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RQF LEVEL 5



FOOD AND BEVERAGE OPERATIONS

FBOOS501

Food and Beverage
Operations Supervision

TRAINER'S MANUAL

April 2025



FOOD AND BEVERAGE OPERATIONS SUPERVISION



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COORDINATION TEAM

Aimable Rwamasirabo

Felix Ntahontuye

Eugène Munyanziza

Production Team

Authoring and Review

Nsanzimana Egide Pasteur

Izere Shukuru Hosiana

Niyonagira Dorcas

Conception, Adaptation and Editorial works

Jean Marie Vianney Muhire

Vincent Havugimana

Musabyimana Marie Jeanne

Formatting, Graphics, Illustrations and infographics

Asoka Jean Claude Niyonsaba

Mireille Cyiza

Albert Ngarambe

Coordination and Technical support

Ubukerarugendo Imbere Project and RTB

Project Implementation

MCT Global Ltd

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Base Education and Training
EU:	European Union
FBO:	Food and Beverage Operation
FDA:	Food and Drugs Authority
FIFO:	First-In-First-Out
FOH:	Front-of-House
HACCP:	Hazard Analysis and Critical Control Point
POS:	Point of Sale
RQF:	Rwanda Qualification Framework
RTB:	Rwanda TVET Board
TVET:	Technical and Vocational Education and Training

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: FOOD AND BEVERAGE OPERATIONS SUPERVISION. 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 practical opportunities reflecting real life situations.

The Trainer's Manual is subdivided into Learning Outcomes, each learning 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's 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's 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 your strengths, weaknesses and areas for improvements.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

FOOD AND BEVERAGE OPERATIONS SUPERVISION

Learning Outcomes	Learning Hours	Topics
1. Learning Outcome 1: Execute kitchen and restaurant opening activities	10	1.1 Personal grooming
		1.2 Hygiene and safety in Food and Beverage workplace
		1.3 Provide special information
		1.4 Receive food and beverage
		1.5 Perform stock management
2. Learning Outcome 2: Monitor kitchen and restaurant operations	15	2.1 Tasks distribution and duty roaster
		2.2 Supervise Staff production
		2.3 Kitchen brigade coordination
		2.4 Restaurant operations management
		2.5 Room service
		2.6 Customer complaints management
3. Learning Outcome 3: Execute Kitchen and restaurant closing activities	15	3.1 Cleaning procedures
		3.2 Post-operation activities
		3.3 Closing report

LEARNING OUTCOME 1: EXECUTE KITCHEN AND RESTAURANT OPENING ACTIVITIES



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the outcome 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 outcome is intended to provide them with the knowledge, skills and attitudes for **execute kitchen and restaurant opening activities**. They will cover checking personal grooming, checking Food and Beverage workplace, providing special information, receiving food and beverage requested, perform stock management, and store food and beverage requested.
3. Ask trainees to fill out the self-assessment at the beginning of the outcome in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the outcome 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 outcome, 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. Identify code of conduct in the kitchen and in the restaurant	1. Apply code of conduct in the kitchen and in restaurant	1. Respect code of conduct in the kitchen and in restaurant
2. Describe HACCP Principles	1. Check proper hygiene in Food and Beverage workplace	2. Pay attention while checking hygiene in F&B workplace
3. Identify stock information	2. Complete F&B daily stock requisition templates	3. Be careful while completing daily stock requisition templates
4. Explain quality standards of food and beverage to be received	3. Measure the quantity of food and beverage	4. Be accurate while measuring the quantity of food and beverage
5. Description of labeling information	4. Manage the stock	5. Be attentive while performing stock management
6. Identification of food and beverage storing conditions	5. Store food and beverage	6. Respect storage conditions while storing food and beverage



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 about code of conduct in the kitchen and in restaurant under task 1 in their Trainee's Manuals. *Make sure instructions are understood, all trainees are actively participating and necessary materials/tools are given.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
3. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but also to give them a picture of what they will cover in the unit.
4. Introduce **Topic 1.1: Personal grooming**

Topic 1.1: Personal grooming

	Objectives: By the end of the topic, trainees will be able to: - Identify correctly the code of conduct in the kitchen and in restaurant - Apply properly code of conduct in the kitchen and in restaurant
	Time Required: 2 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided
	Materials, Tools and Equipment Needed: Computer, Printer, projector counters , internet, PPE, Markers, Pen, Scotch tape, Paper, Take away box, Labels, Dish soap, Sponges, Paper, napkins, Take away cups for beverages, Clean water, Linen , Chinaware /crockery , Glassware , Cutleries , Hollow-ware , flatware , Openers, Measuring tools , Mixing tools , Cutting tools , Shakers , bill holder, beverage list , coasters , service trays , flasks ,corkscrew, ashtray, wine basket , bucket, , bar mat, pepper grinder
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used. ☐ Make sure the workshop (kitchen and restaurant) is prepared and class is arranged.
	Cross Cutting Issues: ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide ✓ facilities/environment that enable/allows participation of all ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment

	✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations. ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.
	Prerequisites: ✓ Maintain safety, health and environment at workplace ✓ Tools and equipment used in Food and Beverage operations



Activity 1: Problem-Solving



Task 2

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 2 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.
3. After the presentations, refer students to Key facts 1.1 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 3

1. Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - i. The key aspects of personal grooming
 - ii. The importance of personal grooming
 - iii. The code of conduct in both kitchen and restaurant
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 1.1. Ask each pair or small group probing questions to support their answers and guide them where necessary.
3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 1.1. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 4

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the following task links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at Hotel IMENA.
2. Confirm that the Hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to check personal grooming.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. With their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 1.2: Hygiene and safety in Food and Beverage workplace



Objectives:

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

- a. Explain clearly the importance of maintaining hygiene in food and beverage operation workplace
- b. Describe correctly principles of HACCP in food and beverage workplace
- c. Apply effectively principles of HACCP in food and beverage workplace



Time Required: 2 hours



Learning Methodology:

Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, experiential learning



Materials, Tools and Equipment Needed:

Materials: Markers, Pen, Scotch tape, take away box, Labels, Dish soap, Sponges, Paper, napkins, Take away cups for beverages

Tools: Linen, Chinaware /crockery, Glassware, Cutleries, Hollow-ware, flatware, Openers, Measuring tools, Mixing tools, Cutting tools , Shakers , bill holder, beverage list , coasters , service trays, flasks ,corkscrew, ashtray, wine basket , bucket, bar mat, pepper grinder

Equipment: Computer, Printer, projector counters , wine cellar ,side stations, shelves, water boiler, towel warmer ,wine cooler, cash detector, Refrigerator, Freezer, Oven, Cookers, station tables, Fryers, Water boilers, Grillers, Microwaves, Mixing bowls and Blender, Slice machine

**Preparation:**

- ☐ Ensure deep understanding of food and beverage hygiene and safety principles, cleaning procedure, and tools and equipment usage.
- ☐ Ensure the availability of necessary tools and equipment, cleaning supplies, and personal protective cloth/work attire.
- ☐ Ensure classroom and workplace are well prepared

Cross Cutting Issues:

- ✓ Personal hygiene and workplace safety: cleanliness to avoid slips and falls, handwashing, protective clothing,
- ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.

**Prerequisites:**

- ✓ Adequate handwashing facilities
- ✓ Clean and well-maintained restrooms with adequate supplies (toilet paper, soap, hand drying facilities).
- ✓ Proper waste disposal:
- ✓ Clean and well-maintained premises
- ✓ Cleaning and sanitizing products
- ✓ Personal Protective Equipment (PPE)
- ✓ First aid facilities



Activity 1: Problem-Solving



Task 5

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 5 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.
3. After the presentations, refer students to Key facts 1.2 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. Using an appropriate method such as pairs or small groups, guide students to do task 6 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - I. Maintaining proper hygiene in Food and Beverage workplace
 - II. Application of principles of HACCP in Food and Beverage workplace
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 1.2. Ask each pair or small group probing questions to support their answers and guide them where necessary.
3. 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. Write their responses for reference. Encourage all students to give their views.

