



TECHNICAL &
VOCATIONAL
EDUCATION &
TRAINING

National Competency Standard for Barista, Food & Beverage - Specialty Coffee Qualifications Code: TOU₀₇S₁₆V₁

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (CON) Fisheries and Agriculture Sector (FNA) Transport sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in a industry Sector	Two digits 01-99
Unit	U
Common Competency	1
Core Competency	2
Optional/ Elective Competency	3
Assessment Resources Materials	A
Learning Resources Materials	L
Curricula	C
Qualification	Q1, Q2 etc
MNQF level of Qualification	L1, L2 etc
Version Number	V1, V2 etc
Year of endorsement of standard, qualification	By two digits Example- 07

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN FOOD & BEVARAGE - BARISTA, SPECIALTY COFFEE		
3. Qualification code: TOU07SQ1L316	Total Number of Credits : 75	
4. Purpose of the qualification Holder of this qualification is to be recognized as a quality individual, possessing coffee knowledge, functional and people skills, an effective member of a team, who will be employed in a café, coffee franchise, F&B outlets in a hotel or a resort.		
5. Regulations for the qualification	National Certificate III in Barista, Specialty Coffee will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16	
6. Schedule of Units		
Unit Title	Unit Title	Code
1.	Practice Good Work Ethics	TOU07S1U01V1
2.	Working in a Team Environment	TOU07S1U02V1
3.	Participate in Workplace Communication	TOU07S1U03V1
4.	Personal and Workplace Hygiene	TOU07S1U04V1
5.	Coffee Knowledge	TOU07S1U05V1
6.	Espresso Fundamentals	TOU07S1U06V1
7.	Milk Steaming Fundamentals	TOU07S1U07V1
8.	Preparation and Service of Common Café Menu Beverages	TOU07S1U08V1
9.	Espresso Bar Efficiency and Workflow	TOU07S1U09V1
10.	Manual Brew Fundamentals	TOU07S1U10V1
11.	Café Tea Preparation	TOU07S1U11V1
12.	Customer Service Fundamentals	TOU07S1U12V1
13.	Preventive maintenance of machine and equipment	TOU07S1U13V1
14.	Perform basic cashiering and general control procedures	TOU07S1U14V1
15.	Develop and Up keeping of Industry Knowledge	TOU07S1U15V1
16.	Health, Safety and Security Practices	TOU07S1U16V1
7. Accreditation Requirements	The training provider should have an operating cafe or similar training facility to provide the trainees with hands-on experience related to this qualification	
8. Recommended Sequencing	As appearing under the section 06	

UNIT DETAILS

Unit Title	Unit Title	Code	Level	No of credits
1.	Practice Good Work Ethics	TOU07S1U01V1	3	8
2.	Working in a Team Environment	TOU07S1U02V1	3	6
3.	Effective Workplace Communication	TOU07S1U03V1	3	4
4.	Personal and Workplace Hygiene	TOU07S1U04V1	3	3
5.	Coffee Knowledge	TOU07S1U05V1	3	3
6.	Espresso Fundamentals	TOU07S1U06V1	3	8
7.	Milk Steaming Fundamentals	TOU07S1U07V1	3	8
8.	Preparation and Service of Common Café Menu Beverages	TOU07S1U08V1	3	5
9.	Espresso Bar Efficiency and Workflow	TOU07S1U09V1	3	5
10.	Manual Brew Fundamentals	TOU07S1U10V1	3	5
11.	Café Tea Preparation	TOU07S1U11V1	3	3
12.	Customer Service Fundamentals	TOU07S1U12V1	3	5
13.	Preventive maintenance of machine and equipment	TOU07S1U13V1	3	3
14.	Perform basic cashiering and general control procedures	TOU07S1U14V1	3	3
15.	Develop and Upkeeping of Industry Knowledge	TOU07S1U15V1	3	3
16.	Health, Safety and Security Practices	TOU07S1U16V1	3	3

Packaging of National Qualifications:

National Certificate III in Barista, Specialty Coffee will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16

Qualification Code: TOU07SQ1L316

Competency Standard for

BARISTA, SPECIALTY COFFEE

Unit No	Unit Title
1.	Practise Good Work Ethics
2.	Working in a Team Environment
3.	Effective Workplace Communication
4.	Personal Grooming
5.	Coffee Knowledge
6.	Espresso Fundamentals
7.	Milk Steaming Fundamentals
8.	Preparation and Service of Common Café Menu Beverages
9.	Espresso Bar Efficiency and Workflow
10.	Manual Brew Fundamentals
11.	Café Tea Preparation
12.	Customer Service Fundamentals
13.	Preventive maintenance of machine and equipment
14.	Perform basic cashiering and general control procedures
15.	Develop and Upkeeping of Industry Knowledge
16.	Health, Safety and Security Practices

Description of a Specialty Coffee Barista

A specialty coffee barista is part of a F&B beverage team who prepares and, if situation calls for, serves coffee beverages. These beverages could be prepared manually through filter methods or with an espresso machine according to international specialty coffee industry standards. He or she would be the team expert in all things coffee to answer customers/ guests' coffee related questions.

Competency Standard Development Process

The competencies were determined based on the expectation of tasks to be performed by a barista in the Maldives. The skill analysis was based global specialty coffee industry standards with moderate adjustments, pertaining to the industry trend relating to Maldives.

Competency standards used for similar type of training in other countries were also examined.

Further considerations were also given with special care, to not only develop deliverable skill sets, but to also lay a foundation in character building. This is in line with wholistic development philosophy, values, and practices common to the specialty coffee industry globally.

Final considerations were made to factor in the general demographic profile of vocational trainees and efforts were also made to communicate the objectives and criteria in simple English, in order to achieve a higher rate of success to this training module.

