



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



FOOD AND BEVERAGE OPERATIONS

FBOQC501

Food and beverage
quality control



TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

Food and beverage quality control



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Original published version: April 2025.

ACKNOWLEDGEMENTS

Rwanda TVET Board (RTB) would like to recognize all parties who contributed to the development of the Trainer's and trainee's manuals for the TVET Certificate V in Food and Beverage Operations for the module: **"FBOQC501- Food and beverage quality control."**

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

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

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

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

This training manual was developed:



Under Rwanda TVET Board (RTB) guiding policies and directives.



Under European Union financing



Under Ubukerarugendo imbere project implementation, technical support and guidance

COORDINATION TEAM

Aimable Rwamasirabo

Felix Ntahontuye

Eugène Munyanziza

Production Team

Authoring and Review

David Dufitumukiza

Tumaini Manimbi

Conception, Adaptation, and Editorial works

Jean Marie Vianney Muhire

Vincent Havugimana

Kanyike John Paul

Formatting, Graphics, Illustrations and infographics

Iyokwizerwa Emmanuel Fabrice

Asoka Jean Claude Niyonsaba

Hakizimana Bernard

Coordination and Technical support

Ubukerarugendo Imbere Project and RTB

Project Implementation

MCT Global Ltd.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competency Based Education and Training
HACCP:	Hazard Analysis and Critical Control Point
F&B :	Food and Beverage
FIFO:	First In First Out
GMP:	Good Manufacturing Practices
IoT	: Internet of Things
MCQs :	Multiple Choice Questions
PPE:	Personal Protective Equipment
PMS:	Property Management System
RQF:	Rwanda Qualification Framework
RS:	Rwandan Standard
RSB:	Rwanda Standards Board
RTB:	Rwanda TVET Board
SOP:	Standard Operating Procedure
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: Perform food and beverage quality control. 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 their strengths, weaknesses, and areas for improvement.

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

FBOQC501- Perform food and beverage quality control

Learning Outcomes	Learning Hours	Topics
Learning Outcome 1: Perform Pre-F&B quality control activities	15	1.1 Planning F&B quality control activities
Learning Outcome 2: Conduct quality control audit	30	2.1 Checking HACCP implementation in the kitchen and restaurant
		2.2 Verifying quality of food and beverage reception
		2.3 Verifying quality of food and beverage storage
		2.4 Monitoring quality of food preparation process
		2.5 Monitoring quality of food and beverage service delivery
Learning Outcome 3: Perform post-audit activities	15	3.1 Documenting food and beverage audit findings
		3.2 Recommending food and beverage corrective measures.
		3.3 Reporting food and beverage audit findings.

LEARNING OUTCOME 1: PERFORM PRE-F&B QUALITY CONTROL ACTIVITIES



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be the topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills, and attitudes to perform pre-F&B quality control activities. They will cover Planning F&B quality control activities.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their reference and self-reflection on the knowledge, skills, and attitudes acquired 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 a column that best represents their level of knowledge, skills, or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the importance of personal grooming in F&B quality control.	1. Demonstrate proper personal grooming as per F&B quality control guidelines.	1. Maintain a proactive approach to personal grooming for professionalism.
2. Identify appropriate quality control tools for different types of kitchens and restaurants.	2. Develop a comprehensive kitchen and restaurant audit plan aligned with specified objectives.	2. Show a commitment to thorough quality control processes in kitchen and restaurant audits.
3. Recognize the objectives of F&B quality control in maintaining standards.	3. Use appropriate quality control tools effectively based on the operational setting.	3. Display attention to detail in identifying quality control gaps.
4. Describe the guidelines and standards for F&B personal grooming and hygiene.	4. Conduct kitchen and restaurant audits systematically.	4. Foster a responsible attitude towards adhering to F&B industry standards.
5. Explain the components of a well-structured kitchen and restaurant audit plan.	5. Select and evaluate quality control tools that align with audit objectives.	5. Demonstrate openness to continuous learning and improvement in quality control practices.



Discovery activity:



Task 1:

1. Using appropriate methods like group discussions, role-play, and individual reflection, guide trainees through Task 1 by encouraging them to reflect on their experiences in food and beverage quality control. Use the following steps to facilitate the process:

Step 1: Introduction to F&B quality control

Begin by asking the trainees to reflect individually on their experiences with food and beverage quality control. Have them take a few minutes to jot down their thoughts on the following questions:

- a. What are the key principles of F&B quality control?
- b. How does maintaining consistent quality impact customer satisfaction and business reputation?

After the reflection, ask them to share their answers with a partner or in small groups. This will allow them to compare their ideas and discuss the importance of quality control in F&B operations.

Step 2: Group discussion on key principles of quality control (group)

Facilitate a group discussion where trainees share their answers to the first two questions. As a group, define the key principles of F&B quality control, such as consistency, hygiene, customer satisfaction, and adherence to food safety standards.

Encourage them to elaborate on how maintaining consistent quality positively impacts customer satisfaction and business reputation, using real-life examples where possible.

- c. What are the common challenges you face in ensuring consistency in food and beverage quality?
- d. How do these principles align with customer expectations?

Step 3: Exploring HACCP (group discussion and role-play)

Next, introduce the trainees to a quality control system like HACCP (Hazard Analysis Critical Control Points). Ask them to discuss in small groups how HACCP works and why it's critical in the food and beverage industry.

Once they have discussed, ask trainees to role-play the process of identifying a hazard in food preparation (e.g., improper food storage, contamination risk) and applying a critical control point to prevent the issue.

- e. Can you describe the basic steps of HACCP?
- f. How does HACCP help in preventing contamination or quality issues in food production?

Imagine you are in a kitchen, and you identify a potential hazard (e.g., improper handwashing or improper food storage). How would you apply the HACCP process to correct the issue?

Step 4: Identifying challenges in implementing quality control (individual reflection and group sharing)

Now, ask the trainees to individually reflect on the challenges they've faced when implementing quality control processes in food and beverage outlets. After a few minutes, facilitate a group discussion to share these challenges and brainstorm solutions.

- g. What are some common challenges you have faced while ensuring quality control in F&B outlets?
- h. How did you overcome those challenges?
- i. What strategies can help overcome resistance to implementing quality control?
- j. How can you ensure that quality control measures are consistently followed by the team?

Step 5: Sharing Personal Quality Control Experiences (Individual)

Invite the trainees to share specific examples of quality control issues they have encountered. Ask them to describe the issue, how they resolved it, and the outcome. This will help them connect theory to real-world experiences.

- k. Can you describe a quality control issue you encountered and how you resolved it?

Encourage trainees to reflect on the lessons learned from these experiences and how they might apply these lessons in future situations.

Step 6: Training Team Members on Quality Control and Hygiene (Group Discussion)

In this step, facilitate a discussion on how to train team members to comply with quality control and hygiene standards. Ask trainees to share best practices for training staff, particularly when it comes to food safety and hygiene.

- l. How can you ensure that your team members understand and follow food safety and hygiene standards?

- m. What are effective ways to monitor and maintain compliance with these standards?

Step 7: Wrap-Up and Reflection

Conclude the activity by summarizing the key concepts discussed. Emphasize the importance of maintaining consistent food and beverage quality control for customer satisfaction, business reputation, and food safety. Encourage the trainees to reflect on how they can apply the principles and strategies discussed in their roles.

- n. What new insights have you gained about food and beverage quality control?
- o. How will you implement these insights in your work moving forward?

2. Introduce Topic 1.1: Planning F&B Quality Control Activities

Explain that this topic focuses on identifying and preparing the tools, equipment, and processes required to ensure food and beverage quality standards are maintained.

Topic 1.1: Planning Food & Beverage quality control activities.

	Objectives: By the end of the topic, trainees will be able to: - Define the key concepts of food and beverage (F&B) quality control. - Explain the importance of quality control in food and beverage outlets. - Identify and demonstrate the proper use of tools and equipment for F&B quality auditing in various kitchen and restaurant areas. - Evaluate personal hygiene, grooming, and professional ethics guidelines for F&B handlers. - Develop a comprehensive kitchen and restaurant audit plan
	Time Required: 15 hours
	Learning Methodology: role-play, small group work, video, brainstorming, and field visit.
	Materials, Tools, and Equipment Needed: - Markers, flip charts, and whiteboard. - Sample auditing tools: thermometers, scales, and hygiene checklists. - Photos or videos of various kitchen and restaurant sections (butchery, bar, pastry, etc.). - Printed guidelines on personal hygiene and grooming for F&B handlers. - Templates for audit plans and reports.
	Preparation: ☐ Contact local F&B outlets or create a simulated training environment for practical activities. ☐ Gather all necessary tools and equipment (auditing tools, grooming kits, storage examples). ☐ Prepare visual aids, including videos or infographics on F&B quality control. ☐ Print templates for audit plans and distribute to trainees. ☐ Arrange the training room layout to facilitate group activities and role-play sessions.

Cross-Cutting Issues:



- ✓ Environment and Sustainability: Discuss sustainable practices in food storage and waste reduction. Include activities that promote eco-friendly auditing tools and methods.
- ✓ Gender: Ensure equal participation of all trainees in activities, and discuss gender-sensitive practices in the F&B industry.
- ✓ Professional Ethics and Peace Education: Reinforce values like integrity and teamwork during role-play and discussions.
- ✓ Standardization Culture: Emphasize the role of standard operating procedures (SOPs) in ensuring quality.
- ✓ Inclusivity: Create activities that accommodate trainees with diverse abilities or needs.



Prerequisites:

- ✓ Have a basic understanding of F&B operations and layout;
- ✓ Be familiar with general hygiene practices;
- ✓ Demonstrate foundational skills in teamwork and communication;
- ✓ Possess a positive attitude toward learning and applying professional ethics;



Activity 1: Problem Solving



Task 2:

1. Using appropriate methods like group discussions, role-play, and practical demonstrations, guide trainees through task 2 by encouraging them to reflect on the challenges they would face in implementing a quality control plan at an F&B outlet. Follow these steps to facilitate the process:

Step 1: Introduction to the scenario (group discussion)

Start by introducing the scenario to the trainees, outlining the concerns related to food storage, hygiene standards, equipment maintenance, inventory oversight, and customer experience. Ask trainees to reflect on how they would approach this situation as quality control staff.

- a. What challenges do you think are most pressing in this scenario?
- b. How would you prioritize these issues if you were in charge of quality control?

After reflecting on the scenario, ask the trainees to form small groups to discuss how they would assess the current state of quality control in the outlet.

Step 2: Assessing the Current State of Quality Control (Group Brainstorming)

Guide the trainees to identify steps they would take to assess the current quality control status before creating a formal plan. Encourage them to think about practical steps like reviewing existing documentation, talking to staff, and performing audits.

Brainstorming Questions:

- c. What would be your first step in evaluating the current state of quality control in this outlet?
- d. How would you gather information about the food storage, hygiene practices, and equipment maintenance issues?
- e. Who would you involve in the assessment process, and why?

After the brainstorming session, ask each group to share their key findings, ensuring that they cover areas like inspection of existing records, observation of staff behavior, and a thorough audit of the operations.

Step 3: Prioritizing Key Areas for the Quality Control Strategy (Group Activity)

Next, facilitate a discussion on which areas should be prioritized in the quality control strategy. Ask trainees to consider the most pressing issues and focus on the ones that directly affect food safety and customer experience.

- f. Which issues do you think need to be addressed immediately? Why?
- g. How would you balance the different concerns (e.g., food safety, hygiene, equipment maintenance)? Which area should be addressed first to create the most impact?

Encourage trainees to discuss and rank these areas based on urgency and importance, helping them understand how to make strategic decisions in a quality control plan.

Step 4: Aligning the Plan with Industry Best Practices (Individual Reflection)

Now, ask the trainees to reflect individually on industry best practices and benchmarks such as HACCP and ISO 22000. They should consider how these guidelines would help align their

quality control plan with global standards. Allow them a few minutes to jot down their thoughts before discussing them as a group.

- h. What industry best practices or standards (e.g., HACCP, ISO 22000) would you apply to your quality control plan? Why are these guidelines important, and how do they improve food safety and quality?

After the individual reflection, lead a discussion to share insights. Highlight how these industry standards ensure consistency and accountability in food safety.

Step 5: Designing Regular Inspections (Group Discussion and Practical Activity)

Now, ask the trainees to design a process for regularly inspecting food storage and hygiene practices. This will help them understand how to create a system that ensures ongoing quality control.

- i. How often should food storage and hygiene practices be inspected? What key factors should be monitored during inspections?

Encourage trainees to create a checklist or a reporting system that includes specific criteria to ensure consistency in inspections. Discuss how to document findings and follow up on corrective actions.

- j. What tools or templates would you use to track equipment inspections and repairs?
- k. How would you ensure inventory levels are monitored consistently?

Once groups have developed their ideas, ask them to present their systems for monitoring equipment and inventory compliance. Discuss the importance of these tools in preventing operational issues.

Step 7: Ensuring practical and easy-to-follow processes

Now, ask trainees to reflect on how to make quality control processes practical and easy to follow for the staff. Encourage them to think about how to communicate the processes clearly and keep staff engaged in following them.

- l. What strategies can you use to ensure that staff members understand and follow the quality control processes? How can you make the processes simple to follow while ensuring effectiveness?
- m. What potential challenges or resistance might you face when implementing a quality control plan in this outlet? How would you handle resistance from staff or management? And what strategies could help overcome these challenges?

Afterward, have a group discussion on how to create simple yet effective quality control processes that the staff will easily adhere to. Encourage the group to come up with solutions for addressing resistance, such as through clear communication, training, and involving key stakeholders in the process.

Step 8: Wrap-Up and Reflection

Conclude the activity by summarizing the key steps involved in creating a quality control plan and ensuring its successful implementation. Encourage trainees to reflect on the lessons learned and how they can apply these strategies to improve quality control in their own F&B outlets.

2. Ask trainees to read the key facts 1.1 for further information.



Activity 2: Guided Practice



Task 3:

1. Guide students in reading the scenario on task 3 and creating a comprehensive quality control plan that addresses challenges and ensures consistent, high-quality operations across various sections of an outlet (kitchen, bar, pastry). The goal is to teach them how to design effective audit schedules, monitor compliance, gather feedback, measure effectiveness, and ensure continuous improvement.

Step 1: Creating a Comprehensive Quality Control Plan

Begin by helping students understand the importance of a structured quality control plan for maintaining high standards across all outlet sections. Explain that the plan should address key areas such as product quality, safety, hygiene, customer service, and consistency. The plan should reflect:

- Quality standards for food, drink, and service.
- Procedures for maintaining hygiene and safety.
- Roles and responsibilities for different team members (kitchen staff, bartenders, pastry chefs, etc.).
- A framework for ongoing checks and audits.
- Methods for addressing issues when discrepancies arise.

Step 2: Designing an Audit Schedule for Different Sections (Kitchen, Bar, Pastry)

Next, guide students on how to create an audit schedule for each outlet section. Emphasize that different sections require different levels of attention based on their operations.

- **Audit Frequency:**
 - ✓ **Kitchen:** Daily spot checks and weekly in-depth audits.
 - ✓ **Bar:** Daily checks for cleanliness and stock, with weekly audits for quality and consistency.
 - ✓ **Pastry:** Daily checks for product consistency and freshness, plus weekly audits for overall quality.
 - **Create Checklists:** Students should develop tailored audit checklists for each area, including:
 - ✓ **Kitchen:** Food prep cleanliness, ingredient storage, equipment condition.
 - ✓ **Bar:** Stock management, drink preparation, bar cleanliness.
 - ✓ **Pastry:** Product quality (taste, texture, appearance), ingredient storage, cleanliness.
 - **Assign Responsibilities:** Students should allocate who will be responsible for conducting the audits and ensure that staff members are trained properly.
2. Guide students in presenting their plans to the class and answer any questions that they might have.
 3. Instruct students that creating and implementing a quality control plan is an ongoing, dynamic process. They should regularly review and update the plan based on feedback, audits, and performance metrics. Continuous improvement should be at the core of their strategy to ensure the outlet remains competitive and consistently delivers high-quality products and services.



