearms ➢ handcuffs ➢ spray

Organizational requirements may relate to:	<ul style="list-style-type: none"> • access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information
Assignment instructions may include:	<ul style="list-style-type: none"> • assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client identification information • incident and security risk response procedures • personal presentation requirements • personal protection equipment • premises location and layout • reporting and documentation requirements • resource and equipment requirements • travel routes and schedules
Relevant persons may include:	<ul style="list-style-type: none"> • clients • colleagues • emergency services personnel and agencies • security personnel • supervisor.
Resources and equipment may include:	<p>communications equipment:</p> <ul style="list-style-type: none"> • earpiece • pager • portable and mounted two-way radio • telephone and mobile phone • maps • pen and security notebook • personal protection equipment • security equipment: <ul style="list-style-type: none"> ➤ electronic screening equipment ➤ video cameras and monitors ➤ security personnel and specialist services ➤ transport

Communication channels and processes may relate to:	<ul style="list-style-type: none"> • direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organizational communication networks • verbal and non-verbal communication procedures e.g. pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals
Security procedures may include:	<ul style="list-style-type: none"> • appropriate positioning of relevant persons • communication of 'need to know' information to relevant persons • escort procedures • establishment and guarding of 'no go zones' • establishment of communication strategies • installation and operation of surveillance and communication equipment • issuance of ID cards for relevant persons • keying off lifts • negotiation and communication with VIPs own security staff • search of premises • security checks of relevant persons • setting up a central 'command post'
Interpersonal techniques may involve:	<ul style="list-style-type: none"> • active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language
Social and cultural differences may relate to:	<ul style="list-style-type: none"> • dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs

Security risks may relate to:	<ul style="list-style-type: none"> • breaches of law e.g. criminal damage, offences against people, public order, misuse of drugs and alcohol • emergencies e.g. fire, scenes of crime, accidents • hazards e.g. physical, chemical, electrical, psychological, biological • threats e.g. bombs, sabotage, kidnap, assassination
Response may involve:	<ul style="list-style-type: none"> • defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • notifying relevant emergency services agencies • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques
Assessment may include:	<ul style="list-style-type: none"> • review to specifications and other documentation within organizational and industry policy guidelines • competency assessment for recording purposes
Documentation may include:	<ul style="list-style-type: none"> • activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • accurately assessing assignment needs and instructions and determining approaches and resources to be applied • accurately identifying and assessing factors which might impact on the safety and security of VIPs and formulating and implementing appropriate responses • reviewing and evaluating security operations through a process of continual assessment, feedback and exchange of information with relevant personnel • systematically monitoring security activities and varying operational plans as required to meet changing circumstances
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • client confidentiality requirements • communication channels, codes and signals • emergency and evacuation procedures • escort procedures • first aid procedures and their application

	<ul style="list-style-type: none"> • instructions and procedures for responding to security risk situations • legal provisions relating to 'use of force' guidelines • limits of own responsibility and authority • observation and monitoring techniques • operational functions and procedures for the use of communications, security and personal protection equipment • principles of effective communication including interpersonal techniques • procedures and requirements for documenting security incidents • reporting structure and processes • security incidents and appropriate responses • security risk assessment methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • assess client security requirements • communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities • communicate using appropriate channels and clear and concise language • determine response appropriate to security risk situation • escort persons • estimate and calculate resource and equipment requirements • identify and comply with applicable legal and procedural requirements including licensing requirements • identify and comply with security incident response procedures • identify potential security threats and the likely source of risks • identify support and assistance requirements • operate security and communications equipment • present a professional image to members of the public and colleagues • record, report and document information • select and use appropriate personal protection equipment • use negotiation techniques to defuse and resolve conflict
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Monitor and Control Individual and Crowd Behaviour
Unit Code	CST FBS3 24 0912
Unit Descriptor	This unit of competency specifies the outcomes required to maintain safety and security of persons, property and premises. It requires the ability to observe and monitor individual and crowd behaviour and identify and respond to potential threats and incidents