4. After the sharing session, refer students to Key Facts 1.2. and discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 7

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the following task links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at IMENA Hotel.
2. Confirm that the Hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to check the hygiene and safety in Food and Beverage workplace.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. Within their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 1.3: Provide special information

	Objectives: By the end of the topic, trainees will be able to: a. Explain clearly the guidelines to complete F&B daily stock requisition templates b. Identify correctly restaurant and kitchen stock information
	Time Required: 2 hours
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation
	Materials, Tools and Equipment Needed: Laptop/Computer, Projector, Whiteboard/Flip Chart, markers and Pens, Recipes, checklists, guidelines, or charts, Posters, images of kitchen layouts, or infographics, Knives, spoons, spatulas, measuring cups, Dishes/Plates, blenders, mixers, or ovens, Gloves, Aprons, and Hairnets, First Aid Kit, Extinguishers or blankets.
	Preparation: ☐ Ensure a deep understanding of filling F&B daily stock requisition templates, and restaurant/kitchen stock information. ☐ Avail training materials, such as handouts, checklists, and visual aids, power point presentations ☐ Ensure the classroom and workshop are prepared
	Cross Cutting Issues: ✓ Personal hygiene and workplace safety: cleanliness to avoid slips and falls, handwashing, protective clothing, ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations. ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all

- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.



Prerequisites:

- ✓ Basic understanding of kitchen workflow (e.g., food preparation, cooking, and cleaning).
- ✓ Familiarity with kitchen layouts and equipment.
- ✓ Knowledge of inventory management and stock rotation techniques.
- ✓ Understanding of HACCP (Hazard Analysis and Critical Control Points).
- ✓ Awareness of local food safety laws and regulations.
- ✓ Basic first-aid knowledge and safety practices for emergencies.



Activity 1: Problem-Solving



Task 8

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 8 in their manuals and perform the task given. Give clear instructions on how the task should be done, any tools/materials and duration.
2. After performing the task, 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 their responses.
3. After the presentations, refer students to Key facts 1.3.a. 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

1. Using an appropriate method such as pairs or small groups, guide students to do task 9 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - I. Kitchen and restaurant stock information
 - II. Guidelines to complete F&B daily stock requisition templates
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 1.3.b. Ask each pair or small group probing questions to support their answers and guide them where necessary.
3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 1.3.b. and discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 10

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the following task links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at IMENA Hotel.
2. Confirm that the Hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.

3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to identify kitchen and restaurant stock information and complete F&B daily stock requisition templates.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. Within their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Checklist

SN	Criteria	Indicator	Score		Observation
			YES	NO	
1	1. Information is accurately provided	1.1 Allergen and dietary information is provided			
		1.2 Information is up to date			
		1.3 Food and beverage categories are cleared			
2	2. Accessibility is effectively achieved	2.1 Information is accessed			
		2.2 The system accommodates custom orders			
		2.3 The system is operational			

Topic 1.4: Receive food and beverage

	Objectives: By the end of the topic, trainees will be able to: a. Describe clearly the quality standards of food and beverage to be received b. Measure accurately the quantity of food and beverage
	Time Required: 2 hours
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, experiential learning.
	Materials, Tools and Equipment Needed: Laptop/Computer, Projector, Whiteboard/Flip Chart, markers and Pens, Recipes, checklists, guidelines, or charts, Posters, images of kitchen layouts, or infographics, Thermometers, Scales, Measuring tapes, Inspection tools (flashlight, boxes, or labels), Carts or trolleys, Storage bins or crates, Pallet jacks, Label printers, Clipboards and forms, Tablets or POS Systems, Gloves, Aprons, Sanitizers and Cleaning supplies, Perishable goods, Dry Goods, Beverages, Delivery notes/invoices, Receiving checklists, Inventory Records, Allergen and dietary charts.
	Preparation: ☐ Ensure a deep understanding of quality standards of food and beverage to be received and how to measure them. ☐ Avail training materials such as handouts, checklists, visual aids and power point presentations ☐ Ensure the classroom and workshop are well prepared
	Cross Cutting Issues: ✓ Personal hygiene and workplace safety: cleanliness to avoid slips and falls, handwashing, protective clothing, ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations.

- ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.



Prerequisites:

- ✓ Awareness of HACCP principles and local food safety regulations.
- ✓ Understanding proper storage temperatures for perishable and non-perishable items.
- ✓ Knowledge of cross-contamination risks and preventive measures.
- ✓ Familiarity with the types of food and beverages being received (e.g., fresh produce, frozen goods, packaged beverages).
- ✓ Ability to identify quality indicators for different food categories (e.g., freshness, appearance, packaging integrity).
- ✓ Awareness of common allergens and dietary restrictions for compliance purposes.
- ✓ Understanding the standard operating procedures (SOPs) for receiving goods.
- ✓ Knowledge of how to complete and maintain receiving logs, delivery notes, and inventory records.
- ✓ Familiarity with digital or manual inventory systems.
- ✓ Ability to perform visual and physical checks on food and beverage items for damage, spoilage, or tampering.
- ✓ Access to tools like thermometers, scales, and trolleys.



Activity 1: Problem-Solving



Task 11

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 11 in their manuals and perform the task given. Give clear instructions on how the task should be done, any tools/materials and duration.
2. After performing the task, 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 their responses.
3. After the presentations, refer students to Key facts 1.4.a. 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 12

1. Using an appropriate method such as pairs or small groups, guide students to do task 12 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - I. The quality standards of food and beverage to be received
 - II. Measuring the quantity of food and beverage
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 1.4.b. Ask each pair or small group probing questions to support their answers and guide them where necessary.

3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 1.4.b. and discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 13

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the following task links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at XYZ Hotel.
2. Confirm that the Hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to describe the quality standards of food and beverage to be received and measure the quantity of food and beverage.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. Within their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Check list

SN	Criteria	Indicator	Score		Observation
			YES	NO	
1	1. Food and beverage is properly evaluated	1.1 Taste is evaluated			
		1.2 Quality is evaluated			
		1.3 Food and beverage are served at an appropriate temperature			
2	2. Food and beverage quantity is accurately measured	2.1 Food is measured			
		2.2 Beverage is measured			
3	3. Food and beverage variety is properly selected	3.1 Good selection of snacks is done			
		3.2 Good selection of drinks is done			
		3.3 Diverse preferences and dietary requirements are attained			

Topic 1.5: Food and beverage stock management



Objectives:

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

- a. Explain clearly food and beverage stock management procedures
- b. Describe correctly food and beverage storing conditions
- c. Apply properly food and beverage stock management



Time Required: 2 hours



Learning Methodology:

Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, experiential learning, Peer feedback quizzes and games, Question-and-answer sessions, Design, Projects, Online resources and continuous assessment.



Materials, Tools and Equipment Needed:

Laptop/Computer, Projector, Whiteboard/Flip Chart, markers and Pens, Recipes, checklists, guidelines, or charts, Posters, printed handouts, Clipboards, Barcode scanner, Stock tracking software, Label printers, Weighing Scales, Measuring jugs, Calibrated containers, Shelving units, Storage bins and containers, Refrigeration/Freezers, Tablets or POS Systems, Gloves, Aprons, Sanitizers and Cleaning supplies, Perishable goods, Dry Goods, Beverages, Canned and packaged goods, Delivery notes/invoices, Stock requisition forms, Inventory logs, Allergen and dietary charts, FIFO (First In, First Out) and FEFO (First Expired, First Out) labels, Expiry date stickers.



Preparation:

- ☐ Ensure a deep understanding of food and beverage stock management procedures, food and beverage storing conditions and applying food and beverage stock management.
- ☐ Avail training materials such as handouts, checklists, visual aids and power point presentations.
- ☐ Avail tools and equipment to be used
- ☐ Ensure the classroom and workshop are well prepared

Cross Cutting Issues:

- ✓ Personal hygiene and workplace safety: cleanliness to avoid slips and falls, handwashing, protective clothing,
- ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations.
- ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.

**Prerequisites:**

- ✓ Understanding inventory control methods (e.g., FIFO - First In, First Out; FEFO - First Expired, First Out).
- ✓ Knowledge of stock rotation practices to minimize waste.
- ✓ Familiarity with stock categorization (e.g., perishable, non-perishable, frozen, and beverages).
- ✓ Awareness of HACCP (Hazard Analysis and Critical Control Points) principles.
- ✓ Understanding proper storage temperatures and conditions for different food and beverage items.
- ✓ Familiarity with hygiene and sanitation requirements for stock handling and storage areas.
- ✓ Knowledge of optimal storage conditions (e.g., dry, cool, frozen).
- ✓ Understanding packaging and labeling requirements, including allergen warnings and expiry dates.
- ✓ Familiarity with standard documents such as purchase orders, stock logs, delivery notes and requisition forms.
- ✓ Understanding local food safety laws and regulations related to stock management.
- ✓ Basic understanding of inventory management software or spreadsheet tools like Excel.