Activity 3: Application



Task 4:

1. Ask trainees to develop a detailed quality control plan for an upscale restaurant facing challenges in food quality, hygiene, and inventory management. Begin by encouraging trainees to analyze the scenario and identify the key areas requiring immediate attention, such as storage, hygiene, inventory, and customer service.

2. Provide detailed instructions to trainees as they plan detailed activities, such as creating specific checklists for auditing storage areas and designing tools tailored to different sections like kitchens, the bar, and other facilities. Assist them in developing a realistic schedule for routine inspections and audits, ensuring systematic coverage of all operations.
3. Emphasize the importance of proper documentation of findings, clear communication with staff, and incorporating staff feedback to resolve ongoing issues. Encourage trainees to think critically about practical methods for engaging employees in maintaining high standards.
4. Conclude the activity with trainees presenting their plans to the group for input and feedback. Facilitate discussions to refine their proposals, encouraging collaboration and innovative solutions. Finally, guide them in making adjustments and preparing their plans for implementation, emphasizing the significance of continuous improvement and adaptability in maintaining quality standards.



Formative Assessment

Section 1: Multiple-Choice Questions (MCQs)

1. What is the primary goal of food and beverage quality control?
 - a) To increase profits
 - b) To ensure compliance with health and safety standards
 - c) To deliver customer satisfaction while maintaining safety and hygiene standards
 - d) To minimize training requirements

Answer: c

2. Which tool is commonly used to monitor food storage temperatures?
 - a) Stopwatch
 - b) Thermometer
 - c) Weighing scale
 - d) Hygrometer

Answer: b

3. HACCP stands for:
 - a) Hazard Analysis and Critical Control Points
 - b) Health Assurance and Control Protocol

- c) Hygiene Assurance for Catering Professionals
- d) Hazard Control and Contamination Prevention

Answer: a

4. What is the "First In, First Out" (FIFO) principle?
- a) A storage method to use the oldest items first
 - b) A service principle to serve customers in the order they arrived
 - c) A cooking method to prioritize faster recipes
 - d) A cleaning method to sanitize older tools first

Answer: a

5. Which of the following is NOT a compliance standard for F&B quality control?
- a) ISO 22000
 - b) HACCP
 - c) GMP (Good Manufacturing Practices)
 - d) FIFO

Answer: d

Section 2: Open Questions

1. Define "Standard Operating Procedure (SOP)" in the context of F&B quality control.

Answer: SOP refers to a set of written instructions that describe routine tasks and processes in F&B operations to ensure consistency, safety, and compliance with quality standards.

2. What is meant by "auditing tools and equipment" in kitchen quality control?

Answer: Auditing tools and equipment involve checking that all items used in food preparation meet safety, hygiene, and operational standards, including calibration, cleanliness, and functionality.

3. List four key components of F&B quality control.

Answer:

- a. Hygiene and sanitation practices
- b. Food safety standards (e.g., HACCP)
- c. Staff training and compliance
- d. Equipment and storage maintenance

4. List three roles of staff in F&B quality control.

Answer:

- a. Following hygiene and safety protocols
 - b. Reporting any quality issues to supervisors
 - c. Ensuring proper handling and storage of food
5. Explain why compliance with HACCP is important in F&B outlets.
Answer: HACCP compliance helps identify and control potential food safety hazards, ensuring that food served to customers is safe and free from contamination.
6. Why is customer satisfaction considered a cornerstone of F&B quality control?
Answer: Customer satisfaction is vital because it directly impacts a business's reputation, repeat patronage, and overall success. High-quality food and service build trust and loyalty.
7. How does quality control help in reducing waste and managing costs in F&B operations?
Answer: Quality control minimizes waste by ensuring efficient use of ingredients, proper storage, and adherence to preparation guidelines. This helps control costs and maximize profitability.
8. Sophie is conducting a grooming check for her staff. What are three key aspects she should evaluate?
Answer:
- a. Cleanliness of uniforms and personal appearance
 - b. Proper hair covering and hand hygiene
 - c. Use of minimal or no jewelry in food preparation areas
9. Mr. James notices inconsistent dish presentation in his seafood restaurant. Suggest two tools he can use to maintain consistency.
Answer:
- a. Standardized plating guides
 - b. Recipe cards with detailed preparation instructions
10. During an audit, Lily finds that refrigeration logs are incomplete. What immediate action should she take?
Answer: Lily should immediately:
- a. Instruct staff to update the logs with accurate current data
 - b. Schedule additional training to emphasize the importance of proper record-keeping

Section 3: True/False Questions

1. F&B quality control only focuses on food preparation, not service standards.

Answer: False

2. Regular staff training has no direct impact on quality control standards.

Answer: False

3. Pest control is an essential part of maintaining F&B quality standards.

Answer: True

Section 4: Fill-in-the-Blanks

1. The _____ is a framework used to ensure food safety by identifying and controlling risks.

Answer: HACCP

2. A _____ is a document used during audits to ensure all critical areas are evaluated.

Answer: Checklist



Points to Remember

- Set Clear Quality Standards: Define specific quality criteria for food and beverages (e.g., appearance, taste, temperature).
- Develop Inspection Procedures: Create step-by-step processes for checking quality at each stage (receiving, storage, preparation, service).
- Train Staff: Ensure all staff members are trained to identify quality issues and follow quality control procedures.
- Consistent quality in food and service leads to customer loyalty, positive reviews, and repeat business, strengthening the outlet's reputation.
- Quality control minimizes waste, optimizes resource usage, and reduces inefficiencies, contributing to the overall profitability of the establishment.
- Quality control ensures compliance with health and safety regulations like HACCP and ISO 22000, safeguarding customer health and building trust.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit.
2. 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. 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).

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

① Further Information for the Trainer

LEARNING OUTCOME 2: CONDUCT QUALITY CONTROL AUDIT.



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustrations in their Trainee's Manuals and together discuss:
 - a. What do the illustrations show?
 - b. What do you think will be the topics to be covered under this unit based on the illustrations?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to Conduct quality control audit. They will cover: checking HACCP implementation in kitchen and restaurant, verifying quality of food and beverage reception, verifying quality of food and beverage storage, monitoring quality of food preparation process and monitoring quality of food and beverage service delivery.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their reference and self-reflection on the knowledge, skills, and attitudes acquired during the learning process.
 - a. They should think about themselves: do they think they have the knowledge, skills, or attitudes to do this? How well?
 - b. They read the statements across the top and put a check in a column that best represents their level of knowledge, skills, or attitudes.
 - c. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement, and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Understand HACCP guidelines for maintaining cleanliness.	1. Conduct HACCP-compliant cleanliness inspections.	1. Demonstrate attention to detail during inspections.
2. Identify food and beverage receiving procedures.	2. Verify the quality of food and beverages upon reception.	2. Value adherence to food safety and HACCP standards.
3. Explain conditions for food and beverage storage.	3. Inspect food and beverage storage conditions.	3. Exhibit commitment to maintaining high-quality services.
4. Describe stages of food preparation and quality practices.	4. Monitor food preparation processes for quality standards.	4. Promote a culture of cleanliness and safety.
5. Recognize criteria for food safety and quality services.	5. Assess service quality against criteria.	5. Show adaptability to address quality control challenges.
6. Understand documentation in quality control audits.	6. Prepare comprehensive quality control audit reports.	6. Foster a proactive approach to resolving issues.
7. Familiarize with tools for quality control.	7. Collaborate effectively to address quality issues.	7. Encourage continuous improvement and learning.



Steps:



Discovery activity:



Task 5:

1. Start by introducing the importance of food safety and quality: Emphasize that the goal is to ensure they understand the significance of maintaining cleanliness, quality, and safety at every stage, from preparation to service.
2. Ask open-ended questions: Pose each question clearly, allowing the trainee to explain their thought process. Ensure they provide specific examples where possible. Encourage them to give detailed answers so you can gauge their practical knowledge.
3. For questions like "What steps do you take when you notice a cleanliness issue?" or "How do you monitor the food preparation process?", ensure the trainer prompts for practical actions taken to resolve issues. Look for demonstrated awareness of protocols and effective procedures.
4. Focus on problem-solving: When asking questions related to unexpected situations (e.g., supplier issues or non-compliance), focus on how the trainee identifies problems and applies solutions in real-time.
5. Clarify HACCP standards: For any questions related to HACCP (like cleanliness compliance or storage conditions), make sure the trainer explains the importance of Hazard Analysis Critical Control Points in maintaining food safety.
6. Discuss monitoring and verification: For questions on quality verification (e.g., deliveries or inventory management), focus on the specific methods they use to monitor and check items to maintain consistent standards.
7. Encourage customer service focus: For customer feedback-related questions, guide the trainer to emphasize communication and problem-solving skills when addressing customer concerns.
8. Provide real-world scenarios: Offer case studies or role-playing situations to simulate how the trainee would act in a given scenario (such as handling non-compliant deliveries or customer complaints). This makes the training more interactive and applicable.
9. Wrap up with a discussion: Summarize the key points discussed, reinforce any areas of improvement, and provide constructive feedback on the trainee's responses to ensure they are well-prepared.
10. Conclude the activity by introducing Topic 2.1: Checking HACCP implementation in the kitchen and restaurant. Explain that this topic will provide a structured approach to ensuring high standards for customer satisfaction and establishing a reputation.

Topic 2.1: Checking HACCP implementation in the kitchen and restaurant

Objectives:

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

- a. Define HACCP and explain its significance in food safety management.
- b. List the 7 principles of HACCP and their role in identifying and controlling food safety hazards.
- c. Identify critical control points (CCPs) within various kitchen processes (e.g., cooking, storage, cleaning).
- d. Understand how to monitor and measure each CCP effectively.
- e. Conduct a visual inspection of kitchen processes and food handling to assess HACCP compliance.
- f. Review records and logs (e.g., temperature logs, cleaning schedules) for consistency with HACCP standards.
- g. Perform checks on temperature control for cooking, storage, and holding areas.
- h. Assess sanitation procedures to ensure compliance with HACCP guidelines.



Time Required: 5 hours

Learning Methodology:

- Role-play (e.g., simulating hazard analysis scenarios).
- Group discussions (e.g., brainstorming corrective actions for CCP deviations).
- Practical exercises (e.g., inspection of kitchen processes and food handling to assess HACCP compliance).
- Demonstrations (e.g., using tools like thermometers and sanitizer test strips).



Materials, Tools, and Equipment Needed:

- Thermometers (for temperature checks).
- Audit checklists and logbooks.
- Cleaning agents and equipment (e.g., cloths, sponges).
- Sanitizer test strips.



	▪ Visual aids (e.g., posters illustrating HACCP principles). ▪ Multimedia (e.g., videos on proper food handling techniques).
	Preparation: ☐ Gather all necessary materials, including audit checklists and cleaning tools. ☐ Organize a sample kitchen setup for practical activities. ☐ Prepare a flow diagram of food operations for trainees to analyze. ☐ Contact local food safety inspectors or chefs for a guest lecture/demo. ☐ Set up multimedia equipment for videos and presentations.
	Cross-Cutting Issues: ✓ Environment and Sustainability: Emphasize minimizing food waste and proper disposal of garbage, oils, and fats. ✓ Gender: Promote equal participation in team activities and discussions. ✓ Peace and Values Education: Foster teamwork and respectful collaboration during audits and role-playing exercises. ✓ Financial Education: Highlight how HACCP implementation reduces waste and minimizes legal risks, saving costs.
	Prerequisites: ✓ Basic understanding of foodborne illnesses and their causes. ✓ Familiarity with common kitchen tools and equipment. ✓ Knowledge of standard cleaning and sanitation procedures. ✓ Positive attitude toward teamwork and maintaining hygiene standards.



Activity 1: Problem Solving



Task 6:

1. Guide trainees through the activity on task 6 in the trainee manual by encouraging them to discuss and reflect on practical approaches to maintaining cleanliness, quality, and compliance in food and beverage operations. Begin by organizing them into groups or pairs to explore real-world scenarios related to hygiene standards, inventory management, and food preparation processes.

2. Encourage trainees to identify proactive steps for addressing issues, such as verifying deliveries, handling supplier discrepancies, and monitoring storage conditions. Facilitate discussions on strategies for conducting quality audits and responding to customer feedback constructively. Highlight the importance of aligning practices with HACCP standards and maintaining continuous improvement.
3. Recap the key points from each scenario. Ask trainees if they have any questions or want to revisit any points. Reinforce the importance of problem-solving skills and handling challenges professionally and effectively.
4. After discussions, have each group present their answers to the class. Provide feedback, highlight key solutions, and clarify using examples or visual aids. Refer them back to the manual's key facts for deeper understanding and further reading.



Activity 2: Guided Practice



Task 7:

1. **Introduce the scenario:** Begin by presenting the scenario to the trainees, outlining the issues that have been identified in the kitchen, food receiving, storage, preparation, and service. Highlight the importance of addressing these issues to ensure food safety and high-quality service.
2. **Break down the tasks:** Split the trainees into teams or work individually, giving them clear responsibilities for each task. For example:
 - **Cleanliness audit:** Have the trainee assess the kitchen's cleanliness and pinpoint areas of non-compliance. Encourage them to document issues, and think about corrective actions for each problem (like cleaning routines or better storage for cleaning supplies).
 - **Delivery inspection:** Have them perform a mock delivery inspection, identifying issues like dented cans, incorrect labeling, or unsafe temperatures. Prompt them to create a checklist for future deliveries, and explain how they would communicate corrective actions to the supplier.
 - **Storage organization:** Ask them to organize the storage area by FIFO (First In, First Out) principles and to use thermometers to monitor refrigerator

temperatures. Guide them in proposing solutions for any temperature fluctuations.

- **Cooking process review:** Guide them through a review of the food preparation process, asking them to identify potential hazards like cross-contamination or undercooked food, and suggest preventative measures.
 - **Role-play customer complaints:** Role-play scenarios where customers report delays and cold meals. Have them practice handling the complaints professionally and train staff on proper food handling and service.
3. **Provide practical guidance:** For each section, give practical tips, such as:
- **Cleanliness:** Ensure all high-touch areas are cleaned regularly and that handwashing stations are accessible.
 - **Receiving:** Stress the importance of temperature control and proper labeling. Explain the role of suppliers and communication in maintaining standards.
 - **Storage:** Explain FIFO and temperature control. Emphasize the importance of regular checks and organization.
 - **Food preparation:** Highlight safe food handling techniques and the importance of using separate equipment for raw and cooked foods.
 - **Customer service:** Teach them how to stay calm and empathetic when handling complaints and ensure proper staff training.
4. **Role-play feedback:** After each task or mock exercise, provide feedback and encourage self-reflection. Ask questions like, “What would you do differently in a real-world situation?” to help them internalize the learning.
5. **Presenting findings:** Have each group or individual present their findings and proposed solutions to the class, simulating a real-world team debrief. Offer feedback and corrections if needed, and encourage class discussion.
6. **Reflect and discuss real-world application:** In the final section, guide a group discussion where they reflect on the challenges they faced during the exercises. Have them discuss how the solutions can be maintained long-term in a real-world environment, emphasizing ongoing monitoring and staff training.
7. **Conclude with best practices:** Summarize the key lessons learned from the scenario and reinforce the importance of consistency, communication, and proactive problem-solving to maintain food safety and quality.