Elements	Performance Criteria
1. Prepare for monitoring.	<p>1.1 Applicable provisions of legislative and organizational requirements relevant to assignment instructions are identified and complied with.</p> <p>1.2 Work tasks are verified and clarified as required with relevant persons.</p> <p>1.3 Personal dress and presentation is maintained to meet assignment requirements.</p> <p>1.4 Resources and equipment are confirmed and checked for operational effectiveness and serviceability in accordance with manufacturer's instructions.</p> <p>1.5 Faulty or damaged equipment is replaced and reported in accordance with organizational procedures.</p> <p>1.6 Site layout details and communication channels and processes are verified and clarified with relevant persons as required.</p>
2. Monitor individual and crowd behavior.	<p>2.1 Systematic personal safety checks are conducted on a regular basis in accordance with organizational procedures.</p> <p>2.2 Crowd and individual behavior is monitored to ensure the security and safety of persons and property.</p> <p>2.3 Security status of the venue and crowd is determined and communicated as required to appropriate persons.</p> <p>2.4 Communication is courteous and professional and interpersonal techniques reflect an awareness of individual social and cultural differences.</p> <p>2.5 Persons behaving in a potentially disruptive manner are identified and assessed for degree of risk to self, others, property and premises.</p>
3 Identify and respond to security risk	<p>3.1 Potential security risks are identified and assessed for degree of risk.</p>

situation.	<p>3.2 Response is formulated and carried out within scope of own role, competence and authority.</p> <p>3.3 Assistance requirements are identified and requested in accordance with organizational procedures.</p> <p>3.4 Changing circumstances are monitored and responses are adjusted as required to maintain security.</p> <p>3.5 Reports are prepared presenting all relevant facts and information in appropriate format, style and structure.</p> <p>3.6 Relevant documentation is completed and processed in accordance with organizational procedures</p>
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Variable	Range
Legislative requirements may relate to:	<ul style="list-style-type: none"> • apprehension and powers of arrest • Ethiopian standards and quality assurance requirements • counter-terrorism • crowd control and control of persons under the influence of intoxicating substances • force continuum, use of force guidelines • general 'duty of care' responsibilities • inspection of people and property, and search and seizure of goods • licensing or certification requirements (e.g. security industry, casino security etc) • privacy and confidentiality • relevant commonwealth, state and territory legislation, codes and national standards for: <ul style="list-style-type: none"> ➤ anti-discrimination ➤ cultural and ethnic diversity ➤ environmental issues ➤ equal employment opportunity ➤ industrial relations ➤ Occupational Health and Safety (OHS) • relevant industry codes of practice • trespass and the removal of persons • use of restraints and weapons: <ul style="list-style-type: none"> ➤ batons ➤ firearms ➤ handcuffs ➤ spray
Organizational requirements may relate to:	<ul style="list-style-type: none"> • access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures

	<ul style="list-style-type: none"> • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information
Assignment instructions may include:	<ul style="list-style-type: none"> • assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client information • incident and security risk response procedures • personal presentation requirements • personal protection equipment • premises location and layout • reporting and documentation requirements • resource and equipment requirements • travel routes and schedules
Work tasks may relate to:	<ul style="list-style-type: none"> • control of exit from and access to premises • crowd control • escort of people • routine security monitoring of site • screening of people
Relevant persons may include:	<ul style="list-style-type: none"> • clients • colleagues • emergency services personnel and agencies • security personnel • supervisor
Resources and equipment may include:	<ul style="list-style-type: none"> • communication equipment: <ul style="list-style-type: none"> ➤ earpiece ➤ pager ➤ portable and mounted two-way radio ➤ telephone and mobile phone • maps • pen and security notebook • personal protection equipment • security equipment <ul style="list-style-type: none"> ➤ electronic screening equipment ➤ video cameras and monitors • security personnel and specialist services • transport