Unit 01

UNIT TITLE	PRACTISE GOOD WORK ETHICS				
DESCRIPTOR	This unit covers character development, establishing of good work habits and ethics foundational to a successful career				
CODE	TOU07S1U01V1	LEVEL	3	CREDIT	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Commitment	1.1. Priorities are made to achieve organizational goals and objectives 1.2. Perseverance and hard work to maintain the set priorities in order to achieve of organizational goals and objectives 1.3. Teachability and eagerness to learn 1.4. Demonstrate creativity in job role
2. Honesty	2.1 Dependable and accountable for cashier operations, stocks, equipment and business resources 2.2 Courage to uphold what is true and admit when mistakes are made
3. Integrity	3.1. Demonstrating an ongoing commitment to do the right thing in every situation. 3.2. Conduct above-board and observe fairness in the course of business
4. Punctuality	4.1. Reporting to duty on time 4.2. Does not go absent without valid reasons 4.3. Adhering to leave application policies
5. Excellence	5.1. Overall striving, at times beyond stated responsibilities, in every aspect of the job, to be the best an individual can be.

Range Statement

Appropriate sources:

- 1.1 Supervisors
- 1.2 Team Members
- 1.3 Customers

Resource:

- 3.1 One-on-One Mentorship
- 3.2 Peer-to-peer influence
- 3.3 Online research
- 3.4 Specialty Coffee Maldives literary resources

Protocols:

- 4.1 Organisational goals and objectives
- 4.2 Duty rosters
- 4.3 Cashier operations
- 4.4 Leave application policy
- 4.5 Stock accountability procedures

ASSESSMENT GUIDE

Form of assessment

- Direct Observation
- Peer Survey
- Oral Interview
- Duty Time Card or written daily staff movement record

Assessment context

- Competency is to be assessed individually on the job, which reflects a range of opportunities for character development
- Peer written survey may be conducted out of workplace at the end of the training period
- Independent Oral Interview at the end of the training period
- Daily staff movement record can be tabulated at the end of the training period

Critical aspects

It is essential the competencies are fully observed over the course of the training period wholistically, and evident that competencies, with emphasis to excellence, have been incorporated in the candidate's value system. This unit may be assessed in conjunction with all units, which form part of the normal job role.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time
- Peer written survey may be conducted in a separate environment removed from the candidate to ensure objective evaluation
- Independent Oral Interview to be conducted in a conducive relaxed environment

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Honesty, integrity and punctuality are fundamental values of any profession• Pursuit of excellence is instrumental to personal development• Principles of accountability in business resources• Right priorities contributing to achievement of organisational goals and objectives will lead to career advancement• Teachability, eagerness to learn, together with hard work and perseverance will spur creativity, resulting in success.	<ul style="list-style-type: none">• Ability to take ownership of organisational goals and objectives• Setting right priorities• Ability to look at the “big picture” and go above and beyond the stated responsibilities when situation calls for• Work hard, Work smart• Asking the right questions• Report for duty on time• Procedures and communication for leave application• Cashier operation• Stock count and record• Admit to failures and mistakes• Creative ideas for job performance and productivity

Unit 02

UNIT TITLE	Work in Team Environment				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes necessary for contribution as a member of a team, to achieve optimal productivity				
CODE	TOU07S1U02V1	Level	3	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Team role and scope	<p>1.1. The role and objective of the team is identified from available sources of information</p> <p>1.2. Team parameters, reporting relationships, communication procedures and responsibilities are established and reinforced through team discussions</p>
2. Identify individual role and responsibilities within team	<p>2.1 Individual role and responsibilities within the team environment are identified</p> <p>2.2 Roles and responsibility of other team members are identified and recognized</p> <p>2.3 Reporting relationships and communication procedures within team and external parties are identified and understood</p>
3. Work as a team member	<p>3.1 Attitude of respect and honour towards team and external parties</p> <p>3.2 Overall service culture and recognising other team members and relevant external parties as ‘customers’, pivotal to organisational goals.</p> <p>3.3 Exercise empathy in a team setting</p> <p>3.4 Effective and appropriate contributions made to complement team activities and objectives, with individual skills and competencies in the workplace context, to create synergy (The whole is greater than the sum of its part).</p> <p>3.5 Cooperation with a team to solve problems, tackle work challenges</p>

Range Statement

Sources of information:

- Organisation's vision, goals and objectives statement
- Standard operating and/or other workplace procedures
- Job descriptions
- Client/supplier instructions
- Quality standards
- OHS and environmental standards

ASSESSMENT GUIDE

Form of assessment

- Observation of the individual member's competency in relation to the work activities in a team setting
- Oral interview of candidate pertaining to understanding of individual and team's role and responsibility towards organisational goals and objectives.
- Peer interview in relation to team communication and synergy

Assessment context

- Competency may be assessed in workplace or in a simulated workplace setting
- Assessment shall be observed while task are being undertaken in group over the duration of the training
- Interviews to be conducted in a conducive and non-threatening environment to facilitate effective feedback for assessment

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Followed designated work plan for the job
- Operated in a team to complete workplace activity
- Operated in a team to solve problems and tackle work challenges
- Worked effectively with others with a synergised outcome
- Demonstrated empathy towards other team members in the duration of the training
- Demonstrated respect, honour and a service culture attitude towards team members and external parties

Assessment conditions

Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Group planning and decision making• Dynamics of a team context and individual's role within the team• Principle of synergy and how to contribute with a team in achieving greater results• Attitude of service culture is integral to effective team work	<ul style="list-style-type: none">• Group Planning• Group decision making• Empathy, understanding other team members• Exercise flexibility with team members in a range of work situations• Problem solving as a group• Service towards others

Unit 03

UNIT TITLE	Effective Workplace Communication				
DESCRIPTOR	This unit addresses the need for effective communication in a work environment towards customers, colleagues, and external parties. Selecting the best method of communication appropriate for different situations, identifying and overcoming communication barriers				
CODE	TOU07S1U03V1	Level	3	Credit	4

