

What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding



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Introduction

Qualification Pack: Food & Beverage Service - Steward

SECTOR: PEOPLE WITH DISABILITY

SUB-SECTOR: Hotels

OCCUPATION: Food & Beverage Service

REFERENCE ID: PWT/Q0301

ALIGNED TO: NCO-2015/5123.20

Also known as “Waiter or Waitress”, the Food & Beverage Service Steward is responsible for efficiently and courteously serving food and beverage to guests of hotel, restaurant, canteens and banquet functions.

Brief Job Description: The individual at work greets and seats the guests; takes down their orders; serves them with tableware, food, beverages, and accompaniments; finally clears the used dishes and settles the customer’s accounts as per the company’s policy.

Personal Attributes: The job requires the individual to be fit to perform considerable physical activities and have pleasing deportment, healthy habits and good grooming commitment and proficiency.

Qualifications Pack Code	PWT/Q0301		
Job Role	Food & Beverage Service - Steward		
Credits(NSQF)	TBD	Version number	1.0
Sector	People with Disability	Drafted on	04/07/14
Sub-sector	Hotels	Last reviewed on	26/03/15
Occupation	Food & Beverage Service	Next review date	25/03/16
NSQC Clearance on	20/07/15		

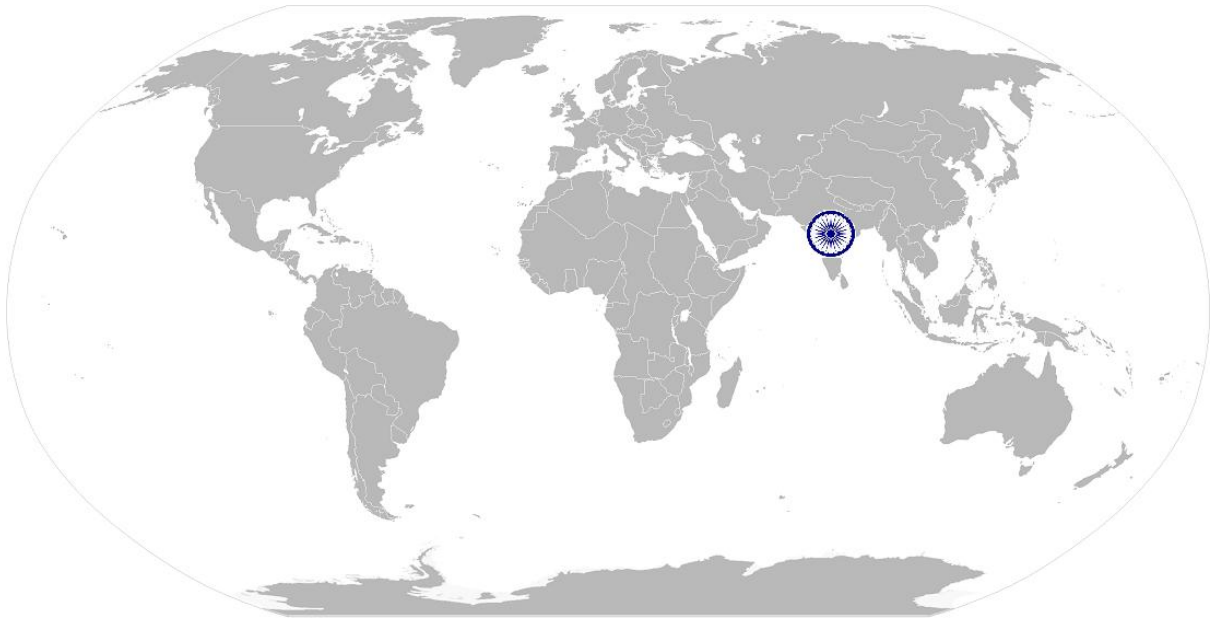
Job Role	Food & Beverage Service - Steward
Role Description	Efficiently and courteously serving food and beverage to guests of hotel, restaurant, canteens and banquet functions
NSQF level	4
Minimum Educational Qualifications	Preferable 10 th Standard Passed
Maximum Educational Qualifications	Craft Course in Hotel Management
Training (Suggested but not mandatory)	Not applicable
Minimum Job Entry Age	14 years
Experience	Minimum preferable 1 year as Food & Beverage Trainee
Applicable National Occupational Standards (NOS)	<p>Compulsory:</p> <ol style="list-style-type: none"> THC/N0301: Plan for serving food and beverages THC/N0302: Greet customer, take orders and serve THC/N0303: Clean tables and counters THC/N0304: Deal with customer payment THC/N0305: Resolve customer service issues THC/N9901: Communicate with customer and colleagues THC/N9902: Maintain customer-centric service orientation THC/N9903: Maintain standard of etiquette and hospitable conduct THC/N9904: Follow gender and age sensitive service practices THC/N9905: Maintain IPR of organisation and customers THC/N9906: Maintain health and hygiene THC/N9907: Maintain safety at workplace <p>Optional: NA</p>
Performance Criteria	As described in the relevant OS units
Assessment Criteria	Assessment Criteria for each NOS

Keywords /Terms	Description
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the NOS, these include communication related skills that are applicable to most job roles.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of NOS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
National Occupational Standards (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Organisational Context	Organisational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
Qualifications Pack(QP)	Qualifications Pack comprises the set of NOS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Scope	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-Sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Sub-functions	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for a NOS unit, which can be denoted with an 'N'

Acronyms

Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
Keywords /Terms	Description
NSQF	National Skills Education Qualifications Framework
QP	Qualification Pack
OS	Occupational Standards
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HR	Human Resources

National Occupational Standard



Overview

This unit is about planning and preparing service areas such as tables, counters, side boards, trolley and arranging for condiments, prior to serving as well as laying out table or counter for service.