Sites may include:	<ul style="list-style-type: none">• licensed premises• outdoor and indoor venues• private functions• protests• public events• sporting events		
Communication channels and processes may relate to:	<ul style="list-style-type: none">• direct line supervision paths• established communication protocols• formal communication pathways• lateral supervision paths• organizational communication networks• verbal and non-verbal communication procedures e.g. pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals		
Interpersonal techniques may involve:	<ul style="list-style-type: none">• active listening• being non-judgemental• being respectful and non-discriminatory• constructive feedback• control of tone of voice and body language• culturally aware and sensitive use of language and concepts• demonstrating flexibility and willingness to negotiate• effective verbal and non-verbal communication• maintaining professionalism• providing sufficient time for questions and responses• reflection and summarising• two-way interaction• use of plain English• use of positive, confident and cooperative language		
Social and cultural differences may relate to:	<ul style="list-style-type: none">• dress and personal presentation• food• language• religion• social conventions• traditional practices• values and beliefs		
Security risks may relate to:	<ul style="list-style-type: none">• breaches of law e.g. criminal damage, offences against people, public order, misuse of drugs and alcohol• emergencies e.g. fire, scenes of crime, accidents• hazards e.g. physical, chemical, electrical, psychological, biological• threats e.g. bombs, sabotage, assassination		
Response may involve:	<ul style="list-style-type: none">• checking identification• defusing the situation• evacuating the premises• isolating area of potential risk• isolating risk• issuing verbal warnings		
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	<ul style="list-style-type: none"> • notifying relevant emergency services agencies • offering assistance • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques
Documentation may include:	<ul style="list-style-type: none"> • activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • A person who demonstrates competency in this unit must be able to provide evidence of: • assessing site layout and verifying communication and security requirements prior to assignment • completing and processing documentation • complying with applicable legislation and procedural requirements to maximize the safety and protection of persons, property and premises • observing and monitoring persons and identifying and responding appropriately to potential threats and hazards • operating and maintaining security, communications and personal protection equipment • using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and which engages minority groups
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • communication channels, codes and signals • emergency and evacuation procedures • first aid procedures and their application • instructions and procedures for responding to security risk situations • legal provisions relating to powers of arrest and 'use of force' guidelines • limits of own responsibility and authority • methods of restraint • negotiation and conflict resolution techniques • observation and monitoring techniques • operational functions and procedures for the use of

	<p>communications, security and personal protection equipment</p> <ul style="list-style-type: none"> • principles of effective communication including interpersonal techniques • procedures and requirements for documenting security incidents • range of potential security incidents and appropriate responses • reporting structure and processes • site layout and access points
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities • communicate using clear and concise language • comply with procedures to assess and control risks to self and others • identify and comply with applicable legal and procedural requirements including licensing requirements and 'use of force' guidelines • identify and comply with security incident response procedures • identify response appropriate to security risk situation • identify risk factors and assess degree of risk • identify support and assistance requirements • monitor crowd behaviour, size, safety and direction • operate security and communications equipment • record, report and document information • relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities • select and use appropriate personal protection equipment • use negotiation techniques to defuse and resolve conflict
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Sell Products and Services
Unit Code	CST FBS3 25 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Elements	Performance Criteria
1. Apply product knowledge	<p>1.1 Demonstrate knowledge of the use and application of relevant products and services according to store policy and legislative requirements.</p> <p>1.2 Develop product knowledge by accessing relevant sources of information</p>
2. Approach customer	<p>2.1 Determine and apply timing of customer approach.</p> <p>2.2 Identify and apply effective sales approach.</p> <p>2.3 Convey a positive impression to arouse customer interest.</p> <p>2.4 Demonstrate knowledge of customer buying behavior</p>
3. Gather information	<p>3.1 Apply questioning techniques to determine customer buying motives.</p> <p>3.2 Use listening skills to determine customer requirements.</p> <p>3.3 Interpret and clarify non-verbal communication cues.</p> <p>3.4 Identify customers by name where possible.</p> <p>3.5 Direct customer to specific merchandise</p>
4. Sell benefits	<p>4.1 Match customer needs to appropriate products and services.</p> <p>4.2 Communicate knowledge of products features and benefits clearly to customers.</p> <p>4.3 Describe product use and safety requirements to customers.</p> <p>4.4 Refer customers to appropriate product specialist as required.</p> <p>4.5 Answer routine customer questions about merchandise accurately and honestly or refer to senior sales staff</p>
5. Overcome objections	<p>5.1 Identify and accept customer objections.</p> <p>5.2 Categorize objections into price, time and merchandise characteristics.</p> <p>5.3 Offer solutions according to store policy.</p>
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	5.4 Apply <i>problem solving</i> to overcome customer objections
6. Close sale	6.1 Monitor, identify and respond appropriately to customer buying signals. 6.2 Encourage customer to make purchase decisions. 6.3 Select and apply appropriate method of closing sale
7. Maximize sales opportunities	7.1 Recognize and apply opportunities for making additional sales. 7.2 Advise customer of complementary products or services according to customer's identified need. 7.3 Review personal sales outcomes to maximize future sales

