



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



FOOD AND BEVERAGE OPERATIONS

FBOBS501

Advanced restaurant
Buffet set up

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



ADVANCED RESTAURANT BUFFET SET UP



AUTHOR'S NOTE PAGE (COPYRIGHT)

The competent development body of this manual is Rwanda TVET Board © reproduced with permission.

All rights reserved.

- This work was produced initially with the Rwanda TVET Board, with the support from the European Union (EU).
- This work has copyright but permission is given to all the Administrative and Academic Staff of the RTB and TVET Schools to make copies by photocopying or other duplicating processes for use at their workplaces.
- This permission does not extend to making copies for use outside the immediate environment for which they are made, nor making copies for hire or resale to third parties.
- The views expressed in this version of the work do not necessarily represent the views of RTB. The competent body does not give a warranty nor accept any liability.
- RTB owns the copyright to the trainee and trainer's manuals. The training providers may reproduce these training manuals in part or in full for training purposes only. Acknowledgment of RTB copyright must be included in any reproductions. Any other use of the manuals must be referred to the RTB.

© Rwanda TVET Board

Copies available from:

- HQs: Rwanda TVET Board-RTB
- Web: www.rtb.gov.rw

KIGALI-RWANDA

Original published version: April, 2025.

ACKNOWLEDGEMENTS

Rwanda TVET Board (RTB) would like to recognize all parties who contributed to the development of the Trainer's and trainee's manuals for the TVET Certificate V in Food and Beverage Operation for the module: **"FBOBS501-ADVANCED RESTAURANT BUFFET SET UP".**

Thanks to the EU for financial support and Ubukerarugendo Imbere Project for technical support on the implementation of this project.

We also wish to acknowledge all trainers, technicians and practitioners for their contribution to this project.

The management of Rwanda TVET Board appreciates the efforts of its staff who coordinated this project.

Finally, RTB would like to extend its profound gratitude to the MCT Global team that technically led the entire assignment.

This training manual was developed:



Under Rwanda TVET Board (RTB) guiding policies and directives



Under European Union financing



Under Ubukerarugendo Imbere Project implementation, technical support and guidance

COORDINATION TEAM

Aimable Rwamasirabo

Felix Ntahontuye

Eugène Munyanziza

Production Team

Authoring and Review

Bosco Twizerimana

Denyse Imanirutabyose Ishimwe

Gisele Ntakirutimana

Conception, Adaptation and Editorial works

Jean Marie Vianney Muhire

Vincent Havugimana

Kanyike John Paul

Formatting, Graphics, Illustrations, and Infographics

Asoka Niyonsaba Jean Claude

Mireille Cyiza

Augustin Habimana

Coordination and Technical support

Ubukerarugendo Imbere Project and RTB

Project Implementation

MCT Global Ltd

TABLE OF CONTENT

AUTHOR'S NOTE PAGE (COPYRIGHT).....	iii
ACKNOWLEDGEMENTS	iv
LIST OF ABBREVIATIONS AND ACRONYMS	viii
INTRODUCTION.....	1
LEARNING OUTCOME 1: PERFORM BUFFET PRE-SETTING ACTIVITIES	3
Topic 1.1: Maintaining personal grooming.....	7
Topic 1.2: Cleaning of buffet display area	12
Topic 1.3: Selection of buffet set up tools, material and equipment.....	17
LEARNING OUTCOME2: SET THE SEVEN COURSES BUFFET TABLEWARE.....	25
Topic 2.1: Displaying Amuse-bouche buffet tableware	29
Topic 2.2: Displaying appetizers/starter buffet tableware.	33
Topic 2.3: Pasta and related condiments & sauces	38
Topic 2.4: Displaying main course buffet tableware	43
Topic 2.5: Displaying dessert course and condiments	48
Topic 2.6: Displaying tea-coffee and petit fours tableware	53
LEARNING OUTCOME3:PERFORM BUFFET POST-SETTING ACTIVITIES.....	61
Topic 3.1: Monitoring of buffet display	64
Topic 3.2: Adjusting buffet table set up	69
REFERENCES.....	80

LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Base Education and Training
PPE:	Personal Protective Equipment
RQF:	Rwanda Qualification Framework
SOPs:	Standard Operating Procedures
RSB:	Rwanda Standards Board
RTB:	Rwanda TVET Board
TVET:	Technical and Vocational Education and Training

INTRODUCTION

This trainer manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **FBOBS501 Perform advanced restaurant buffet set up**. Students undertaking this module shall be exposed with practical activities that will develop and nurture their competences, the writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing enough practical opportunities reflecting real life situations.

The trainer manual is subdivided into Learning outcomes, each outcome has got various topics, you will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge, and attitudes about the unit.

The trainer manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies, and techniques about how to facilitate students to undertake different activities as proposed in their trainee manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify strength, weaknesses, and areas for improvements.

Remind them to read point to remember section which provide the overall key points and take ways of the unit.

ADVANCED RESTAURANT BUFFET SET UP

Learning Outcomes	Learning Hours	Learning Outcomes/topics
1. Perform buffet presetting activities	15	1.1. Maintaining personal grooming
		1.2. Cleaning of buffet display area.
		1.3. Selection of buffet set up tools, material and equipment
2. Set the seven courses buffet tableware	15	2.1. Displaying Amuse-bouche buffet tableware
		2.2. Displaying appetizers/starter buffet tableware
		2.3. Pasta and related condiments & sauces
		2.4. Displaying main course buffet tableware
		2.5. Displaying dessert course and condiments
		2.6. Displaying tea-coffee and petit fours tableware
3. Perform buffet post-setting activities	20	3.1. Monitoring of buffet display
		3.2. Adjusting buffet table set up.

LEARNING OUTCOME 1: PERFORM BUFFET PRE-SETTING ACTIVITIES



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **perform buffet pre-setting activities**.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the key aspects to check when assessing personal grooming for a head steward	1. Assess head steward- dressing code	1. Apply Head-steward Safety and hygiene practices
2. Differentiate dining areas cleaning techniques	2. Apply dining areas cleaning techniques	2. Comply with health and safety standards during cleaning of dining area
3. Identify dining area cleaning products	3. Use dining area cleaning products	3. Respect for cleaning SOPs
4. Identify buffet service styles	4. Use tools, materials and equipment according to buffet service style	4. Respect Hygiene measures when set up buffet



Steps:



Discovery activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding performing buffet pre-setting activities under task 1 in their Trainee's Manuals. *Make sure instructions are understood, all the students are actively participating and necessary requirements are given.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce new topic: Topic 1.1: Maintaining personal grooming

Topic 1.1: Maintaining personal grooming



Objectives:

By the end of the topic, trainees will be able to:

- a. Describe Head-steward Dressing code
- b. Describe Head-steward Work attire
- c. Apply Head-steward Safety and hygiene practices



Time Required: 3 hours.

Learning Methodology:

Small group work, video, brainstorming, field visit, research, observation, Demonstration and simulation, Individual, Practical exercise, Individualized, Group discussion, Presentation



Materials, Tools and Equipment Needed:

- ✓ Printed storage, kitchen and restaurant checklist, gloves, marker pens, flips chart, pens, chalks, property management software.



Preparation:

- ☐ Prepare in advance tools for trainee/trainer check list for checking personal grooming .
- ☐ Prepare in advance kitchen workshop with tools for trainee identification.

Cross Cutting Issues:



- ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ Inclusiveness: put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ Peace and value education: discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ Critical thinking: give activities which enhance critical thinking
- ✓ Communication: encourage every group member to participate in discussions and/or oral presentations
- ✓ Sexual harassment: avoid any practice, examples, words which could lead to sexual harassment.