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Communication with customers and colleagues	1.1 Effective verbal and non-verbal communication with customers, colleagues and associates, effective delivery of intended messages to advance organisational goals 1.2 Appropriate lines of communications are followed 1.3 Appropriate choice of method for communication with external parties in a range of circumstances 1.4 Respect and honour in work place communication within a team and external parties
2. Effective workplace meetings and discussions	2.1 Participation of relevant meetings and discussions 2.2 Active listening 2.3 Questions asked and responding effectively 2.4 Clear expressions of opinions 2.5 Meeting and discussion outcomes interpreted and implemented correctly
3. Identifying and overcoming barriers to communication	3.1 Identifying cause of breakdown in communications 3.2 Assessment emotional barriers 3.3 Resolving conflicts and misunderstandings
4. Basic Telephone Etiquettes	4.1. Incoming calls answered correctly 4.2. Calls put on hold and transferred properly 4.3. Procedures for taking messages 4.4. Outgoing calls made efficiently 4.5. Communication in both English and Dhivehi demonstrated correctly

Range Statement

Internal Procedures and Resource:

- Organisational chart
- Communication guidelines
- Telephone handling guidelines
- Management training session on communications

External literature on:

- Verbal and non-verbal communications
- Emotional Quotient
- Effective workplace communication

ASSESSMENT GUIDE

Competency may be assessed through:

- Written Test
- Direct Observation
- Oral Interview
- Case Study/ Role play

Assessment context

Competencies may be assessed in a workplace for direct observation and in classroom environment for the written test, interview and case study/ role play.

Critical aspects (for assessment)

Assessment requires evidence of competencies in a candidate for the following points:

- Communication could be verbal and non-verbal with all points of business contacts
- Existence of barriers to effective communication and ways to overcome them
- Active listening in an essential component of communication
- Resolving conflicts and misunderstanding
- Ability communicate effectively over the phone

Assessment conditions

Assessment may be conducted in the work environment over the duration of the training. Case study and role play may be conducted in pairs. Written Test and Oral Interview are to be conducted in a quiet, conducive setting.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Effective communication• Organisation channels of communication• Various methods of communication• Barriers and solutions to communication	<ul style="list-style-type: none">• Active listening skills• Conflict resolution• Telephone handling

Unit 04

UNIT TITLE	Personal and Workplace Hygiene				
DESCRIPTOR	This unit covers the knowledge and skills required to observe workplace hygiene procedures to maintaining of personal presentation and grooming standard. This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.				
CODE	TOU07S1U04V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe personal grooming, hygiene and personal presentation standards	1.1 Grooming, hygiene and personal presentation practices maintained at professional standard in line with industry norms and organisational procedures. 1.2 Adequate level of personal cleanliness observed throughout the work 1.3 Understanding effects of poor personal hygiene and avoidance in all practices.
2. Following Hygiene procedures	2.1 Workplace hygiene procedures followed, in line with organisational procures and legal requirements. 2.2 Eating, drinking, smoking, spitting, scratching, or other such behaviours are avoided at all times on the job.
3. Identify and avoid hygiene risks	3.1 Potential hygiene risks are identified in line with organisational procedures and legal requirements. 3.2 Action to minimize and remove risks within individual's scope of responsibilities, compliant to organisational procedures and legal requirements.

Range Statement

Hygiene procedures may include, not limited to:

- Safe and hygienic handling of food and beverage
- Regular hand washing
- Correct food and beverage storage
- Appropriate cleaning cloths
- Avoidance of cross contamination
- Safe handling and disposal of garbage
- Cleaning and sanitization procedures
- Oral hygiene and personal hygiene
- Regular maintenance of hair cut and facial hair, nails
- Ensure report for duty in clean fresh uniform
- Avoidance of touching of hair or scratching at workplace

Hygiene risks may include and not limited to:

- Bacterial and other contamination arising from poor handling of food
- Inappropriate storage of foods
- Storage at incorrect temperatures
- Foods left uncovered
- Poor personal hygiene practices
- Poor work practices
- Vermins and insects
- Airborne dust
- Cross-contamination through inappropriate cleaning practices
- Inappropriate handling of potentially infectious linen
- Contaminated wastes such as blood and body secretions
- Failure to dispose of garbage and contaminated, potentially contaminated wastes

Minimization and/ or removal of risks:

- Auditing staff skills and providing adequate training and refresher training
- Ensuring policies and procedures are strictly followed
- Audits and follow-up action of audits and incidents

Tools, equipment and material used in this unit may include:

- Organisation guidelines to workplace hygiene
- National legal requirements for workplace hygiene
- Organisation guidelines to personal grooming standards
- Organisation Chart for line of communications for report risks beyond individual's
- Cleaning products for hygiene maintenance of industry standards

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit may be assessed through:

- Practical examination
- Practical demonstration
- Direct observation through the training period

Assessment context

- Assessment must reflect and events processes that occur over a period of time.
- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

Critical aspects (for assessment)

Assessment required evidence that the candidate:

- Followed hygiene procedures
- Identified and responded to hygiene risk
- Practiced personal grooming and hygiene

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Typical hygiene and control procedures in the hospitality and tourism industries• Overview of legislation and regulation in relation to food handling, personal and general hygiene• Knowledge on factors which contribute to workplace hygiene problems• General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection• Sources of and reasons for food poisoning	<ul style="list-style-type: none">• Ability to follow correct hygiene procedures and instructions• Habitual application to and internalisation of hygiene principles

Unit 05

UNIT TITLE	Coffee Knowledge				
DESCRIPTOR	This unit covers the general knowledge of coffee history and development. The coffee journey of seed to cup and the ability to transfer such knowledge.				
CODE	TOU07S1U05V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Knowledge of coffee history and development	1.1 Adequate knowledge and of the origin of coffee and its global development throughout history
2. Knowledge of seed to cup process of Coffee	2.1 Fundamental knowledge of coffee processes for further skills developments in coffee selections, espresso extraction and manual brew.
3. Provide expert advice on coffee and coffee services	3.1 Maintain and upkeep of knowledge for peer education and being the subject expert in customer service situations on the service floor. 3.2 Respond to customer questions related to coffee and espresso coffee service. 3.3 Provide accurate information to colleagues and staff on coffee and coffee service. 3.4 Promote coffee and coffee appreciation at appropriate opportunities. 3.5 Display accurate information on coffee and coffee styles for customers where suitable.