Variable	Range
Store policy and procedures in regard to:	<ul style="list-style-type: none"> • interaction with customers • selling products and services
Legislative requirements may include:	<ul style="list-style-type: none"> • Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods
Product knowledge may include:	<ul style="list-style-type: none"> • warranties • features and benefits • use-by dates • handling and storage requirements • stock availability • safety features • price
Relevant sources of information may include:	<ul style="list-style-type: none"> • internet • staff members • store or supplier product manuals • product profiles • videos • demonstrations • labels • store tours
Customers may include:	<ul style="list-style-type: none"> • new or repeat contacts • external and internal contacts

	<ul style="list-style-type: none"> • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Sales transactions may be completed:	<ul style="list-style-type: none"> • face to face • over the telephone • online
Routine customer questions may relate to:	<ul style="list-style-type: none"> • price and price reductions • quality • availability • features and benefits

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • uses questioning, listening and observation skills to determine customer requirements • consistently applies store policies and procedures in regard to selling products and services • maximize s sales opportunities according to store policies and procedures • consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluates personal sales performance to maximize future sales 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • store policies and procedures, in regard to: • selling products and services • allocated duties and responsibilities • store merchandise and service range • specific product knowledge for area or section • relevant legislation and statutory requirements • relevant industry codes of practice • customer types and needs, including: <ul style="list-style-type: none"> ➢ customer buying motives ➢ customer behaviour and cues ➢ individual and cultural differences ➢ demographics, lifestyle and income ➢ types of customer needs, e.g. functional, psychological 		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • selling techniques, including: <ul style="list-style-type: none"> ➢ opening techniques ➢ recognizing buying signals ➢ strategies to focus customer on specific merchandise ➢ add-ons and complementary sales 		
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	<ul style="list-style-type: none"> ➤ overcoming customer objections ➤ closing techniques • verbal and non-verbal communication skills • handling difficult customers • negotiation skills • sales performance appreciation • questioning, listening and observation • literacy skills in regard to: <ul style="list-style-type: none"> ➤ reading and understanding product information ➤ reading and understanding store policies and procedures ➤ recording information • numeracy skills in regard to: <ul style="list-style-type: none"> • handling payment for goods • weighing and measuring goods
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Advise on Products and Services
Unit Code	CST FBS3 26 0912
Unit Descriptor	It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers

Elements	Performance Criteria
1. Develop product and service knowledge	<p>1.1 Develop and maintain product knowledge according to store policy and legislative requirements.</p> <p>1.2 Convey product knowledge to other staff as required.</p> <p>1.3 Research and apply comparisons between products and services.</p> <p>1.4 Demonstrate knowledge of competitors' product and service range and pricing structure</p>
2. Recommend specialized products or services	<p>2.1 Evaluate merchandise according to customer requirements.</p> <p>2.2 Demonstrate features and benefits of products and services to customer to create a buying environment.</p> <p>2.3 Apply detailed specialized knowledge of product to provide accurate advice to customers</p>

Variable	Range
Product knowledge may include:	<ul style="list-style-type: none"> • brand options • product features and benefits • warranties • safety features • use-by dates • handling and storage requirements • stock availability • price
Product knowledge may be developed and maintained by:	<ul style="list-style-type: none"> • accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and pamphlets
Store policy and procedures in regard to:	<ul style="list-style-type: none"> • interaction with customers • selling products and services

Legislative requirements may include:	<ul style="list-style-type: none"> • Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods
Staff may include:	<ul style="list-style-type: none"> • full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions
Customer requirements may include:	<ul style="list-style-type: none"> • specific brand • sizing • quality • quantity • price range • usage
Customers may include:	<ul style="list-style-type: none"> • new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Pricing structure may include:	<ul style="list-style-type: none"> • sales reductions • pricing procedures, including GST requirements • mark-downs

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialized product knowledge to provide accurate advice according to the needs of the customer
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specialized product knowledge, including: <ul style="list-style-type: none"> ➢ warranties ➢ benefits and features ➢ shelf life and use-by date