Prerequisites:

- Hygiene
- Safety



Activity 1: Problem-Solving

Instructions to the scenario.

1. Individually or in large group, let students, read the scenario under Topic 1.1 and guide them to do tasks that follow.

Scenario 1: Handling inappropriate personnel grooming for a head steward

Kigali unique Hotel is hosting a big event and one of the services to offer is to cater for lunch. As the supervisor, you have realized that among the head stewards, some have uniforms which are too tight making it difficult to move freely while performing their duties such as serving or carrying heavy trays. Also, some others wear inappropriate or overall casual uniform for a formal event. Ask trainees to refer to the scenario 1 to answer the following questions:

What was missing from the staff to meet the head steward dressing code?

- a. What are the key aspects to checking when assessing personal grooming for a head steward?
2. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 1 in their manuals and answer the questions that follow
Give clear instructions on how the task should be done, any tools/materials and duration.
 - a. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations.
Encourage other students to give their contributions during the presentations.
Responses can be put where students can refer to them during the session.
 - b. After the presentations, let students refer to Key facts 1.1: Maintaining personal grooming in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice

Instructions to the scenario.

Individually or in large group, let students, read the scenario under Topic 1.1 and guide them to do tasks that follow

Scenario 2: Scenario 2: Preparing for Excellence: Personal Grooming and Setup for the Advanced Buffet

You are getting ready to set up an advanced buffet in the school FBO workshop. Before setting the advanced buffet there are activities including maintaining/checking personal grooming that must be performed.

Required:

- a. Design a simple checklist you will use to maintain/check personal grooming
- b. Maintain personal grooming as you prepare for setting up the advanced buffet

Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 2 in their manuals and perform the task that follow. Give clear instructions on how the task should be done, any tools/materials and duration.

After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.

After the presentations, let students refer to Key facts 1.1: Maintaining personal grooming in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 4

Instructions to the scenario.

1. Individually or in large group, let students, read the scenario under Topic 1.1 and guide them to do tasks that follow.

Scenario 3: Visit to Hotel ABC

Visit the restaurant in hotel ABC in your community and request to participate in setting up of the any advanced buffet.

Required:

1. Maintain personal grooming before setting up the advanced buffet
2. Using a checklist, make a report of how the other workers/stewards maintained personal grooming before setting up the buffet.
3. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 3 in their manuals and perform the tasks that follow.
Give clear instructions on how the task should be done, any tools/materials and duration.
4. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations.
Encourage other students to give their contributions during the presentations.
Responses can be put where students can refer to them during the session.
5. After the presentations, let students refer to Key facts 1.1: Maintaining personal grooming in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.

Topic 1.2: Cleaning of buffet display area



Objectives:

By the end of the topic, trainees will be able to:



- Determine steps for cleaning buffet displaying area
- Describe Dining area cleaning techniques
- Identify Dining area cleaning products
- Clean the buffet display area using appropriate cleaning techniques and products



Time Required: 3 hours



Learning Methodology:

field visit, research, observation, Demonstration and simulation, Individual, Practical exercise



Materials, Tools and Equipment Needed:

Bloom , squeegees, basin, soap, bucket, water , sanitizer, mop, weighing scale, ladle, measuring spoons, measuring cups, computer, calculator, measuring jugs, measuring tots, labeling

Preparation:



- ☐ Prepare in advance tools for trainee/trainer for Cleaning of buffet display area.
- ☐ Prepare in advance restaurant workshop with buffet cleaning tools for trainee identification.

✓ **Cross Cutting Issues:**

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusiveness:** put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations
- ✓ **Financial education:** Always be cost effective and efficient while selecting cleaning tools, materials, equipment and products
- ✓ **Environment and sustainability:** pay attention to any substance that can cause environmental pollution.



Prerequisites:



- ▶ Hygiene
- ▶ Safety



Activity 1: Problem-Solving



Task 5

Instructions to the scenario.

1. Individually or in large group, let students, read the scenario under Topic 1.2 and guide them to answer the questions that follow.

Scenario 1: Post-Breakfast Cleanup

You are a new staff member at MONKEY hotel. Your supervisor has asked you to clean the buffet display area after breakfast service. You notice a sticky residue on the countertop and some food debris on the serving trays. After reading this scenario answer these questions.

- a. What are the first things you should do before starting to clean?
- b. What cleaning supplies and tools would you use to clean the sticky stuff and food bits?
How would you use them safely and correctly?

2. What steps would you take to make sure the buffet area is clean and safe for the next meal?

Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 1 in their manuals and answer the questions that follow.

Give clear instructions on how the task should be done, any tools/materials and duration.

3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations.

Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

4. After the presentations, let students refer to Key facts 1.1: Cleaning of buffet display area in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 6

1. Individually or in large group, let students, read the scenario under Topic 1.2 and guide them to do tasks that follow.

Scenario 2: Balancing Timely Service and Cleanliness During a Corporate Event in a Hotel"

During a corporate event at X hotel, the buffet area is set up to accommodate hundreds of guests. The catering team is under pressure to serve food in a timely manner while keeping the buffet area clean and well maintained.

Required:

You are appointed as a supervisor of interns who are assigned to clean this space.

Provide them with a checklist of the steps to follow during the cleaning and assist them where necessary to ensure that steps are followed, proper techniques are being used and health and safety measures are respected.

2. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 2 in their manuals and perform the task that that follow:
Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations.
Encourage other students to give their contributions during the presentations.
Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 1.2: Cleaning of buffet display area in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 7

1. Individually or in large group, let students, read the scenario under Topic 1.2 and guide them to do tasks that follow.

Scenario 3: Thorough Post-Breakfast Cleanup

The dining area has been heavily used during the breakfast services. The area is very dirty with food crumbs, spilled drinks, sticky surfaces and dirty dishes scattered across multiple tables. You are tasked with the cleaning of this area before lunchtime.

Clean the area by following the steps, using appropriate cleaning techniques with respect to hygiene practices while complying with healthy and safety measures.

2. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 3 in their manuals and perform the required task. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
5. After the presentations, let students refer to Key facts 1.2: Cleaning of buffet display area in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.

Topic 1.3: Selection of buffet set up tools, material and equipment



Objectives:

By the end of the topic, trainees will be able to:



- Describe buffet service styles
- Describe factors to Consider for Selection of buffet set up Tools,materials and equipment
- Select Buffet set up tools, materials and equipment



Time Required: 3hours



Learning Methodology:

Role-play, small group work, video, brainstorming, field visit

Materials, Tools and Equipment Needed:



- ✓ Containers, plat racks, trays, crates, stock checklist, note book, pen, tables, shelves, gloves, marker pens, flips chart, pens, chawks, property management software

Preparation:



- ☐ Prepare in advance tools for trainee/trainer for Selection of buffet set up tools, material and equipment
- ☐ Prepare in advance restaurant workshop with different buffet set up tools, material and equipment for trainee identification.

Cross Cutting Issues:



- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusiveness:** put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations
- ✓ **Sexual harassment** avoid any practice, examples, words which could lead to sexual harass
- ✓ **Environment and sustainability:** pay attention to any substance that can cause environmental pollution



Prerequisites:

- ▶ Hygiene
- ▶ Safety



Activity 1: Problem-Solving



Task 8

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 1.3 and guide them to do tasks that follow.