Activity 1: Problem-Solving



Task 14

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 14 in their manuals and perform the task given. Give clear instructions on how the task should be done, any tools/materials and duration.
2. After performing the task, 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 their responses.
3. After the presentations, refer students to Key facts 1.5. 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 15

1. Using an appropriate method such as pairs or small groups, guide students to do task 15 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - I. Food and beverage stock management procedures
 - II. Food and beverage storing conditions
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 1.5. Ask each pair or small group probing questions to support their answers and guide them where necessary.

3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 1.5. and discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 16

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the following task links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at XYZ Hotel.
2. Confirm that the Hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to describe the procedure for food and beverage stock management and storing conditions.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. Within their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Check list

SN	Criteria	Indicator	Score		Observation
			YES	NO	
1	1. Inventory is properly assessed	1.1 Physical stock count is conducted			
		1.2 Comparison of the physical count with the inventory management system is done			
		1.3 Stock items are categorized			
2	2. Forecasting and planning is effectively performed	2.1 Historical sales data is reviewed			
		2.2 High-usage items are identified			
		2.3 Record is taken			
3	3. Stock Rotation and storage is adequately performed	3.1 FIFO (First-In-First-Out) method is applied			
		3.2 All items are labelled			
		3.3 Storage conditions are monitored			



Formative Assessment

Question 1: Read the following statements related to personal grooming, and hygiene and safety in the food and beverage workplace and encircle the letter corresponding to the correct answer.

1. Which of the following is NOT a basic hygiene practice in the food and beverage industry?
 - a. Washing hands before and after handling food
 - b. Wearing clean and proper uniforms
 - c. Using perfumes or colognes while working
 - d. Keeping nails short and clean

Answer: C) Using perfumes or colognes while working

2. How often should hands be washed in a food workplace?
 - a. Only before starting work
 - b. After handling raw food, using the restroom, or touching waste
 - c. Every 30 minutes regardless of activity
 - d. Only if visibly dirty

Answer: B) After handling raw food, using the restroom, or touching waste

3. What is the correct way to store raw meat in a refrigerator?
 - a. On the top shelf to prevent spoilage
 - b. On the bottom shelf to avoid dripping onto other foods
 - c. Anywhere, as long as it is wrapped tightly
 - d. In the door compartment

Answer: B) On the bottom shelf to avoid dripping onto other foods

4. What is the danger zone temperature range in food safety?
 - a. 0°F to 32°F (-18°C to 0°C)
 - b. 40°F to 140°F (4°C to 60°C)
 - c. 140°F to 200°F (60°C to 93°C)
 - d. 0°C to 100°C

Answer: B) 40°F to 140°F (4°C to 60°C)

5. What is cross-contamination?
 - a. Mixing cooked and raw food on the same plate

- b. Transfer of harmful bacteria from one surface to another
- c. Cooking food at incorrect temperatures
- d. Storing raw vegetables with cooked food

Answer: B) Transfer of harmful bacteria from one surface to another

6. Which of the following cleaning agents is most commonly used for sanitizing food-contact surfaces?
- a. Dish soap
 - b. Chlorine-based sanitizer
 - c. Baking soda
 - d. Vinegar

Answer: B) Chlorine-based sanitizer

7. Which of the following is the correct sequence for cleaning and sanitizing equipment?
- a. Scrape, rinse, wash, sanitize, air dry
 - b. Wash, rinse, scrape, sanitize, air dry
 - c. Rinse, wash, sanitize, air dry, scrape
 - d. Sanitize, wash, rinse, air dry, scrape

Answer: A) Scrape, rinse, wash, sanitize, air dry

8. Why is personal grooming important in professional settings?
- a. It enhances confidence and self-esteem
 - b. It creates a positive first impression
 - c. It reflects respect for oneself and others
 - d. All of the above

Answer: D) All of the above

9. Which of the following is a basic aspect of personal grooming?
- a. Wearing trendy clothes
 - b. Maintaining clean nails and hands
 - c. Using expensive perfumes
 - d. Wearing makeup daily

Answer: B) Maintaining clean nails and hands

10. Which of the following is considered inappropriate in professional grooming?
- a. Wearing clean and pressed clothes
 - b. Keeping fingernails trimmed

- c. Using excessive perfume or cologne
- d. Styling hair neatly

Answer: C) Using excessive perfume or cologne

11. What should be avoided when maintaining personal hygiene and grooming?

- a. Using deodorant to prevent body odor
- b. Wearing clean socks daily
- c. Sharing personal grooming tools like razors or combs
- d. Washing your face regularly

Answer: C) Sharing personal grooming tools like razors or combs

12. What is the most appropriate grooming tip for nail care?

- a. Keep nails long and polished at all times
- b. Keep nails clean, short, and well-shaped
- c. Avoid trimming nails regularly
- d. Use bright colors to make nails stand out

Answer: B) Keep nails clean, short, and well-shaped

13. What is an essential grooming practice for men with facial hair?

- a. Letting the beard grow naturally without trimming
- b. Maintaining a clean-shaven look or keeping the beard neatly trimmed
- c. Shaving only before formal occasions
- d. Using a beard oil without trimming

Answer: B) Maintaining a clean-shaven look or keeping the beard neatly trimmed

Question 2: The following statements are related to receiving food and beverage requested. Read them carefully and answer by True if the statement is Correct or False if the statement is wrong.

1. It is essential to confirm the order details with the customer before preparing their requested food or beverage.

Answer: True

2. Food and beverage orders should be delivered without checking their accuracy against the original request.

Answer: False

3. It is acceptable to deliver a food or beverage item that is visibly damaged or incorrectly packaged.

Answer: False

4. Delays in delivering food and beverages are acceptable as long as the customer is not informed.

Answer: False

5. Allergies and dietary restrictions should be ignored when preparing food or beverages.

Answer: False

6. Proper hygiene and safety protocols should be followed while handling food and beverages.

Answer: True

7. True or False: The appearance of the food or beverage has no impact on customer satisfaction.

Answer: False

8. True or False: Customers should be given the opportunity to verify their order upon receiving it.

Answer: True

Question 3: What steps can be taken to accommodate customers with specific cultural or religious dietary needs?

Answer: To accommodate customers with cultural or religious dietary needs, the restaurant should be knowledgeable about common dietary restrictions, such as halal, kosher, or vegetarian requirements. Offering clearly labelled menu items, using separate preparation areas and tools when necessary, and sourcing certified ingredients are effective steps. Open communication with customers to confirm their needs is also important.

Question 4: Describe the steps involved in conducting a stock take for a food and beverage operation.

Answer:

Conducting a stock take involves several organized steps:

1. Preparation: Gather all necessary tools, such as inventory sheets, pens, or digital inventory systems, and ensure the stockroom is organized for easy access.

2. **Counting:** Physically count all items in stock, categorizing them into relevant groups such as perishables, dry goods, and beverages. Ensure accuracy by double-checking counts.
3. **Recording:** Log the quantities of each item, noting any discrepancies or damaged goods. Use standardized units of measurement for consistency.
4. **Verification:** Cross-check the recorded counts against purchase records, sales reports, and previous stock levels to identify any inconsistencies.
5. **Analysis:** Calculate stock usage rates and identify trends, such as fast-moving or slow-moving items. This helps in making informed purchasing decisions.
6. **Reporting:** Compile the stock take results into a report for management, highlighting any significant findings or issues.
7. **Action:** Address discrepancies, reorder low-stock items, and update the inventory system to reflect the current levels

Question 5: How should a kitchen handle special dietary requests from customers?

Answer: A kitchen should handle special dietary requests with care and professionalism by understanding the customer's needs, such as allergies, religious restrictions, or personal preferences (e.g., vegetarian, vegan, gluten-free). Staff should communicate clearly, avoid cross-contamination, and ensure that ingredients and preparation methods align with the request. Consistent staff training and proper labeling of ingredients are essential for accuracy.

Question 6: What role does staff training play in providing special information to customers?

Answer: Staff training is vital in ensuring that accurate and detailed information is provided to customers. Employees need to understand menu items, allergens, cross-contamination risks, and special dietary requirements.

Regular training sessions and updates on new menu items or changes in preparation methods help staff stay informed and confident in addressing customer inquiries.

Question 7. Why is it important to label food items in the kitchen and on the menu?

Answer: Labeling food items ensures clarity and transparency for both kitchen staff and customers. In the kitchen, proper labeling helps prevent cross-contamination and ensures the correct preparation of dishes, especially for allergen-free or special diet items. On the menu, clear labels help customers identify dishes that meet their dietary needs and make informed choices.