Range Statement

Specialty coffee industry literary resources may include and not limited to:

- World Atlas of Coffee, James Hoffman
- Coffee Obsession, Moldaer Anette
- Uncommon Grounds, Mark Pendergrast

ASSESSMENT GUIDE

Forms of assessment

- Oral Examination

Assessment context

Assessment may be conducted in the workplace or in a casual environment.

Critical aspects (for assessment)

Assessment requires evidence that the candidate demonstrates:

- Adequate knowledge of the history and development of coffee
- Adequate knowledge of the seed to cup coffee process
- Ability to express the stipulate areas of knowledge

Assessment conditions

- Assessment must reflect the retention of the stipulated knowledge.
- Assessment is to be conducted in a quiet, non-threatening to facilitate effective communication.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Discovery of coffee as a beverage• Growth of consumption in coffee globally• How the global coffee industry got to this point• Coffee production process• Coffee processing methods• Coffee varieties	<ul style="list-style-type: none">• Subject expert in the workplace, transferring of acquired knowledge to peers• Effective sharing of knowledge with customers and peers

Unit 06

UNIT TITLE	Espresso Fundamentals				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to prepare, extract and serve espresso coffee using an espresso machine				
CODE	TOU07S1U06V1	Level	3	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Knowledge and understanding of extraction parameters and factors of high quality espresso	1.1 Moderate extraction parameters to achieve desired flavour profile for a range of different coffees.
2. Organisation and preparation of work areas	2.1 Organize espresso bar according to workplace safety and hygiene practices, to enable efficient workflow and easy access to equipment and commodities. 2.2 Develop preparation and work routines according to organisational requirements. 2.3 Preparation of espresso bar and gather tools and equipment required for coffee service according to organisational procedures. 2.4 Store coffee and commodities in appropriate airtight containers and conditions to maintain quality and freshness, according to workplace hygiene procedures and food safety regulations.
3. Grind, Dose and Tamping	3.1 Select coffee and grind to correct particle size and dose for optimal extraction 3.2 Take into consideration any environmental and equipment factors affecting dosage, and adjust grind and dose accordingly. 3.3 Select appropriate cups or glassware and ensure they are warm before preparation. 3.4 Measure or dispense required dosage and place into clean filter basket, tamping coffee evenly using correct pressure.
4. Espresso Extraction and measurement	4.1. Ensure group head is clean prior to inserting group handle by releasing of purge water for three seconds from the group head before placement of group handle to extract coffee. 4.2. Monitor flow rate, time and colour of extraction shot. 4.3. Analyse extraction rate and volume to adjust where appropriate. 4.4. Assess quality of extraction visually and where appropriate by verifying flavour. 4.5. Check spent grounds (puck or cake) to identify any required adjustments to dosage and tamping technique.

Range Statement

Industrial coffee literature:

- The Professional Barista Handbook, Scott Rao
- Espresso Extraction: Measurement and Mastery, Scott Rao

Factors to consider in grinding coffee include:

- Grinder Settings
- Sensory analysis of grind, including:
 - Visual
 - Tactile
 - Olfactory
 - Tasting of finished product

Tools, equipment and material used in this unit may include:

- Types and brands of coffee grinders and coffee machines
- Service ware, including cups, saucers, mugs and glasses of various sizes
- Gram Scales
- Digital Timers
- Shot glasses
- Tampers
- Storage bins in appropriate sizes and materials
- Knocktubes for discarded pucks
- Cleaning cloths

ASSESSMENT GUIDE

Forms of assessment

- Direct observation of practical demonstration of extracting and serving coffee over an entire service period
- Tasting of coffee prepared by the candidate
- Written or oral questions to assess required knowledge relating to preparing and serving espresso coffee

Assessment context

Assessment must ensure:

- Access to a workstation with industry-standard commercial espresso machine and appropriate
- Access to a range of coffee types and commodities
- Preparation of quantities of coffee items within industry-realistic timeframes for multiple customers simultaneously

Critical aspects (for assessment)

Evidence of the following is essential:

- Ability to recognise quality in espresso coffee and identify factors affecting quality and required outcomes
- Ability to address problems during preparation and service of espresso coffee
- Ability to extract and present quality coffee within realistic timelines
- Compliance with all workplace hygiene and food safety regulations
- Safe work practices in making espresso coffee.

Assessment conditions

Assessment must reflect events and processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Types of bean, blends and roasts with a particular emphasis on Espresso roast• key principles of Espresso Extraction• Appropriate pour rate for espressos• factors affecting quality of Espresso• Types of grind and grinding equipment• Types of machines, equipment, accessories, their main features and differences• Storage conditions and requirements for coffee and commodities• Sequencing and production of orders	<ul style="list-style-type: none">• Techniques for grinding, dosing, tamping and purging group head• Quality extraction of espressos• Ability to appreciate and communicate basic flavours and taste in cup• Numeracy skills to calculate and measure doses of coffee• Hygiene and food safety practices related to making, serving and storing coffee, coffee products and service equipment• Safe work practices when using coffee machines and other equipment, including posture at workstation