Scenario 1: Balancing Variety and Dietary Needs for a buffet set up

You are a banquet manager at a hotel. You are tasked with setting up a buffet for a large corporate event. The client has requested a variety of food options, including vegetarian, vegan, and gluten-free dishes. You need to ensure that the buffet set-up is efficient, attractive, and meets the dietary needs of all guests. Answer the following questions:

- a. What would you consider when selecting buffet set up equipment, materials and tools?
 - b. What types of serving utensils and display items would you choose to accommodate the different food options and dietary restrictions?
 - c. How would you clearly label the different food items to avoid cross-contamination and inform guests of dietary restrictions?
 - d. How would you arrange the buffet to ensure smooth traffic flow and easy access to all food options?
2. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 1 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 1.3: Selection of buffet set up tools, material and equipment in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 9

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 1.3 and guide them to do tasks that follow.

Scenario 2: Preparing for a Busy Breakfast Buffet

You are working in a hotel and today you are preparing for a busy breakfast buffet.

They need to set up an English breakfast, a Continental breakfast, and an Anglo-American breakfast. Each breakfast type requires different tools and materials.

For the English breakfast, the staff needs items like tongs, serving spoons, and chafing dishes to keep the food warm. For the Continental breakfast, the staff sets up display trays for pastries, fruit, and yogurt, along with small serving spoons. Signage is placed to label each dish and note any dietary restrictions, like gluten-free options for guests with sensitivities.

Required:

Select the tools, materials and equipment for each type of breakfast according to the above given guidance.

2. Using an appropriate method such as individual work, pairs or small groups, students Read the Scenario 2 in their manuals and perform the task that follow. Give clear Instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 1.3: Selection of buffet set up tools, material and equipment in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 10

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 1.3 and guide them to do tasks that follow.

Scenario 3: Enhancing Buffet Excellence

A luxury hotel has recently revamped its buffet restaurant to accommodate large scale events such as conferences and weddings. The management wants to ensure that the buffet set up not only meets the aesthetics standards expected in high-end establishment but also supports efficient operations in terms of food presentation and service.

The hotel hired you to assist them to select the right tools, materials and equipment to maintain food temperature, manage Crowd flow and make the buffet easy to clean. Perform that task.

2. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 3 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 1.3: Selection of buffet set up tools, material and equipment in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Formative Assessment

1. Which of the following is considered as a key element of personal grooming for a head steward
 - a. Wearing a uniform that is clean, pressed and properly fitted
 - b. Keeping fingernails clean and trimmed
 - c. Ensuring that hair is neatly styled and tied back if long
 - d. All of them
2. Why is personal grooming important for a head steward in a hotel restaurant environment?
 - a. It reflects the professionalism and image of the establishment
 - b. It helps to improve guest satisfaction
 - c. It ensures hygiene and cleanliness
 - d. All of them
3. What is the first step in cleaning the buffet display area before setting up the food?
 - a. Wipe down surfaces with a damp cloth
 - b. Sweep and mop the floor around the buffet area
 - c. Remove all existing items from the buffet table and disinfect the surface
 - d. Place the clean plates and utensils on the buffet table
4. Which of the following is an appropriate way to clean buffet equipment like serving trays and chafing dishes
 - a. Wash it with hot, soapy water and sanitize it with a food-safe disinfectant
 - b. Wipe them with a damp cloth and dry them with a towel
 - c. Use any available cleaning products regardless of type
 - d. Leave them unwashed and just wipe the surface before use.
5. Which should be done to ensure that food items on the buffet remains safe from contamination during cleaning
 - a. Clean the buffet area before placing food and cover the food once it is placed
 - b. allow the food to remain uncovered during cleaning for easy access
 - c. Only wipe down areas that will not encounter food
 - d. Remove all the food and set up the buffet in a separate area for cleaning

6. True or false

- a. The selection of the buffet setup tools should be based on the type of food to be served
- b. It is important to use heat-resistant equipment for serving hot food in a buffet setup'
- c. Buffet display tools should be selected based on aesthetics, but functionality is less important
- d. All buffet serving equipment should be made of non-porous glass to ensure they can be easily cleaned and sanitized

7. True or false

- a. It is essential to choose buffet display equipment that aligns with theme or style of the event
- b. All buffets set up tools and equipment should be sanitized before the buffet is opened to guests
- c. Using cloth napkins for buffet set up is acceptable if they are clean and free of stains.
- d. Disposal utensils and plates are always the best choice for buffet set up as they eliminate the need for cleaning

Answers

- 1. d) All of them
- 2. d) All of them³
- 3. c) Remove all existing items from the buffet table and disinfect the surface
- 4. a) Wash it with hot, soapy water and sanitize it with a food-safe disinfectant
- 5. a) Clean the buffet area before placing food and cover the food once it is placed
- 6.
 - a. True
 - b. True
 - c. False
 - d. False
- 7.
 - a. True
 - b. True
 - c. True
 - d. False



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

These are the key learning points from all activities in this learning outcome.

- Always consider hotel standards when checking head-steward dress code.
- Always maintain a high standard of cleanliness and Hygiene to ensure a pleasant of the guest
- Select tools, materials and equipment's easy to use and resistant to weather change
- Comply with health, safety rules and regulations.

Focus on the durability, quality and capability before selecting tools materials and equipment for buffet set up.

LEARNING OUTCOME2: SET THE SEVEN COURSES BUFFET TABLEWARE



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **Set the seven courses buffet tableware**
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Differentiate categories of amuse-bouche	1. Apply tips when displaying tableware for amuse bouche	1. Comply with safety and hygiene measures when displaying tableware for amuse-bouche
2. Describe types of	2. Display buffet tableware for appetizers and starters	2. Organize the buffet table for visual appeal and functionality
3. Describe key elements of Buffet Tableware Setup	3. Select appropriate Serving Utensils for main course buffet	3. Respect food safety and portion control
4. Identify sauces dishes	4. Select appropriate sauces dishes	4. Enhance the guest dining experience with aesthetic appeal
5. Describe different techniques for displaying tableware for desserts and condiments	5. Display tableware for dessert courses	5. Comply with safety and hygiene measures
6. Describe serving methods for pasta and condiments	6. Apply serving methods of pasta and condiments	
7. Describe tea- coffee and petit fours categories	7. Display tea- coffee and petit fours tableware	



Steps:



Discovery activity



Task 11

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding the Set up of the seven courses buffet tableware

under task 1 in their Trainee's Manuals. *Make sure instructions are understood, all the students are actively participating and necessary requirements are given.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce new topic: Topic 2.1: Displaying Amuse-bouche buffet tableware

Topic 2.1: Displaying Amuse-bouche buffet tableware



Figure 1 Identification of amuse-bouche buffet tableware

	Objectives: By the end of the topic, trainees will be able to: a. Identify categories of amuse- bouche b. Describe types of tableware and display techniques for presenting amuse-bouche c. Determine tips for arranging tableware display d. Organize buffet table for visual appeal and functionality
	Time Required: 3hours
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed:
	Preparation: Organize in advance tools for trainee/trainer for amuse-bouche buffet tableware

	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusiveness: put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations
	Prerequisites: ▶ Hygiene ▶ Safety



Activity 1: Problem-Solving



Task 8

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.1 and guide them to answer the questions that follow:

Scenario 1: Maximizing Space and Elegance for Amuse-Bouches for a Large Crowd

A large crowd is expected, and the buffet space is limited. The host wants to display a variety of amuse-bouche without overcrowding the table or making it difficult for guests to access each item.