THC/N0301

Plan for serving food and beverages

Unit Code	THC /N0301
Unit Title (Task)	Plan for serving food and beverages
Description	This OS unit covers planning and preparing service areas such as tables, counters, side boards, trolley, and arranging for condiments prior to serving as well as laying out table or counter for service
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Identify the service area and resources required • Prepare the service area • Recheck preparation for service area
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Identifying the service area and resources required	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> PC1. check assigned service area as per duty roster PC2. check the pre-bookings for the areas assigned PC3. inspect the food service area for the cleaning and laying the table, e.g., customer dining areas, sideboards/side tables/trolleys /counters, service preparation areas PC4. assess requirement of resources viz. tableware, cutlery, linen PC5. identify workplace procedures for serving food and beverage
Preparing the service area	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> PC6. check that service areas are hygienic, clean, free from damage and ready for use in line with service style PC7. prepare and adjust dining area for comfort and ambience, e.g., light, music, temperature, odour-less, pest-free, clean linen and furniture arrangement PC8. check that service equipment is clean, functional, free from damage, located where it should be and switched on ready for use PC9. set up furniture in accordance with standard operating procedures, bookings, customer requests and customer/staff convenience and safety PC10. check that sufficient stock of service items are clean, free from damage and stored ready for service PC11. check availability of condiments and accompaniments ready for service and store them safely PC12. check dining furniture, table linen and table items are clean and undamaged PC13. arrange restaurant furniture according to the food service operation PC14. check the menus and promotional items and ensure that they contain accurate information and are ready for customer use PC15. comply with industry requirements in relation to standard of dress and personal hygiene

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Plan for serving food and beverages

	<p>PC16. lay out tables/counters according to the outlet's procedures</p> <p>PC17. dispose of broken and cracked items and other waste in accordance with standard operating procedures and environmental considerations</p> <p>PC18. prepare a suitable range of decorations, coasters and edible and non-edible garnishes and stock, in accordance with standard operating procedures</p> <p>PC19. carry out all work in accordance with occupational health and safety</p> <p>PC20. check dining/restaurant/public amenity areas customer facilities for cleanliness prior to service, in accordance with standard operating procedures</p> <p>PC21. prepare and adjust the dining environment to ensure comfort and ambience for customers</p> <p>PC22. verify menu variations and daily specials with kitchen staff (liaising with duty chef)</p>
Rechecking preparation for service area	<p>To be competent, the user/ individual must be able to:</p> <p>PC23. complete preparation for serving food and beverage following workplace procedures</p> <p>PC24. complete checklists for preparation for performing duties</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions</p> <p>KA2. relevant occupational health and safety requirements applicable in the work place</p> <p>KA3. importance of working in clean and safe environment</p> <p>KA4. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>KA5. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>KA6. relevant people and their responsibilities within the work area</p> <p>KA7. escalation matrix and procedures for reporting work and employment related issues</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. service standards required in the workplace</p> <p>KB2. understanding of menu and food & beverage served</p> <p>KB3. application of relevant regulations and requirements</p> <p>KB4. workplace and servicing procedures and policies for the carrying out F&B service tasks</p> <p>KB5. storage, service and upkeep procedure for cutlery, condiments and other accessories</p> <p>KB6. what permits and checks are required for working on the premises</p> <p>KB7. site layout and obstacles</p> <p>KB8. the instructions and procedures for entering and leaving the service area and why one should follow them</p> <p>KB9. the levels of personal hygiene required at the service area and why it is</p>

THC/N0301

Plan for serving food and beverages

	<p>important to maintain them during work</p> <p>KB10. safe and hygienic working practices for preparing service areas and equipment for table/tray service</p> <p>KB11. the organization’s service style for the F&B outlet</p> <p>KB12. why waste must be handled and disposed of correctly</p> <p>KB13. why condiments and accompaniments should be prepared ready for service</p> <p>KB14. when to prepare service areas and equipment for table/tray service</p> <p>KB15. why a constant stock of food service items should be maintained</p> <p>KB16. the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with these</p> <p>KB17. why all service items should be checked before service</p> <p>KB18. why menus and promotional items should be checked before use</p> <p>KB19. time allowed for completing the work</p> <p>KB20. major types of beverages and their characteristics</p> <p>KB21. why it is important to check expiry dates on items and how to do so</p> <p>KB22. organization’s procedures for storage and stock rotation</p> <p>KB23. full menu applicable to the particular food outlet assigned</p> <p>KB24. details of items available on the menu especially the specials for the day</p> <p>KB25. items on the menu which are not available on that day</p> <p>KB26. why service equipment should be turned on before service</p> <p>KB27. why heating/air conditioning/ventilation and lighting should be checked while preparing customer dining areas for table service</p> <p>KB28. different kinds of cutlery, plates and tableware and ways to set them on the table/counter</p> <p>KB29. use of handheld device / smart phone / tablet to take feedback from guests</p> <p>KB30. use computer to make note of reservations</p> <p>KB31. use computer system to prepare bill</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read and interpret instructions, procedures, information and signs relevant to F&B activities</p> <p>SA2. interpret and follow operational instructions and prioritise work</p> <p>SA3. read and interpret information correctly from various job specification documents, manuals, health and safety instructions etc. applicable to the job in English and/or local language</p>
	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. complete documentation as per work requirements</p>

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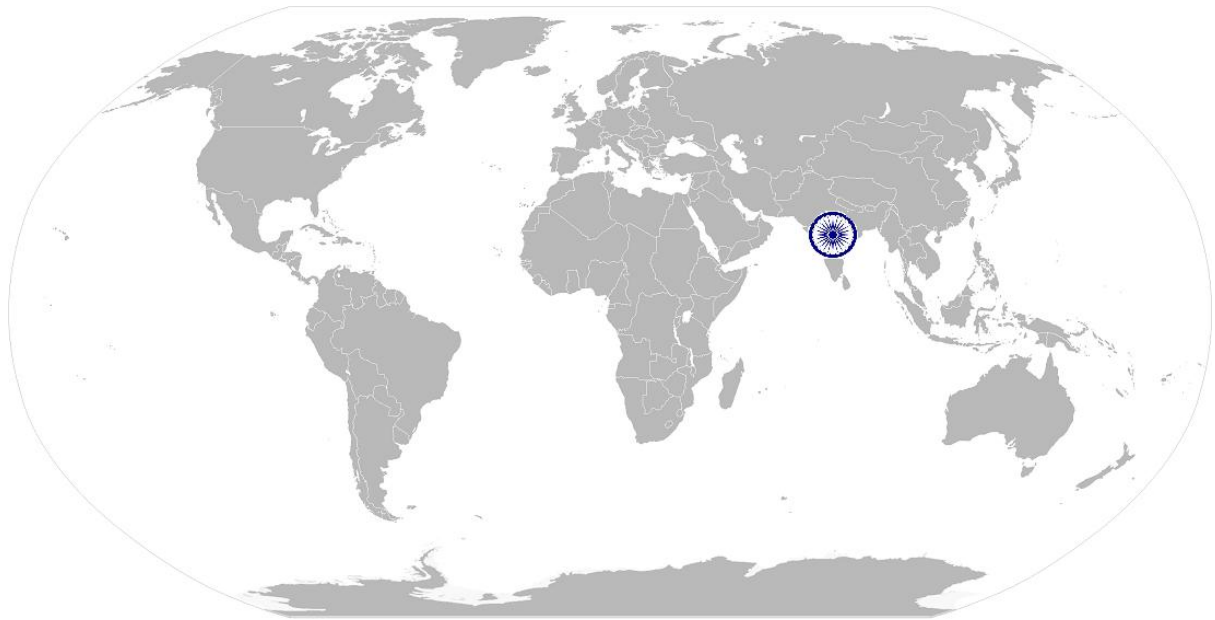
Plan for serving food and beverages