Activity 3: Application



Task 8:

Here's how the trainer can guide this session:

1. **Introduce the Scenario:** Explain to the trainees that Emmanuel wants to implement HACCP in his café, which will serve a buffet for large events. The focus is on food safety for perishable items, ensuring compliance with HACCP principles.
2. **Walk through each task step by step:** Break down the activities for both the kitchen and buffet areas:

Kitchen HACCP Implementation:

- **Hazard Analysis:** Guide trainees to identify potential hazards at each food preparation stage (e.g., biological hazards like bacteria, chemical hazards from cleaning agents, and physical hazards like foreign objects).
- **Establish CCPs:** Discuss key points in the process (e.g., cooking and storage temperatures) that require close monitoring.
- **Critical Limits:** Instruct them to define the exact temperature limits for cooking and storage (e.g., refrigeration at 0–4°C, cooking meat to 75°C).
- **Monitoring Procedures:** Teach them how to create systems to regularly check and log temperatures during receiving, storage, preparation, and cooking.
- **Corrective Actions:** Help them set clear actions for deviations, such as discarding food if temperatures are too high or re-cooking undercooked meat.
- **Verification:** Discuss verification activities such as microbial testing and equipment calibration to ensure HACCP is functioning.
- **Documentation:** Show how to maintain logs and checklists for all food safety-related processes (e.g., temperature logs, delivery checks).

Buffet Area HACCP Implementation:

- **Temperature Control:** Discuss how to ensure hot dishes maintain the right temperature during buffet service using proper equipment like heated trays.
- **Time Limits:** Teach the importance of setting time limits for each dish to minimize bacterial growth (e.g., not keeping food out too long).

- **Proper Food Handling:** Emphasize hygiene practices for staff serving the buffet, including wearing gloves and using utensils.
 - **Customer Safety:** Discuss measures to prevent cross-contamination (e.g., covering food, separating raw and cooked items).
 - **Regular Inspections:** Train on how to inspect the buffet regularly to check temperatures, replenish safely, and discard food that exceeds time limits.
 - **End-of-Service Protocols:** Teach proper guidelines for handling leftover food to ensure safety and avoid waste.
3. **Role-play and scenarios:** Ask trainees to role-play different aspects of the buffet service, like monitoring food temperatures, interacting with customers about food safety, and handling deviations from the plan.
 4. **Reflection and feedback:** After each task, encourage trainees to discuss challenges they might face in a real-world setting and how to address them.
 5. **Conclude:** Emphasize the importance of maintaining food safety through HACCP to protect customers and uphold the café's reputation. Encourage the trainees to develop systems for consistent food safety monitoring and compliance.

Topic 2.2: Verifying the quality of food and beverage at reception

Objectives:

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



- a. Describe the importance of verifying food and beverage quality at reception.
- b. Identify key indicators for assessing food and beverage quality.
- c. Demonstrate proper inspection and handling procedures during delivery.
- d. Recognize and manage non-compliant deliveries.
- e. Assess food and beverage deliveries against established specifications, standards, and safety requirements.
- f. Ensure compliance with food safety and quality standards. Define the purpose and importance of verifying the quality of food and beverages at reception.



Time Required: 7 hours

Learning Methodology:



- Role-play: Simulating food and beverage inspection scenarios.
- Group discussions: Analyzing case studies of quality discrepancies.
- Hands-on practice: Conducting live inspections of sample food and beverage items using checklists.
- Brainstorming: identifying challenges in the verification process and proposing solutions.

Materials, Tools, and Equipment Needed:



- Checklists for food and beverage specifications.
- Sample products for inspection (fresh produce, packaged goods, beverages).
- Tools: calibrated thermometers, digital scales, measuring tapes.
- Safety gear: gloves, aprons, hairnets.
- Stationery: pens, markers, clipboards, logbooks.
- Multimedia: projector and videos demonstrating food inspection practices.

Preparation:



- ☐ Review the topic content and ensure clarity on standards and procedures.
- ☐ Prepare and print checklists for trainees.
- ☐ Gather sample food and beverage items to simulate inspection scenarios.

- ❑ Calibrate all equipment (e.g., thermometers, scales) before the session.
- ❑ Organize the training area to resemble a receiving dock with inspection zones.

Cross-Cutting Issues:



- ✓ Environment and Sustainability: Encourage trainees to minimize waste during inspections and prioritize suppliers with sustainable practices.
- ✓ Gender Equality: Ensure equal participation in activities and emphasize inclusivity in roles within the food and beverage industry.
- ✓ Peace and Values Education: Foster teamwork and ethical decision-making during group activities.
- ✓ Financial Education: Highlight the cost implications of poor-quality control and waste reduction strategies.
- ✓ Standardization Culture: Reinforce adherence to industry standards and certifications during the verification process.



Prerequisites:

- ✓ Familiarity with basic food safety and hygiene practices.
- ✓ Understanding of general storage and handling procedures for food and beverages.
- ✓ Ability to read and interpret product labels and certifications.
- ✓ Basic mathematical skills for weighing and measuring items.;



Activity 1: Problem Solving



Task 9:

1. **Present the scenario:** Start by introducing the scenario, explaining that Claudine has received a delivery from a new supplier and noticed several issues with the vegetables, meats, and beverages. Ask the trainees to focus on how to address these problems.
2. **Break down the questions:** Go through each question one by one, encouraging trainees to think critically and provide actionable responses.
 - **Handling problematic items:** Ask trainees to suggest immediate actions for each of the items (e.g., rejecting wilted vegetables, discarding meat with broken seals, or

returning beverages with unclear labels). Highlight the importance of food safety and preventing contamination.

- **Collaboration with supplier:** Encourage discussion on how to establish clear communication with the supplier, set expectations for future deliveries, and agree on quality standards (e.g., packaging integrity, freshness). Discuss how a written agreement or contract can help formalize expectations.
 - **Identifying non-compliant deliveries:** Ask how to identify if a delivery doesn't meet quality standards. Guide the trainees to recognize visible signs (e.g., discoloration, broken seals, damaged packaging). Emphasize the importance of a detailed inspection process to prevent issues from arising in the first place.
 - **Verifying cold chain maintenance:** Discuss how to verify if the cold chain was maintained during transport (e.g., checking temperature logs, looking for ice packs, or inspecting delivery truck conditions). Explore what actions to take if cold chain violations are suspected.
 - **Preventing future issues:** Lead a discussion on how to implement strategies like working with trusted suppliers, providing specific delivery guidelines, and performing more thorough inspections to prevent receiving substandard products.
 - **Ensuring consistent quality:** Have trainees propose procedures for ensuring consistency, such as regular supplier evaluations, implementing a quality checklist for receiving deliveries, and maintaining clear documentation of each delivery.
3. **Encourage group discussion:** After each question, encourage a short group discussion to share insights and solutions, and provide feedback based on best practices.
 4. **Wrap up:** Summarize the main points and reinforce the importance of thorough checks, supplier communication, and clear procedures to ensure high-quality deliveries and maintain food safety standards.



Activity 2: Guided Practice



Task 10:

Guide trainees through Task 10 by employing hands-on, interactive activities to reinforce their understanding and application of HACCP principles:

1. **Introduction:** Use an appropriate method to introduce the scenario, asking trainees to visualize themselves as part of Aimable's team. Highlight the importance of systematic receiving inspections in ensuring food safety and quality.
2. **Comprehensive Receiving Checklist:**
 - a. Instruct trainees to draft a detailed receiving checklist in their manuals, including specific HACCP guidelines and purchase specifications (e.g., temperature requirements, appearance standards, labeling details).
 - b. Facilitate a group brainstorming session where trainees compare and refine their checklists.
3. **Inspecting the Delivery:**
 - c. Guide trainees through a mock inspection exercise where they evaluate the frozen chicken, fresh fruits, and soft drinks. Use visual aids or props to simulate the delivery items and their potential issues.
 - d. Ask trainees to document their findings systematically, emphasizing clarity and adherence to HACCP principles.
4. **Accepting or Rejecting Items:**

Encourage trainees to analyze the details of the delivery based on the inspection:

 - Frozen chicken at -10°C: Reject as it does not meet the safe storage temperature of -18°C.
 - Fresh fruits: Reject due to bruising and over-ripening, which compromise quality and safety.
 - Soft drinks: Reject for missing expiration dates, as they do not meet labeling requirements.
5. **Preparing a Formal Report:**

Assign trainees the task of drafting a rejection report citing specific HACCP guidelines. Provide a template for them to complete, including details such as observed issues, referenced guidelines, and corrective actions.
6. **Professional Communication with Supplier:**

Direct trainees to draft a formal email to the supplier, detailing the issues found and requesting corrective measures (e.g., providing properly labeled soft drinks and ensuring temperature compliance for frozen items). Encourage professionalism and clear communication.

7. Implementing FIFO Principles:

- a. Explain the FIFO method and its role in reducing waste and ensuring food safety.
- b. Conduct a hands-on exercise where trainees organize a simulated storage area, labeling items with received dates and arranging them according to FIFO principles.

8. Sharing Observations and Rationale:

- a. Ask each group to present their findings, decisions, and reasoning to the class.
- b. Facilitate a discussion on how their actions align with HACCP standards and the broader implications for food safety and operational efficiency.

9. Reflection and Feedback:

- a. Conclude with a session where trainees reflect on their experiences and how the skills learned can be applied in real-world scenarios. Offer expert feedback to address any gaps or questions.



Activity 3: Application



Task 11:

Guide trainees through the process of conducting a mock inspection focused on food and beverage reception. This task helps them identify quality issues and apply proper corrective actions based on food safety standards.

1. **Introduce the scenario:** Present the scenario where Aimable, the head chef, is inspecting a delivery of frozen chicken, fresh fruits, and soft drinks. Explain that the task is to ensure the delivery meets the required standards, using HACCP guidelines as the foundation.
2. **Break down the tasks:** Go through each task in the list, making sure trainees understand the requirements and expected outcomes.
3. **Creating a receiving checklist:** Guide the trainees to create a checklist based on HACCP principles, including:
 - a. Checking temperature for frozen and perishable goods.
 - b. Inspecting packaging for integrity and labeling (including expiration dates).
 - c. Ensuring no signs of contamination or damage.

- d. Recording all findings for documentation and traceability.
- 4. **Inspecting the delivery:** Encourage the trainees to discuss the specific issues with each item:
 - a. Frozen chicken with a temperature of -10°C: Ask them to assess whether the temperature is safe according to HACCP guidelines.
 - b. Bruised fresh fruits: Have them consider the condition of the fruits and how it affects quality and safety.
 - c. Missing expiration dates on soft drinks: Discuss the potential risks and the need for labeling for traceability and safety.
- 5. **Accept or reject the delivery:** Encourage the trainees to decide whether to accept or reject each item based on the issues identified. Focus on how to make decisions grounded in safety and quality. Ensure they reference HACCP guidelines when making these decisions.
- 6. **Prepare a formal report:** If the items are rejected, have trainees draft a formal report using HACCP guidelines to document the reasons for rejecting the items, such as unsafe temperatures or damaged products.
- 7. **Draft professional communication:** Show them how to write a professional message to the supplier, clearly stating the issues (e.g., missing expiration dates, improper temperature) and requesting corrective actions.
- 8. **Group discussion:** After completing the tasks, have the group share their findings and the rationale behind their decisions, emphasizing the importance of food safety, quality, and documentation.
- 9. **FIFO storage principles:** Discuss the FIFO method and how it helps with inventory management to reduce food spoilage and ensure safety. Explain how Aimable can apply this by storing new items behind older items, ensuring that items are used in the order they were received.
- 10. **Wrap-up:** Summarize the key points, reinforcing how to inspect deliveries thoroughly, the importance of HACCP compliance, and the steps to take if problems arise with received goods.

Draft a Letter to the Supplier: a sample letter that trainees can use:

Bazizane Dancillah

Food and beverage controller

Ishami Restaurant

Mulindi, Nasho-Kirehe

23/01/2025

Evergreen Supplier Ltd

Ndego, Kayonza

Dear Evergreen Supplier Manager

I am writing to bring to your attention several issues discovered during a recent inspection of the delivery made on [date] to our school restaurant. After a thorough evaluation of the products, we noted the following concerns:

- a. **Frozen Meat:** The internal temperature of the beef and chicken was recorded at -5°C, which is above the required -18°C for safe storage. Additionally, some of the packaging was damaged, posing a risk to food safety.
- b. **Fresh Produce:** The spinach and lettuce were found to be wilting, browned, and slightly bruised, indicating poor handling and compromised quality.
- c. **Fruit (Apples):** The apples were overripe and visibly bruised, making them unsuitable for use.
- d. **Canned Goods:** Several cans had visible dents, rust, and missing batch codes or expiration dates, which raises concerns regarding the safety and traceability of these items.
- e. **Beverages (Soft Drinks):** Some bottles lacked expiration dates, while others had poorly affixed labels. The beverages were also delivered at room temperature, which deviates from the required chilled state.

Given these issues, we kindly request a replacement or refund for the affected items. We trust that you will take immediate corrective actions to ensure that future deliveries meet the agreed-upon standards of quality, safety, and regulatory compliance.

Please advise us on the next steps for returning the affected goods and arranging for the replacement delivery. We appreciate your prompt attention to this matter and look forward to resolving these issues swiftly.

Sincerely,

Bazizane Dancillah

bazizanedancillah@gmail.com

Topic 2.3: Verifying quality storage of food and beverage

Objectives:

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

- a. Describe proper food and beverage storage for safety and quality.
- b. Identify key factors affecting storage conditions, such as temperature, humidity, and packaging.
- c. Demonstrate how to verify storage areas meet safety and quality standards.
- d. Apply FIFO (First-In, First-Out) principles to ensure proper stock rotation.
- e. Recognize signs of improper storage and take corrective actions.
- f. Ensure compliance with food safety regulations and best practices for storage. Define the importance of proper food and beverage storage in maintaining quality and safety.



Time Required: 5 hours

Learning Methodology:

- Role-play: Simulating the use of checklists to verify storage conditions.
- Small group work: Reviewing and discussing case studies of effective and poor storage practices.
- Brainstorming: Identifying potential challenges in food storage and management.
- Practical exercises
- Field visit: Observing real-life storage practices in a local restaurant or storage facility.



Materials, Tools, and Equipment Needed:

- Printed copies of storage conditions verification checklists.
- Markers, flip charts, and sticky notes for group activities.
- Temperature and humidity measuring tools (e.g., thermometers, hygrometers).
- Sample labeled containers for food and beverages.
- Videos or images illustrating proper and improper storage conditions



Preparation:

- ☐ Contact a local storage facility or restaurant to arrange a field visit for trainees.
- ☐ Gather all necessary materials, including checklists and equipment for demonstrations.
- ☐ Prepare examples of improperly stored food and beverages for a hands-on activity.
- ☐ Print and distribute copies of SOPs and stock management procedures.

Cross-Cutting Issues:

- ✓ Environment and Sustainability: Highlight sustainable storage practices, such as reducing food waste and using energy-efficient storage equipment.
- ✓ Gender Equality: Ensure that training examples and roles during activities are inclusive and gender-balanced.
- ✓ Financial Education: Discuss the financial implications of poor storage, such as increased waste and losses.
- ✓ Inclusivity: Adapt training activities to accommodate all students, including those with disabilities.