Questions:

1. Suggest to the host a suitable amuse- bouche to be used on the buffet
2. Make a list of tableware vessels appropriate for each suggested amuse-bouche
3. Using an appropriate method such as individual work, pairs or small groups, students
 - a. read the Scenario 1 in their manuals and answer the questions that follow. Give clear

- b. instructions on how the task should be done, any tools/materials and duration.
4. After answering the questions, guide students to share their answers to the rest of the
 - a. class using an appropriate method such as pair-share or small group presentations.
 - b. Encourage other students to give their contributions during the presentations.
 - c. Responses can be put where students can refer to them during the session.
5. After the presentations, let students refer to Key facts 2.1: Displaying Amuse-bouche buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 9

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.1 and guide them to do tasks that follow.

Scenario 2: Maintaining Optimal Temperature when Serving Cold and Hot Amuse-Bouches at a Large Buffet"

The hotel organized a training session for the catering staff on how to set up seven courses buffet tableware and the facilitator asked you to facilitate the session on setting two types of amuse-bouche including soupe- based amuse-bouche such as gazpacho and cheese-based amuse-bouche. The expected outputs are the selection of the correct tableware and arranging the dishes to create an elegant, cohesive presentation that fits the event's theme.

- a. Select and collect appropriate tableware's to use for these amuse-bouche
 - b. Guide the participants on how to display the mentioned amuse-bouche
2. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 2 in their manuals and perform the task that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

4. After the presentations, let students refer to Key facts 2.1: Displaying Amuse-bouche buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 10

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.1 and guide them to do tasks that follow.

Scenario 1: Choosing the Right Tableware

An event organizer is hosting a large buffet, and the amuse-bouche includes cold items like chilled soups or seafood, as well as hot items like mini quiches. Keeping everything at the right temperature is a challenge. Some items risk becoming too warm or too cold, affecting taste and texture.

As an expert, choose appropriate tableware and arrange it correctly to avoid those issues mentioned above. Perform that task.

2. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario 3 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.1: Displaying Amuse-bouche buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.

Topic 2.2: Displaying appetizers/starter buffet tableware.



Figure 2 Displaying appetizers/starter buffet tableware.

Objectives:

By the end of the topic, trainees will be able to:

- a. Categorize appetizers and starters
- b. Describe Types of buffet tableware for appetizers
- c. Determine buffet table for visual appeal and functionality



Time Required: 3 hours

Learning Methodology:

Brainstorming ▪ Research ▪ presentation ▪ Demonstration ▪ Practical exercise



Materials, Tools and Equipment Needed:

✓ Plates, trays, tables, forks, napkins, table cloths , bowls platters, tongs, spoons, Twizzlers,



Preparation:

- ☐ Prepare in advance tools for trainee/trainer for Selection of buffet set up tools, material and equipment
- ☐ Prepare in advance restaurant workshop with different buffet set up tools, material and equipment for trainee identification.



Cross Cutting Issues:

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusiveness:** put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations
- ✓ **Financial education :** Always be cost effective and efficient while selecting cleaning tools, materials, equipment and products
- ✓ **Environment and sustainability:** pay attention to any substance that can cause environmental pollution



Prerequisites:

- ▶ Hygiene
- ▶ Safety
- ▶ appetizers/starter buffet tableware display skills



Activity 1: Problem-Solving



Task 12

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.2 and guide them to answer the questions that follow.

Scenario 1: Choosing the Right Tableware

The hotel hosts a buffet with various appetizers, including a selection of salads both vegetarian and non-vegetarian and soups. However, the kitchen staff is unsure which tableware to use. The team must find a solution to display the soups effectively, ensuring the presentation is visually appealing and functional for guests.

questions:

- a. What type of tableware would work best for serving those starters?
 - b. How can you arrange salads to make them more visually appealing?
 - c. What do you need to consider when choosing the type of tableware display for appetizers/starters.
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 1 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 2.2: Displaying appetizers/starter buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 13

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.2 and guide them to do tasks that follow.

Scenario 2: Ddesigning a Functional and Attractive Appetizer Display for a Rustic Outdoor Reception

You are responsible for designing the appetizers display for a rustic outdoor event reception with 150 guests. The appetizers include a mix of cold and hot items such as bruschetta, smoked salmon, mini caprese skewers, vegetables spring rolls, and charcuterie boards. The event is held in a large tent, and you have limited space to set up. The appetizers need to be visually appealing, stay fresh in the open air and ensure that guests can serve themselves efficiently while avoiding crowding.

Do the following:

- a. Ensure the appetizers stay fresh in an outdoor environment
 - b. Prevent crowding and ensure easy access
 - c. Make the appetizers look appealing and cohesive with the event.
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 2 in their manuals and perform the taskthat follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 2.2: Displaying appetizers/starter buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 14

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.2 and guide them to do tasks that follow.

Scenario 3: Embracing Fresh, Homemade Flavors for a Warm Wedding Reception

The country barn venue is a hosting rustic-style wedding where the bride and groom want their appetizers to reflect organic, homely atmosphere of the venue.

The goal is to create a warm, inviting buffet-style to set up that highlight's fresh ingredients and homemade flavors. The couple wants to serve a variety of appetizers to encourage mingling among guests.

Required:

Display this tableware accordingly.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 3 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.2: Displaying appetizers/starter buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.

Topic 2.3: Pasta and related condiments & sauces



Table 1 Pasta and related condiments & sauces.

	Objectives: By the end of the topic, trainees will be able to: - Identify pasta types to offer - Describe Tableware for pasta - Determine Sorbet categories and condiments tableware display
	Time Required: 3hours
	Learning Methodology: Brainstorming ▪ Research ▪ presentation ▪ Demonstration ▪ Practical exercise
	Materials, Tools and Equipment Needed: ✓ Bowls, cutting board, knife, plates, spoons, tables, table cloths, butter pad, grater, fridge, freezer.
	Preparation: ☐ organize in advance tools equipments and materials for pasta related condiments and sauces

- ❑ arrange in advance restaurant workshop with different buffet set up tools, material and equipment for trainee identification.

Cross Cutting Issues:

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusiveness:** put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Hygiene
- ▶ Safety
- ▶ Pasta and related condiments & sauces skills



Activity 1: Problem-Solving



Task 15

1. Individually or in large group, let students, read the scenario under Topic 2.3 and guide them to do tasks that follow.

Scenario 1: Ensuring Freshness and Temperature Control: Best Practices for Serving Pasta and Condiments at a Corporate Lunch

At a corporate lunch, pasta was served with a selection of hot sauces. However, the sauce was kept in open bowls without any warming method, leading to sauces colling down quickly. Additionally, condiments like grated parmesan and fresh herbs were exposed to air, resulting in drying out and loss of freshness.

1. What types of dishes could be used to keep the sauces warm?
 2. What types of dishes could be used to manage the condiments?
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 1 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.3: Pasta and related condiments & sauces in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 16

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.3 and guide them to do tasks that follow.

Scenario 2: Optimizing Efficiency and Freshness: Addressing Challenges at a Large-Scale Pasta Buffet for a Charity Gala

A large charity gala dinner for 500 people featured a pasta buffet with 6 different types of pasta ,5 sauces and 4 types of condiments. The buffet was designed for guests to create their custom pasta dishes, but the following challenges were observed:

- a. Given the scale of the event, the pasta and sauces quickly lost their freshness and warmth.
- b. There was also a lack of orderliness at the pasta station, leading to long lines and confusion as guests tried to assemble their pasta with various sauces toppings.

Required:

As the chief cook, guide the staff on how to address those challenges observed.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 2 in their manuals and perform the tasks that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.3: Pasta and related condiments & sauces in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 17

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.3 and guide them to do tasks that follow.

Scenario 3: Designing an Efficient and Fresh Pasta Buffet Setup for a Corporate Event

You are an event planner for a medium- sized corporate event, catering for 200 people. The menu will feature a pasta buffet with various types of pasta, sauces and condiments. Your task is to design the set up to ensure that the pasta remains fresh, sauce stay at the right temperature and condiments are well managed for guest convenient.