B. Professional Skills	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA5. communicate effectively with others when carrying out tasks SA6. discuss task lists, schedules, and work-loads with co-workers SA7. question customers appropriately in order to understand the nature of the problem and make a diagnosis SA8. check and clarify task-related information SA9. liaise with appropriate authorities using correct protocol SA10. communicate with people in respectful form and manner in line with organizational protocol SA11. avoid using jargon, slang or acronyms when communicating with a customer
	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. make decisions pertaining to the concerned area of work SB2. escalate problems and to whom
	Plan and Organize
	The user/individual on the job needs to know and understand: SB3. plan, prioritize and sequence work operations as per job requirements SB4. organize and analyse information relevant to work SB5. work in a team in order to achieve better results SB6. identify and clarify work roles within a team SB7. communicate and cooperate with others in the team SB8. seek assistance from fellow team members
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB9. manage relationships with customers who may be stressed, frustrated, confused, or angry SB10. build customer relationships and use service and customer centric approach SB11. importance of taking responsibility for own work outcomes SB12. importance of adherence to work timings, grooming standard and other organizational policies SB13. importance of following laid down rules, procedures, instructions and policies SB14. importance of exercising restraint while expressing dissent and during conflict situations SB15. how to avoid and manage distractions to be disciplined at work SB16. importance of time management for achieving better results
	Problem Solving
	SB17. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB18. identify immediate or temporary solutions to resolve delays

THC/N0301

Plan for serving food and beverages

	Analytical Thinking
	NA
	Critical Thinking
	NA

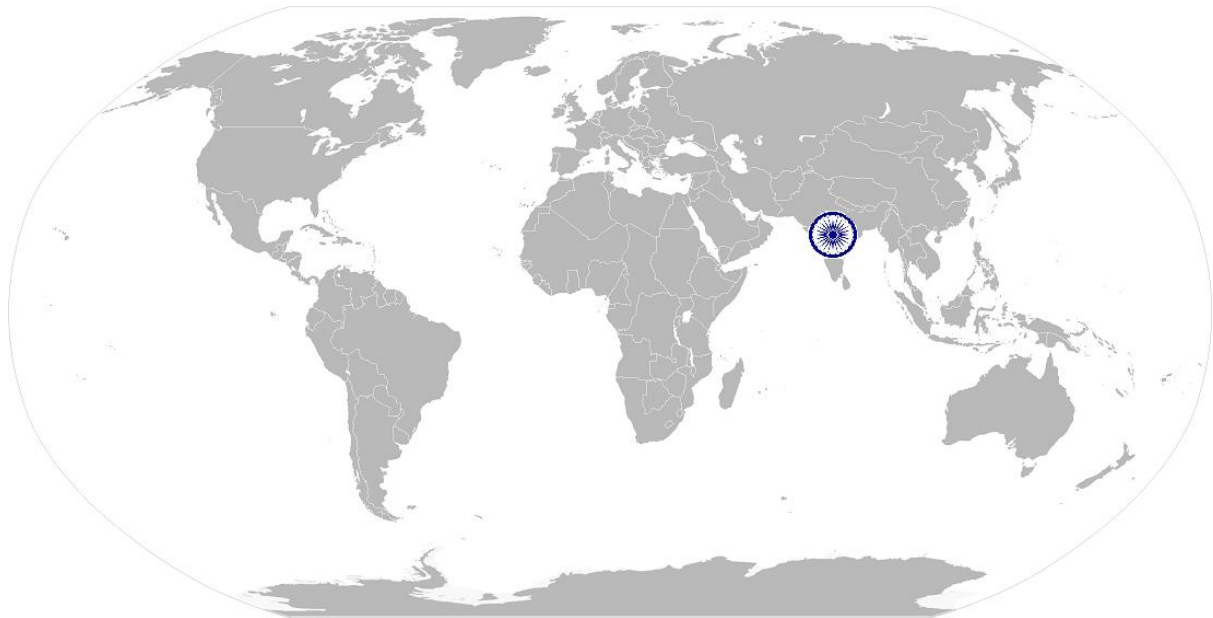


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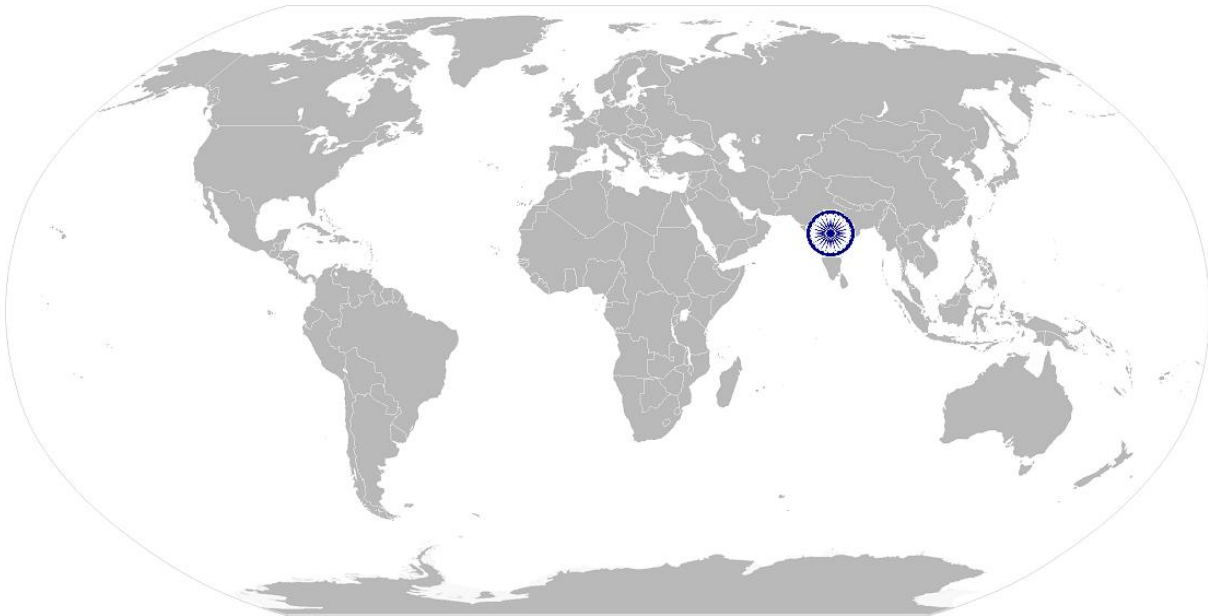
Plan for serving food and beverages