**Prerequisites:**

- ✓ Have basic knowledge of food safety principles.
- ✓ Be familiar with common storage tools and equipment.
- ✓ Understand the First In, First Out (FIFO) inventory rotation method.
- ✓ Possess basic observational and record-keeping skills;

**Activity 1: Problem Solving****Task 12:**

To guide trainees in addressing Task 12, facilitate their engagement using practical, interactive methods to foster problem-solving and critical thinking:

1. **Introduce the Scenario:** Begin by asking trainees to imagine managing a storage facility encountering the described challenges. Encourage them to brainstorm potential risks and consequences of improper storage practices.
2. **Handling Perishable Goods (Q1a):** Guide trainees to identify immediate steps, such as transferring perishable items to an alternative functioning refrigerator or a temporary ice-packed cooler. Discuss notifying maintenance for repairs and checking product quality for spoilage.
3. **Correcting Raw Meat Storage (Q1b):** Emphasize segregation practices. Direct trainees to propose immediate reorganization by moving raw meats to the lowest shelf and ensuring ready-to-eat foods are stored above. Discuss cleaning and sanitizing affected areas.
4. **Preventing Cross-Contamination (Q1c):** Ask trainees to outline a protocol for separating food from chemicals, such as designated storage areas or using physical barriers. Highlight the importance of clear labeling and secure containment.
5. **Addressing Improperly Sealed Dry Goods (Q1d):** Encourage trainees to propose solutions such as transferring dry goods to airtight containers and labeling them with product names and expiration dates. Discuss training staff on proper sealing practices.
6. **Managing Humidity Exposure (Q1e):** Guide trainees to suggest actions such as relocating affected items to a dry, well-ventilated area, using dehumidifiers, and discarding infested or spoiled goods.
7. **Handling Near-Expired Items (Q1f):** Facilitate a discussion on setting up inventory reviews to check expiration dates. Encourage trainees to implement First-In-First-Out (FIFO) principles and donate or use nearing-expiration items promptly.
8. **Improving FIFO Practices (Q1g):** Provide a practical activity where trainees organize a mock storage setup using FIFO principles. Stress the importance of clear labeling and accessible shelving.
9. **Tracking Storage Conditions (Q1h):** Ask trainees to develop a basic tracking system, such as temperature logs and inventory sheets. Discuss how digital tools can streamline monitoring and reporting.
10. **Reflection and Feedback:** Conclude with a reflection on how these solutions address food safety risks and ensure compliance with standards. Provide expert input to enhance their proposed strategies.



Activity 2: Guided Practice



Task 13:

1. Ask trainees to recall key food safety principles related to storage, such as maintaining appropriate temperatures, preventing cross-contamination, and organizing stock effectively.

Step-by-Step Instructions for Task Execution

Part A: Assessing Appliance Conditions and Temperature Violations

- a. Direct trainees to check the appliances' functionality, referencing standard temperature ranges for refrigerators (0–4°C) and freezers (-18°C or lower).
- b. Ask trainees:
 - What immediate steps should be taken to address the temperature violations (e.g., transferring perishable items to a backup fridge or freezer)?
 - How can they assess whether affected items remain safe for use?
- c. Demonstrate how to document the issue and notify management or maintenance for urgent repairs.

Part B: Reorganizing dry goods storage Guide trainees to inspect and discard damaged or compromised packages.

- d. Use a hands-on method to reorganize items:
 - Dry goods must be stored at least 15 cm off the ground on clean, well-maintained shelves.
 - Packages should be sealed tightly to prevent contamination.
- e. Discuss how to address potential contamination risks and ensure proper cleaning of storage areas.

Part C: Implementing the FIFO System

- f. Provide trainees with an example of disorganized stock and have them:
 - Identify expired or near-expiration items and suggest appropriate actions (e.g., discard expired goods or prioritize near-expiration items for immediate use).
 - Rearrange the stock according to the FIFO system to prevent wastage and ensure freshness.

- g. Create a mock inventory log and practice recording expiration dates and rotation activities.

Part D: Preventing cross-contamination

- h. Demonstrate proper storage in the refrigerator:
 - Raw meats should be placed on the lowest shelf in sealed containers.
 - Ready-to-eat foods should be stored on higher shelves to avoid contamination.
- i. Ask trainees to rearrange a mock refrigerator setup and explain their choices.

Part E: Checking for pests and cleanliness

- j. Guide trainees to inspect storage areas for signs of pests (e.g., droppings, gnawed packaging) and contamination (e.g., spills, dirt).
- k. Assign them to clean the area using appropriate sanitization methods.
- l. Discuss the importance of regular cleaning schedules and pest prevention measures.

Claude's Actions for Frozen Meat and Storage Checklist

Addressing the frozen meat temperature issue

- Immediate steps:
 - Transfer the frozen meat to a functioning freezer at the correct temperature (-18°C).
 - Discard items that show signs of thawing or unsafe temperature exposure.
 - Repair or replace the damaged freezer seal to restore proper function.

Storage Checklist

1. Temperature Control:	○ Verify that refrigerators and freezers operate within safe temperature ranges. ○ Log temperature checks daily and calibrate equipment as needed.
2. Stock Organization:	○ Implement the FIFO system. ○ Store items at least 15 cm off the ground. ○ Group items by type and use labeled containers.
3. Packaging Integrity:	○ Inspect for damaged or opened packaging. ○ Discard compromised items immediately.

4. Pest Control:	○ Check for pest activity. ○ Use pest-proof containers and traps where necessary
5. Cleanliness:	○ Schedule regular cleaning of storage areas. ○ Ensure spills are cleaned immediately.

2. Conclude the activity by asking trainees to reflect on their actions and decisions during the practice.
3. Discuss real-world implications of these practices and how they can adapt them to ensure food safety and compliance in their work environments.



Activity 3: Application



Task 14:

1. Guide trainees to approach Task 14 by encouraging them to apply their knowledge of food safety and cold storage best practices in a real-world context. Here's how you can guide them through the task:
 - a. **Scenario Understanding:** Start by discussing the importance of cold storage in maintaining food quality and safety, particularly in large-scale operations like Hôtel Lumière's banquet kitchen. Ask trainees to focus on the specific issues raised in the scenario, such as temperature fluctuations, overstocking, and improper labeling.
 - b. **Proposing Solutions for Cold Storage Issues:**
 - Have trainees brainstorm solutions for each of the specific issues. For temperature fluctuations, guide them to propose solutions like improving air circulation within the storage units, ensuring regular checks on temperature logs, and using alarms for temperature deviations. Discuss best practices for managing cold storage space and organizing inventory to prevent overstocking.
 - For labeling and inventory management, encourage them to suggest solutions like implementing a clear and consistent labeling system, using FIFO (First In, First Out) to manage stock rotation, and ensuring all items are properly dated and documented.

- For emergency protocols, explain how to develop procedures for responding to cold storage malfunctions, including backup power plans, emergency contacts, and quick disposal of perishable items if needed.
 - c. **Identifying and Correcting Additional Storage Issues:** Ask trainees to think beyond the given scenario and identify other potential storage issues, such as contamination risks, improper handling of frozen items, or failure to maintain specific storage temperature ranges for different types of food. Have them suggest corrective measures for these issues as well.
 - d. **Organizing and Storing Food and Beverages:** Provide trainees with a mock storage area diagram or real-life examples of storage layouts. Facilitate them to organize the space effectively, ensuring that perishable and non-perishable items are stored correctly, and there is adequate spacing between items for proper air circulation.
 - e. **Creating a Report:** Have trainees compile their findings and proposed solutions into a short, actionable report, focusing on key areas like inventory management, labeling, traceability, and hygiene standards. Encourage clarity and brevity in the report. Ask them to include steps for improving efficiency, ensuring safety, and preventing future issues.
 - f. **Supporting Documents:** Teach trainees the importance of documentation. Encourage them to use sample temperature logs or photos of damaged goods (real or simulated) to support their report. Show them how to organize these documents as appendices for better clarity and professionalism.
2. Conclude the task with a class discussion where trainees can share their reports and solutions. Discuss how these practices can be applied in real hotel kitchens and banquet settings. Provide feedback on how to refine their action plans further and ensure continuous improvement.

Topic 2.4: Monitoring quality of food preparation process.

Objectives:

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



- a. Describe steps and significance of quality food preparation in a hotel kitchen.
- b. Explain the modern kitchen brigade system and its importance in maintaining operational efficiency.
- c. Demonstrate the flow of movement in the kitchen for personnel, raw food, prepared food, and waste to ensure safety and quality.
- d. Assess the food preparation process by using checklists and monitoring tools to ensure hygiene, safety, and compliance with standards.



Time Required: 10 hours

Learning Methodology:



- Role-play: Assign roles in a mock kitchen brigade system.
- Small group work: Develop a kitchen workflow chart for raw food, prepared food, and waste.
- Video analysis: Watch a demonstration on quality food preparation and discuss key points.
- Brainstorming: Identify potential risks in food preparation and discuss mitigation strategies.
- Practical activity: Conduct a sensory evaluation of sample dishes using a quality checklist.

Materials, Tools, and Equipment Needed:



- Kitchen workflow charts and diagrams.
- Food preparation checklist templates.
- Videos demonstrating food preparation processes.
- Thermometers for temperature control exercises.
- Assorted kitchen tools: cutting boards, knives, measuring tools, gloves, hairnets.
- Waste bins with color-coded labels for waste management.

- Sample recipe cards for standardization practice.

Preparation:



- ☐ Review and customize the Food Preparation Process Quality Checklist for the session.
- ☐ Arrange necessary materials and tools, including sample recipes and videos.
- ☐ Prepare a sample kitchen brigade chart and assign roles for the role-play activity.
- ☐ Identify a suitable kitchen or simulated area for the practical activities.
- ☐ Coordinate with guest chefs or experts for demonstrations, if applicable.
- ☐ Test all tools and equipment to ensure they are functional and safe for use.

Cross-Cutting Issues:



- ✓ Environment and Sustainability: Discuss waste management practices, including waste separation and reducing food waste.
- ✓ Gender: Emphasize equal participation of all trainees in activities, regardless of gender.
- ✓ Peace and Values Education: Foster teamwork and mutual respect during role-play and group tasks.
- ✓ Financial Education: Highlight the economic impact of waste reduction and standardized recipes in cost management.
- ✓ Inclusivity: Ensure activities are accessible to trainees with varying levels of ability and provide accommodations as needed.



Prerequisites:

- ✓ Have basic knowledge of food safety and hygiene principles.
- ✓ Be familiar with kitchen tools and their uses.
- ✓ Understand the importance of teamwork in a professional kitchen.
- ✓ Have a foundational understanding of the flow of food from storage to;



Activity 1: Problem Solving



Task 15:

1. Guide the trainees to approach Task 15 by thinking critically about food quality monitoring in a high-end hotel kitchen. Encourage them to propose practical solutions based on the steps provided, focusing on problem-solving, quality control, and staff engagement. Here's how you can guide them:
 - a. **Step 1: Scenario Understanding:** Start by discussing the key issues identified by Eric: overcooked dishes, cold meals, and bland flavors. Ask trainees to reflect on the potential impacts of these issues on guest satisfaction and the hotel's reputation. Highlight the importance of consistency and adherence to standards in maintaining food quality.
 - b. **Step 2: Analyzing Key Issues:** Walk trainees through the main issues that Eric uncovered, such as non-compliance with recipes, neglecting temperature checks, and lack of supervision. Encourage them to consider how these problems could have occurred and why they need immediate attention. Discuss the potential consequences of not addressing these issues (e.g., food safety risks, negative guest reviews, and loss of repeat customers).
 - c. **Step 3: Proposing additional actions for training and capacity building:** Have trainees complete the section by suggesting additional training actions. For example, they might propose specific training on recipe execution, emphasizing consistency in portion sizes, cooking techniques, and flavor profiles. You can guide them to suggest introducing mock service days where staff practice preparation and serving as a team under real conditions.

Discuss how hands-on training with kitchen equipment (such as thermometers) can be incorporated, and how ongoing feedback and improvement can be ensured through role-playing or simulation.

- d. **Step 4: Establishing a feedback loop:** Encourage trainees to develop strategies for gathering feedback from both customers and staff. For instance, they could suggest implementing a feedback system that includes both quantitative (guest surveys) and qualitative (comments on taste, temperature, etc.) measures.

Propose conducting staff feedback sessions regularly to ensure open communication about food quality and challenges faced in the kitchen. Stress the importance of creating a culture where staff feel heard and empowered to solve problems collectively.

- e. **Step 5: Long-term actions:** For the results and long-term actions, ask trainees to think about sustaining improvements over time. They might suggest establishing a dedicated kitchen quality assurance team to oversee the consistency of food preparation, introduce quarterly refresher training, and develop a recognition system for staff who consistently adhere to food quality standards.

Discuss how to implement continuous monitoring systems that incorporate technology, such as using digital logs or apps for temperature monitoring, recipe adherence tracking, and staff performance evaluations.

- f. **Final report and reflection:** After completing the table, have trainees reflect on how their suggested actions can work together to create a robust system for maintaining food quality. Discuss how they would measure success, including through customer satisfaction surveys, audit results, and staff engagement.

Encourage trainees to provide actionable, real-world examples in their suggestions and consider how they could apply these practices in their own kitchens or food service operations.

2. After each trainee completes their suggestions, ask them to share their proposed actions with the class. Provide feedback and encourage peer-to-peer discussion on how the steps can be refined and adapted in different kitchen environments.
3. Ask trainees to read key facts 2.4 in their manuals for further information



Activity 2: Guided Practice



Task 16:

1. Guide trainees through Task 16, first instruct them to read the scenario and identify the critical points that require attention. Then, proceed with the following steps:
 - a. **Storage and cross-contamination prevention:** Have trainees develop solutions for segregating raw chicken and ready-to-eat salads in the fridge. Guide them to propose solutions like using separate shelves or containers and implementing color-coded storage systems to minimize cross-contamination.
 - b. **Temperature control:** Encourage trainees to create a temperature monitoring system. They should propose setting up temperature logs and regular checks to ensure that cooking and holding temperatures for all foods are within safe ranges. Discuss tools like thermometers and proper storage guidelines for both hot and cold foods.
 - c. **Hygiene and foodborne illness prevention:** Discuss how trainees can establish a hygiene checklist and ensure regular handwashing protocols. Role-play the actions required to enforce these protocols during food prep, especially when dealing with high-risk foods like poultry and seafood. Stress the importance of clean work surfaces and equipment.
 - d. **Portion control:** Instruct trainees to outline a portion control system, such as using measuring tools, standardized plates, or visual cues to ensure consistent portions. Emphasize how proper portioning contributes to both quality control and customer satisfaction.
 - e. **Kitchen organization:** Guide trainees to propose solutions for improving kitchen flow, such as designated stations for different tasks (e.g., chopping, cooking, plating). Suggest layout changes and set up processes to streamline movements and minimize delays.
 - f. **Communication and training:** Emphasize the importance of clear communication in the kitchen. Have trainees develop a communication plan, such as using checklists or daily briefings, to ensure all team members are aligned. Discuss the role of training and maintaining discipline in ensuring effective operation.

- g. **Audit and monitoring:** Explain the importance of conducting audits during the preparation process. Guide trainees to create an audit plan, depending on the observed issues, that includes checks for hygiene, safety protocols, and overall kitchen organization. Have them audit the kitchen operations, monitor and evaluate the effectiveness of these measures.
 - h. **Planning and Coordination:** Have trainees suggest ways to improve operational discipline by planning tasks ahead of time and ensuring coordination among kitchen stations. Discuss techniques like creating prep schedules or assigning specific roles to ensure smooth service during the wedding feast.
2. In closing, trainees should present their proposed solutions for each critical point, reflecting on how addressing these issues proactively ensures both food safety and customer satisfaction.



Activity 3: Application



Task 17:

1. Guide trainees through Task 17, start by having them read the scenario and analyze the issues Claudette faces. Then, guide them step by step to address the following:
 - a. **Reducing food waste:** Ask trainees to brainstorm practical strategies for reducing food waste. Encourage them to consider improving portion control, using accurate measurement tools, and training staff to follow recipe guidelines. They should propose ways to better track ingredients and avoid over-purchasing, which can contribute to waste.
 - b. **Implementing waste reduction practices:** Guide trainees to identify key waste reduction practices, such as implementing FIFO (First In, First Out) inventory management, which ensures that older ingredients are used first. Discuss the importance of properly storing ingredients to extend shelf life and reduce spoilage. Suggest implementing staff awareness programs about minimizing waste and efficiently using leftovers.
 - c. **Repurposing Leftovers:** Encourage trainees to explore creative solutions for repurposing leftovers into new dishes, such as using vegetable scraps for soups or

sauces or transforming leftover meats into salads or sandwiches. They should also propose a system for identifying which leftovers can be safely reused, minimizing waste while maintaining quality.