	<ul style="list-style-type: none"> ➤ storage requirements ➤ ingredients or materials contained in product ➤ product and ingredient origins ➤ care and handling of products ➤ corresponding or complementary products and services ➤ stock availability • store and industry manuals and documentation • stock and merchandise range • service range • procedures for taking orders • pricing procedures, including GST requirements • other relevant policies and procedures • relevant legislation and statutory requirements • relevant industry codes of practice
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpersonal communication skills to: <ul style="list-style-type: none"> ➤ convey product knowledge to staff ➤ apply knowledge to provide advice to customers ➤ handle difficult customers through clear and direct communication ➤ ask questions to identify and confirm requirements ➤ share information ➤ use language and concepts appropriate to cultural differences ➤ use and interpret non-verbal communication ➤ using a range of communication and electronic equipment • accessing relevant product and service information • literacy skills in regard to: <ul style="list-style-type: none"> • reading and understanding product information • reading and understanding store policies and procedures • recording information • numerical skills in regard to: <ul style="list-style-type: none"> ➤ estimating and calculating costs relevant to pricing products
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Monitor Implementation of Work plan/Activities
Unit Code	CST FBS3 27 0912
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organize workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are Analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p>

	<p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • monitoring and improving workplace operations • planning and organizing workflow • maintaining workplace records
Resource Implications	<p>Access is required to real or appropriately simulated work areas, materials and equipment</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Apply Quality Control
Unit Code	CST FBS3 28 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in manufacturing works.

Elements	Performance Criteria
1. Implement quality standards	1.1 Agreed quality standard and procedures are acquired and confirmed 1.2 Standard procedures are introduced to organizational staff / personnel. 1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy. 1.4 Standard procedures are revised / updated when necessary
2. Assess quality of service delivered	2.1 Services delivered are checked against organization quality standards and specifications 2.2 Service delivered are evaluated using the appropriate evaluation parameters and in accordance with organization standards 2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures 3.2 Records of work quality are maintained according to the requirements of the organization
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures 4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded. 5.2 All service processes and outcomes are recorded.

Variable	Range		
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Quality check	<ul style="list-style-type: none"> • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	<ul style="list-style-type: none"> • materials • components • process • procedures
Quality parameters	<ul style="list-style-type: none"> • standard design / specifications • material specification

Evidence Guide

Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment and materials relevant to the activity/ task
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Lead Workplace Communication
Unit Code	CST FBS3 29 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate staff/personnel 3.4 Communication problems and issues are raised as they arise

Variable	Range
Methods of communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Using Internet • Cell phone

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	The following resources must be provided: variety of information, communication tools, simulated workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral Questioning • Observation/Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Lead Small Teams
Unit Code	CST FBS3 30 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills to lead small teams including setting and maintaining team and individual performance standards.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Work requirements are identified and presented to team members</p> <p>1.2 Reasons for instructions and requirements are communicated to team members</p> <p>1.3 Team members' queries and concerns are recognized, discussed and dealt with</p>
2. Assign responsibilities	<p>2.1 Duties and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy</p> <p>2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs and according to assignment requirements</p> <p>3.2 Performance expectations are based on individual team members duties and area of responsibility</p> <p>3.3 Performance expectations are discussed and disseminated to individual team members</p>
4. Supervised team performance	<p>4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required</p> <p>4.2 Team members are provided with feedback, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p>

	<p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>
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Variable	Range
Work requirements	<ul style="list-style-type: none"> client profile assignment instructions
Team member's concerns	<ul style="list-style-type: none"> roster/shift details
Monitor performance	<ul style="list-style-type: none"> formal process informal process
Feedback	<ul style="list-style-type: none"> formal process informal process

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> maintained or improved individuals and/or team performance given a variety of possible scenario assessed and monitored team and individual performance against set criteria represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> maintaining or improving individuals and/or team performance given a variety of possible scenario assessing and monitoring team and individual performance against set criteria representing concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf allocating duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed setting and communicating performance expectations for a range of tasks and duties within the team and providing feedback to team members
Underpinning Skills	<ul style="list-style-type: none"> communication skills required for leading teams