Do the following:

- a. Display the pasta types to keep them at the right temperature and texture throughout the event
 - b. Choose the method to use to ensure that the sauces stay at the right temperature and texture.
 - c. Store properly the condiments to prevent them from drying out and remain fresh
 - d. Arrange pasta, sauces and condiments to ensure smooth flow for guest to minimise confusion.
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 3 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 2.3: Pasta and related condiments & sauces in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.

Topic 2.4: Displaying main course buffet tableware



ADVANCED BUFFET SETUP IN FINE DINING RESTAURANT

Table 2 Displaying main course buffet tableware

	Objectives: By the end of the topic, trainees will be able to: - Identify Buffet Tableware - Describe Elements of Buffet Tableware Setup - Determine Table Layout and Flow
	Time Required: 2 hours
	Learning Methodology: Brainstorming ▪ Research ▪ presentation ▪ Demonstration ▪ Practical exercise

	Materials, Tools and Equipment Needed: ✓ Chaffing dishes, tables, plates, forks, labels, pen , book, spoon, bowls, knives, table cloth, fruit rack, dispensers, bain marie
	Preparation: ☐ Schedule all working station for main course display in advance ☐ plan in advance restaurant workshop with main course display tools, material and equipment for trainee identification.
	Cross Cutting Issues: ✓ Inclusiveness: put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Financial education : Always be cost effective and efficient while selecting cleaning tools, materials, equipment and products ✓ Environment and sustainability: pay attention to any substance that can cause environmental pollution
	Prerequisites: ▶ Hygiene ▶ Safety ▶ main course buffet tableware display skills



Activity 1: Problem-Solving



Task 18

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.4 and guide them to do tasks that follow.

Scenario 1: Creating a Sophisticated and Functional Buffet for a Corporate Event with Diverse Dietary Needs"

A corporate event is being held for 200 employees, and the buffet is expected to cater to various tastes, including vegetarian and gluten-free options. The table needs to have a sophisticated look while being functional and accessible.

- a. How should the buffet be organized to allow smooth flow and minimize waiting time?
 - b. What kind of tableware should be used for the main courses, and how should it be arranged to fit the theme of a corporate event?
 - c. What considerations should be taken when labeling dishes to accommodate dietary restrictions?
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 1 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 2.4: Displaying main course buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 19

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.4 and guide them to do tasks that follow.

Scenario 2: Practical Training on Main Course Buffet Tableware: Identifying and Correcting Food Safety Practices"

You are a trainer in bright future TVET school in culinary art trades. The students have acquired knowledge on displaying buffet tableware, today you will teach them on how to practice the display of main course buffet tableware.

Create a mock buffet setup with some intentionally incorrect food safety practices (e.g., incorrect temperature control, cross-contamination risks).

- a. Ask students to assess the buffet and identify potential hazards or mistakes. Then, have them provide solutions to improve the setup.
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 2 in their manuals and perform the tasks that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 2.4: Displaying main course buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 20

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.4 and guide them to do tasks that follow.

Scenario 3: : Facilitating the Level 5 Culinary Practical Exam: Group Project on Buffet Setup and Presentation

Rwanda TVET board is organizing practical exam nationwide in all trades for level 5 students. As an experienced trainer in culinary art, you have been appointed to facilitate the practical exam in one of the schools on buffet set up.

- a. Group Project: Have students create their own buffet table setup with different courses (main course, sides, and condiments) and present it to the jury for assessment.
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 1 in their manuals and perform the task that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 2.4: Displaying main course buffet tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.

Topic 2.5: Displaying dessert course and condiments



Table 3 Displaying dessert course and condiments

	Objectives: By the end of the topic, trainees will be able to: - Identify dessert Courses categories - Describe condiments for Desserts courses - Determine tableware for dessert Courses
	Time Required: 2hours
	Learning Methodology: Brainstorming ▪ Research ▪ presentation ▪ Demonstration ▪ Practical exercise
	Materials, Tools and Equipment Needed: ✓ Bowls, cutting board, knife, plates, spoons, tables, table cloths, butter pad, grater, fridge, freezer,
	Preparation: - plan working area in advance by collecting Materials, Tools and Equipment Needed for desert course display - Prepare in advance restaurant workshop with all requirement for displaying desert course

Cross Cutting Issues:

- ✓ **Inclusiveness:** put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations
- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.



Prerequisites:

- ▶ Hygiene
- ▶ Safety



Activity 1: Problem-Solving



Task 21

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.5 and guide them to do tasks that follow.

Instructions:

1. Provide a list of different dessert types (e.g., chocolate cake, fruit tart, ice cream sundae, crème brûlée) and a selection of condiments (e.g., chocolate sauce, caramel, whipped cream, berries, chopped nuts).
2. Students must pair condiments with the appropriate desserts and decide on the most effective way to display them (e.g., serving in jars, bowls, squeeze bottles).
3. Students should also consider the order of condiments, such as placing drizzles and sauces next to items that would benefit from them (e.g., ice cream sundaes or fruit tarts).

4. After the exercise, students will explain their choices and how the condiments enhance or complement the desserts

Scenario 1: Practical Training on Dessert and Condiment Display: Pairing and Presentation Techniques for Luxury Hotel Service"

You are an in-company trainer in luxury Hotel and you have a group of interns. Today they have to practice the display of desserts and condiments tableware.

Required :

Students will select appropriate condiments for various dessert types and learn how to display them efficiently.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 1 in their manuals and perform the tasks that that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.5: Displaying dessert course and condiments in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 22

Instruction to the task:

1. Individually or in large group, let students, read the scenario under Topic 2.5 and guide them to do tasks that follow.
 - ✚ Set up a dessert table with a variety of desserts and condiments but intentionally place some items poorly (e.g., placing heavy items on delicate plates, putting condiments too far from the dessert).
 - ✚ Have students walk around the display and note what works well and what could be improved. Ask them to assess:

- The functionality of the tableware (e.g., is it practical for guests to serve themselves? Are the condiments easily accessible?).
- The visual appeal of the table (e.g., does it look organized, balanced, and cohesive? Are there any cluttered areas?).
- Hygiene and food safety (e.g., are there proper utensils for each item? Are the condiments covered or protected?).

🌈 Have students present their critiques and suggest improvements, reinforcing good practices for buffet presentation.

Task 2: : Critiquing Dessert Table Setup: Analyzing Tableware, Presentation, and Accessibility for Effective Buffet Service

Students will critique a pre-arranged dessert table with a focus on tableware choices, presentation, and accessibility.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 2 in their manuals and perform the task that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations.

Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

4. After the presentations, let students refer to Key facts 2.5: Displaying dessert course and condiments in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 23

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.5 and guide them to do tasks that follow.

The following are key considerations when displaying the dessert:

1. The dessert table should feature vegan cakes, cookies, dairy-free ice cream, and fruit-based desserts, ensuring that no gluten or nuts are used in the preparation.
2. Condiments should be clearly labeled for allergens and dietary preferences (e.g., "contains dairy," "gluten-free," "vegan").

Scenario 3: : Designing an Inclusive Dessert Buffet

A special event is being held for guests with specific dietary needs, including vegan, gluten-free, and nut-free guests. The dessert buffet must reflect these needs while maintaining a variety of delicious options.