- d. **Reinforcing Food Safety Procedures:** Have trainees reinforce the importance of food safety procedures, particularly regarding high-risk foods like seafood. Guide them to create a plan for improving temperature monitoring, ensuring staff consistently record temperature logs for seafood and other perishable foods. Propose additional steps, such as staff training and regular checks, to ensure that food safety procedures are followed rigorously.
 - e. **Proposing Strategies for Claudette:** Ask trainees to develop a brief report for Claudette that addresses the food waste and safety issues. They should outline solutions for minimizing waste, improving food safety practices, and enhancing overall kitchen efficiency. In this report, encourage them to include strategies such as improved inventory management, staff training, and better communication between the kitchen and service staff.
2. Conclude by having trainees present their solutions to the class, ensuring that each solution is aligned with improving service quality and customer satisfaction at the hotel.

Topic 2.5: Monitoring quality of food & beverage service delivery

Objectives:

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



- a. Explain the importance of monitoring food and beverage service quality.
- b. Identify key factors that affect service quality, such as timing, presentation, and customer interaction.
- c. Demonstrate how to assess service delivery through observation and feedback.
- d. Apply procedures for addressing service issues promptly and effectively.
- e. Ensure consistency in service standards to meet customer expectations.
- f. Use customer feedback to continuously improve service quality. Evaluate the components of quality F&B service delivery in a hotel.
- g. Apply strategies for continuous improvement in F&B service delivery.



Time Required: 3 hours

Learning Methodology:



- Role-play: Practice staff-customer interactions during service.
- Group work: Conduct mock audits using the F&B quality checklist.
- Brainstorming: Identify strategies for improving F&B service based on case studies.
- Field visit: Observe F&B operations in a local restaurant or hotel.

Materials, Tools, and Equipment Needed:



- F&B quality service checklist templates
- Sample menus and table setup items (plates, utensils, napkins, glasses)
- Mock beverages and food items for inspection
- Cleaning supplies (sanitizers, gloves)
- Multimedia resources (videos demonstrating best practices in F&B service)



Preparation:

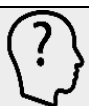
- ☐ Prepare mock setups for table arrangement and service quality audits.
- ☐ Gather and print copies of the F&B quality service checklist for trainees.

- ☐ Coordinate with a local hotel/restaurant for a possible field visit or practical session.
- ☐ Test audiovisual equipment for video demonstrations.
- ☐ Ensure all materials (e.g., utensils, menus, beverages) are clean and organized.

Cross-Cutting Issues:



- ✓ Environment and sustainability: Highlight eco-friendly practices such as waste reduction and sustainable sourcing of ingredients.
- ✓ Gender: Promote equality in task assignments and ensure inclusivity in team activities.
- ✓ Standardization culture: Emphasize the importance of adhering to consistent service standards for quality assurance.
- ✓ Peace and values education: Encourage respectful communication and teamwork during role-plays and group activities.



Prerequisites:

- ✓ Basic principles of hygiene and safety in food handling.
- ✓ Hospitality etiquette and customer service basics.
- ✓ Familiarity with standard dining setups (e.g., table arrangements, menu presentation).
- ✓ Ability to work collaboratively and communicate effectively in a team.



Activity 1: Problem Solving



Task 18:

1. Guide trainees through **Task 18**, instruct them to first read the questions and reflect on their own experiences or those they may have observed in a restaurant setting. Then, follow these steps for each question:
 - a. **Identifying an area for improvement:** Ask trainees to recall a situation where they identified an operational issue in a restaurant, whether it was related to kitchen efficiency, customer service, or food quality. Encourage them to describe the steps

they took to resolve the problem. This might include analyzing the root cause, developing a solution, and implementing changes, such as revising procedures or training staff. Discuss the results of their actions, focusing on how the improvements affected the restaurant's overall performance.

- b. **Solving recurring issues:** Have trainees think about a recurring issue they've encountered in the kitchen or food service area, such as a consistent delay in service, temperature control problems, or cleanliness lapses. Ask them to detail the specific actions they took to solve the problem, such as introducing new processes or tools, providing staff training, or improving communication. Emphasize the importance of setting up a monitoring system to ensure the issue is resolved long-term and does not recur.
- c. **Improper food temperature:** Instruct trainees to describe an incident where food was served at an improper temperature, whether it was too cold or too hot. Guide them through the process of resolving the issue, such as immediately identifying the root cause (e.g., malfunctioning equipment, staff error, or timing issues) and taking corrective actions. This might involve adjusting equipment, improving food storage methods, or ensuring better timing between kitchen and service staff.
- d. **Inconsistent plating:** Ask trainees to reflect on a situation where the plating of dishes did not meet restaurant standards, such as inconsistencies in portion size, presentation, or garnishes. Encourage them to explain how they addressed the issue, which may involve setting clear plating standards, training staff, or introducing a quality control step before dishes leave the kitchen. Discuss how these actions improved the visual appeal of the dishes and the overall customer experience.
- e. **Communication Breakdown:** Finally, have trainees think of a time when communication between kitchen and service staff broke down, affecting service flow or meal timing. Ask them to explain how they identified the breakdown, whether it was a miscommunication about orders, timing, or customer preferences. Encourage them to outline how they resolved the issue by improving communication channels, such as regular briefings, clearer order tickets, or using technology to streamline communication. Discuss how these actions led to a smoother operation and better customer satisfaction.

2. Afterward, ask trainees to share their answers with the class, fostering discussion on best practices and the different approaches used to tackle operational challenges. And have them read the key facts 2.5 in their trainee manuals for further information.



Activity 2: Guided Practice



Task 19:

1. Guide trainees through Task 19, follow these steps:
 - a. **Addressing customer satisfaction:** Begin by having trainees consider strategies to improve customer satisfaction. Encourage them to suggest solutions such as improving communication between front-of-house and kitchen staff to avoid mix-ups with orders. Propose establishing a system where customers can easily voice complaints or concerns, such as a suggestion box or a dedicated staff member. Discuss the importance of timely service and proper food quality to meet customers' expectations.
 - b. **Improving operational efficiency:** Guide trainees to identify specific actions to enhance operational efficiency in the restaurant. Encourage them to think about streamlining the ordering process by using technology, like a point-of-sale (POS) system, to minimize order errors and reduce delays. Suggest training staff on multitasking and improving coordination between the kitchen and service teams. Trainees should also consider reorganizing kitchen workflows to ensure the fastest and most effective preparation of meals.
 - c. **Ensuring consistency in service and quality:** Have trainees suggest ways to standardize both the service and food quality to ensure consistency. This can include implementing checklists for staff to follow during every shift, ensuring dishes are served as intended, and that the correct beverage is provided. Encourage them to recommend creating a training program for new employees on service standards, menu knowledge, and cleanliness protocols to ensure uniformity in every meal service.
 - d. **Service monitoring and feedback collection:** Encourage trainees to develop a strategy for monitoring service and collecting feedback. This can involve setting up a simple

system for customers to rate their dining experience or using an app where they can provide real-time feedback on their meal and service quality. Trainees should also propose regular team meetings where staff can discuss customer feedback and find ways to continuously improve.

- e. **Reorganizing the food service process:** Ask trainees to evaluate and suggest improvements in the food service process. They could recommend reorganizing the layout of the restaurant to streamline the movement of staff and reduce bottlenecks. Suggest introducing a more efficient meal delivery system, such as a dedicated server for drinks and another for food. Trainees should also consider optimizing food preparation times to ensure that meals are served promptly without compromising quality.
2. Finally, trainees should present their action plans for addressing the issues Sarah observed in the college restaurant. Each solution should be practical and aligned with improving customer satisfaction, operational efficiency, and service consistency.



Activity 3: Application



Task 20:

1. Guide trainees in completing Task 20, have them visit a nearby hotel or restaurant reflecting the provided scenario setup and analyse the service and quality issues described.
 - a. **Observation and Note-Taking:** Instruct trainees to observe a mock dining process (or real if feasible) and take notes on key service areas such as delays, food temperature, plating, and staff attentiveness. Encourage them to look for patterns or recurring issues that affect the guest experience.
 - b. **Inspection of Dining Areas:** Direct trainees to inspect dining tables, glassware, utensils, and food preparation areas before service begins. Emphasize the importance of cleanliness and organization in delivering high-quality service. Encourage them to identify any areas that could be improved for a better guest experience.
 - c. **Time the Service Process:** Have trainees time various stages of the dining service, including guest orders, kitchen communication, serving, and table clearing. This will

help them identify delays and pinpoint where inefficiencies occur. Use a stopwatch or timer and discuss how to improve these timeframes.

- d. **Plating and Presentation:** Guide trainees in inspecting the plating and presentation of sample dishes before they are served. Emphasize that food appearance and temperature significantly impact the guest's dining experience, especially in preventing complaints like lukewarm meals.
- e. **Designing a Feedback Form:** Ask trainees to design a guest feedback form that targets key aspects such as service speed, food temperature, staff behavior, and overall dining satisfaction. This can be done using templates or tools available in the training materials. Discuss how such forms can help identify trends and areas for improvement.
- f. **Service Quality Checklist:** Instruct trainees to implement a service quality checklist that addresses cleanliness, timeliness, order accuracy, and staff professionalism. This checklist should serve as a reference during service and for internal evaluations. Discuss how checklists can streamline operations and ensure consistency.
- g. **Staff Briefing:** Have trainees organize and lead a pre-service briefing for staff. They should cover topics like special menu items, promotions, busy times, and hygiene reminders. Emphasize the importance of communication and teamwork in delivering excellent service.



Formative Assessment

Section 1: Multiple-Choice Questions (MCQs)

1. What is the first step in implementing HACCP in a kitchen?

- a) Monitoring critical control points
- b) Conducting a hazard analysis
- c) Establishing critical limits
- d) Verifying procedures

Answer: b

2. Which of the following is an example of a Critical Control Point (CCP) in the kitchen?

- a) Proper labeling of food packages
- b) Cooking chicken to 75°C
- c) Storing cleaning agents away from food
- d) Using FIFO for inventory

Answer: b

3. HACCP is primarily concerned with:

- a) Customer satisfaction
- b) Preventing foodborne illnesses
- c) Increasing food production efficiency
- d) Improving staff hygiene

Answer: b

4. Which tool is essential for temperature monitoring in HACCP?

- a) Audit checklist
- b) Thermometer
- c) Sanitizer test strips
- d) Visual inspection log

Answer: b

5. When conducting a hygiene audit, which of the following is NOT typically assessed?

- a) Staff grooming
- b) Waste management practices
- c) Food plating techniques

d) Pest control measures

Answer: c

Section 2: Open-ended questions

1. Explain the importance of record-keeping in HACCP implementation.

Answer: Record-keeping in HACCP implementation is vital for tracking food safety procedures, monitoring critical control points, and ensuring that corrective actions are taken when necessary. It provides documentation for audits and ensures accountability in maintaining food safety standards.

2. Why is the FIFO method crucial for effective food storage management?

Answer: FIFO (First In, First Out) ensures that older stock is used before newer stock, reducing the chances of food spoilage and waste. It helps maintain product freshness and minimizes the risk of using expired or unsafe food items.

Section 3: Scenario-based questions

During a kitchen audit, you find that staff are not recording refrigerator temperatures. What corrective action should you recommend?

Answer: Recommend that staff immediately begin recording refrigerator temperatures at regular intervals. Provide training on the importance of maintaining proper temperature logs and explain how this is essential for food safety and HACCP compliance.

A chef notices a strong smell near the grease trap in the kitchen. What immediate action should they take?

Answer: The chef should immediately investigate the cause of the smell, clean the grease trap, and ensure proper waste management practices are in place. If necessary, schedule routine cleaning to prevent future build-up and odors.

While receiving a food delivery, you notice that the packaging of frozen goods is damaged. What should you do?

Answer: Reject the damaged goods and contact the supplier to request a replacement or refund. The damaged packaging could compromise food safety, and the items may no longer be safe for consumption.

Section 4: True/False Questions

HACCP principles apply only to large-scale food operations.

Answer: False

Maintaining proper staff hygiene is part of HACCP implementation.

Answer: True

A sanitation audit focuses solely on the cleanliness of food preparation areas.

Answer: False

Section 5: Fill-in-the-blanks

The _____ step in HACCP involves establishing criteria such as cooking temperatures to ensure food safety.

Answer: Establishing critical limits

_____ is the process of checking food storage areas for pests or signs of infestation.

Answer: Pest control

Corrective actions must be taken when _____ are not met.

Answer: Critical limits



Points to Remember

- Regular Audits: Ensure consistent food and beverage quality.
- HACCP Compliance: Follow food safety principles in all stages.
- Checklists: Use detailed checklists for thorough inspections.
- Documentation: Keep accurate records of findings and actions.
- Inventory Control: Monitor stock, expiration dates, and FIFO.
- Staff Training: Train staff on hygiene and food safety procedures.
- Spot Checks: Perform random inspections to ensure compliance.
- Prompt Action: Address issues immediately to maintain standards.
- Customer Feedback: Use feedback to identify areas for improvement.
- Continuous Improvement: Adapt and improve processes based on audit results.



Self-Reflection

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

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

Further Information for the Trainer

LEARNING OUTCOME 3: PERFORM POST-AUDIT ACTIVITIES



Learning outcome 3: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be the topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills, and attitudes to perform post-audit activities. It will cover documenting audit findings of food and beverages, recommending corrective measures, and reporting audit findings.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills, and attitudes acquired 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 a column that best represents their level of knowledge, skills, or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Understand food and beverage auditing documentation processes.	1. Document auditing records using F&B management software.	1. Demonstrate accuracy and thoroughness in record-keeping.
2. Identify common food and beverage malpractices.	2. Share corrective measures effectively to address malpractices.	2. Value the importance of transparency in audits.
3. Explain the procedures for reporting audit findings.	3. Report audit findings in compliance with reporting processes.	3. Exhibit responsibility in following up on corrective actions.
4. Recognize the role of F&B management software in audits.	4. Utilize F&B management tools for efficient post-audit activities.	4. Promote accountability in post-audit activities.
5. Describe corrective measures for addressing malpractices.	5. Analyze audit findings to propose effective corrective measures.	5. Foster a collaborative attitude in implementing improvements.
6. Understand the relationship between auditing and operations.	6. Communicate audit results effectively to the team.	6. Encourage continuous improvement through audit follow-ups.
7. Familiarize with standards for kitchen and restaurant audits.	7. Evaluate the effectiveness of implemented corrective actions.	7. Show commitment to maintaining high standards.



Steps:



Discovery activity:



Task 21:

1. Using appropriate methods like group discussions, role-play, and individual reflection, guide trainees through Task 21. Start by asking them to reflect on their past experiences in food and beverage quality control. Use the following steps to facilitate the process:
 - a. **Reflecting on audit under time constraints:** Ask trainees to recall a situation where they had to perform an audit under time constraints. Guide them to reflect on how they managed their tasks effectively despite the pressure. Encourage them to discuss strategies they used, such as prioritizing tasks, creating a checklist, or working in teams to complete the audit within the set time. This can be done in small groups, where trainees share their experiences and learn from each other's approaches.
 - b. **Attention to detail:** Encourage trainees to think about a time when their attention to detail during an audit helped to prevent a major issue. Use group discussions to allow trainees to share their stories, focusing on how they identified potential risks or problems early on and what actions they took to resolve them. Discuss the importance of thorough inspections and how small details can have a significant impact on overall quality and safety.
 - c. **Ensuring follow-through on corrective actions:** In this part, guide trainees to discuss how they ensure consistent follow-through on corrective measures. Encourage them to reflect on their past actions when recommending corrective measures and how they made sure these actions were implemented and sustained. Use role-play to simulate scenarios where a trainee must ensure that corrective actions are followed through, allowing them to practice communication skills and follow-up techniques.
 - d. **Handling discrepancies in records:** Ask trainees to reflect on a time when they encountered discrepancies in records, such as incomplete logs or missing information, during an audit. Guide them through the steps they took to address these issues, whether by notifying supervisors, updating records, or investigating the root cause of discrepancies. Allow them to role-play scenarios where they must handle discrepancies in records and document findings properly.