NOS Version Control

NOS Code	THC/N0301		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	04/07/14
Industry Sub-sector	Hotels	Last reviewed on	26/03/15
Occupation	Food & Beverage Service	Next review date	25/03/16



National Occupational Standard



Overview

This unit is about greeting and assisting customers when they arrive, escorting them to the seating place, giving accurate information about the menu, taking food and beverage orders and serving them.

THC/N0302

Greet customer, take order, serve food and beverage

Unit Code	THC/N0302
Unit Title (Task)	Greet customer, take order and serve food and beverages
Description	This OS unit is about greeting and assisting customers when they arrive, escorting them to the seating place, giving accurate information about the menu, taking food and beverage orders and serving them
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Greet customers • Take and process orders • Serve food and beverage
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Greeting customers	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. greet customers, identify their requirements and check any booking records as appropriate to the service operation</p> <p>PC2. check details of reservations where appropriate</p> <p>PC3. escort and seat customers according to table allocation and special requirements</p> <p>PC4. offer chair assistance in seating the guest</p> <p>PC5. offer available pre-meal services to customers and address guest by surname to extent possible</p> <p>PC6. present menus and drinks lists to customers, in accordance with standard operating procedures</p> <p>provide information to customers, giving clear explanations and description of information such as menu choices and options, information about food and beverages, specials for the day, information about the location or area location of customer facilities</p>
Taking and processing orders	<p>To be competent, the user/ individual must be able to:</p> <p>PC7. make sure customers have access to the correct menu</p> <p>PC8. give accurate information on individual dishes according to customers' requirements</p> <p>PC9. take the opportunity to maximize the order using appropriate sales techniques</p> <p>PC10. check products and brand preferences with the customer in a courteous manner</p> <p>PC11. advise customers on a selection of drinks and make recommendations where required to assist customers to make a choice where appropriate</p> <p>PC12. identify any specific customer preference</p> <p>PC13. record and relay information about any special requests or dietary or cultural requirements promptly and accurately to duty chef</p> <p>PC14. answer customer questions on menu items correctly and courteously</p>

THC/N0302 Greet customer, take order, serve food and beverage	
	<p>PC15. record orders legibly, using the format required by the enterprise, verify order with customer and convey them promptly to the kitchen and bar as per standard procedure</p> <p>PC16. identify, record and deal with their order promptly, repeat order to reconfirm and inform about approximate waiting time</p> <p>PC17. seek information from the kitchen or other appropriate person, where answers are unknown</p>
Serving food and beverage	<p>To be competent, the user/ individual must be able to:</p> <p>PC18. provide and adjust glassware, service ware and cutlery, suitable for menu choices, and condiments in accordance with standard operating procedures</p> <p>PC19. carry out all work in accordance with occupational health and safety</p> <p>PC20. check quality and presentation of food and beverage in accordance with standard operating procedures</p> <p>PC21. check service ware for chips, marks, spills and drips</p> <p>PC22. collect food and beverage selections promptly from service areas, convey them to customers safely</p> <p>PC23. monitor flow of service for meal and beverage delivery</p> <p>PC24. recognize and follow up promptly, any delays or deficiencies in service</p> <p>PC25. promptly advise and reassure customers about any delays and problems</p> <p>PC26. serve food and beverage courteously and to the correct person, in accordance with standard operating procedures and hygiene requirements for, say, table d'hôte, a la carte, counter service, pre-set meal, buffet, function, tea and coffee service, and in patient service</p> <p>PC27. check customer satisfaction at the appropriate time</p> <p>PC28. offer additional food and beverage at the times as per standard procedure and order and serve them accordingly</p> <p>PC29. clear tables of crockery, cutlery and glassware between the courses at the appropriate time and with minimal disruption to customers</p> <p>PC30. remove and replace used table items as required and maintain the correct stocks</p> <p>PC31. remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly</p> <p>PC32. clear finished courses from the table at the appropriate time according to the service operation</p> <p>PC33. clear finished courses and used crockery and cutlery systematically with assistance from other service staff</p> <p>PC34. check crockery, cutlery and other table items and replace or remove them as appropriate</p> <p>PC35. serve different courses with clean and undamaged service equipment of the appropriate type</p> <p>PC36. serve food of the type quality and quantity required using the appropriate service method</p> <p>PC37. keep the service area tidy and clean</p>
Knowledge and Understanding (K)	
A. Organizational	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. legislation, standards, policies, and procedures followed in the company</p>