Points to Remember

- Utilizing a structured opening checklist is crucial for ensuring that all necessary tasks are completed before service begins. This checklist should cover essential areas such as safety checks, food storage, equipment readiness, and staff duties. By following a checklist, kitchen staff can minimize the risk of overlooking critical tasks that could impact food safety and service quality.
- Before opening, it is vital to conduct thorough safety and hygiene checks. This includes verifying that all cleaning protocols have been followed, surfaces are sanitized, and equipment is functioning correctly. Ensuring compliance with health regulations helps prevent contamination and promotes a safe environment for both staff and customers.
- Conducting temperature checks on refrigeration units and food items is essential to ensure that all perishables are stored at safe temperatures. This step helps prevent food spoilage and ensures that ingredients are fresh for cooking.
- Proper organization of food supplies upon delivery is critical. Staff should check deliveries against orders, store items in designated areas, and rotate stock to use older items first (FIFO - First In, First Out). This practice helps maintain inventory freshness and reduces waste.
- A morning briefing with kitchen staff is important for communicating daily responsibilities, special menu items, or any changes in procedures. This ensures everyone understands their roles for the day and fosters teamwork.
- All kitchen equipment should be checked to ensure it is clean and operational before service begins. This includes ovens, stoves, fryers, grills, and any other appliances used during cooking. Ensuring equipment readiness prevents delays during peak service times.
- Before officially opening the kitchen for service, conducting a final walkthrough can help identify any last-minute issues or oversights. This step allows management to confirm that everything is in order before customers arrive.

1. Ask learners to re-take the self-assessment at the beginning of the outcome. 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).

My experience	I don't	I know a	I have	I have a lot	I am
Knowledge, skills and attitudes	have any	little	some	of	confident in
	experience	about	experience	experience	my ability
	doing this.	this.	doing this.	with this.	to do this.
Identify code of conduct in the kitchen					
Identify code of conduct in restaurant					
Apply food hygiene and safety procedures					
Explain HACCP Principles					
Complete F&B daily stock requisition templates					
Interpret F&B daily stock					

My experience	I don't	I know a	I have	I have a lot	I am
Knowledge, skills and attitudes	have any	little	some	of	confident in
	experience	about	experience	experience	my ability
	doing this.	this.	doing this.	with this.	to do this.
requisition templates					
Identify possible stock information					
Describe general quality parameters of food and beverage					
Explain quality standards of food and beverage					
Apply measuring of food and beverage					
Describe labelling information					
Apply labelling of food and beverage					
Explain FIFO store management method					
Identify food and beverage storing conditions					
Apply proper food storage					

i Further Information for the Trainer

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LEARNING OUTCOME 2: MONITOR KITCHEN AND RESTAURANT OPERATIONS



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the outcome 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 outcome is intended to provide them with the knowledge, skills and attitudes for **monitoring kitchen and restaurant operations**. They will cover Tasks distribution and duty roaster, Supervision of Staff production, Monitoring kitchen brigade, Restaurant operations management, Providing high profile room service and Management of Customer complaints.
3. Ask trainees to fill out the self-assessment at the beginning of the outcome in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the outcome 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 outcome, 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 tasks distribution and duty roaster for kitchen and restaurant staff	1. Apply products supervision	1. Be strategic while applying products supervision
2. Describe restaurant operations enhancement strategies	2. Perform restaurant operations	2. Be careful while performing restaurant operations
3. Identify kitchen brigade coordination strategies	3. Apply kitchen brigade coordination strategies	3. Be attentive while applying kitchen brigade coordination activities
4. Explain customer satisfaction criteria	4. Apply customer care service	4. Be respectful while applying customer care service
5. Demonstrate service sequence in restaurant	5. Perform service sequencing in restaurant	5. Be organized while performing service sequencing
6. Explain the usage of room service tools and equipment	6. Use room service tools and equipment	6. Be careful while using room service tools and equipment
7. Clarify the guidelines for receiving guests order/guest calls	7. Apply receiving of guest order/calls	7. Be respectful while receiving guest order/call
8. Identify customer special requests	8. Handle customer special requests	8. Have critical thinking while handling customer special requests
9. Clarify customer satisfaction criteria	9. Handle customer complains	9. Have critical thinking while handling customer complaints



Steps:



Discovery Activity



Task 17

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 about code of conduct in the kitchen and in restaurant under task 17 in their Trainee's Manuals. *Make sure instructions are understood, all trainees are actively participating and necessary materials/tools are given.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
3. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but also to give them a picture of what they will cover in the unit.
4. Introduce **Topic 2.1: Tasks distribution and duty roaster**

Topic 2.1: Tasks distribution and duty roaster

	Objectives: By the end of the topic, trainees will be able to: - Describe correctly tasks distribution and duty roaster for kitchen staff - Describe correctly tasks distribution and duty roaster for restaurant staff
	Time Required: 2 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share.
	Materials, Tools and Equipment Needed: Computer, Printer, projector, counters, internet, PPE, Markers, Pen, Scotch tape, Paper, Task allocation charts, Checklists and worksheets, Spreadsheet Software (e.g., Excel): For demonstrating how to create and manage rosters, Roster management software, Project management tools, charts and diagrams, infographics, scenario Cards, Case Studies, Role-playing exercises, Mock team setup, Shift planner boards, Task lists.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used. ☐ Make sure the workshop (kitchen and restaurant) and class are well prepared.
	Cross Cutting Issues: ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment

- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.
- ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.



Prerequisites:

- ✓ Familiarity with the roles and responsibilities of team members.
- ✓ Awareness of reporting hierarchies and workflows within the organization.
- ✓ Understanding the tasks and activities required for daily operations.
- ✓ Knowledge of task urgency, priority, and dependencies to ensure proper delegation.
- ✓ Familiarity with local labor regulations regarding working hours, overtime, breaks, and shift rotations.
- ✓ Awareness of organizational policies on shift preferences, leave, and flexibility
- ✓ Understanding how to balance workloads among staff to prevent overburdening or underutilization.
- ✓ Awareness of peak business hours and how to allocate resources accordingly



Activity 1: Problem-Solving



Task 18

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

3. After the presentations, refer students to Key facts 2.1 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

1. Using an appropriate method such as pairs or small groups, guide students to do task 19 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - i. Tasks distribution and duty roaster for kitchen staff
 - ii. Tasks distribution and duty roaster for restaurant staff
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 2.1. Ask each pair or small group probing questions to support their answers and guide them where necessary.
3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 2.1. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.

Activity 3: Application



Task 20

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task 20 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at Hotel XYZ.
2. Confirm that the hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to identify tasks distribution and duties roster for kitchen and restaurant staff.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. With their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 2.2: Supervise Staff production

	Objectives: By the end of the topic, trainees will be able to: - Describe correctly staff products supervision. - Apply properly customer care services in kitchen and restaurant
	Time Required: 2 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share, experiential learning.
	Materials, Tools and Equipment Needed: Computer, Printer, projector, counters, internet, PPE, Markers, Pen, Scotch tape, Paper, Checklists, Production logs, Performance dashboards, Task allocation charts, Task Management Software, Production Tracking Software, infographics, scenario Cards, Case Studies, Role-playing exercises, Mock team setup, Shift planner boards, Task lists, Policy and Procedure Manuals, Industry standards, Leadership and management guides, stopwatch.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used. ☐ Make sure the workshop (kitchen and restaurant) and class are well prepared.
	Cross Cutting Issues: ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all

- ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.
- ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.



Prerequisites:

- ✓ Knowledge of the workflows, tasks, and goals specific to the production environment.
- ✓ Familiarity with machinery, tools, or systems used in the production process.
- ✓ Awareness of the roles and responsibilities of staff members and the supervisor.
- ✓ Understanding team dynamics and how each role contributes to overall production.
- ✓ Familiarity with performance metrics used to evaluate production efficiency and staff productivity.
- ✓ Understanding quality standards and output targets for the production process.
- ✓ Knowledge of company policies regarding production timelines, quality control, and workplace behavior.
- ✓ Familiarity with safety protocols, including hazard identification and accident prevention.
- ✓ Awareness of labor laws, including working hours, breaks, and overtime regulations.
- ✓ Understanding compliance requirements for workplace safety and employee rights.



Activity 1: Problem-Solving



Task 21

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 21 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.
3. After the presentations, refer students to Key facts 2.2 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

1. Using an appropriate method such as pairs or small groups, guide students to do task 21 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - i. Describe the staff production supervision
 - ii. Applying customer care service in the kitchen/restaurant
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or

group while also referring to Key Facts 2.2. Ask each pair or small group probing questions to support their answers and guide them where necessary.