Unit 07

UNIT TITLE	Milk Steaming Fundamentals				
DESCRIPTOR	This unit covers the skills and knowledge required to steam milk, essential in the preparation of espresso-based beverages.				
CODE	TOU07S1U07V1	Level	3	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Milk and equipment preparation	1.1. Adequate amount of milk is measured according to the type of drinks to be prepared. 1.2. Appropriate size of steaming pitcher is selected in accordance with drinks ordered to avoid excessive wastage of milk 1.3. Steam wand is flushed to remove condensed water. 1.4. Steam wand is wiped before steaming and after steaming 1.5. Rags for the steam wand are kept clean and moist
2. Stretching milk	2.1 Steam wand is positioned at the right depth of the milk. 2.2 Full steam is applied when introducing air into the milk. 2.3 The sound of air being drawn into the milk is judged/evaluated thru the hissing sound. 2.4 Milk is stretched according to the desired <i>volume of foam</i>. 2.5 Milk is converted into micro foam.
3. Texturing milk	3.1. Steam wand is angled as appropriate to create a whirlpool effect. 3.2 Milk is spun to achieve the desired consistency. 3.3 Milk is steamed at the ideal temperature for immediate consumption. 3.4 Steam wand is shut off some 5 degrees before the desired temperature. 3.5 Steam wand is flushed and wiped after steaming. 3.6 Big bubbles are removed by swirling and knocking the pitcher on the counter
4. Basic free pour latte art	4.1 Basic pour of “Love Heart”, “Tulip” and “Rosetta” within 30 secs to ensure appropriate drinking temperature when served.

Range Statement

Steaming pitcher, sizes may include but not limited to:

- 400ml
- 600ml
- 1000ml

Desired increased volume of microfoam:

- 0.5cm for Flat White
- 1cm for Latte
- 2cm for Cappuccino

Desired consistency:

- Silky
- Velvety
- Pouring consistency
- Naturally sweet
- Glossy

Ideal temperature:

- Ideal temperature for steaming milk is between 60-65 Degree Celsius, suitable for immediate consumption when served

Tools, equipment and material used in this unit may include:

The following resources should be provided:

- Commercial espresso machine
- Institutional coffee grinder
- Coffee beans
- Coffee bar tools and supplies (tamper, steaming pitcher etc.)
- Milk
- Chiller/ref or ice box with ice

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit may be assessed through:

- Written and/or oral questions to test candidate's knowledge on the step by step procedure of steaming milk; chemistry or composition of milk; its effect on the texture and sweetness of the steamed milk etc.
- Practical/Demonstration on steaming milk

Assessment context

Assessment must be conducted at workplace or simulated environment

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Measured the adequate amount of milk according to the kind of drink to be prepared.
- Use chilled milk.
- Selected the correct size of steaming pitcher
- Flushed and wiped the steam wand before and after steaming milk
- Kept rags clean and moist
- Stretched milk according to the desired volume of foam
- Steamed milk to its desired texture
- Steamed the milk to the ideal temperature

Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Milk types and Chemistry of milk• Stages of steaming milk• Milk characteristics for free pour Latte Art	<ul style="list-style-type: none">• Milk texturing and steaming, to the desired volume, texture, and temperature appropriate for types of espresso-based milk beverages.• Free Pour Latte Art

Unit 08

UNIT TITLE	Preparation and Service of Common Café Menu Beverages				
DESCRIPTOR	This unit covers the skills and knowledge required in the preparation of standard coffee beverages, both hot and cold using the espresso machine				
CODE	TOU07S1U08V1	Level	3	Credit	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Knowledge of Common Cafe Beverages	1.1 Ability to prepare common café beverages
2. Take orders of guests	<p>2.1. Orders are taken and verified with guests or dining service crew.</p> <p>2.2. Recommendations are offered to the guest on selection of coffee beverages.</p> <p>2.3. General information about the coffee beans are provided to guests</p> <p>2.4. Preparation of espresso bar for coffee service is completed according to establishment's standards and procedures.</p>
3. Prepare espresso based beverages	<p>3.1 Hot and cold espresso-based beverages are prepared according to standard recipes of the establishments.</p> <p>3.2 Only good/perfect shots of espresso are served or used in the beverages.</p> <p>3.3 Appropriate cups/glasses and accessories are selected according to the beverage ordered.</p> <p>3.4 Espresso beverages are served immediately.</p>
4. Serve and present Espresso Coffee	<p>4.1 Present coffee attractively using clean ceramic or glass cups, avoiding drips and spills.</p> <p>4.2 Serve coffee at the required temperature, according to customer requirements and style, with appropriate crema, steamed milk and accompaniments.</p>

Range Statement

Common Café Items may include and not limited to (hot and cold):

- Espresso
- Ristretto
- Americano (Long Black)
- Flat White
- Espresso Macchiato (short Macchiato)
- Long Macchiato (double shot)
- Café Latte
- Cappuccino
- Café Mocha
- Hot Chocolate

Coffee beans information may include:

- Variety
- Origin
- Coffee Blend
- Roast level
- Coffee grind

Espresso Bar preparation may include:

- Preparing machine or brewing equipment
- Setting cups, saucers, accessories
- Supplies/condiments

Commercial standard Espresso shot parameters:

- Dose between 7-9 grams
- Volume: Between 25-35 ml
- Water temperature: Between 90 – 96 degrees Celsius
- Atm pressure: Between 9-10 bars
- Extraction time: 20-30 seconds

Specialty Coffee typical Espresso:

- Dose between 15-22 grams
- Volume: Between 30-45 ml (short double)
- Water temperature: Between 90 – 96 degrees Celsius
- Atm pressure: Between 9-10 bars
- Extraction time: 28-33 seconds

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit may be assessed through:

- Written and/or oral questions to test candidate's knowledge on espresso and espresso based beverages
- Practical/Demonstration on preparing the basic espresso-based beverages

Assessment context

Assessment must be conducted in

- Workplace or simulated environment

Critical aspects (for assessment)

Assessment requires evidence that the candidate

- Provided general information about the coffee beans to the guest
- Prepared hot and cold espresso-based beverages
- Served beverages immediately