- e. **Maintaining professionalism during audits:** In this section, guide trainees to explore strategies for maintaining professionalism during audits, especially when identifying serious issues. Encourage them to share techniques they use to deliver feedback constructively, focusing on clear communication, offering solutions, and remaining calm under pressure. Role-play scenarios where trainees practice delivering difficult feedback while maintaining a positive, solution-focused approach.
- 2. After completing the activities, ask trainees to reflect on the challenges they faced and how they can apply these skills to real-world audits. This approach will enhance their problem-solving, communication, and auditing skills in food and beverage quality control.
- 3. Introduce Topic 3.1: Documenting food and beverages audit findings. Explain that this topic will cover the principles and practices of creating thorough and clear audit documentation.

Topic 3.1: Documenting food and beverage audit findings

Objectives:

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



- a. Describe types of findings in food and beverage (F&B) audits, including compliance, operational, critical, and customer feedback-related findings.
- b. Demonstrate proper techniques for documenting F&B audit findings using property management systems (PMS) and manual methods.
- c. Explain how PMS tools like Fidelio, Opera, and Ishyiga Software streamline the audit process and ensure compliance.
- d. Perform a practical audit record and categorize findings, ensuring adherence to best practices in quality control and traceability.



Time Required: 5 hours

Learning Methodology:



- Interactive lectures with visual aids (e.g., PowerPoint presentations).
- Role-play and case studies to simulate real-life audit scenarios.
- Group discussions to analyze audit findings and solutions.
- Hands-on practice with PMS tools for documenting findings.

Materials, Tools, and Equipment Needed:



- Projector and computer for presentations.
- Copies of audit report templates and checklists.
- Access to PMS software (e.g., Fidelio, Opera, Ishyiga).
- Sample food and beverage products for audit simulation (e.g., labeled/unlabeled items, perishable goods).
- Thermometers and temperature sensors for operational audits.
- Writing materials (pens, markers, flipcharts).

Preparation:



- ☐ Review and familiarize yourself with the functionalities of PMS software used in F&B audits.

- ☐ Prepare case studies and scenarios related to compliance, operational, and critical findings.
- ☐ Set up a mock F&B storage area with issues for audit simulation (e.g., improper stacking, unlabeled allergens).
- ☐ Arrange access to PMS tools or prepare visual demonstrations of their usage.
- ☐ Create handouts summarizing best practices for documenting audit findings.

Cross-Cutting Issues:



- ✓ Environment and Sustainability: Highlight the importance of proper food storage and waste reduction to ensure environmental sustainability. Incorporate examples of managing expired stock responsibly.
- ✓ Gender: Emphasize inclusivity by encouraging equitable participation in group work and role-play exercises.
- ✓ Financial Education: Teach how effective documentation of findings contributes to cost-saving measures, such as reducing product recalls and operational inefficiencies.
- ✓ Standardization Culture: Stress the need for uniform audit documentation practices across all operations to enhance traceability and compliance.



Prerequisites:

- ✓ Basic understanding of food safety and hygiene regulations.
- ✓ Familiarity with general auditing principles.
- ✓ Ability to operate a computer and basic software applications.
- ✓ Awareness of common operational challenges in F&B handling and storage.



Activity 1: Problem Solving



Task 22:

- a. Using appropriate methods like group discussion, role-play, and guided reflection, guide trainees through Task 22. This task will help them apply problem-solving techniques to real-world auditing situations. Use the following steps to facilitate the activity:

- a. **Addressing incomplete documentation:** Start by asking the trainees to consider how they would address the issue of incomplete documentation, such as missing temperature logs or cleaning schedules, during an audit. Guide them to recognize the importance of documentation in audits and encourage them to discuss possible responses in small groups, such as notifying supervisors, initiating corrective actions, or attempting to fill in gaps where possible. Ask trainees to document their approach in a simulated audit scenario, where they encounter incomplete records and need to make decisions about how to proceed.
- b. **Ensuring consistent record keeping:** Guide trainees to think about the steps they would take to ensure future records are maintained consistently. Ask them to consider strategies for improving documentation practices, such as training staff, implementing clear guidelines, or using digital tools for easier record tracking. Discuss the role of proper record-keeping in audits and food safety. Encourage role-playing where trainees simulate training staff on consistent documentation practices.
- c. **Documenting issues with insufficient evidence:** Ask the trainees to reflect on a situation where they observe an issue, like improper food storage, but lack sufficient evidence to determine whether it is a recurring problem or an isolated incident. Guide them to explore how they would document such findings objectively. Encourage a discussion on maintaining professionalism and avoiding assumptions when documenting findings. Role-play a scenario where a trainee needs to document an issue with limited evidence, emphasizing objective language and clear reporting.
- d. **Clarifying the situation:** Ask trainees what additional information or actions they would pursue to clarify the situation. Encourage them to think about interviewing staff, checking records or logs, or conducting follow-up observations. In a group discussion, trainees can brainstorm methods for gathering further evidence to confirm whether the problem is an isolated issue or a recurring one. Simulate an audit scenario where trainees must gather further information and decide on next steps.
- e. **Balancing thoroughness with time constraints:** Discuss how to balance the need for thorough documentation with the time available to complete the audit. Ask trainees how they would manage this challenge, such as prioritizing issues, documenting key findings, and flagging minor issues for later review. Encourage trainees to share

personal strategies they have used to manage time while ensuring thoroughness in audits.

- f. **Expediting the documentation process:** Guide trainees to explore tools and strategies to expedite the documentation process without compromising quality. Discuss the use of checklists, digital audit tools, and other systems that can streamline the process. Ask trainees to role-play scenarios where they need to document findings quickly but accurately, practicing using checklists or software to speed up the process.
 - g. **Effective documentation tools:** Ask trainees what tools or methods they have used to document audit findings effectively. Encourage a discussion on the advantages of using paper checklists versus digital systems, as well as any experience with audit software or mobile apps. In this section, trainees can practice using checklists or other digital tools to document their audit findings in a simulated environment.
- b. Finally, encourage trainees to reflect on their experience with the task. Discuss how these strategies can be applied to real-world audits, and invite feedback on the approaches used during the role-playing exercises. This will help reinforce problem-solving and documentation skills essential for effective auditing in food safety and quality control.



Activity 2: Guided Practice



Task 23:

1. Using appropriate methods like group brainstorming, role-play, and guided reflection, help trainees work through Task 23. The goal is for trainees to understand how to document audit findings using digital tools while addressing food safety concerns and quality assurance issues. Here is a detailed guide for facilitating the task:
 - a. **Documenting Missing or Incomplete Food Temperature Logs:** Guide trainees to document the issue of missing or incomplete temperature logs for high-risk foods.
 - Start by discussing the importance of temperature logs in maintaining food safety. Highlight how missing or incomplete logs can lead to foodborne illnesses and jeopardize guest safety.

- Demonstrate how to use digital tools (e.g., audit apps or spreadsheets) to document the missing logs. Trainees should enter specific details like the missing items (e.g., poultry, seafood, dairy), dates, and areas where the issue occurred.
 - Have trainees role-play as Claude, the quality assurance officer, and document the audit findings using a digital tool. They should note the seriousness of the missing logs and indicate the necessary corrective actions, such as scheduling training or adding checks for future logs.
- b. Documenting missing allergen labels on pre-packaged items:** Trainees should understand how to document allergen labeling issues for pre-packaged items in the kitchen.
- Ask trainees to discuss the importance of allergen labeling and the consequences of non-compliance (e.g., food allergies, legal liabilities, loss of trust). Guide them to document the missing allergen labels on items like pre-cut vegetables, sauces, and beverages.
 - Show how to use a digital tool to document the absence of allergen labeling. They should note the specific items, the severity of the issue, and possible corrective actions, such as requiring all suppliers to provide clear allergen labels or conducting staff training on allergen awareness.
 - Have trainees simulate communicating the issue to the supplier, asking for better labeling practices. They should use digital tools to record their actions and follow-up activities.
- c. Documenting delayed shipments and poor communication with suppliers:** Discuss how delayed shipments of key ingredients, such as fresh produce and specialty items, can cause inefficiencies in food preparation and affect the kitchen's ability to meet demand. Trainees should document complaints from suppliers about the delayed shipments and the poor communication regarding product specifications.
- Guide trainees to record the issues with shipment delays and poor communication in the digital tool. They should include the specifics: delayed items, affected preparation times, and communication failures.
 - Have trainees practice a role-play as Claude and engage in a conversation with the supplier, using the digital tool to document the discussion, the resolution process, and any future improvements in communication and delivery.

- d. Documenting the impact of delayed deliveries on food preparation:** Trainees will understand how to document the impact of delayed deliveries on the kitchen's operations.
- Use the digital tool to note specific incidents where delays caused issues in food preparation, detailing the affected menu items, ingredients, and times. Include recommendations for preventing delays, such as finding alternative suppliers or improving the ordering process.
 - In this role-play, trainees act as Claude, addressing the problem with the kitchen staff, discussing how delays are affecting preparation times, and proposing solutions to prevent future delays. Document all discussions in the digital tool.
- e. Using digital tools to complete the documentation:** Show trainees how to enter audit findings into a digital tool like an app or a spreadsheet. Walk them through adding details such as the audit date, findings, severity of the issues, and the actions taken.
- Have trainees complete a mock audit, documenting all findings using the digital tools. They should create entries for each of the issues discussed: missing temperature logs, missing allergen labels, delayed shipments, and preparation delays.
 - Provide feedback on the thoroughness and accuracy of the documentation, ensuring that all issues are documented clearly and that corrective actions are well-documented.
- f. Reflection and action plan:** After completing the documentation process, ask trainees to reflect on the importance of accurate and timely documentation in audits. Guide them to consider how they would improve practices in the restaurant based on the audit findings.
- Ask questions like:
 - i. How can better documentation help prevent issues in the future?
 - ii. What actions can be taken immediately to address the findings, such as scheduling additional training or meeting with suppliers?
 - iii. What systems could be implemented to ensure more reliable documentation moving forward?
2. Encourage trainees to come up with actionable solutions that could be put in place at their school restaurant.

3. By the end of this task, trainees should be able to document food and beverage audit findings accurately using digital tools and address critical food safety and operational issues effectively.



Activity 3: Application



Task 24:

1. Using appropriate methods like group discussions, role-playing, and guided problem-solving, guide trainees through Task 24. This task will help trainees develop problem-solving skills in inventory management and food safety compliance. Follow these steps to facilitate the activity:
 - a. **Understanding the Situation:** Begin by reading the scenario: “Jeanette’s nightmare” and explain the context. Jeanette, the store manager at a renowned coffee shop, faces challenges with inventory management and food safety compliance, particularly discrepancies in stock records and the use of expired milk. To address these challenges, Jeanette needs a systematic approach that combines proper documentation of audit findings for both inventory and food safety. Encourage trainees to think about the situation critically and collaboratively.
 - b. **Identifying the reasons for inventory discrepancies:** Guide trainees to analyze why inventory records might not align with actual stock levels. Use group discussions to explore potential reasons for discrepancies. Request them to consider:
 - i. **Errors in stock entry:** Mistakes in manual or digital records.
 - ii. **Theft:** Missing items due to theft.
 - iii. **Spoilage:** Perishable items, like milk, might spoil if not properly handled or stored.
 - iv. **Improper stock rotation:** New stock being placed in front of older stock, leading to the expiration of some items.
 - v. **Unrecorded wastage:** Overuse or wastage of ingredients not recorded in inventory.
 - c. **Use a role-play scenario** where one trainee plays Jeanette and another plays an employee discussing stock discrepancies. This will help identify common causes and allow trainees to practice real-world conversations.

d. **Using Property Management System (PMS) for inventory tracking**

After identifying the reasons for inventory discrepancies, explain how Jeanette can use a Property Management System (PMS) to automate inventory tracking and prevent expired items from being used.

Guide trainees through the steps for using PMS:

- i. **Tracking Expiration Dates:** PMS can track expiration dates automatically, alerting when items like milk are nearing their expiry.
 - ii. **Automating Replenishment:** Set up alerts when stock levels fall below certain thresholds, ensuring that new stock is ordered in a timely manner.
 - iii. **Inventory Accuracy:** PMS allows for real-time updates to prevent errors in manual records and provides a clear audit trail for stock movement.
 - iv. **Linking to Hygiene and Quality Protocols:** Jeanette can integrate hygiene standards within PMS to make sure sensitive items like milk are stored and used according to guidelines.
- e. **Task:** In small groups, ask trainees to brainstorm how PMS can be used in different contexts to improve inventory management and food safety. Afterward, each group can share their suggestions with the class.
- f. **Documenting findings:** Now that Jeanette has a clearer path forward, guide trainees to assist Jeanette in documenting the findings. Use role-play or a guided exercise to simulate the documentation process. Encourage trainees to practice:
- i. **Stock Variances:** Document discrepancies, such as more or fewer coffee beans than recorded. This helps identify patterns in stock movement.
 - ii. **Discrepancies Between Expected and Actual Quantities:** Identify any mismatches between what is expected (based on delivery or previous stock) and what is physically available.
 - iii. **Potential Causes for Discrepancies:** Document possible causes, such as stock entry errors, spoilage, or theft. This will help in addressing the root cause and avoiding recurring issues.
 - iv. **Corrective Actions:** Suggest corrective actions like updating the inventory system, conducting regular audits, and revising staff procedures for stock entry. Make sure corrective actions are specific and actionable.

- g. Ask trainees to create a sample inventory discrepancy report for Jeanette, documenting the above findings. They should also suggest corrective actions and timelines for implementing them. Each trainee can document their findings in the format they believe will be most useful in a real-world setting.
 - h. **Final Reflection and Group Discussion:** After completing the tasks, hold a **group discussion** where trainees share their insights on the process. Ask questions like:
 - i. What did you find most challenging when identifying inventory discrepancies?
 - ii. How can we ensure that PMS systems are used effectively to prevent issues?
 - iii. What are the key takeaways for maintaining food safety and inventory accuracy?
2. Encourage trainees to reflect on the importance of using technology like PMS and proper documentation in improving inventory management and food safety.

Topic 3.2: Recommending food and beverage corrective measures.

Objectives:

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



- a. Explain the importance of corrective measures in the F&B supply chain.
- b. Formulate actionable recommendations based on audit findings in the kitchen, restaurant, and storage areas.
- c. Demonstrate how to handle malpractices in food preparation, storage, and service to ensure compliance and quality.
- d. Assess and document corrective and preventive measures effectively for continuous improvement.



Time Required: 5 hours

Learning Methodology:



- Role-play scenarios based on audit findings.
- Group brainstorming sessions to formulate recommendations.
- Hands-on demonstrations for corrective actions, such as kitchen hygiene protocols or proper storage techniques.
- Case study analysis of real-life audit findings and their resolution.

Materials, Tools, and Equipment Needed:



- Sample audit reports.
- Flipcharts, markers, and sticky notes for group work.
- Video clips demonstrating hygiene and service workflow improvements.
- Case studies and printed scenarios for analysis.

Preparation:



- ☐ Review audit reports and scenarios to develop relevant case studies.
- ☐ Prepare role-play materials and assign roles for trainees.
- ☐ Gather necessary tools and equipment, such as cutting boards, thermometers, and cleaning supplies.
- ☐ Develop visual aids like flowcharts for corrective action processes.
- ☐ Arrange a field visit or guest session with an F&B compliance expert (if applicable).