3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 2.2. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 23

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task 23 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at XYZ Hotel.
2. Confirm that the hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to describe supervision of kitchen and restaurant staff production.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. With their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 2.3: Kitchen brigade coordination

	Objectives: By the end of the topic, trainees will be able to: - Define correctly the term “kitchen brigade. - Describe clearly kitchen brigade coordination strategies
	Time Required: 2 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share, simulation.
	Materials, Tools and Equipment Needed: Computer, Printer, projector, counters, internet, PPE, Markers, Pen, Scotch tape, Paper, Checklists, Task allocation charts, Role-playing exercises, Mock team setup, stopwatch, knives, cutting boards, cooking stations.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used. ☐ Make sure the workshop (kitchen) and class are well prepared.
	Cross Cutting Issues: ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.

	✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.
	Prerequisites: ✓ Hierarchy and roles within the kitchen brigade (e.g., executive chef, sous chef, chef de partie, commis chef). ✓ Familiarity with the sequence of operations in a professional kitchen (e.g., preparation, cooking, plating, cleaning). ✓ Awareness of critical timing and coordination required during service ✓ Basic to advanced cooking techniques depending on the role. ✓ Understanding menu preparation, ingredient handling, and food safety standards



Activity 1: Problem-Solving



Task 24

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 24 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.
3. After the presentations, refer students to Key facts 2.3 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 25

1. Using an appropriate method such as pairs or small groups, guide students to do task 25 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - i. Describe the kitchen brigade coordination strategies
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 2.3. Ask each pair or small group probing questions to support their answers and guide them where necessary.
3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 2.3. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 26

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task 26 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at XYZ Hotel.
2. Confirm that the hotel owner will give you access to enter in the kitchen. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the kitchen, and identify activities which are done to describe kitchen brigade coordination.
 - b. Instruct group to automatically enter in the kitchen, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. With their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 2.4: Restaurant operations management

	Objectives: By the end of the topic, trainees will be able to: - Explain correctly restaurant operations enhancement strategies. - Explain clearly kitchen and restaurant services sequence - Describe properly payment clearance process
	Time Required: 3 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share, simulation.
	Materials, Tools and Equipment Needed: Computer, Printer, projector, counters, internet, Handouts with diagrams, charts, and key concepts, Case studies, Checklists for restaurant operations, Uniforms or name tags to simulate staff roles, Menus, order slips, mock POS, Markers, Pen, Scotch tape, Paper, Checklists, Task allocation charts, Role-playing exercises, Mock team setup, stopwatch, knives, cutting boards, pans.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used. ☐ Make sure the workshop (kitchen and restaurant) and class are well prepared.
	Cross Cutting Issues: ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations



- ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.
- ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.

**Prerequisites:**

- ✓ Understanding organizational structures (e.g., roles of manager, chef, server, etc.).
- ✓ Familiarity with key operational areas (front-of-house, back-of-house, inventory, staffing).
- ✓ Knowledge of food safety and hygiene standards (e.g., HACCP, FDA guidelines).
- ✓ Compliance with labor laws, licensing, and health department requirements.
- ✓ Basics of menu planning, pricing, and understanding profit margins.
- ✓ Awareness of food costs, portion control, and inventory impact on revenue.
- ✓ Skills in creating and managing budgets for operations, staffing, and inventory.



Activity 1: Problem-Solving



Task 27

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 27 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.
3. After the presentations, refer students to Key facts 2.4 in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation.
4. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 28

1. Using an appropriate method such as pairs or small groups, guide students to do task 28 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - i. Explain restaurant operations enhancement strategies.
 - ii. Explain kitchen and restaurant services sequence
 - iii. Describe payment clearance process
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group

while also referring to Key Facts 2.4. Ask each pair or small group probing questions to support their answers and guide them where necessary.

3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 2.4. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task29

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task29 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at XYZ Hotel.
2. Confirm that the hotel owner will give you access to enter in the kitchen. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the kitchen, and identify activities which are done to explain restaurant operations enhancement strategies, service sequence and describe payment clearance process.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. Within their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 2.5: Room service

	Objectives: By the end of the topic, trainees will be able to: - Explain correctly the usage of room service tools and equipment. - Explain clearly guidelines for receiving guests order/guest call - Serve appropriately room service order - Handle properly customer special request
	Time Required: 4 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share, experiential learning.
	Materials, Tools and Equipment Needed: Room service workflow charts and visual aids, Service quality checklists, Tray and trolley, Sample dishes, Cutlery, napkins, and condiments, Mock phones or devices, Sample room service menus, Role-playing name tags, Computer, Printer, projector, counters, internet, Handouts with diagrams, charts, and key concepts, Case studies, Markers, Pen, Scotch tape, Paper, Task allocation charts, Role-playing exercises, Gloves, sanitizer, and hairnets, Uniforms or badges.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used. ☐ Make sure the workshop and class are well prepared.
	Cross Cutting Issues: ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment

- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.
- ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.



Prerequisites:

- ✓ Familiarity with the room service process, including taking orders, preparation, delivery, and follow-up.
- ✓ Understanding the importance of timely and courteous service.
- ✓ Familiarity with the hotel's menu, including dietary options, special requests, and portion sizes.
- ✓ Awareness of food allergens and safety practices.
- ✓ Knowledge of how to handle guest requests and accommodate special needs.
- ✓ Awareness of cultural and individual preferences for service delivery.
- ✓ Ability to take clear and accurate orders over the phone or in person.
- ✓ Professional language use and tone when interacting with guests.
- ✓ Skills to handle complaints or incorrect orders politely and efficiently.



Activity 1: Problem-Solving



Task 30

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 30 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.

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



Activity 2: Guided Practice



Task 31

1. Using an appropriate method such as pairs or small groups, guide students to do task 31 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - i. Explain the usage of room service tools and equipment.
 - ii. Explain the guidelines for receiving guests order/guest call
 - iii. Describe the steps helping to create a seamless and satisfying room service experience that meets or exceeds guest expectations.
 - iv. Explain best practices and strategies to ensure proper customer special requests handling
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 2.5. Ask each pair or small group probing questions to support their answers and guide them where necessary.
3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 2.5. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 32

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task 32 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at the Hotel.
2. Confirm that the hotel owner will give you access to enter in the hotel rooms. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the hotel rooms, and identify activities which are done to explain the usage of room service tools and equipment, guidelines for receiving guests order/guest call, the steps helping to create a seamless and satisfying room service experience that meets or exceeds guest expectations, and best practices and strategies to ensure proper customer special requests handling.
 - b. Instruct group to automatically enter in the hotel rooms, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. Within their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 2.6: Customer complaints management

	Objectives: By the end of the topic, trainees will be able to: - Identify correctly possible strategies for handling customer complaints. - Explain properly customer satisfaction criteria
	Time Required: 2 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share.
	Materials, Tools and Equipment Needed: Flowchart, case studies, Presentation slides, Videos demonstrating effective and ineffective ways of handling complaints, Computer, Printer, projector, internet, Handouts with diagrams, charts, and key concepts, Case studies, Markers, Pen, Scotch tape, Paper, Sticky notes, badges.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used. ☐ Make sure the workshop and class are well prepared.
	Cross Cutting Issues: ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.

- ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.



Prerequisites:

- ✓ A clear understanding of what constitutes excellent customer service.
- ✓ Knowledge of company policies, products, and services.
- ✓ Awareness of common types of complaints (e.g., product quality, service delays, billing errors).
- ✓ Understanding the potential causes of complaints and their impact on customer satisfaction.
- ✓ Familiarity with company protocols for complaint handling, escalation, and documentation.
- ✓ Awareness of compensation or resolution options (e.g., refunds, replacements, or apologies).
- ✓ Basic knowledge of consumer rights and legal obligations related to complaints.
- ✓ Understanding of ethical standards for handling complaints



Activity 1: Problem-Solving



Task 33

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 33 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.

3. After the presentations, refer students to Key facts 2.6 in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation.
4. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 34

1. Using an appropriate method such as pairs or small groups, guide students to do task 34 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - i. Identify possible strategies for handling customer complaints.
 - ii. Explain customer satisfaction criteria
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 2.6. Ask each pair or small group probing questions to support their answers and guide them where necessary.
3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 2.6. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 35

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task 35 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at the Hotel.
2. Confirm that the hotel owner will give you access to enter in the restaurant and kitchen. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the hotel, and identify activities which are done to explain customer satisfaction criteria and possible strategies for handling customer complaints.
 - b. Instruct group to automatically enter in the hotel, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. Within their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.