THC/N0302 Greet customer, take order, serve food and beverage	
<p>Context (Knowledge of the company / organization and its processes)</p>	<p>relevant to own employment and performance conditions</p> <p>KA2. relevant occupational health and safety requirements applicable in the work place</p> <p>KA3. importance of working in clean and safe environment</p> <p>KA4. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>KA5. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>KA6. relevant people and their responsibilities within the work area</p> <p>KA7. escalation matrix and procedures for reporting work and employment related issues</p> <p>KA8. documentation and related procedures applicable in the context of employment and work</p> <p>KA9. importance and purpose of documentation in context of employment and work</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. workplace and servicing procedures and policies for the carrying out F&B service tasks</p> <p>KB2. service standards required in the workplace</p> <p>KB3. storage, service and upkeep procedure for cutlery, condiments and other accessories</p> <p>KB4. what permits and checks are required for working on the premises</p> <p>KB5. site layout and obstacles</p> <p>KB6. instructions and procedures for entering and leaving the workplace and why one should follow them</p> <p>KB7. levels of personal hygiene required at the workplace and why it is important to maintain them during work</p> <p>KB8. organization's standards for customer service</p> <p>KB9. payment modes and billing systems, opening and closing procedures</p> <p>KB10. how to greet a customer and escort him to the seating area</p> <p>KB11. how and when to offer promotional services</p> <p>KB12. why menus should be checked before use</p> <p>KB13. why information about the menu should be given accurately to customers</p> <p>KB14. why it is important to have knowledge about the food being served</p> <p>KB15. types of unexpected situations that may occur when dealing with customers' orders and how to deal with these</p> <p>KB16. how to serve customer orders and maintain the dining area</p> <p>KB17. safe and hygienic working practices when serving customers' orders</p> <p>KB18. which condiments and accompaniments best complement each menu item</p> <p>KB19. which service equipment is appropriate for different menu items</p> <p>KB20. why food should be arranged and presented in line with the menu specifications</p> <p>KB21. why care has to be taken to serve food hygienically</p> <p>KB22. why dining and service areas must be kept tidy and free from rubbish and food debris</p> <p>KB23. why a constant stock of linen, table items and accompaniments must be maintained</p>

THC/N0302 Greet customer, take order, serve food and beverage

	KB24. when to prepare service areas and equipment for table/tray service KB25. why a constant stock of food service items should be maintained KB26. why all service items should be checked before service KB27. why menus and promotional items should be checked before use KB28. time allowed for completing the work KB29. what food has to be carefully portioned during service KB30. why care has to be taken to serve and arrange food correctly KB31. why care should be taken to avoid accidents KB32. why and to whom all customer incidents should be reported KB33. safe and hygienic working practices when clearing finished courses KB34. what the operational procedures for clearing finished courses are KB35. major types of beverages and their characteristics including beers, spirits, mixed drinks, soft drinks, wines and fortified drinks and an overview of commonly requested cocktails KB36. preparation and serving techniques for a basic range of drinks including tea and coffee KB37. waste minimization techniques KB38. typical food and beverage service styles and types of menus used in different hospitality contexts including buffet, tray, plate and silver service KB39. typical industry room and table set-ups for different types of functions including furniture, seating and decoration KB40. ways of dressing and setting tables for a range of different functions, service styles and service periods KB41. range and usage of standard restaurant equipment KB42. knowledge of menus as appropriate to enterprise KB43. typical workflow structure for service within a food and beverage service environment KB44. ordering and service procedures
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret instructions, procedures, information and signs relevant to food and beverage activities SA2. interpret and follow operational instructions and prioritise work SA3. read and interpret information correctly from various job specification documents, manuals, health and safety instructions etc. applicable to the job in English and/or local language
	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA4. note down the order accurately and confirm
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA5. communicate effectively with others when carrying out tasks SA6. discuss task lists, schedules, and work-loads with co-workers

THC/N0302 Greet customer, take order, serve food and beverage

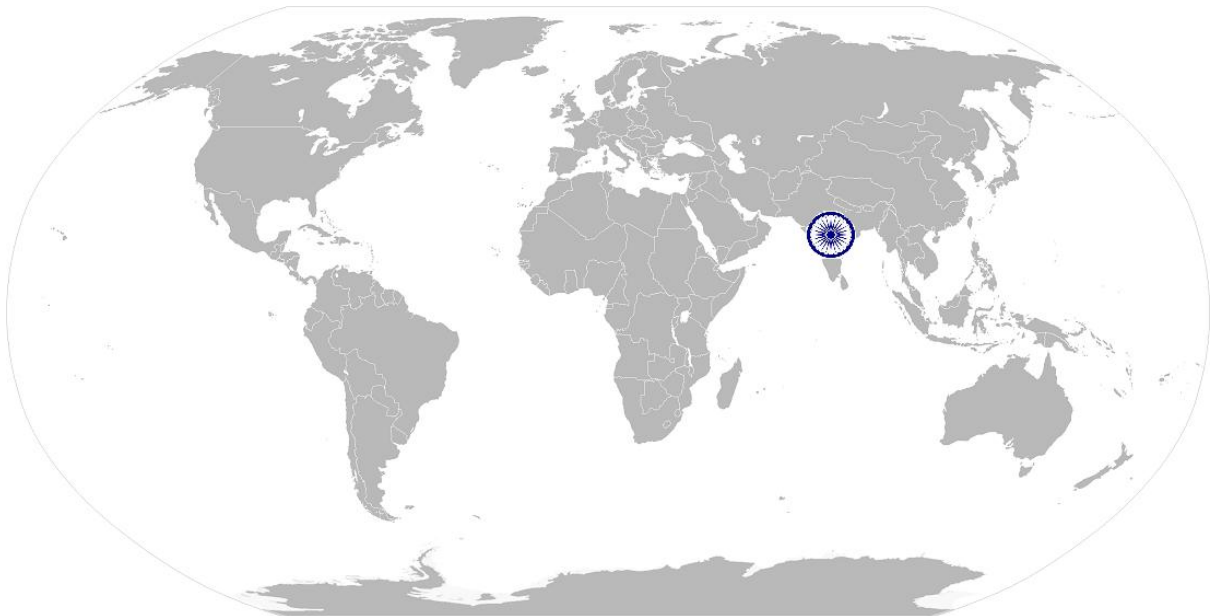
	<p>SA7. question customers appropriately in order to understand the nature of the problem and make a diagnosis</p> <p>SA8. check and clarify task-related information</p> <p>SA9. communicate with people in respectful form and manner in line with organizational protocol</p> <p>SA10. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required</p>
<p>B. Professional Skills</p>	<p>Decision Making</p>
	<p>NA</p>
	<p>Plan and Organize</p>
	<p>The user/individual on the job needs to know and understand:</p> <p>SB1. plan, prioritize and sequence work operations as per job requirements</p> <p>SB2. organize and analyse information relevant to work</p> <p>SB3. work in a team in order to achieve better results</p> <p>SB4. identify and clarify work roles within a team</p> <p>SB5. communicate and cooperate with others in the team</p> <p>SB6. seek assistance from fellow team members</p>
	<p>Customer Centricity</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB7. manage relationships with customers who may be stressed, frustrated, confused, or angry</p> <p>SB8. build customer relationships and use service and customer centric approach</p> <p>SB9. importance of taking responsibility for own work outcomes</p> <p>SB10. importance of adherence to work timings, dress code and other organizational policies</p> <p>SB11. importance of following laid down rules, procedures, instructions and policies</p> <p>SB12. importance of exercising restraint while expressing dissent and during conflict situations</p> <p>SB13. how to avoid and manage distractions to be disciplined at work</p> <p>SB14. importance of time management for achieving better results</p>
	<p>Problem Solving</p>
	<p>NA</p>
	<p>Analytical Thinking</p>
	<p>NA</p>
<p>Critical Thinking</p>	
<p>NA</p>	