As a staff in charge, you are tasked to perform the following:

1. Choose tableware that can clearly display labels and distinguish between dessert options (e.g., color-coded plates for vegan and non-vegan items).
2. Set up condiments (e.g., vegan whipped cream, dairy-free chocolate sauce) in separate, clearly labeled bowls to avoid cross-contamination.
3. Ensure proper hygiene practices and organization of condiments and desserts to prevent mix-ups.

Perform that task.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 3 in their manuals and perform the tasks that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.5: Displaying dessert course and condiments in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.

Topic 2.6: Displaying tea-coffee and petit fours tableware



Table 4 Displaying tea-coffee and petit fours tableware

	Objectives: By the end of the topic, trainees will be able to: - Differentiate Hot Drinks from petit-fours - Describe secs/ dry Petit Fours - Determine Display tableware for tea-coffee and petit-fours
	Time Required: 2hours
	Learning Methodology: Brainstorming ▪ Research ▪ presentation ▪ Demonstration ▪ Practical exercise
	Materials, Tools and Equipment Needed: ✓ tables, table cloths, butter pad, grater, fridge, freezer, Bowls, cutting board, knife, plates, spoons.
	Preparation: ☐ Arrange in advance tableware for tea-coffee and petit fours display. ☐ Prepare in advance working station for tea-coffee and petit fours.

Cross Cutting Issues:

- ✓ **Inclusiveness:** put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others.
- ✓ **Peace and value education:** discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations .



Prerequisites:

- ▶ Hygiene
- ▶ Safety
- ▶ tea-coffee and petit fours tableware display skills



Activity 1: Problem-Solving



Task 25

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.6 and guide them to do tasks that follow.

Scenario 1: Efficient and Elegant Tea & Coffee Service Setup: Maximizing Limited Space for a Small Group"

You are tasked with setting up a tea and coffee service for a group of 20 guests, but the venue has limited table space. You need to create an efficient, visually pleasing setup without overcrowding the table.

Issues:

- a. The table is small and can only hold a few items at once.
- b. You must display both tea and coffee along with an assortment of petit fours.
- c. You need to make sure everything is easily accessible, considering the space constraints.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 1 in their manuals and provide solutions to the mentioned issues Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.6: Displaying tea-coffee and petit fours tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 26

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 2.6 and guide them to do tasks that follow.

Tableware List: Teapot (1 large), Coffee pot (1 large), Tea cups with saucers (8), Coffee cups with saucers (8), Sugar bowls (2), Milk jugs (2), Petit fours (a variety of mini pastries), Serving trays (for petit fours), Small tongs or dessert forks (for petit fours), Linen napkins (8), Tea strainer (optional)

Scenario 2: Elegant Afternoon Tea Setup

You are working as a head steward in a one five-star hotel in Kigali and today you have to set up a formal afternoon tea with appropriate tea, coffee, and petit four tableware for 8 guests. The afternoon tea will be held at a hotel banquet room. Your task is to set the table to serve tea and coffee with accompanying petit fours. The room has a large round table with a white linen tablecloth. The setting should be formal and elegant.

Below is the additional information to guide you:

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario in their manuals and perform task that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.6: Displaying tea-coffee and petit fours tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 27

1. Individually or in large group, let students, read the scenario under Topic 2.6 and guide them to do tasks that follow.

Scenario 3: Creating a Refined Afternoon Tea Experience

You are the event planner for a hotel hosting an afternoon tea service. Prepare a professional, upscale tableware display for a hotel's afternoon tea service for 12 guests

The table should be set in a refined, formal manner, complete with elegant tableware. The setting should be upscale, elegant, and meticulously organized and let guests feel a sense of luxury and sophistication as they enjoy their tea, coffee, and petit fours.

Perform that task.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 3 in their manuals and perform the task that follow. Give clear instructions on how the task should be done, any tools/materials and duration.

3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 2.6: Displaying tea-coffee and petit fours tableware in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Formative Assessment

1. Which of the following is the most important factor when selecting tableware for displaying amuse bouche?
 - a. Color of the plate
 - b. Size and shape of the plate to highlight the small portions**
 - c. Price of the tableware
 - d. The number of plates available
2. When displaying amuse bouche on a buffet table, what should be the general focus of the tableware arrangement?
 - a. To create a symmetrical design
 - b. To ensure that all items are easily accessible and visually appealing**
 - c. To ensure the food does not touch the tableware
 - d. To match the tableware to the color scheme of the venue
3. What type of tableware is most used for serving amuse bouche?
 - a. Large, formal plates
 - b. Small, elegant plates or spoons**
 - c. Plastic cups
 - d. Large bowls
4. True or false The choice of tableware for appetizers should complement the style and theme of the event or meal.
True
5. True or False: When arranging appetizer tableware, it's important to ensure that each piece is easily accessible to guests without crowding the table.

6. True or false: The choice of tableware for pasta should complement the type of pasta being served, such as deep bowls for saucy dishes and shallow plates for pasta served dry.

Answer: **True**

7. True or False: Condiments like olive oil, balsamic vinegar, or pesto should be served in individual, labeled containers to avoid confusion.

Answer: **True**

8. True or False: It is appropriate to serve sauces in large, open containers to allow guests to pour directly over their pasta.

Answer: **False**

9. True or False: The size of the tableware for pasta dishes should be chosen based on the portion size and the amount of sauce or condiments being served.

10. What are some factors to consider when selecting tableware for main courses at a buffet?

Answer: Factors to consider include the size and shape of the tableware to accommodate larger portions, the material for durability and aesthetic appeal, and ease of serving for guests. The tableware should complement the type of dish being served (e.g., platters for meat, bowls for soups or stews), and should allow for easy access and presentation of the food.

11. When presenting multiple main courses on a buffet, how should the tableware be arranged?

- a. By placing all the dishes on a single platter to minimize space.
- b. By organizing dishes in a visually appealing way, ensuring easy access for guests.
- c. By grouping dishes with similar flavors together in one section.
- d. By placing the dishes in the order in which they will be served.

Answer: **b) By organizing dishes in a visually appealing way, ensuring easy access for guests.**

12. True or False: Individual plates are the best choice for serving main courses on a buffet to allow guests to choose the size of their portions.

Answer: **False**

13. True or False: When arranging main courses, it is essential to leave enough space between dishes so guests can easily serve themselves without overcrowding.

Answer: **True**

14. True or False: Tableware for main courses should focus mainly on the visual appeal of the dish rather than the functionality or ease of use.

15. How should condiments like whipped cream, fruit compote, or chocolate syrup be served on a dessert table?

- a. In large, open containers for guests to scoop from
- b. In small, individual bowls or containers
- c. Directly on the dessert
- d. In large pitchers

Answer: **b) In small, individual bowls or containers**

16. For sauces or dips that accompany desserts (like caramel or chocolate sauce), which of the following is an ideal serving vessel?

- a. Large bowls with high sides
- b. Small glass jars or individual pitchers
- c. Small cups or shot glasses
- d. Small plates with high rims

Answer: **b) Small glass jars or individual pitchers**

17. True or False: For a formal buffet, desserts should be served in large, buffet-style trays to allow guests to serve themselves.

Answer: **False**

18. True or False: Condiments like syrups and toppings should be served in small, individual containers to maintain a clean and organized presentation.

Answer: **True**

For an elegant coffee and tea display, which of the following should be used?

- a. Simple, utilitarian mugs
- b. Fine porcelain teacups and coffee cups with matching saucers
- c. Large coffee cups with no saucers
- d. Disposable cups and plates

Answer: **b) Fine porcelain teacups and coffee cups with matching saucers**

19. What is an appropriate way to display petit fours on a buffet table?

- a. Piled on large trays with no arrangement
- b. Neatly arranged in rows on small, elegant trays or plates
- c. Served in individual cups
- d. On large platters with heavy garnishes

Answer: **b) Neatly arranged in rows on small, elegant trays or plates**

20. True or False: Tea and coffee should be displayed in elegant teapots and coffee pots, which can be placed centrally on the buffet table for easy access.