Cross-Cutting Issues:



- ✓ Environment and Sustainability: Emphasize waste management practices and pest control measures to reduce environmental impact.
- ✓ Gender: Ensure gender equality in team assignments during role-play activities and group discussions.
- ✓ Peace and Values Education: Foster teamwork and ethical decision-making during group brainstorming sessions.
- ✓ Financial Education: Highlight the cost implications of non-compliance and benefits of efficient inventory management.
- ✓ Inclusivity: Design activities to accommodate trainees of different learning abilities and provide equal participation opportunities.



Prerequisites:

- ✓ Identify basic food safety and hygiene principles.
- ✓ Understand general F&B operational workflows.
- ✓ Utilize basic audit documentation tools.
- ✓ Recognize the importance of customer feedback in service improvement.



Activity 1: Problem Solving



Task 25:

1. Using appropriate methods such as group discussion, role-play, and guided reflection, guide trainees through Task 25. This task focuses on developing problem-solving and communication skills during audits, particularly in recommending corrective actions. Follow these steps to facilitate the activity:
 - a. **Identifying Critical Issues and Recommending Corrective Actions:** Start by asking trainees to reflect on a time when they identified a critical issue during an audit and had to recommend immediate corrective actions. Guide them to think about how they approached the situation, considering factors like urgency, severity of the issue, and the potential impact on food safety. In a group discussion, ask trainees to share their approaches to identifying critical issues and proposing effective corrective actions.

Role-play a scenario where a critical issue is discovered during an audit, and the trainee must act quickly to recommend corrective actions.

- b. **Ensuring recommendations are actionable:** Ask trainees how they ensure their recommendations are actionable and understood by the team responsible for implementation. Guide them to think about communicating recommendations clearly and concisely. Discuss the importance of follow-up to ensure that recommendations are implemented. Role-play scenarios where trainees present their recommendations to different team members, ensuring that their communication is clear and that the team understands the actions needed. Encourage trainees to consider the language and tone they would use to make their recommendations more accessible and actionable.
- c. **Handling resistance to corrective measures:** Guide trainees to reflect on a time when they faced resistance when suggesting corrective measures. Discuss strategies for handling resistance, such as explaining the importance of the corrective action, offering training, or addressing concerns raised by team members. Encourage trainees to role-play a situation where they face resistance and need to manage the situation while maintaining professionalism and ensuring compliance with food safety standards. This will help trainees practice addressing objections while maintaining their position on the necessity of corrective actions.
- d. **Balancing corrective measures and maintaining positive relationships:** Ask trainees to think about a time when they had to balance recommending corrective measures with maintaining positive relationships with team members. Guide them to explore strategies for addressing issues without creating conflict or damaging relationships, such as showing empathy, offering support, and collaborating on solutions. Use role-play to simulate a scenario where corrective measures must be recommended, but the trainee must also ensure the team's morale and cooperation are not negatively affected.
- e. **Prioritizing corrective actions:** Ask trainees how they would prioritize corrective actions when faced with multiple issues identified during an audit. Guide them to consider the urgency and severity of each issue and how to determine which corrective actions should be addressed first. Discuss the concept of risk assessment and how to focus on the most critical issues first. In small groups, trainees can practice

prioritizing corrective actions in a simulated audit, using different criteria to assess the importance of each issue.

- f. **Preparing an audit report:** Ask trainees to share an example of when they had to prepare an audit report. Guide them to think about the key elements of a good audit report, such as clarity, conciseness, and the ability to communicate the findings effectively. Encourage trainees to reflect on their process for organizing and writing audit reports, emphasizing the importance of clear documentation. Role-play a situation where trainees must present their audit findings in a report format.
- g. **Highlighting critical insights in reports:** Discuss the steps trainees take to ensure that their reports highlight critical insights without overwhelming readers with unnecessary details. Guide them to focus on key findings, clear recommendations, and actionable steps. Ask trainees to consider the use of visuals, such as charts or graphs, to highlight key data. Have trainees practice writing a short, focused report based on a simulated audit scenario, ensuring they communicate the most important insights without including irrelevant information.



Activity 2: Guided Practice



Task 26:

1. Guide trainees through task 26, start with an introduction on problem-solving in food safety and quality management, using appropriate methods like group discussions, guided reflection, and role-play. The goal is to help trainees develop the skills to identify, propose, and implement corrective and preventive actions based on real-life scenarios.

Jessica, the food and beverage manager at a school restaurant in Gisenyi, has noticed several recurring issues during routine inspections. These include undercooked meals, improper food storage, inconsistent portioning, and student complaints about food temperature and presentation. Your task is to help Jessica identify the root causes of these problems and propose corrective actions and preventive measures to address them. **Step-by-Step Guide:**

- a. **Undercooked Meals:** in groups ask the trainees why undercooking might occur in a foodservice environment. Guide them to consider issues such as incorrect cooking times, temperature control problems, or improper equipment use.

Propose corrective actions such as:

- i. Establishing clear cooking guidelines and standardized cooking times for each dish.
- ii. Training kitchen staff on proper cooking techniques and using food thermometers to ensure proper internal temperatures.
- iii. Implementing a double-check system where a supervisor checks meal temperature before service.

Discuss preventive measures like:

- iv. Developing a schedule for regular training and refresher courses on cooking safety.
- v. Incorporating temperature logs and monitoring equipment to ensure compliance.

Have one trainee act as Jessica while another plays the role of a kitchen supervisor. Jessica can explain how she would address the issue with staff, emphasizing the importance of proper cooking temperatures.

b. Improper Food Storage: Have trainees brainstorm potential consequences of improper food storage, such as cross-contamination or foodborne illnesses. Discuss why raw meats should not be stored with ready-to-eat items.

Propose corrective actions such as:

- i. Ensuring that raw meats are stored separately from ready-to-eat items to prevent cross-contamination.
- ii. Reorganizing the fridge to create designated zones for raw and cooked foods.
- iii. Checking temperature logs regularly to confirm that the fridge is operating at safe temperatures.

Discuss preventive measures like:

- iv. Developing and enforcing proper food storage protocols, including using clearly labeled containers and color-coded storage areas.
- v. Conducting regular fridge audits to ensure adherence to safety guidelines.

Have trainees practice communicating the importance of proper food storage. One trainee can be Jessica, and another can be a kitchen staff member who must implement the changes.

- c. **Inconsistent portioning and plating:** In a group, ask trainees to reflect on the impact of inconsistent portioning and plating. How can this affect customer satisfaction and food cost management?

Propose corrective actions such as:

- i. Implementing portion control measures, like using scoops or measuring cups, to ensure uniform portion sizes.
- ii. Providing staff with clear guidelines on plating techniques to ensure consistency in presentation.

Discuss preventive measures like:

- iii. Creating standardized recipes with portion sizes for each dish.
- iv. Conducting regular training on portion control and presentation standards.

Have trainees simulate a scenario where Jessica provides feedback to kitchen staff on improving portioning and plating. One trainee can act as Jessica, and another can role-play a kitchen staff member responsible for food plating.

- d. **Temperature and Presentation Issues:** In groups, discuss how food temperature and presentation can affect the overall dining experience. Ask trainees to brainstorm possible causes for temperature issues, such as improper holding times or equipment failures.

Propose corrective actions such as:

- v. Implementing a system for checking food temperatures before serving.
- vi. Ensuring that meals are kept at the correct temperatures during service by using warming trays or heat lamps.
- vii. Training kitchen staff on the importance of food presentation and ensuring consistent plating.

Discuss preventive measures like:

- viii. Regular checks on kitchen equipment to ensure it maintains the correct temperature.
- ix. Consistent staff training on plating and presentation standards.

Conduct a role-play where one trainee acts as Jessica explaining to the kitchen team how to properly manage food temperature and presentation to meet quality standards.

- e. **Feedback Mechanism:** Ask trainees how they would set up a feedback mechanism in a food service environment. Why is it important to gather customer feedback, and how can it help improve service?

Propose corrective actions such as:

- i. Introducing a customer feedback form or digital survey that students can fill out after meals.
- ii. Encouraging open communication between students and staff regarding food quality and service.
- iii. Using feedback data to make adjustments to meal offerings and service protocols.

Discuss preventive measures like:

- iv. Creating a continuous improvement cycle by regularly reviewing feedback and implementing changes.
 - v. Setting up weekly or monthly reviews of feedback data to track trends and make proactive adjustments.
2. Trainees can take turns role-playing as Jessica, introducing the new feedback system to staff and explaining how to use the data to improve service.
 3. After completing the task, gather the group for a final discussion. Ask them to reflect on the corrective and preventive measures they proposed. Discuss how these measures can be sustained over time and how continuous monitoring will ensure that the issues do not recur. Provide feedback and encourage trainees to think about how they could implement similar strategies in their own workplaces



Activity 3: Application



Task 27:

1. Using appropriate methods such as group discussions, role-play, and action planning, guide trainees through Task 27. This activity focuses on identifying and solving service and quality issues at a café in Huye. Encourage trainees to think critically about how to address the underlying problems and propose corrective actions to improve overall service. Below is how to guide the trainees through this task:
 - a. **Scenario Overview:** Begin by reading the scenario of the café in Huye with the trainees. Explain the complaints about long wait times, poor service delivery, inconsistent coffee quality, and limited availability of popular menu items. Make sure to highlight the importance of customer satisfaction and the impact of service quality

on the café's reputation. Then, ask the trainees to reflect on these issues and share their initial thoughts on potential causes.

b. **Group Work:** Divide the trainees into small groups and assign each group one of the following issues to discuss and propose corrective measures:

- a. Improving Coffee Quality
- b. Addressing Limited Availability of Menu Items
- c. Improving Service Delivery
- d. Maintaining Hygiene and Cleanliness
- e. Ensuring Consistent Portioning
- f. Monitoring and Follow-up

For each issue, instruct the groups to:

- i. Identify the root cause of the problem.
- ii. Discuss potential solutions and improvements.
- iii. Develop an action plan to implement the corrective measures.

Encourage groups to use methods like root cause analysis, brainstorming, and SWOT analysis to come up with feasible solutions.

c. **Action Plan Presentation:** Have each group present their findings and proposed corrective actions to the larger group. As they present, encourage trainees to ask questions, provide feedback, and offer additional suggestions for improvement.

d. **Role-Play Scenario:** After the presentations, conduct a role-play activity to practice the implementation of some of the proposed actions. For example:

- **Improving Coffee Quality:** Role-play how a barista can ensure that each cup of coffee is consistently brewed, perhaps by measuring ingredients accurately, maintaining the coffee machines, or training staff.
- **Service Delivery:** Role-play the interaction between staff and customers to practice improving customer service, reducing wait times, and enhancing communication between servers and the kitchen.
- **Hygiene and Cleanliness:** Have trainees demonstrate proper cleaning procedures for various areas of the café, emphasizing hygiene standards.

Through role-play, trainees can gain practical experience and better understand how to implement the corrective actions effectively.

- e. **Group Reflection and Discussion:** Once the groups have presented their ideas and the role-play is complete, facilitate a group reflection. Ask questions such as:
- i. How can the café improve the customer experience during peak hours?
 - ii. What measures can be taken to ensure that coffee quality is maintained consistently?
 - iii. How can hygiene and cleanliness practices be standardized and maintained across shifts?
 - iv. How will monitoring and follow-up ensure the sustainability of these improvements?
- f. Wrap up the activity by summarizing the proposed corrective actions and their potential impact on the café's service quality. Remind trainees of the importance of implementing these actions effectively, monitoring their progress, and continuously seeking feedback from customers to ensure improvements are sustained.

Topic 3.3: Reporting audit findings

Objectives:

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



- a. Describe procedures for reporting audit findings in kitchen and restaurant operations.
- b. Categorize audit findings into appropriate categories such as hygiene, compliance, and operational efficiency.
- c. Demonstrate the preparation of a structured and comprehensive audit report.
- d. Explain the importance of effective communication channels for audit findings.
- e. Develop an action plan addressing key audit findings with clear timelines and responsibilities.



Time Required: 5 hours

Learning Methodology:



- Role-play: Simulate an audit reporting scenario for participants to practice.
- Group Work: Trainees work in teams to draft audit findings and reports.
- Brainstorming: Discuss challenges and solutions in audit reporting.
- Case Studies: Analyze real or hypothetical audit findings to enhance understanding.
- Use of Templates: Hands-on training with audit reporting templates and tools.

Materials, Tools, and Equipment Needed:



- Audit report templates (digital and hard copies).
- Checklists and sample compliance records.
- Computers or tablets with reporting software (e.g., Fidelio, Ishyiga).
- Sample data such as photographs, temperature logs, and cleaning schedules.
- Projector and screen for presentations.
- Stationery (markers, flipcharts, pens, notebooks).

Preparation:

- ☐ Gather and prepare all necessary materials, including templates and case study documents.
- ☐ Set up a digital platform (e.g., Google Drive, OneDrive) for trainees to access resources.
- ☐ Arrange tools for role-play and group work activities, such as labels for predefined categories.
- ☐ Familiarize yourself with the software or templates to demonstrate during the session.
- ☐ Coordinate with a restaurant or kitchen for a potential follow-up field visit.

**Cross-Cutting Issues:**

- ✓ Environment and Sustainability: Highlight the importance of proper waste management in audit reporting, promoting sustainable practices.
- ✓ Gender: Ensure inclusive reporting by addressing roles and responsibilities of diverse team members in the audit process.
- ✓ Standardization Culture: Emphasize the use of templates and structured processes for consistency in reporting.
- ✓ Inclusivity: Integrate examples that consider diverse restaurant setups and resource availability.

**Prerequisites:**

- ✓ Have basic knowledge of food safety and hygiene standards.
- ✓ Be familiar with operational procedures in kitchens and restaurants.
- ✓ Understand the principles of effective communication.
- ✓ Have foundational skills in data recording and documentation.;

**Activity 1: Problem Solving****Task 28:**

1. Using appropriate methods like group discussions, case study analysis, and individual reflection, guide trainees through Task 28 by following these steps:

- a. **Discussing potential risks of not wearing gloves:** Start by guiding trainees to reflect on the potential risks of staff not wearing gloves while handling raw meat. Use group discussions to encourage trainees to identify health risks such as contamination of food by bacteria like Salmonella or E. coli. Highlight the importance of hygiene practices in preventing cross-contamination and foodborne illnesses. Encourage trainees to think about the consequences of such risks, including the impact on customer health and the restaurant's reputation.
- b. **Understanding the importance of maintaining storage temperatures:** Guide trainees to discuss why it is crucial to maintain the recommended storage temperatures in the kitchen. Lead a discussion around the role of temperature in preventing the growth of harmful bacteria and ensuring food safety. Explain how improper storage temperatures can lead to food spoilage, wastage, and health hazards. Trainees can brainstorm common temperature ranges for different food types (e.g., raw meat, dairy products) and the importance of maintaining these standards in various storage areas like refrigerators and freezers.
- c. **Recommending immediate actions:** After understanding the risks and importance of food safety, ask trainees to recommend immediate actions to rectify the situation. Use role-play to allow trainees to practice addressing the issue with staff, such as instructing employees to wear gloves while handling raw meat and ensuring storage areas are adjusted to the correct temperatures. Discuss practical actions like setting up temperature monitoring systems, conducting staff training on hygiene practices, and creating a cleaning and maintenance schedule for storage areas.
- d. **Elaborating the issue in an audit report:** Guide trainees through the process of documenting the issue in an audit report. Emphasize the importance of clear, concise, and factual documentation. Ask trainees to write a sample audit report, focusing on identifying the observed issues, explaining the risks involved, and outlining the corrective actions taken. Encourage them to include specifics like the areas where non-compliance was observed, staff training requirements, and any follow-up actions necessary to ensure compliance. Discuss the importance of maintaining professionalism and accuracy when documenting audit findings.