	<ul style="list-style-type: none"> • informal performance counseling skills • team building skills • negotiating skills
Resource Implications	<ul style="list-style-type: none"> • access to relevant workplace or appropriately simulated environment where assessment can take place • materials relevant to the proposed activity or task
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral questioning / Written Test • Observation/Demonstration
Context of Assessment	<ul style="list-style-type: none"> • Competency may be assessed individually in the actual workplace or through accredited institution.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Improve Business Practice
Unit Code	CST FBS3 31 0912
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 Data required for diagnosis is determined and acquired 1.2 Competitive advantage of the business is determined from the data 1.3 SWOT analysis of the data is undertaken
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified 2.2 Key indicators for benchmarking are selected in consultation with key stakeholders 2.3 Like indicators of own practice are compared with benchmark indicators 2.4 Areas for improvement are identified
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed 3.2 Cost-benefit ratios for required improvements are determined 3.3 Work flow changes resulting from proposed improvements are determined 3.4 Proposed improvements are ranked according to agreed criteria 3.5 An action plan to implement the top ranked improvements is developed and agreed 3.6 Organizational structures are checked to ensure they are suitable
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed 4.2 Practice objectives are developed/reviewed 4.3 Target markets are identified/refined 4.4 Market research data is obtained 4.5 Competitor analysis is obtained 4.6 Market position is developed/reviewed 4.7 Practice brand is developed 4.8 Benefits of practice/practice products/services are identified

	4.9 Promotion tools are selected/developed
5. Develop business growth plans	5.1 Plans to increase yield per existing client are developed 5.2 Plans to add new clients are developed 5.3 Proposed plans are ranked according to agreed criteria 5.4 An action plan to implement the top ranked plans is developed and agreed 5.5 Practice work practices are reviewed to ensure they support growth plans
6. Implement and monitor plans	6.1 Implementation plan is developed in consultation with all relevant stakeholders 6.2 Indicators of success of the plan are agreed 6.3 Implementation is monitored against agreed indicators 6.4 Implementation is adjusted as required

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees • location

	<ul style="list-style-type: none"> • timeframe
Objectives should be 'SMART' , that	<ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time defined
Market research data includes:	<ul style="list-style-type: none"> • data about existing clients • data about possible new clients • data from internal sources • data from external sources such as: <ul style="list-style-type: none"> • trade associations/journals • Yellow Pages small business surveys • libraries • Internet • Chamber of Commerce • client surveys • industry reports • secondary market research • primary market research such as: <ul style="list-style-type: none"> ➤ telephone surveys ➤ personal interviews ➤ mail surveys
Competitor analysis	<ul style="list-style-type: none"> • competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
SWOT analysis includes:	<ul style="list-style-type: none"> • internal strengths such as staff capability, recognized quality • internal weaknesses such as poor morale, under-capitalization, poor technology • external opportunities such as changing market and economic conditions • external threats such as industry fee structures, strategic alliances, competitor marketing
Key indicators may include:	<ul style="list-style-type: none"> • salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures include:	<ul style="list-style-type: none"> • Legal structure (partnership, Limited Liability Company, etc.) • organizational structure/hierarchy • reward schemes
Market position should include data on:	<ul style="list-style-type: none"> • product • the good or service provided • product mix

	<ul style="list-style-type: none"> • the core product - what is bought • the tangible product - what is perceived • the augmented product - total package of consumer • features/benefits • product differentiation from competitive products • new/changed products • price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand may include:	<ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	<ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools include:	<ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	<ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide			
Critical Aspects of Competence	<p>The candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements • and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans 		
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information 		
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>		
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test 		
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	<ul style="list-style-type: none"> • Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Food and Beverage Service Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	CST FBS3 31 1012
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Distribute and explain information about the enterprise's quality system to personnel 1.2 Encourage personnel to participate in improvement processes and to assume responsibility and authority 1.3 Allocate responsibilities for quality within work area in accordance with quality system 1.4 Provide coaching and mentoring to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Identify required quality documentation, including records of improvement plans and initiatives 2.2 Prepare and maintain quality documentation and keep accurate data records 2.3 Maintain document control system for work area 2.4 Contribute to the development and revision of quality manuals and work instructions for the work area 2.5 Develop and implement inspection and test plans for quality controlled products
3. Facilitate the application of standardized procedures	3.1 Ensure all required procedures are accessible by relevant personnel 3.2 Assist personnel to access relevant procedures, as required 3.3 Facilitate the resolution of conflicts arising from job 3.4 Facilitate the completion of required work in accordance with standard procedures and practices