Answer: **True**

21. True or False: Petit fours should be served in small, dainty portions that reflect their delicate nature, so they are best displayed on small, fine plates or trays.

Answer: **True**

22. True or False: When displaying tea and coffee tableware, it's best to keep the presentation simple and functional, rather than focusing on elegance and refinement.

Answer: **False**



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

- Ensure visually appealing and consistent presentation.
- Select appropriate tableware and utensils for functionality.
- Maintain portion control and easy accessibility for guests.
- Keep food at the correct temperature for safety and freshness.
- Pair items thoughtfully and ensure a cohesive theme.
- Add creative garnishes and decorative touches to enhance the display.

LEARNING OUTCOME3:PERFORM BUFFET POST-SETTING ACTIVITIES



Table 5Perform buffet post-setting activities

Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **Perform Buffet Post-Setting activities**
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies

Skills	Knowledge	Attitudes
1. Identify key components of a buffet set up evaluation checklist	1. Evaluate the buffet set up using the standard checklist	1. To maintain Visual Appeal and Presentation
2. Identify dietary needs and preferences	2. Adjust buffet table setup according to restaurant design and event needs	2. Ensure food quality, freshness, attractive presentation
3. Describe buffet monitoring activities	3. Monitor the buffet set up to ensure quality and quantity	3. Comply with food safety regulations, hygiene practices, and allergen labeling



Steps:



Discovery activity



Task 28

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding **performing BUFFET POST-SETTING ACTIVITIES** under task 1 in their Trainee's Manuals. *Make sure instructions are understood, all the students are actively participating and necessary requirements are given.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce new topic: Topic 3.1: Monitoring of buffet display

Topic 3.1: Monitoring of buffet display



Table 6 Monitoring of buffet display

	Objectives: By the end of the topic, trainees will be able to: - Identify Buffet monitoring activities - Describe Buffet evaluation checklist - Monitor the buffet display using the standard checklist
	Time Required: 10hours
	Learning Methodology: Brainstorming ▪ Research ▪ presentation ▪ Demonstration ▪ Practical exercise
	✓ Materials, tools and equipment needed Pen, book, telephone, kitchen and restaurant checklist, calculator, tables laptop, paper
	Preparation: ☐ Arrange tools, materials and equipment related to buffet display monitoring in advance. ☐ Clean and organize field with all essential material, tools and equipment related to buffet display monitoring
	Cross Cutting Issues: ✓ Peace and value education: discourage negative behavior such as bullying or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Financial education : Always be cost effective and efficient while selecting cleaning tools, materials, equipment and products ✓ Environment and sustainability: pay attention to any substance that can cause environmental pollution
	Prerequisites: ▶ Hygiene ▶ Safety



Activity 1: Problem-Solving



Task 30

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 3.1 and guide them to do tasks that follow.

Scenario 1: Designing an Elegant and Functional Buffet for a High-Profile Corporate Gala

A luxury hotel is hosting a high-profile corporate gala event with a buffet featuring multiple cuisines. The buffet will be open for several hours, and over 500 guests are expected. The client requests an elegant yet functional buffet setup, ensuring that the food remains at the correct temperature and that the tableware does not detract from the overall decor. You are hired to monitor the buffet set up.

- a. What are key elements to consider when completing the buffet tableware checklist?
 - b. What could be done to ensure that the buffet maintained its visual appeal and functionality throughout the event?
 - c. How could the monitoring process be improved for future events?
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 1 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 3.1: Monitoring of buffet display in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 31

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 3.1 and guide them to do tasks that follow.

Scenario 2: Evaluating Guest Experience: Enhancing Atmosphere and Efficiency at a Themed Buffet for a Corporate Event

A fine dining restaurant hosts a themed buffet for a corporate event. The buffet is organized with a variety of dishes from different cuisines, and the staff ensures that all dietary needs are considered. However, some guests are commenting on the long waiting times to be seated and the noise level in the dining area. A head waiter needs to evaluate the overall atmosphere and set up to meet guest expectations.

Questions:

- a. Create a checklist to be used by the waiters while monitoring the buffet set up
 - b. Guide the waiters for the proper monitoring of the buffet set up
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 2 in their manuals and perform the task that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

4. After the presentations, let students refer to Key facts 3.1: Monitoring of buffet display in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 32

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 3.1 and guide them to do tasks that follow.

Scenario 3: Managing a Smooth and Efficient Buffet for a Mid-Sized Event

You are tasked with monitoring a buffet during a mid-sized event (approximately 50-75 guests). The buffet features multiple sections: appetizers, main courses, salads, desserts, and tea/coffee. Your responsibilities include ensuring that the tableware is clean, organized,

on how to keep the buffet clean and ensure the lines move smoothly. and replenished, and that food is served at the correct temperature.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 3 in their manuals and perform the tasks that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 3.1: Monitoring of buffet display in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.

Topic 3.2: Adjusting buffet table set up



Table 7 Adjusting buffet table set up

	Objectives: By the end of the topic, trainees will be able to: - Identify key considerations for adjusting buffet table set up - Describe tableware setup and adjustments - Determine aesthetic adjustments buffet table set up
	Time Required: 10hours
	Learning Methodology: Brainstorming ▪ Research ▪ presentation ▪ Demonstration ▪ Practical exercise
	Materials, Tools and Equipment Needed: ✓ pen, tables, shelves, gloves, marker pens, flips chart, pens, chalks, property management software, chaffing dish, labels ,forks, spoon,
	Preparation: ☐ Plan in advance tools and materials in working area Adjusting buffet table set up ☐ Prepare workshop with different for tools, material and equipment for Adjusting buffet table set up
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusiveness: put apprentices into different mixed-ability groups. If some are learners with disabilities, mix them with others. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations
	Prerequisites: ▶ Hygiene ▶ Safety



Activity 1: Problem-Solving



Task 33

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 3.2 and guide them to answer the questions that follow.

Scenario 1: Revamping the Grand Buffet Experience

At a luxury resort's grand buffet, the buffet table setup is causing frustration among guests. The dishes are not organized well, which is leading to traffic jams around the food area. The buffet lacks a visual appeal and coordination of colors. The management team decides to rearrange the items in a more accessible flow, with items grouped by categories, ensuring ease of access. They also plan to add aesthetic touches with garnishing, decorations, and coordinated colors for visual appeal.

- a. How can the arrangement of the buffet items be organized to improve accessibility for guests?
 - b. What changes can be made to enhance the aesthetic appeal of the buffet setup?
 - c. How would you ensure a smooth flow of traffic and prevent crowding around the buffet?
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 1 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 3.2: Adjusting buffet table set up in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 34

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 3.2 and guide them to do tasks that follow.

Scenario 2: Optimizing Buffet Flow in a Live Event"

During a live event, guests are forming a long line at the appetizer station, causing congestion. Meanwhile, the salad and bread sections are almost empty. You are tasked with adjusting the buffet layout to improve flow and guest experience.

Instructions:

- a. Observe the guest flow as they approach the buffet.
 - b. Identify the sections where there are bottlenecks or overcrowding.
 - c. Move or reposition items from the less popular salad and bread sections to help balance the crowd.
 - d. Consider adding more plates or serving utensils in crowded areas.
 - e. Reassess after a few minutes to see if your adjustments have improved the flow.
2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 2 in their manuals and perform the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
 3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
 4. After the presentations, let students refer to Key facts 3.2 Adjusting buffet table set up in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 3: Application



Task 35

Instruction to the scenario:

1. Individually or in large group, let students, read the scenario under Topic 3.2 and guide them to do tasks that follow.