THC/N0302

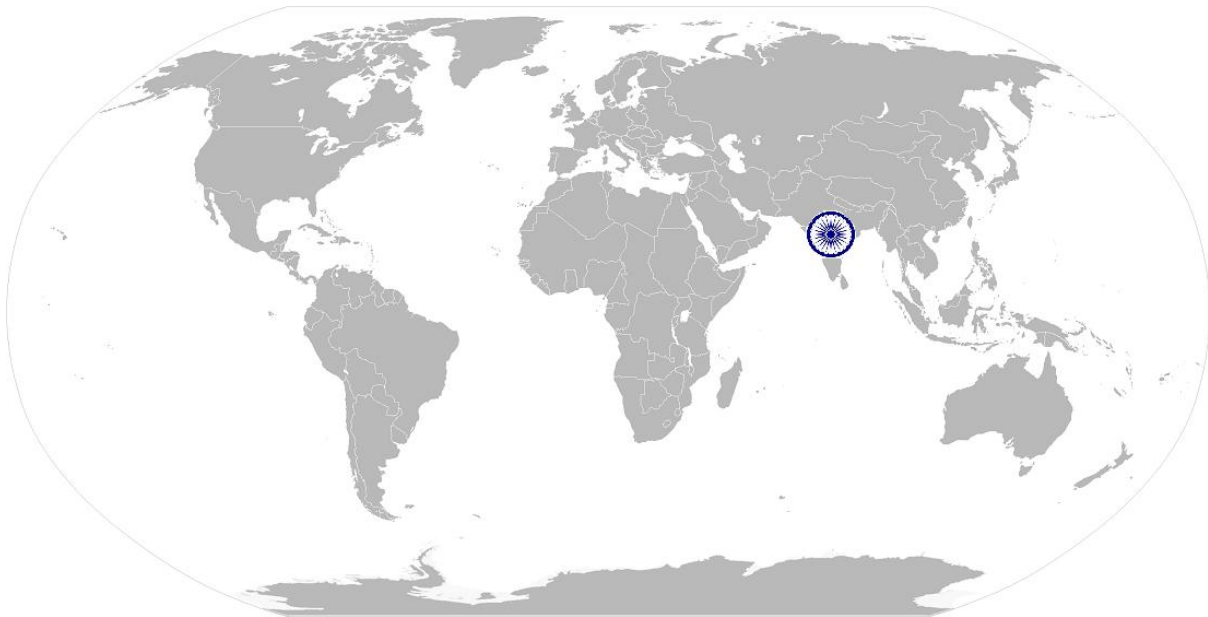
Greet customer, take order, serve food and beverage

NOS Version Control

NOS Code	THC/N0302		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	04/07/14
Industry Sub-sector	Hotels	Last reviewed on	26/03/15
Occupation	Food & Beverage Service	Next review date	25/03/16



National Occupational Standard



Overview

This unit is about clearing tables of crockery, cutlery, glassware, condiments, napkins and other tableware as per company policy and with minimal disruption to customers.

THC/N0303

Clean tables and counters

National Occupational Standard	Unit Code	THC/N0303
	Unit Title (Task)	Clean tables and counters
	Description	This OS unit is about clearing tables of crockery, cutlery, glassware, condiments, napkins and other tableware as per company's policy and with minimal disruption to customers
	Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Clear tables and counters after dining • Present guest account/check for the services used • Clean table and side boards of used tableware and waste food/beverages
	Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria	
Clearing tables and counters after dining	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. clear tables of crockery, cutlery and glassware at the appropriate time after the meals, as per the course and with minimal disruption to customers</p> <p>PC2. remove tableware, cutlery, condiments and other used items from the table as per the procedure after customer has finished dining for crockery, cutlery/silverware, glassware, menus/menu folders, table decorations, condiments and accompaniments, napkins and table coverings</p>	
Presenting guest account/check for the services used	<p>To be competent, the user/ individual must be able to:</p> <p>PC3. provide after-meals services such as mouth fresheners and/or finger-bowls as per organization standards</p> <p>PC4. present the customer accounts/check for services used, as per organization procedure to the guest</p>	
Cleaning table and side boards of used tableware and waste food/beverages	<p>To be competent, the user/ individual must be able to:</p> <p>PC5. arrange table items used in food service area for cleaning or store them as required</p> <p>PC6. prepare service and table linen for dispatch to laundry or clean down and remove disposable items</p> <p>PC7. dispatch used crockery, cutlery and service dishes to dish cleaning area</p> <p>PC8. store food items and accompaniments for future use in line with food hygiene regulations</p> <p>PC9. leave dining and food service areas tidy and ready for cleaning</p> <p>PC10. dispose of rubbish and waste food following recommended procedures</p> <p>PC11. ensure that service equipment is clean, correctly stored and turned off where appropriate</p> <p>PC12. ensure that dining furniture is clean and ready for future use</p> <p>PC13. store and/or prepare equipment for the next service, in accordance with standard operating procedures</p> <p>PC14. carry out all work in accordance with occupational Health and Safety</p>	

THC/N0303

Clean tables and counters

Knowledge and Understanding (K)	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> KA1. relevant occupational health and safety requirements applicable in the work place KA2. importance of working in clean and safe environment KA3. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities KA4. reporting structure, inter-dependent functions, lines and procedures in the work area KA5. work area KA6. relevant people and their responsibilities within the work area KA7. escalation matrix and procedures for reporting work and employment related issues KA8. documentation and related procedures applicable in the context of employment and work KA9. importance and purpose of documentation in context of employment and work
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> KB1. workplace and servicing procedures and policies for the carrying out F&B service tasks KB2. application of relevant regulations and requirements KB3. storage, service and upkeep procedure for cutlery, condiments and other accessories KB4. site layout and obstacles KB5. instructions and procedures for entering and leaving the workplace and why one should follow them KB6. levels of personal hygiene required at the workplace and why it is important to maintain them during work KB7. how to clear tables of crockery, cutlery and glassware at the appropriate time with minimal disruption to customers KB8. when and how to remove tableware, cutlery , condiments and other used items from the table as per the procedure after customer has left KB9. how and where to arrange table items used in food service area for cleaning or store them as required KB10. how to prepare service and table linen for dispatch to laundry or clean down and remove disposable items KB11. how and why to store food items and accompaniments for future use in line with food hygiene regulations KB12. how to dispose of rubbish and waste food correctly KB13. importance of maintaining service equipment clean and ensuring its turned off and stored KB14. how to maintain dining and food service areas tidy and ready for cleaning dispose of rubbish and waste food following recommended procedures KB15. how to clean dining furniture and keep it ready for future use leave dining and service areas tidy and ready for cleaning KB16. store and/or prepare equipment for the next service, in accordance with standard operating procedures