Formative Assessment

Question 1: Read the following statements and encircle the letter corresponding to the correct answer.

1. What is the primary purpose of monitoring kitchen operations?

- a. To increase food costs
- b. To ensure food safety and quality
- c. To reduce staff efficiency
- d. To limit menu options

Answer: B) To ensure food safety and quality

2. Which of the following is NOT a key performance indicator (KPI) in restaurant operations?

- a. Food cost percentage
- b. Employee turnover rate
- c. Customer satisfaction score
- d. Weather conditions

Answer: D) Weather conditions

3. What tool is commonly used for tracking inventory in a restaurant?

- a. Spreadsheet software
- b. Manual ledger
- c. Inventory management system
- d. All of the above

Answer: D) All of the above

Question 2: Read the statement carefully and answer by **True** if the statement is correct or

Answer: False if the statement is wrong

1. Regularly scheduled maintenance checks are unnecessary if equipment appears to be functioning well

Answer: False

2. The FIFO (First In, First Out) method is essential for managing food inventory effectively

Answer: True

Question 3: Match the following terms with their correct definitions

Terms	Definitions
1. Food Safety	A. Adjusting menu items based on profitability and popularity
2. Labour cost	B. An evaluation conducted by health authorities to ensure compliance
3. Menu engineering	C. The process of ensuring that food is safe to eat
4. Health inspection	D. The total expenses related to employee wages

Answer: 1 = D, 2 = C, 3 = A, 4 = B

Question 4: Complete the following sentences by choosing the words in brackets.

1. Effective monitoring of kitchen operations can lead to improved and reduced (efficiency, cost, waste, time)

Answer: efficiency, waste

2. One important aspect of monitoring restaurant operations is maintaining standards to ensure customer satisfaction. (security, hygiene)

Answer: hygiene

Question 5: Discuss the importance of staff training in maintaining operational standards in a restaurant kitchen.

Answer:

The effective staff training is essential for maintaining operational standards in a restaurant kitchen. It ensures consistency in food preparation, promotes safety practices, enhances teamwork, adapts to technological changes, and fosters a positive work environment—all of which contribute significantly to customer satisfaction and business success.

Question 6: Explain how technology can enhance monitoring processes in restaurant operations.

Answer:

Technology enhances monitoring processes in restaurant operations by providing real-time access to critical data through POS systems, automating inventory management to reduce waste and ensure supply readiness, improving communication within kitchens via KDS (Kitchen Display Systems), optimizing staff scheduling based on demand patterns, facilitating customer feedback collection for continuous improvement, and offering comprehensive analytics dashboards for informed decision-making.



Points to Remember

- It is crucial to supervise all aspects of food preparation, cooking practices, plating, portion sizes, and temperature control. Ensuring that food meets quality and safety standards is paramount before it reaches customers. Regular checks should be conducted to maintain compliance with health codes and cleanliness protocols.
- Scheduling kitchen staff efficiently is essential for maintaining productivity during both busy and slow periods. Managers should consider individual staff availability and preferences while ensuring that all shifts are adequately covered. Clear communication about daily goals and roles helps in optimizing workflow.
- Monitoring inventory levels closely prevents both shortages and overstock situations that can lead to spoilage. Implementing a solid inventory management strategy involves tracking usage rates, setting par levels based on sales forecasts, and making timely orders to ensure the kitchen is always well-stocked without excess.
- Regularly reviewing the menu in collaboration with chefs and owners allows for adjustments based on seasonal ingredients, customer preferences, or cost changes. A focused menu can streamline operations and enhance brand identity while also simplifying training for new staff.
- Regular maintenance of kitchen equipment is vital to prevent breakdowns that can disrupt operations. Following manufacturer recommendations for cleaning schedules and servicing ensures longevity of equipment, reducing the likelihood of costly repairs or replacements.
- Ongoing training for kitchen staff enhances their skills in food preparation techniques, safety practices, and customer service strategies. Investing time in training not only improves operational efficiency but also boosts employee morale and retention.
- Utilizing technology such as POS systems for order management, inventory tracking software, or scheduling tools can significantly improve operational

efficiency. These tools help streamline processes, reduce errors, and provide valuable data for decision-making.

- Keeping a close eye on financial metrics such as food costs, labour expenses, and overall profitability is essential for sustainable operations. Implementing strict controls on portion sizes helps manage costs while ensuring customer satisfaction through consistent quality.
- Fostering open lines of communication between the kitchen staff, front-of-house employees, and management ensures that everyone is aligned on expectations and operational goals. Regular meetings can help address any issues promptly before they escalate into larger problems.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the outcome. 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).

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills and attitudes					
Describe tasks distribution and duty roaster for kitchen staff					
Describe tasks distribution and duty roaster for restaurant staff					

Apply products supervision					
Apply customer care service					
Identify kitchen brigade coordination strategies					
Describe restaurant operations enhancement strategies					
Demonstrate service sequence in the kitchen					
Demonstrate service sequence in restaurant					
Explain the payment clearance process					
Explain the usage of room service tools and equipment					
Clarify the guidelines for receiving guests order/guest call					

Explain the steps helping to create a seamless and satisfying room service experience that meets or exceeds guest expectations					
Handle customer special requests					
Handle customer complains strategies					
Explain customer satisfaction criteria					

Further Information for the Trainer

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2. Jha, S. (2004). Determinants of Delegation—A Study in Five Star Hotels. *Vision*, 8(2), 17-32.
3. Whyte, W. F. (1963). HUMAN RELATIONS in the Restaurant Industry. *Cornell Hotel and Restaurant Administration Quarterly*, 4(3), 2-8.
4. Sommerville, K. L. (2007). *Hospitality employee management and supervision: concepts and practical applications*. John Wiley & Sons.
5. Lortie, J., Cabantous, L., & Sardais, C. (2023). How leadership moments are enacted within a strict hierarchy: The case of kitchen brigades in Haute Cuisine restaurants. *Organization Studies*, 44(7), 1081-1101.
6. Fallon, J. (2024). *Culinary Man and the Kitchen Brigade: Normative Subjectivity in Western Fine Dining Traditions*. Taylor & Francis.

OUTCOME 3: EXECUTE KITCHEN AND RESTAURANT CLOSING ACTIVITIES



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the outcome 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 outcome is intended to provide them with the knowledge, skills and attitudes for performing kitchen and restaurant closing activities. They will cover Cleaning procedures, Post operation activities and Closing reports.
3. Ask trainees to fill out the self-assessment at the beginning of the outcome in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the outcome 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.

At the end of the outcome, 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. Explain the cleaning procedure in the kitchen and restaurant	1. Apply restaurant and kitchen cleaning	1. Be careful while cleaning the restaurant and kitchen
2. Identify main components of kitchen and restaurant layouts	2. Rearrange the kitchen and restaurant stations	2. Be organized during kitchen and restaurant stations rearrangement
3. Explain the equipment Standard operational procedures	3. Operate and switch off kitchen and restaurant equipment	3. Taking care of kitchen and restaurant machines
4. Explain the importance of rearranging the restaurant and kitchen equipment	4. Rearrange the restaurant and kitchen equipment	4. Be organized during kitchen and restaurant equipment rearrangement
5. Discuss the overview of kitchen and restaurant reports templates	5. Fill the key sections for a restaurant/kitchen's daily closing report	5. Pay attention while filling the key sections for restaurant/kitchen's daily closing report
6. Describe the structure and importance of a daily kitchen and restaurant closing reports	6. Interpret the sample data for a restaurant/kitchen's daily closing report	6. Be realistic while interpreting the sample data for a restaurant/kitchen's daily closing report



Steps:



Discovery Activity



Task 36

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 about code of conduct in the kitchen and in restaurant under task 39 in their Trainee's Manuals. Make sure instructions are understood, all trainees are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
3. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but also to give them a picture of what they will cover in the unit.
4. Introduce **Topic 3.1: Cleaning procedures**

Topic 3.1: Cleaning procedures

	Objectives: By the end of the topic, trainees will be able to: a. Explain clearly cleaning procedures in the restaurant and kitchen b. Apply properly cleaning procedures in the restaurant and kitchen
	Time Required: 4 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share, experiential learning.
	Materials, Tools and Equipment Needed: Infographics on food safety protocols like HACCP, Videos demonstrating effective cleaning techniques and safety practices, Mops, brooms, scrub brushes, and microfiber cloths for surface cleaning, Sponges, scouring pads, and squeegees for various surfaces, Buckets and spray bottles for cleaning solutions, Countertops, cutting boards, stovetops, and sinks for hands-on cleaning practice, Simulated kitchen appliances (e.g., ovens, fryers) to teach deep-cleaning procedures, Trash bins with liners, recycling bins, and composting containers, Waste segregation materials to demonstrate proper disposal methods, Shelves or racks, speakers, Computer, Printer, projector, counters, internet, PPE, Markers, Pen, Scotch tape, Paper, Task allocation charts, Checklists and worksheets.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used. ☐ Make sure the workshop (kitchen and restaurant) and class are well prepared.