Activity 2: Guided Practice



Task 29:

1. Using appropriate methods like group discussions, individual tasks, and presentations, guide trainees through Task 29. Here's how you can facilitate the process:
 - a. **Drafting the audit report:** Start by guiding trainees through the process of drafting a clear and comprehensive audit report. Emphasize the importance of using simple and professional language. Break the task into manageable steps:
 - i. **Cleanliness and Hygiene:** Guide trainees to identify and describe cleanliness issues such as unclean workstations and utensils. Stress the importance of being specific about what was observed, including areas of concern and their potential impact on food safety.
 - ii. **Food Storage:** Ask trainees to focus on temperature violations and improper storage practices, noting any discrepancies with the required storage conditions (e.g., temperature of refrigerators or improper food placement). Encourage trainees to be precise and use concrete data (such as temperature logs).
 - iii. **Documentation:** Discuss the importance of reviewing documentation, such as temperature logs and cleaning schedules. Ask trainees to point out missing or incomplete records during their audit.
 - iv. **Providing Supporting Evidence:** Instruct trainees to ensure they include supporting evidence such as photographs of violations, audit checklists, and other relevant documentation. Emphasize that visual evidence (like graphs or tables) can be especially helpful in demonstrating recurring issues.
 - b. **Suggesting actionable measures:** Once the trainees have drafted their audit reports, guide them to propose clear and actionable solutions to address the issues identified:
 - i. **Staff Training:** Instruct trainees to suggest regular staff training sessions on hygiene and sanitation protocols. They should also propose refresher courses to ensure staff stay updated on food safety best practices.
 - ii. **Cleaning Schedules and Checklists:** Encourage trainees to propose specific cleaning schedules and checklists for maintaining cleanliness in the kitchen.

Highlight the importance of daily checks and follow-ups to ensure cleanliness standards are consistently met.

- iii. **Refrigeration Maintenance:** Have trainees suggest regular maintenance of refrigeration units to ensure proper temperature control. They should recommend regular checks and cleaning of units to avoid temperature fluctuations.

c. Preparing the Presentation for Stakeholders

Once trainees have drafted their reports and suggested improvements, ask them to prepare a presentation for stakeholders. They should:

- i. Present findings in a clear and structured format.
- ii. Use visual aids such as graphs, photos, or tables to highlight recurring issues.
- iii. Focus on key areas like cleanliness, food storage, and documentation, with actionable solutions to address each issue.

d. Submitting the Report

Guide trainees to finalize the audit report, ensuring that it is professional, clear, and free of errors. Instruct them on how to submit the report to relevant stakeholders, such as the Food & Beverage (F&B) manager or executive chef, ensuring it is presented in a manner that invites discussion and action.

e. Organizing a meeting with the kitchen team

Finally, encourage trainees to prepare for a meeting with the kitchen team and management. They should:

- iv. Prepare to discuss the findings of the audit in a constructive and professional manner.
- v. Be ready to explain the issues and propose the suggested measures to address them.
- vi. Facilitate a conversation that encourages open communication, feedback, and collaboration in implementing solutions.



Activity 3: Application



Task 30:

1. Using appropriate methods like group discussions, role-play, and individual reflection, guide trainees through Task 30. Start by asking them to think critically about the audit findings and how they would respond. Follow the steps below to facilitate the process:

Step 1: Review the scenario and reflection (individual)

Start by reading the scenario aloud with the trainees: "At Musanze Hospitality Restaurant, an audit revealed that the kitchen staff was not following proper food handling procedures, which included inadequate handwashing and improper food storage practices. The audit report also revealed that the staff had not been trained in food safety for over a year."

Ask trainees to reflect individually on the key findings of the audit. Guide them to think about the importance of food safety procedures and staff training. After a few minutes of individual reflection, ask them to note down their thoughts on how they would summarize the findings of the audit report in an executive summary.

- i. What are the most critical issues identified in the audit?
- ii. Why is it important to address these issues immediately?

Step 2: Group discussion on executive summary (Group): Now, split the trainees into small groups and ask them to discuss how they would summarize the audit findings in an executive summary. Encourage them to identify the most critical points that must be highlighted, such as inadequate handwashing, improper food storage, and lack of training.

Have each group share their summary with the rest of the class. Provide feedback on how well each group captured the key points and emphasized the severity of the findings.

- iii. What key issues should be highlighted in the executive summary?
- iv. How would you communicate the urgency of addressing food safety issues?

Step 3: Role-play on training recommendations (role-play): Now, focus on the recommendation for training staff. Ask trainees to role-play a scenario where they are presenting their recommendations for a training program on food safety procedures to the restaurant manager (played by another trainee).

Encourage them to be specific about the training content, frequency, and methods. After the role-play, ask the trainees who were observing to give feedback on the clarity and effectiveness of the recommendation.

- v. What specific food safety practices should be covered in the training?

- vi. How can the training be delivered effectively to the kitchen staff?

Step 4: Compliance metrics and report analysis (group): Ask trainees to discuss in small groups how they would use compliance metrics to highlight the severity of the situation in the report. For example, they could use metrics such as the percentage of staff observed failing to follow handwashing protocols or the number of food safety violations during the audit.

Once the groups discuss their ideas, have them share their thoughts on how to use these metrics to show the severity and the need for urgent action.

- vii. Which compliance metrics would best demonstrate the severity of the situation?
- viii. How do you think metrics can be used to show a need for improvement in food safety?

Step 5: Action plan development (individual): Now ask the trainees to individually create an action plan to address the issues identified in the audit. This should include short-term and long-term goals, as well as specific actions for improving handwashing practices, food storage, and staff training.

- ix. What immediate actions should be taken to address the handwashing and food storage issues?
- x. How would you ensure the staff receive proper training in food safety procedures?
- xi. How can you track progress and ensure that the action plan is implemented successfully?

Step 6: Group discussion on implementation and follow-through (group): Once the action plans are written, bring the class together for a group discussion on how to ensure the action plan's successful implementation. Discuss methods for monitoring the effectiveness of the plan, such as regular audits or check-ins with the kitchen staff.

Encourage the group to think about how they can ensure the action plan is not just a one-time effort but part of a continuous improvement process.

- xii. How would you ensure that the action plan is implemented consistently?
- xiii. What steps can be taken to ensure that food safety is continuously monitored and improved?

Step 7: Wrap-Up and Key Takeaways: summarize the key points discussed during the activity. Emphasize the importance of food safety training, clear communication in audit reports, and the role of compliance metrics in identifying and addressing issues.

Encourage the trainees to reflect on the action steps they would take in their own roles, based on the exercise, and share one takeaway that they plan to apply in the future.

- xiv. What was your key takeaway from this activity?
- xv. How will you apply what you've learned to future audits or food safety improvement projects?



Formative Assessment

Section 1: Multiple-Choice Questions (MCQs)

What is meant by "audit findings" in food and beverage operations?

- a) The summary of the audit procedures.
- b) The results or issues identified during the audit.
- c) A record of the staff members involved in the audit.
- d) A description of all food and beverage items served.

Answer: b

Which of the following is a key part of a food and beverage property management system?

- a) Fidelio
- b) Inventory count
- c) Staff training
- d) Menu design

Answer: a

Which system is most commonly used for food and beverage auditing in hotels and resorts?

- a) Opera
- b) QuickBooks
- c) Ishyiga Software
- d) Microsoft Excel

Answer: a

Which of the following is NOT typically considered a kitchen malpractice during an audit?

- a) Using expired ingredients
- b) Not following recipe guidelines
- c) Overcooking food
- d) Storing food in appropriate containers

Answer: d

What does "MC" stand for in the context of material management for food and beverage operations?

- a) Manager of Catering
- b) Material Controller
- c) Maintenance Coordinator
- d) Meal Contributor

Answer: b

Which of the following software is commonly used for property management in food and beverage operations?

- a) Fidelio
- b) Ishyiga
- c) Oto Software
- d) All of the above

Answer: d

Which of the following best describes the purpose of a food and beverage receiving and storage audit?

- a) To ensure proper presentation of food items
- b) To track inventory levels of raw materials
- c) To check the quality and safety of food as it arrives and is stored
- d) To measure customer satisfaction

Answer: c

What should be reported first in a kitchen audit report?

- a) Corrective actions
- b) Observed findings
- c) Background information
- d) Executive summary

Answer: d

When creating a restaurant audit report, what should be included in the "findings" section?

- a) Personal opinions of the auditor
- b) Details of kitchen staff behavior
- c) Specific non-compliances or areas needing improvement

d) Marketing strategies

Answer: c

Which of the following is a key feature of the Fidelio system used in property management?

a) Inventory tracking

b) Staff scheduling

c) Guest room management

d) Payroll management

Answer: c

Section 2: Explanation Questions

Explain the importance of a reporting channel in food and beverage audit findings.

Answer: A reporting channel ensures that audit findings are communicated clearly and efficiently to the relevant stakeholders. It helps in taking timely corrective actions and enhances accountability within the food and beverage operations.

List two common kitchen malpractices that should be reported during an audit.

Answer:

Using expired ingredients

Not following recipe guidelines

What is the purpose of a restaurant audit reporting template?

Answer: A restaurant audit reporting template provides a standardized format for documenting audit findings, ensuring consistency, clarity, and completeness in reporting, making it easier for management to review and act on the findings.

Why is it crucial to have a report filing system in food and beverage operations?

Answer: A report filing system is essential for maintaining a well-organized record of audit findings and corrective actions. It allows for easy retrieval, review, and tracking of past audits to ensure continuous improvement and compliance with food safety standards.

Describe a scenario where improper food and beverage storage could lead to a food safety issue.

Answer: If perishable foods are not stored at the proper temperature, such as being left in a warm environment, they can develop bacterial growth, leading to foodborne illnesses. For example, storing raw chicken above ready-to-eat items could lead to cross-contamination.

Section 3: Scenario-Based Questions

Scenario: You are auditing the Kigali City Restaurant. During the audit, you find that raw vegetables are stored next to cooked items, which increases the risk of cross-contamination.

a) What type of finding would this be categorized as?

Answer: Non-compliance with food safety practices.

b) What corrective action would you recommend for the restaurant management?

Answer: Recommend separating raw and cooked items in storage by using different shelves or containers to prevent cross-contamination.

c) How would you report this finding in the audit report?

Answer: Report this as a non-compliance under food safety, including specific details of where the violation occurred and the potential risks associated with it.

Scenario: While auditing the Rubavu Hotel Kitchen, you find that the kitchen staff does not use proper handwashing techniques before handling food.

a) How should you categorize this finding in the audit report?

Answer: Non-compliance with hygiene and sanitation standards.

b) What recommendation would you provide to correct this issue?

Answer: Recommend providing additional handwashing training for staff and ensuring that proper handwashing stations are equipped with soap, water, and paper towels.

c) What is the immediate risk of such malpractice?

Answer: The immediate risk is contamination of food, leading to the potential spread of harmful bacteria and foodborne illnesses.

Scenario: During an audit of the Nyungwe Lodge Kitchen, you notice that the receiving and storage area lacks proper temperature control for perishable items.

a) What corrective measure would you suggest to improve the temperature control?

Answer: Recommend installing or repairing refrigeration units to ensure proper temperature control and regularly monitor the temperatures to meet food safety standards.

b) How would you document this issue in the audit findings?

Answer: Document this issue under the "Receiving and Storage" section, noting the lack of temperature control and the potential risks to food safety.

c) What potential impact could this issue have on food safety?

Answer: Improper temperature control could lead to the growth of harmful bacteria,

compromising the safety of perishable food items and increasing the risk of foodborne illness.

Section 4: True/False Questions

The Fidelio system helps with tracking food inventory and managing guest room reservations.

- a) True
- b) False

Answer: a

A report filing system is not necessary for audit findings in food and beverage operations as long as the audit report is completed.

- a) True
- b) False

Answer: b



Points to Remember

- Audit findings can range from minor issues (such as slight non-compliance with storage protocols) to major concerns (like food safety hazards). It is crucial to categorize these findings accurately to prioritize corrective actions effectively.
- Familiarize yourself with systems Management Property System Software to streamline operations, track inventory, and monitor food and beverage service performance across multiple properties.
- When auditing, provide clear recommendations for correcting identified issues. Common kitchen and restaurant malpractices include improper food handling, unsafe storage, and lack of hygiene practices. Offering actionable steps will help businesses improve operational standards.
- A proper reporting procedure ensures transparency and accountability. Utilize standardized reporting templates for kitchen and restaurant audits, and ensure findings are communicated through appropriate channels to the management for swift action.

- Implementing an efficient report filing system helps track audit findings over time, facilitating follow-ups on corrective measures and enabling continuous improvements. A digital filing system, linked to property management systems, is highly recommended for accessibility and accuracy.



Self-Reflection

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



Further Information for the Trainer

For additional preparation and a deeper understanding of the training content, please take some time to watch the videos provided in the links below. These resources will support your delivery and enhance your grasp of key concepts:

Video 1

Video 2



Summative assessment

Integrated situation

BX hotel is a five-star hotel located in Kigali city. It is challenged by numerous problems namely: food contaminated, expired drinks, poor service for food spoilage. You are hired as a professional food and beverage controller, tasked to plan, receive ingredients, store them, cook and prepare drinks with implementation of Food and Beverage quality control activities in all stages of food and beverage control cycle within 6 hours.

Hotel areas to be controlled:

- ✓ Perform Pre-Food and Beverage quality control activities
- ✓ Conduct Food and Beverage quality control
- ✓ Perform post- Food and Beverage quality control activities.

Resources

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

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
	1.1 Personal grooming is ap-	Dress code is maintained			5
		Work attire is worn			5

1. Perform Pre-F&B quality control activities (40%)	appropriately applied as per F&B quality control guidelines	professional ethics and basic etiquettes are applied			5
	1.2 Quality control tools are adequately chosen according to the type of kitchen and restaurant to be controlled	Quality auditing tools and equipment are selected			5
		Quality auditing tools and equipment for kitchen sections are selected			5
		Quality auditing tools and equipment for restaurant outlets are selected.			5
	1.3 Audit plan is well developed according to the audit objectives	Template for kitchen quality control plan is identified.			5
		Template for restaurant quality control plan is identified.			5
2. Conduct quality control audit	2.1. Kitchen and Restaurant cleanliness is checked refer to the HACCP guidelines standard	Kitchen cleanness HACCP implementation is respected.			3
		Restaurant cleanness HACCP implementation is respected.			3
	2.2 Quality of received items are appropriately checked based on food and beverage purchasing specifications	Quality of Food purchasing and supply process is checked			4
		Quality of Beverage purchasing and supply process is checked			4

(50%)	2.3. Quality of food production chain is properly monitored according to the food hygiene and food quality maintenance practices	Raw Material is Inspected			3
		Production Process is Monitored			4
		Finished Product is tested			4
		Packaging is inspected			4
		Storage and Distribution Controls is monitored			4
	2.4. Quality of food and beverage service is accurately monitored according to the food safety practices and quality service criteria	Food hygiene maintenance practices is monitored.			4
		Food production chain quality Checklist is monitored.			4
		Beverage hygiene maintenance practices are monitored			3
		F&B quality service criteria are respected			3
		F&B quality service checklist is monitored			3
3. Perform post-audit	3.1. Food and Beverages auditing records are appropriately documented according the F&B management software	F&B data management software is utilized			1
		Type of findings are identified			1
	3.2. Corrective measures are	Kitchen recommendations are shared			1

activities. (10%)	effectively shared according to kitchen and restaurant preventive measures	Restaurant recommendations are shared			2
	3.3. Audit findings are correctly reported in line with kitchen and restaurant reporting process	Kitchen Reporting template is respected			2
		Restaurant reporting template is respected			2
		Report filing system is done			1
Total marks		100			
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): 70%					

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