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Coffee growing countries• Coffee varieties• Basic Espresso beverages	<ul style="list-style-type: none">• Extracting Espresso• Preparation of basic Espresso beverages

Unit 09

UNIT TITLE	Espresso Bar Efficiency and Workflow				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to plan and monitor espresso coffee service efficiently				
CODE	TOU07S1U09V1	Level	3	Credit	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Espresso Bar Efficiency	1.1 Maintain clean espresso bar for service efficiency 1.2 Plan and organise work flow for multiple orders 1.3 Steam milk for multiple cups of coffee with one pitcher 1.4 Simultaneously steam milk and extract espresso
2. Team work	2.1 Working in pairs on dedicated espresso and milk stations
3. Monitor quality and service of coffee	3.1 Evaluate coffee beans to ensure freshness and appropriate oil content. 3.2 Diagnose faults and problems in quality of coffee. 3.3 Seek and follow up feedback on coffee quality from customers and staff. 3.4 Deal with problems according to nature of problem and enterprise practices.

Range Statement

Characteristics of coffee include:

- Colour
- Appearance, including opacity or transparency
- Aroma
- Flavour
- Taste
- Freshness
- Presentation.

Evaluate espresso coffee quality includes:

- Use of visual and other sensory means, such as smelling and tasting coffee
- Customer feedback
- Consistency of product

Indicators of quality include:

- Industry and enterprise standards and requirements
- Customer feedback
- Repeat business
- Sales of particular items, coffee types and styles.

ASSESSMENT GUIDE

Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Direct workplace observation over the duration of the training
- Practical test on multiple orders
- Written or oral questions to test knowledge required to plan and monitor espresso coffee service
- Testing of candidate's ability to analyze and solve typical problems in coffee service or coffee quality

Assessment context

Assessment must ensure access to a coffee station with a range of industry-current equipment.

- Work activities that allow the candidate to develop and maintain systems for the service of coffee over a period of time.

Critical aspects (for assessment)

Evidence of the following is essential:

- Proficiency in simultaneous extraction of coffee and steaming of milk
- Ability to work in pairs to fulfill high quantity order
- Ability to diagnose and troubleshoot problems with coffee quality

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Practical tests conducting at workplace
- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Workflow and efficiency in espresso bar service• Coffee quality, diagnosis and troubleshoot• Teamwork dynamics	<ul style="list-style-type: none">• Process high volume of orders• Simultaneously steam milk and extract espresso• Work in pairs on dedicated milk and espresso stations• Resolve coffee quality issues

Unit 10

UNIT TITLE	Manual Brew Fundamentals				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to extract and serve manual brew methods				
CODE	TOU07S1U10V1	Level	3	Credit	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare and serve manual brewed coffee	1.1 Adequate understanding various of manual brew method 1.2 Ability to explain to peers and customers the difference in cup quality of various manual brew methods 1.3 Understanding of factors affecting brew quality 1.4 With understanding of origins, coffee varieties, processing methods to apply the best brew methods and parameters 1.5 Coffee is brewed according to ideal brew parameters of the method 1.6 Coffee beans are weighed or measured according to brewing method. 1.7 Brewed coffee is served immediately.

Range Statement

Manual Brew Methods may include:

- V60 pourover
- Aeropress
- Chemex pourover
- Drip Coffee
- Cold Brew
- French Press
- Syphon

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit must be assessed through:

- Written examination
- Practical demonstration

Assessment context

- Assessment may be done in the workplace or in a simulated workplace setting
- Written examination is to be conducted in a classroom setting

Critical aspects (for assessment)

Assessment required evidence that the candidate:

- Understand and able to explain the various manual brew methods
- Understand the factors contributing to cup quality
- Able to proficiently brew coffee with the various manual brew methods

Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Cup characteristics of coffee origin, varietals and processing methods• Key principles to manual brewed coffee	<ul style="list-style-type: none">• Provide advice to customers about coffee brew methods and cup characteristics where appropriate.• Determine customer coffee preferences and requirements, and offer coffee style choices and accompaniments accordingly.• Brew and serve according to customer preferences

Unit 11

UNIT TITLE	Café Tea Preparation				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to brew and serve a range of tea beverages				
CODE	TOU07S1U11V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare and serve a variety of cafe teas	1.1 Knowledge of traditional tea types 1.2 Knowledge of modern tea types 1.3 Apply appropriate time and brew water temperature for different tea types 1.4 Brew and serve Chai Latte
2. Prepare and serve Chinese Tea	2.1 Knowledge of Chinese Tea varieties 2.2 Perform basic Chinese Tea etiquette

Range Statement

Traditional Café teas includes and not limited to:

- English Breakfast
- Peppermint
- Earl Grey
- Chamomile

Modern tea types includes and not limited to:

- Flower tea blends
- Fruit tea blends
- Green Tea
- Chai Latte

Chines Tea variety includes and not limited to:

- Dragon Well
- Pu-er
- Tie Guan Yin
- White tip
- Silver tip
- Jasmine

Tools, equipment and material used in this unit may include:

The following resources should be provided:

- Range of tea leaves and tea powder
- Tea pots, cups and saucer
- Brew kettle, scales and timer

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit must be assessed through:

- Oral Questions and Answers
- Practical demonstration

Assessment context

- Assessment may be done in the workplace or in a simulated workplace setting
- Written examination is to be conducted in a classroom setting

Critical aspects (for assessment)

Assessment required evidence that the candidate:

- Possess knowledge of tradition, modern and Chinese tea characteristics
- Able to proficiently brew the range of teas listed in this unit

Assessment conditions

- Oral interview is to be conducted along with the practical tests conducted in the workplace setting

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Variety of traditional, modern and Chinese teas• Appropriate brew parameters for each type of tea	<ul style="list-style-type: none">• Provide advice to customers about tea varieties, their respective flavour characteristics where appropriate.• Determine customer coffee preferences and requirements, and offer tea choices accordingly.• Brew and serve according to customer preferences