Cross Cutting Issues:



- ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.
- ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.



Prerequisites:

- ✓ Understanding the difference between cleaning, sanitizing, and disinfecting.
- ✓ Familiarity with the importance of maintaining cleanliness to ensure food safety.
- ✓ Knowledge of designated cleaning zones, including food preparation areas, dining spaces, and equipment zones.
- ✓ Awareness of cross-contamination risks between clean and dirty areas.
- ✓ Understanding local and national health codes related to cleaning.
- ✓ Awareness of HACCP principles (Hazard Analysis and Critical Control Points).
- ✓ Knowledge of cleaning agents, their uses, and the potential risks of improper handling.
- ✓ Understanding Material Safety Data Sheets (MSDS) for cleaning chemicals.
- ✓ Ability to use appropriate techniques for different surfaces (e.g., stainless steel, wood, glass).
- ✓ Knowledge of correct cleaning sequences (e.g., cleaning first, then sanitizing).



Activity 1: Problem-Solving



Task 37

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 37 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.
3. After the presentations, refer students to Key facts 3.1 in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation.
4. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 38

1. Using an appropriate method such as pairs or small groups, guide students to do task 38 in their manuals.
 - d. Give the pairs or small groups the time to discuss on the following:
 - i. Cleaning procedures in the restaurant and kitchen
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 3.1. Ask each pair or small group probing questions to support their answers and guide them where necessary.

3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 3.1. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 39

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task 39 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at Hotel.
2. Confirm that the hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to apply kitchen and restaurant cleaning by respecting cleaning procedures.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. With their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 3.2: Post-operation activities

	Objectives: By the end of the topic, trainees will be able to: - Identify correctly main components of kitchen and restaurant layout - Explain clearly the purpose of taking care and switching off kitchen and restaurant machines - Rearrange properly kitchen stations, restaurant stations and equipment
	Time Required: 6 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share, experiential learning.
	Materials, Tools and Equipment Needed: Videos demonstrating effective cleaning techniques and safety practices, Mops, brooms, microfiber cloths, and sponges for surface cleaning demonstrations, Degreasers, sanitizers, and disinfectants for cleaning kitchen equipment and surfaces, Buckets, spray bottles, and cleaning solution containers for handling chemicals, Trash bins with liners, recycling bins, and composting containers, stovetops, ovens, grills, and refrigerators for demonstrating shutdown and cleaning procedures, Small equipment such as blenders, slicers, and dishwashers for detailed cleaning practices, racks, shelves, and food-safe containers, gloves, aprons, and masks for safe cleaning practices, Fire extinguisher and first-aid kit to highlight safety checks during closing procedures, Computer, Printer, projector, counters, internet, PPE, Markers, Pen, Scotch tape, Paper, Task allocation charts, Checklists and worksheets.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used.

- ❑ Make sure the workshop (kitchen and restaurant) and class are well prepared.

Cross Cutting Issues:



- ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.
- ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.



Prerequisites:

- ✓ Familiarity with daily workflows, roles, and responsibilities in a restaurant or kitchen setting.
- ✓ Basic knowledge of food safety and hygiene principles, including HACCP (Hazard Analysis and Critical Control Points).
- ✓ Understanding the purpose and proper use of various kitchen equipment and tools (e.g., stovetops, ovens, dishwashers).
- ✓ Awareness of cleaning products, sanitizers, and their safe handling.
- ✓ Awareness of local health regulations and safety codes related to kitchen operations.
- ✓ Knowledge of protocols for waste management, chemical handling, and safety practices.
- ✓ Ability to perform standard cleaning tasks, such as wiping surfaces, mopping floors, and sanitizing equipment.
- ✓ Familiarity with basic maintenance tasks like checking equipment for wear and tear.
- ✓ Access to a suitable teaching environment, ideally a mock or real kitchen setup.
- ✓ Availability of cleaning tools, equipment, and supplies for demonstrations.

- ✓ Prepared handouts, slides, and resources to guide participants through the topic.
- ✓ Cleaning schedules, checklists, and templates for role-playing activities.



Activity 1: Problem-Solving



Task 40

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 40 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.
3. After the presentations, refer students to Key facts 3.2 in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation.
4. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 41

1. Using an appropriate method such as pairs or small groups, guide students to do task 41 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 - i. Post operation activities in the restaurant and kitchen

2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group while also referring to Key Facts 3.2. Ask each pair or small group probing questions to support their answers and guide them where necessary.
3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 3.2. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 42

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task 42 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at Hotel.
2. Confirm that the hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to perform post operation activities in the kitchen and restaurant.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. With their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.

Topic 3.3: Closing report

	Objectives: By the end of the topic, trainees will be able to: - Explain clearly the importance of a daily kitchen and restaurant closing report. - Clarify correctly the structure/overview of a daily kitchen and restaurant closing report. - Interpret correctly the key sections for a restaurant/kitchen's daily closing report
	Time Required: 5 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation, trainer guided, questions and answers, think-pair-square-share, experiential learning.
	Materials, Tools and Equipment Needed: Printer, projector, Sample closing report template, Handouts, Charts or diagrams showing workflows for end-of-shift reporting processes, PowerPoint slides or digital presentation, Videos demonstrating the process of completing a closing report, Notebooks, pens, and clipboards, Sample logbooks or pre-printed forms used for closing reports, tablets, laptops, or desktops, Calculators for financial tallying, Barcode scanners, Kitchen equipment (e.g., ovens, refrigerators) for maintenance check demonstrations, Digital whiteboards or flip charts, Copies of the restaurant's closing SOPs for reference, Gloves and aprons for waste handling demonstrations, Sanitizers, cleaning cloths, and cleaning agents to simulate end-of-shift cleaning tasks, Trash bins with liners, recycling bins, and composting containers, First aid kit.
	Preparation: ☐ Ensure the availability of materials, tools and equipment to be used.

- ❑ Make sure the workshop (kitchen and restaurant) and class are well prepared.

Cross Cutting Issues:



- ✓ Gender balance: ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Inclusiveness: ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Resource management: Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Sustainability and environmental education: Using eco-friendly cleaning products and minimizing waste can reduce the environmental impact of cleaning operations.
- ✓ Health and safety: ensuring proper cleaning and disinfection procedures helps prevent the spread of germs and illnesses among guests and staff.



Prerequisites:

- ✓ Familiarity with the flow of tasks during a typical workday in a restaurant or kitchen.
- ✓ Basic knowledge of staff roles and responsibilities.
- ✓ Understanding the standard tasks involved in closing a restaurant/kitchen, such as cleaning, inventory checks, and equipment shutdown.
- ✓ Understanding why closing reports are essential for operations, accountability, and compliance.
- ✓ Familiarity with organizing data in structured formats such as tables or lists.
- ✓ Capability to identify discrepancies in inventory, sales, or maintenance logs.
- ✓ Skill in spotting and documenting issues such as equipment malfunctions or low stock levels.
- ✓ Ability to perform basic calculations for sales summaries, inventory tallies, and other report components.
- ✓ Basic understanding of how to use a Point of Sale (POS) system for retrieving end-of-day sales data.
- ✓ Familiarity with manual or digital inventory systems to log and verify stock levels.



Activity 1: Problem-Solving



Task 43

1. Using an appropriate method such as individual work, pairs or small groups, students read the Scenario under task 43 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.
2. 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 their responses.
3. After the presentations, refer students to Key facts 3.3 in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation.
4. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 44

1. Using an appropriate method such as pairs or small groups, guide students to do task 44 in their manuals.
 - a. Give the pairs or small groups the time to discuss on the following:
 1. The importance of preparing a daily kitchen and restaurant closing report.
2. Give each pair or small group enough time to discuss on the task. After each pair or small group has discussed the task, ask other students to give feedback on the pair or group

while also referring to Key Facts 3.3. Ask each pair or small group probing questions to support their answers and guide them where necessary.