Scenario 3: Improving Guest Flow at a Wedding Buffet

At a wedding buffet with 200 guests, the line at the appetizer station has become very long, causing congestion and delays. The salad and bread stations, however, are relatively empty.

You need to adjust the setup to improve the flow of guests and reduce the waiting time at the appetizer station, without depleting the other sections.

2. Using an appropriate method such as individual work, pairs or small groups ,students read the Scenario 3 in their manuals and perform the task follow. Give clear instructions on how the task should be done, any tools/materials and duration.
3. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
4. After the presentations, let students refer to Key facts 3.2: Adjusting buffet table set up in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Formative Assessment

1. What are the key factors to check when ensuring the buffet layout is efficient for guest flow and accessibility?
2. How should food items be arranged on the buffet table to prevent cross-contamination?
3. What should you check to ensure that the buffet table is positioned correctly for guest access and safety?
4. How do you ensure there is enough space between different food stations for easy movement?
5. When evaluating food quality at a buffet, which of the following would NOT be part of the standard checklist?
 - a. Freshness
 - b. Temperature
 - c. Portion size
 - d. Staff appearance

Choose the Correct Answer:

6. What hygiene standards should be checked before the buffet opens to ensure cleanliness and safety?
7. How can you check that the buffet table, serving dishes, and surrounding areas are clean and free from debris?
8. What steps should you take to ensure there are no signs of contamination or pests in the buffet area?

Answers

1. Key factors for buffet layout: Ensure wide aisles, clear signage, logical flow (entrance to dessert), and easy access for all guests, including those with disabilities.
2. Food arrangement for preventing cross-contamination: Separate raw foods (e.g., meats) from ready-to-eat items (e.g., salads), and use sneeze guards and tongs.
3. Buffet table positioning: Ensure easy access, not blocking pathways, and away from high-traffic areas. Maintain safety by keeping hot foods away from cold zones.

4. Space between stations: Arrange stations with enough space for people to move freely and avoid crowding, ideally at least 3 feet apart.
5. Correct Answer: d) Staff appearance.
6. Hygiene standards: Check for clean utensils, sanitized serving areas, proper food storage, and hand-washing stations.
7. Cleaning check: Inspect surfaces for cleanliness, use cleaning wipes, and check for any spilled food or debris around the buffet area.
8. Contamination and Pests check: Look for signs of pests (e.g., droppings), inspect food for spoilage, and ensure all food is covered and stored properly.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

- Ensure a smooth traffic flow and that guests can easily access food and drinks without crowding or congestion.
- Always maintain high hygiene standards, especially with buffet setups, by monitoring cleanliness of the area and ensuring food safety practices.
- Focus on maintaining the quality, taste, and presentation of food by monitoring
- Adjusting a buffet setup requires attention to detail and a thorough understanding of the flow, guest needs, and presentation.



Summative assessment

Integrated situation

TB Hotel is a five-star hotel located in Kigali City. It is planning to enhance its restaurant buffet offering as remarkable service to the guests. However, the hotel faces several challenges, including inconsistent buffet layouts, inadequate food variety, poor guest experience, and inefficient buffet management. You have been hired as an expert in buffet set up to plan and execute an advanced restaurant buffet setup over four days to address these issues. The hotel areas to be focused on for improvement are:

- Buffet Setup and Layout
- Food Plating and Presentation
- Dining Area and Guest Experience
- Buffet Management and Staff Coordination

Resources

Tools	Meat thermometer, weighing scale, ladle, measuring spoons, measuring cups, computer, calculator, serving spoon, measuring jugs, measuring tots, labeling tools, outlets trademarks, inserts, glasses
Equipment	Saw knife, cocktail shakers, automated coffee machines
Materials/Consumables	Printed storage, kitchen and restaurant checklist, gloves, pens, property management software.

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Perform Pre-F&B quality control activities (40%)	1.1. Personal grooming is appropriately applied as per F&B quality control guidelines	Dress code is maintained			15
		Work attire is worn			
		professional ethics and basic			

		etiquettes are applied			
	1.2 Quality control tools are adequately chosen according to the type of kitchen and restaurant to be controlled	Quality auditing tools and equipment are selected			15
		Quality auditing tools and equipment for kitchen sections are selected			
		Quality auditing tools and equipment for restaurant outlets are selected			
	1.3 Audit plan is well developed according to the audit objectives	Template for kitchen quality control plan is identified.			10
		Template for restaurant quality control plan is identified.			
2. Conduct quality control audit (50%)	2.1 Kitchen and Restaurant cleanliness is checked refer to the HACCP guidelines standard	Kitchen cleanness HACCP implementation is respected.			10
		Restaurant cleanness HACCP implementation is respected.			
	2.2 .Quality of received items are appropriately checked based on food and	Quality of Food purchasing and supply process is checked			10

	beverage purchasing specifications	Quality of Beverage purchasing and supply process is checked			
	2.3 Quality of food production chain is properly monitored according to the food hygiene and food quality maintenance practices	Raw Material is Inspected			15
		Production Process is Monitored			
		Finished Product is tested			
		Packaging is inspected			
		Storage and Distribution Controls is monitored			
	2.4 Quality of food and beverage service is accurately monitored according to the food safety practices and quality service criteria	Food hygiene maintenance practices is monitored.			15
		Food production chain quality Checklist is monitored			
		Beverage hygiene maintenance practices are monitored			
		F&B quality service criteria are respected			
		F&B quality service checklist is monitored			
3. Perform post-audit activities. (10%)	3.1. Food and Beverages auditing records are appropriately	F&B data management software is utilized			2

	documented according the F&B management software	Type of findings are identified			
	3.2 Corrective measures are effectively shared according to kitchen and restaurant preventive measures	Kitchen recommendations are shared			2
		Restaurant recommendations are shared			
	3.3. Audit findings are correctly reported in line with kitchen and restaurant reporting process	Kitchen Reporting template is respected			4
		Restaurant reporting template is respected			
		Report filing system is done			
Total marks		100			
Percentage weight		100%			
Minimum Passing line % (Aggregate): 70%					

REFERENCES

1. https://www.google.com/search?q=how+to+adjusting+buffet+table+set+up+in+a+hotel+business&sca_esv
2. https://www.google.com/search?q=how+to+Monitoring+of+buffet+display+in+hotel&oq=how+to+Monitoring+of+buffet+display+in+hotel&gs_
3. [buffet+display+in+hotel&oq=how+to+Monitoring+of+buffet+display+in+hotel&gs_buffet+display+in+hotel&oq=how+to+Monitoring+of+buffet+display+in+hotel&gs](https://www.google.com/search?q=how+to+Monitoring+of+buffet+display+in+hotel&gs_buffet+display+in+hotel&oq=how+to+Monitoring+of+buffet+display+in+hotel&gs)
4. https://www.google.com/search?q=how+to+Cleaning+of+buffet+display+area&sca_esv=4fbe7c869920a6f3&ei=RCuFZ461NIOI9u8PkNeR6QE&ved
5. Brown, D. R. (2007). The professional caterer's handbook: A comprehensive guide to the business.
6. John Wiley & Sons. 3. Stoner, C. J. (2011). The art of catering: How to plan, organize, and execute your next event.
7. Halvorsen, F. (2015). Catering like a pro: From planning to profit
8. Schmid, P. E. (1999). The complete book of buffets: Recipes and tips for elegant entertaining.



April, 2025