THC/N0303

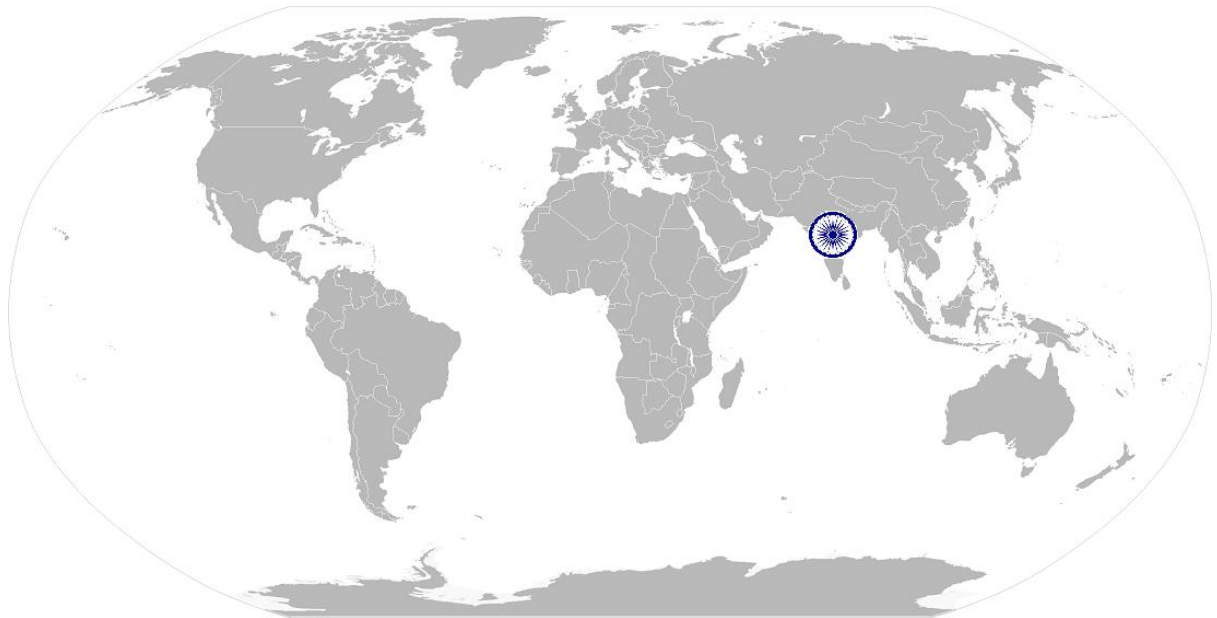
Clean tables and counters

	KB17. carry out all work in accordance with occupational Health and Safety
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret instructions, procedures, information and signs in the workplace
	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA2. complete documentation as per work requirements
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA3. communicate effectively with others when carrying out tasks SA4. discuss task lists, schedules, and work-loads with co-workers SA5. question customers appropriately in order to understand the nature of the problem and make a diagnosis SA6. check and clarify task-related information SA7. communicate with people in respectful form and manner in line with organizational protocol SA8. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
	B. Professional Skills
	Decision Making
NA	
Plan and Organize	
The user/individual on the job needs to know and understand: SB1. plan, prioritize and sequence work operations as per job requirements SB2. organize and analyse information relevant to work	
Customer Centricity	
The user/individual on the job needs to know and understand how to: SB3. manage relationships with customers who may be stressed, frustrated, confused, or angry SB4. build customer relationships and use service and customer centric approach SB5. importance of taking responsibility for own work outcomes SB6. importance of adherence to work timings, dress code and other organizational policies SB7. importance of following laid down rules, procedures, instructions and policies SB8. how to avoid and manage distractions to be disciplined at work SB9. importance of time management for achieving better results	
Problem Solving	
NA	

THC/N0303

Clean tables and counters

	Analytical Thinking
	NA
	Critical Thinking
	SB10.