4. Provide training in quality systems and improvement processes	<p>4.1 Analyze roles, duties and current competency of relevant personnel</p> <p>4.2 Identify training needs in relation to quality system and continuous improvement processes (kaizen)</p> <p>4.3 Identify opportunities for skills development and/or training programs to meet needs</p> <p>4.4 Initiate and monitor training and skills development programs</p> <p>4.5 Maintain accurate training record</p>
5. Monitor and review performance	<p>5.1 Review performance outcomes to identify ways in which planning and operations could be improved</p> <p>5.2 Use the organization's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved</p> <p>5.3 Enhance customer service through the use of quality improvement techniques and processes</p> <p>5.4 Adjust plans and communicate these to personnel involved in their development and implementation</p>
6. Build continuous improvement process	<p>6.1 Organize and facilitate improvement team</p> <p>6.2 Encourage work group members to routinely monitor key process indicators</p> <p>6.3 Build capacity in the work group to critically review the relevant parts of the value chain</p> <p>6.4 Assist work group members to formalize improvement suggestions</p> <p>6.5 Facilitate relevant resources and assist work group members to develop implementation plans</p> <p>6.6 Monitor implementation of improvement plans taking appropriate actions to assist implementation where required.</p>
7. Facilitate the identification of improvement opportunities	<p>7.1 Analyze the job completion process</p> <p>7.2 Ask relevant questions of job incumbent</p> <p>7.3 Encourage job incumbents to conceive and suggest improvements</p> <p>7.4 Facilitate the trying out of improvements, as appropriate</p>
8. Evaluate relevant components of quality system	<p>8.1 Undertake regular audits of components of the quality system that relate to the work area</p> <p>8.2 Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures</p>

	<p>8.3 Facilitate the updating of standard procedures and practices</p> <p>8.4 Ensure the capability of the work team aligns with the requirements of the procedure</p>
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Variable	Range
Coaching and mentoring	<p>May refer to:</p> <ul style="list-style-type: none"> • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes may include:	<p>May include:</p> <ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders • Kaizen • Enterprise-specific improvement systems
Technology	<p>May include:</p> <ul style="list-style-type: none"> • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	<p>May be:</p> <ul style="list-style-type: none"> • internal or external • to existing, new or potential clients
Key process indicators	<p>Key process indicators may include:</p> <ul style="list-style-type: none"> • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	<p>May include:</p> <ul style="list-style-type: none"> • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams

	<ul style="list-style-type: none"> • run charts • X bar R charts • PDCA • Sigma techniques • balanced scorecards • benchmarking • performance measurement • upstream and downstream customers • internal and external customers immediate and/or final
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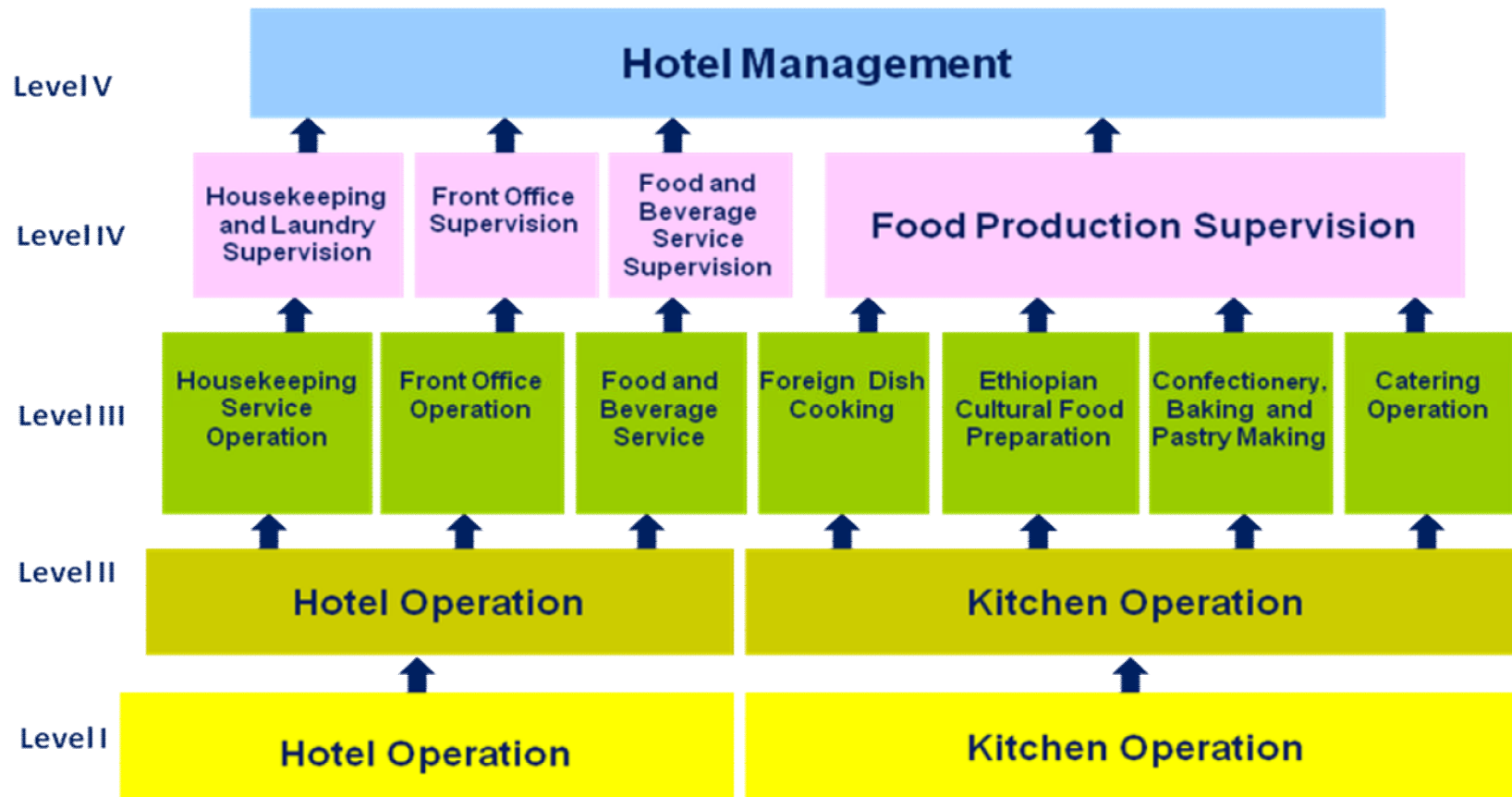
Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements <p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • implement and monitor defined quality system • requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and techniques associated with: <ul style="list-style-type: none"> – benchmarking – best practice – change management

	<ul style="list-style-type: none"> – continuous improvement systems and processes – quality systems • range of procedures available and their application to different jobs • applicability of TAKT time and MUDA to jobs • identification and possible causes of variability in jobs • continuous improvement process for organization • questioning techniques • methods of conceiving improvements • suggestion and try out procedures • relevant OHS • quality measurement tools for use in continuous improvement processes • established communication channels and protocols • communication/reporting protocols • continuous improvement principles and process • enterprise business goals and key performance indicators • enterprise information systems management • enterprise organizational structure, delegations and responsibilities • policy and procedure development processes • relevant health, safety and environment requirements • relevant national and international quality standards and protocols • standard operating procedures (SOPs) for the technical work performed in work area • enterprise quality system
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • coach and mentor team members • gain the commitment of individuals and teams to continuously improve • innovate or design better ways of performing work • communicate with relevant people • prioritize and plan tasks related to encouraging and improving use of standardized procedures • negotiate with others to resolve conflicts and gain commitment to standardized procedures • facilitate other employees in improvement activities • implement and monitor defined quality system requirements • initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems • implement effective communication strategies • encourage ideas and feedback from team members when

	developing and refining techniques and processes <ul style="list-style-type: none"> • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation
Resources Implication	Access may be required to: <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • enterprise quality manual and procedures • quality control data/records
Methods of Assessment	Competence in this unit may be assessed by using a combination of the following to generate evidence: <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of procedures and contingency management; principles and techniques associated with change management • review of the audit process and outcomes generated by the candidates <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

Sector: Culture, Sports and Tourism
Sub-Sector: Hotel and Hospitality



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