Unit 12

UNIT TITLE	Customer Service Fundamentals				
DESCRIPTOR	This unit of competency deals with the knowledge, skills, and attitudes in providing effective customer service with the goal of repeat business and positive word of mouth publicity.				
CODE	TOU07S1U12V1	Level	3	Credit	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Understanding the role of a Barista	1.1 Prepare beverages correctly 1.2 Communicate information to customers 1.3 Knowledge to represent the industry and work of other coffee professionals (farmers, exporters, roasters)
2. Essential points of Service	2.1 Know the importance of customer service to achieve organisational goals 2.2 Greet Customers promptly with a warm smile 2.3 Create an appealing atmosphere for customer and staff interaction, forming a warm welcoming environment 2.4 Identify and meet customers' needs through verbal and non-verbal skills, backed by expert knowledge of products 2.5 Offer prompt, efficient and pleasant service
3. Service Recovery	3.1 Listen. Nature and details of complaint are established and agreed with the customer 3.2 Responsibility for resolving the complaint is taken within limit of responsibility and not taken personally. 3.3 Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible

Range Statement

Steps of service recovery may include and not limited to:

1. Listen, acknowledge customer and hear their complaints
2. Don't take complaints personally and don't be defensive
3. Offer sincere apologies
4. Offer alternatives or remedy, ask what will make things better
5. Never deny, explain, or shift the blame. Take ownership of the complaint

Factors to consider in communication may include and not limited to:

- Body language
- Dressing and accessories
- Gestures and mannerisms
- Voice tonality and volume

- Use of space
- Culturally specific communication customs and practices

Cultural and social differences may include and not limited to:

- Modes of greeting, fare welling and
- Body language/ use of body gestures
- Formality of language

Customer need may include and not limited to:

- Physical Disabilities
- Special cultural or language needs
- Unaccompanied children
- Parents with young children
- Pregnant women
- Single women

Greeting and conversation points may include and not limited to:

- Eye contact and facial expression
- Modes of greeting and farewell
- Enquiry and addressing customer by name
- Time-lapse before a response

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit must be assessed through

- Oral examinations
- Direct observation of the course of the training

Assessment context

Assessment may be done in the workplace or in a simulated workplace setting

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Understand the importance of good customer service to achieve organisation goals
- Demonstrates and understands, factors and steps to good customer service
- Provide service recovery

Assessment conditions

Assessment must reflect events and processes that occur over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Role and responsibility of Barista in customer service context• Importance of customer service• Factors and steps to effective customer service• Steps to service recovery	<ul style="list-style-type: none">• Effective communication skills• Non-verbal communication - body language• Interpersonal and rapport building with colleagues and customers• Active listening• Problem solving

Unit 13

UNIT TITLE	Preventive maintenance and maintenance of machines and equipment				
DESCRIPTOR	This unit deals with the knowledge and skills required in regular preventive maintenance of the espresso machine and other coffee equipment including cleaning and standard operating procedures that must be performed before and after operating the machines and equipment.				
CODE	TOU07S1U13V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Preventive maintenance of espresso machine	1.1 Back flushing of espresso is performed according to the type of machine. 1.2 Group head gaskets and porta filters are checked and cleaned regularly. 1.3 Clean hot water flushing the drip tray at daily closing 1.4 Steam wand is cleaned and wiped with a clean and moist rag. Mandatory purging before and after steaming milk 1.5 Appropriate food grade cleaning chemical is used to back flush and descale espresso machine 1.6 Porta filter and baskets are soaked in hot water to remove oils. 1.7 Group head and screen are brushed at the end of the day. 1.8 Water softener filter is checked regularly. 1.9 Suitable cleaning tools and materials are used to perform maintenance procedures of the machine.
2. Clean doser grinder	2.1 Grounds are brushed off from the bottom and exterior part of the grinder 2.2 Bean hopper is wiped with clean cloth or paper towel or washed in warm water 2.3 The doser chamber or compartment (especially the chute area) is brushed out. 2.4 Grinder burrs are checked regularly.
3. Care of small brewing devices	3.1 Brew equipment are cleaned right after use each time 3.2 Brew equipment are wiped dried before being stored in their designated places.
4. Basic Service Maintenance	4.1 Monitor and assess the operation and efficiency of the espresso machine and grinder during usage and take appropriate action where required in relation to defects and faults according to enterprise policies and procedures, OHS and warranty requirements. 4.2 Identify situations requiring the attendance of a trained

	<p>service technician, licensed electrician, or a designated senior person within the organisation.</p> <p>4.3 Use energy and water resources efficiently when preparing coffee and cleaning equipment to reduce negative environmental impacts.</p>
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Range Statement

Food grade cleaning chemical may include and not limited to:

- Capsule form
- Powder form
- Tablet form

Cleaning tools and materials may include and not limited to:

- Grinder brush
- Stiff bristle toothbrush
- Screwdrivers
- Cleaning espresso machine chemical
- Lint-free cloth/rags

Grinder types:

- Flat burrs
- Conical burrs
- Blades
-

Damages may include:

- Holes
- Tears
- Clogs
- Worn out

Tools, equipment and material used in this unit may include:

- Commercial espresso machine
- Institutional coffee grinder
- Cleaning tools and materials
- Cleaning chemical

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit may be assessed through:

- Written exams on basic maintenance knowledge and procedure
- Practical demonstration

Assessment context

Assessment must be conducted in:

- Workplace or simulated environment
- Classroom room environment

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated the steps and procedures of back flushing
- Provided information about the parts of the espresso and dozer grinder
- Demonstrated screwing and unscrewing back group head screen
- Understand the overall procedures of cleaning and service maintenance

Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Steps of preventive maintenance• Espresso machine parts• Grinder parts• Basic maintenance and trouble shooting	<ul style="list-style-type: none">• Back flushing• Cleaning group heads• Cleaning grinder• Cleaning of brew equipment• Timely identifying equipment fault and address issues according to organisational guidelines