3. 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. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to Key Facts 3.3. And discuss them together while harmonizing their responses provided in the sharing session and answer any questions that may arise.



Activity 3: Application



Task 45

1. Organize a visit to certain nearby hotel establishment with your class. Explain to trainees that the task 45 links them to the world of work. Inform students that each of them will assume that he/she has been offered a job position at Hotel.
2. Confirm that the hotel owner will give you access to enter in the kitchen and restaurant. Make sure the owner or other person is available to give a tour and that the trainees have permission to assess the environment in order to practice their monitoring skills for this topic.
3. Separate the trainees into small groups:
 - a. Assign group to explore the restaurant and kitchen, and identify activities which are done to fill a daily kitchen and restaurant closing report.
 - b. Instruct group to automatically enter in the kitchen and restaurant, and assess their parts that may be found there.
 - c. Then instruct trainees to rotate and monitor them. Allow trainees to ask questions to the hotel owner or any other person who is available to guide them.
4. With their groups, tell trainees to write a report on their findings and submit it to you for review.
5. Review and give feedback in the next session.



Formative Assessment

Question 1: List at least five essential activities involved in closing a restaurant or kitchen.

Answer:

1. Cleaning workstations.
2. Storing leftover food appropriately.
3. Turning off equipment (e.g., ovens, stoves, and lights).
4. Emptying trash bins.
5. Securing the premises (locking doors and setting alarms).

Question 2: Explain why it is important to properly store food items after service.

Answer:

Properly storing food items after service is crucial to prevent foodborne illnesses, maintain food quality, and ensure compliance with health regulations. This involves refrigerating perishable items promptly, labelling containers with dates, and organizing storage areas to facilitate easy access during the next service.

Question 3: Describe how you would implement a checklist for closing activities in your restaurant.

Answer:

To implement a checklist for closing activities, identify all necessary tasks such as cleaning equipment, checking inventory levels, securing food storage areas, and ensuring that all safety protocols are followed. Then create a written checklist that can be easily accessed by staff at the end of each shift. Training staff on this checklist ensures consistency and accountability in executing closing procedures effectively.

Question 4: If a dishwasher malfunctions during the closing process, what steps would you take to ensure all dishes are clean and ready for the next day?

Answer:

1. Hand wash dishes using appropriate cleaning techniques.
2. Ensure proper sanitization by using a sanitizing solution.
3. Notify the manager about the malfunction for repair scheduling.
4. Document the incident for reference.

Question 5: Review the following closing checklist and identify any missing steps that could compromise food safety or restaurant security.

1. Clean all surfaces.
2. Store perishable items in refrigerators.
3. Dispose of trash.
4. Turn off lights.
5. Set the alarm.

Answer:

1. Ensuring all cooking appliances are turned off.
2. Verifying that refrigerators and freezers are at the correct temperatures.
3. Locking all doors and windows.
4. Conducting a final walkthrough to check for potential hazards or missed items.

Question 6: A team member rushes through the closing activities and misses a few tasks. How would you assess their performance, and what feedback would you provide?

Answer:

Assessment: Review the completed tasks against the checklist and identify gaps.

Feedback: Emphasize the importance of thoroughness in maintaining safety, hygiene, and operational efficiency. Offer additional training or supervision to ensure future compliance.



Points to Remember

- A comprehensive closing checklist is crucial for ensuring that all tasks are completed efficiently and effectively. This helps prevent missed items, which can lead to cleanliness issues or operational problems the following day. The checklist should be tailored to the specific needs of the restaurant and organized in a logical order to streamline processes.
- Assigning specific tasks to employees is essential for accountability and efficiency. Each staff member should know their responsibilities during the closing process,

which can help ensure that no tasks are overlooked. This delegation can be managed by the manager on duty during pre-shift meetings.

- Before closing, it's important to review the checklist with all staff members. This ensures everyone understands their roles and can address any potential issues before they arise. Open communication fosters teamwork and helps maintain high standards of cleanliness and organization.
- Thorough cleaning is a fundamental part of closing activities. This includes sanitizing surfaces, washing utensils, emptying trash cans, and ensuring that all food storage areas are clean and organized. Proper cleaning protocols not only maintain hygiene but also prepare the kitchen for the next day's operations.
- Taking stock of inventory at the end of each shift is vital for managing supplies effectively. This involves checking expiration dates, rotating stock (first in, first out), and preparing orders for any items that need replenishing before the next service.
- Turning off all equipment properly is critical for safety and energy conservation. Staff should ensure that appliances are turned off, cleaned, and stored correctly to prevent damage or hazards overnight.
- Conducting safety checks at closing time is essential to secure the premises. This includes locking doors, setting alarms, checking windows, and ensuring hazardous materials are stored safely away from reach.
- A final walkthrough of both front-of-house and back-of-house areas allows managers or supervisors to confirm that all tasks have been completed satisfactorily before leaving for the night. This step helps catch any last-minute oversights.

1. Ask learners to re-take the self-assessment at the beginning of the outcome. 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).

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills and attitudes					
Explain the cleaning procedure in the kitchen					
Explain the cleaning procedure in the restaurant					
Apply restaurant and kitchen cleaning					
Identify main components of kitchen layout					
Identify main components of restaurant layout					
Rearrange the kitchen stations					
Rearrange the restaurant stations					
Explain the equipment Standard operational procedures					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills and attitudes					
Apply kitchen and restaurant equipment witching off					
Rearrange the equipment					
Apply caring of kitchen and restaurant machines					
Discuss the overview of kitchen report template					
Describe the structure and importance of a daily kitchen closing report					
Discuss the overview of restaurant report template					
Describe the structure and importance of a daily restaurant closing report					
Fill the key sections for a restaurant/kitchen's daily closing report					
Interpret the sample data for a restaurant/kitchen's daily closing report					

Integrated/Summative assessment

MKS Hotel which is located in MIUSANZE District receives an order to host 600 persons in farmers 'conference that will be carried out within 2 days and the participants will be served 3 times per day: Breakfast, Lunch and Tea break. The hotel, after receiving the order, it is noticed that it is overloaded due to the large number of clients. However, the hotel doesn't have a professional food and beverage operations supervisor to manage the appearing activities so high level of customer satisfaction is met. You are recruited, as a recent graduate in food and beverage operations supervision, to plan and perform kitchen and restaurant operations within 4 hours by considering the following guidelines:

- a. Perform kitchen and restaurant opening activities
- b. Distribute tasks and perform duty roaster
- c. Supervise staff production
- d. Coordinate kitchen brigade
- e. Manage customer complaints
- f. Prepare a closing report
- g. Execute kitchen and restaurant closing activities

CHECKLIST

SN	Assessment criteria and indicators	Score		Marks Allocated
		Yes	No	
A : Quality of Process(25%)				
1	Tools are prepared			2
2	Equipment are prepared			2
3	Materials are prepared			2
4	Tools are arranged			1
5	Equipment are arranged			1
6	Materials are arranged			1
7	Stock requisition tem plates are filled			2
8	Food and beverage quality is checked			1
9	Quantity is checked			1
10	Stock management procedures are followed			1
11	Food storage conditions are applied			2
12	Beverages storage conditions are respected			1
13	Production process is supervised			2

14	Services offered are supervised			2
15	Service sequence is monitored			2
16	Payment clearance process is monitored			1
17	Food and beverage storage conditions are monitored			1
Observations/ Total				/25
B: Quality of product (40%)				
1	Kitchen duty roaster is filled			3
2	Restaurant duty roaster is filled			3
3	Restaurant reports are elaborated			4
4	Classing report is elaborated			5
5	Filling system is used			5
6	Customer complaints are handled			5
7	Kitchen reports are elaborated			5
8	Complaints managements strategies are pursued			5
9	Customer satisfaction is met			5
Observations/ Total				/40
C: Relevance (20%)				
1	Proper tools are used			3
2	Proper equipment are used			3
3	Proper materials are used			3
4	Kitchen layout is considered			4
5	Restaurant layout is considered			4
6	Time is respected			3
Observations/ Total				/20
D: Hygiene and safety (15%)				
1	Nails hygiene is applied			3
2	Hands hygiene is maintained			3
3	Work attire are used			3
4	Kitchen is cleaned			2
5	Restaurant is cleaned			2
6	Cleaning procedures are followed			2
Observations/ Total				/15
Grand total				/100
Percentage Weightage				%
Overall observations (Passing line 70%)				

Further Information for the Trainer

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