Unit 14

UNIT TITLE	Perform basic cashiering and general control procedures				
DESCRIPTOR	This unit deals with the know ledge and skills required to perform basic cashiering function as well as carry out general control procedures including stock/inventory control.				
CODE	TOU07S1U14V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Operate Electronic Cash register(ECR) or Point of sales system(POS)	1.1 ECR or POS is prepared before operation following standard procedures 1.2 Business transactions are entered and recorded in accordance with enterprise standards. 1.3 Reports are generated at the end of the shift in accordance with enterprise standards. 1.4 New item data are entered into the system in accordance with enterprise standard operating procedures. 1.5 Back up database are made in accordance with enterprise standards.
2. Receive payments	2.1 Cash is received and counted in accordance with enterprise accounting procedures. 2.2 Change is given and counted in front of the guest in accordance with enterprise accounting procedures. 2.3 Receipts/tapes are printed out and given to guest in accordance with enterprise accounting procedures.
3. Handle change funds and petty cash	3.1 Cash funds are secured in accordance with enterprise standard procedures 3.2 Cash count reports are prepared in accordance with enterprise standard procedures. 3.3 Expenses are monitored and recorded in accordance with enterprise standard procedures.
4. Maintain par stock of items	4.1 Beginning and ending inventory are conducted before and after operations in accordance with enterprise inventory procedures 4.2 Stocks are requested according to enterprise standard procedures 4.3 Issued stock items are checked against requisition documents in accordance with enterprise procedures 4.4 Stock levels are monitored in accordance with par stocking procedures.

Range Statement

ECR or POS preparation may include and not limited to:

- Turning on machine and checking peripherals
- Acquire opening reading or reset of machine
- Put cash (cash fund) into the cash tray

Business Transactions may include and not limited to:

- Ordering
- Receiving
- Invoicing
- Sales

Reports may include and not limited to:

- Inventory
- Spoilage
- Void
- Sales

Stock may include and not limited to:

- Coffee beans
- Milk
- Sugar
- Bar supplies
- Flavored Syrups

Tools, equipment and material used in this unit may include:

The following resources should be provided:

- POS
- Sales reports and relevant forms
- Order slips

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit may be assessed through practical/demonstrate knowledge of POS systems on simulated business transaction.

Assessment context

Assessment must be conducted in

- Workplace or simulated environment

Critical aspects (for assessment)

Assessment requires evidence that the candidate

- Demonstrated knowledge on the operation of POS or ECR
- Accomplished reports
- Followed procedures in daily sales reporting
- Followed procedures in securing cash and inventory

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Standard POS features• Policies and procedures related to cash handling• Benefits /uses of POS• Par Stock Inventory Control	<ul style="list-style-type: none">• Basic computer skills• Basic accounting skills• Basic Stocking skills• Operation of ECR or POS

Unit 15

UNIT TITLE	Develop and update industry knowledge				
DESCRIPTOR	This unit of competency deals with the knowledge, skills and attitude required to access, increase and update industry knowledge. It includes seek information on the industry and update industry knowledge				
CODE	TOU07S1U15V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Seek information on the industry	1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities on a regular basis
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below.

Information sources may include and not limited to:

- Media
- Reference books
- Libraries
- Industry associations
- Industry journals
- Internet
- Personal observation and experience

Information to assist effective work performance may include and not limited to:

- Different sectors of the industry and the services available in each sector
- Relationship between tourism and hospitality
- Relationship between the industry and other industries

- Industry working conditions
- Legislation that affects the industry
- Health and safety
- Hygiene
- Consumer protection
- Work ethic required to work in the industry and industry expectations of staff

Tools, equipment and material used in this unit may include:

The following resources should be provided:

- Sources of information on the industry
- Industry knowledge

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit may be assessed through:

- Interview/questions
- Direct observe

Assessment context

Assessment may occur on the job or in an appropriately simulated environment.

Critical aspects (for assessment)

Assessment should provide evidence that the candidate:

- Demonstrates the ability to identify and acquire relevant industry knowledge
- Has developed an attitude and behaviour of continuous pursuit to upkeep industry knowledge.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Overview of quality assurance in the industry• Role of individual staff members• Industry information sources	<ul style="list-style-type: none">• Time management• Ready skills needed to access industry information• Basic competency skills needed to research reference materials and access the internet

Unit 16

UNIT TITLE	Health, Safety and Security Practices				
DESCRIPTOR	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues, and customers.				
CODE	TOU07S1U16V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Deal with emergency situations	2.1 Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2 Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3 Emergency incidences reported in line with enterprise procedures
3. Identify and prevent hygiene risks	3.1. Hygiene risks identified, prevented and avoided in line with enterprise procedures 3.2. Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures
4. Clean the work area	4.1. Cleaning tasks accomplished to enterprise standards 4.2. Proper method for cleaning selected and employed for appropriate task
5. Secure work premises	5.1 Work premises closed and locked at the end of work, in line with enterprise procedures

Range Statement

Procedures included:

- Guidelines for safe handling of equipment of utensils
- Emergency procedures

- Fire safety procedures
- Security and safety guidelines
- Cleaning and decontamination procedures
- Waste handling procedures
- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures
- Basic first aid procedures

Tools, equipment and material used in this unit may include:

- Relevant Procedure guidelines and manuals

ASSESSMENT GUIDE

Forms of assessment

This may include and not limited to:

- Written Test
- Oral Questions and Answers

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects a range of safe working practices. In the case of written test, it should be done in a classroom environment.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units, which form part of the normal job role.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• General knowledge on safe practices• Communication procedures• Relevant workplace procedures and guidelines	<ul style="list-style-type: none">• Undertake safe manual handling jobs• Competent to follow safety regulations• Competent to work safely with workplace equipments, materials and colleagues