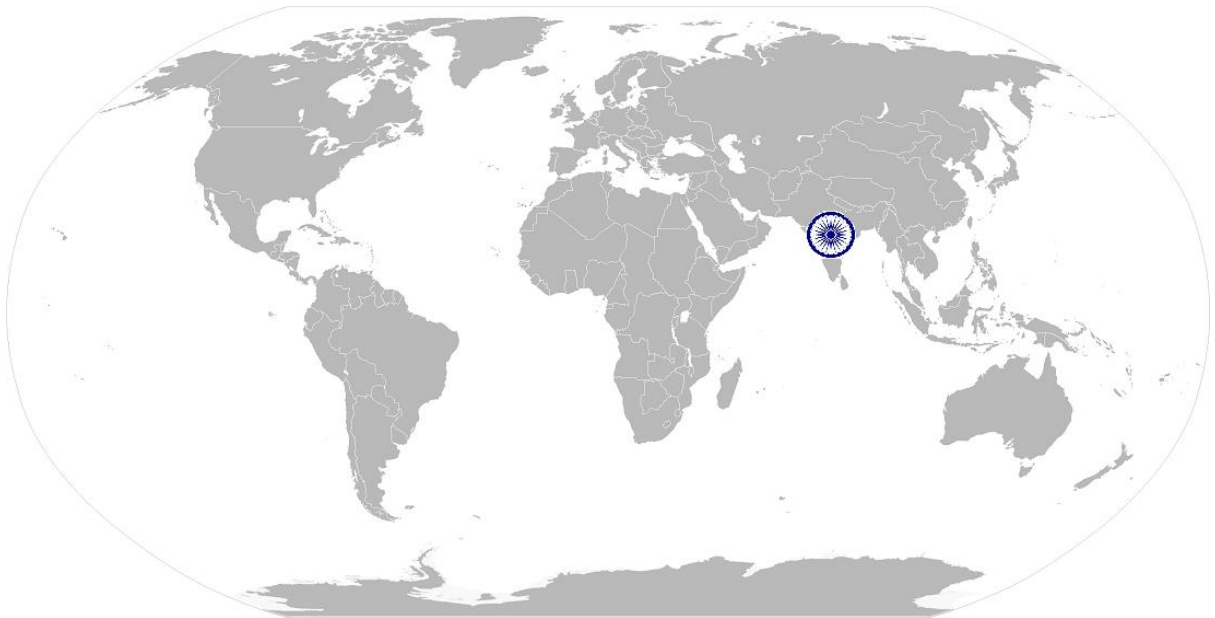


THC/N0303

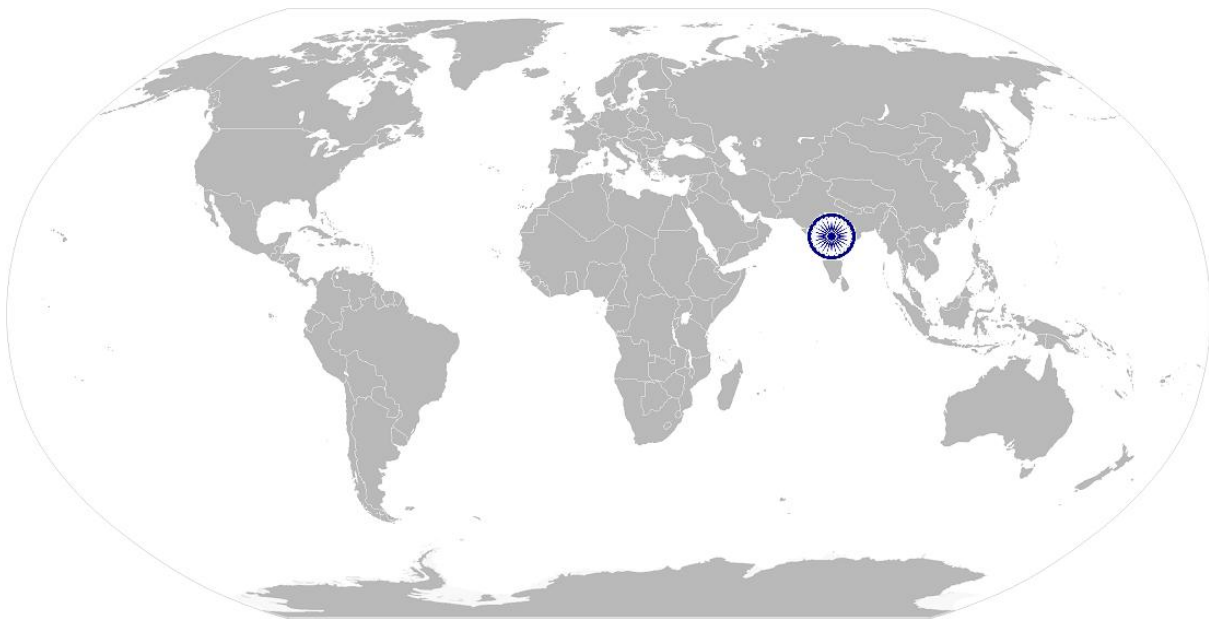
Clean tables and counters

NOS Version Control

NOS Code	THC/N0303		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	04/07/14
Industry Sub-sector	Hotels	Last reviewed on	26/03/15
Occupation	Food & Beverage Service	Next review date	25/03/16



National Occupational Standard



Overview

This unit is about presenting bills, receiving payments from the customer, keeping payments safe and secure, and maintaining a payment point such as till and operating the till, as per organization procedure.

THC/N0304

Deal with customer payment

Unit Code	THC/N0304
Unit Title (Task)	Deal with customer payment
Description	This OS unit is about presenting bills, receiving payments from the customer, keeping payments safe and secure, and maintaining a payment point such as till and operating the till, as per organization procedure.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Receiving payment after service
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Receiving payment after service	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. make sure that payment point is working and that all needed material such as stationery, till/ credit/ debit rolls are available or processing either of cash, traveller's cheques, drafts</p> <p>PC2. maintain the payment point and restock it when necessary</p> <p>PC3. enter / scan information into the payment point correctly</p> <p>PC4. organize and present accounts to customers on request</p> <p>PC5. tell the customer how much they have to pay, if asked and modes of payments accepted</p> <p>PC6. acknowledge the customer's payment and validate it where necessary</p> <p>PC7. follow correct procedure for chip and pin transactions</p> <p>PC8. put the payment in the right place according to the organization's procedures</p> <p>PC9. give correct change for cash transactions</p> <p>PC10. carry out transactions without delay and give relevant confirmation to the customer</p> <p>PC11. make the payment point contents available for authorized collection</p> <p>PC12. process accounts in accordance with standard operating procedures</p> <p>PC13. farewell guests courteously from the restaurant/dining area in accordance with standard operating procedures</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. relevant occupational health and safety requirements applicable in the work place</p> <p>KA2. importance of working in clean and safe environment</p> <p>KA3. own job role and responsibilities and sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>KA4. reporting structure, inter-dependent functions, lines and procedures in the work area</p>

THC/N0304

Deal with customer payment

	KA5. relevant people and their responsibilities within the work area KA6. escalation matrix and procedures for reporting work related issues KA7. documentation and related procedures applicable in the context of work KA8. importance and purpose of documentation in context of work KA9. applicable discounts on food and beverage KA10. use computer to make note of reservations KA11. use computer system to prepare bill KA12. use EFTPOS machines
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB1. workplace and servicing procedures and policies for the carrying out F&B service tasks KB2. service standards required in the workplace KB3. procedure for opening and closing reports on tills/cash register/credit/debit card machine KB4. legal requirements for operating a payment point and taking payments from customers KB5. the organization's security procedures for processing cash and other types of payments KB6. how to set up the payment point KB7. how to get stock of material needed to set up and maintain the payment point KB8. why it is important to tell the customer about any delays and how one should do so KB9. types of problems that might occur at the payment point and how to deal with these KB10. procedure for changing the till / debit / credit machine roll KB11. correct procedures for handling payments KB12. what one should do if there are errors in handling payments KB13. understand the procedures for dealing with hand held payment devices KB14. what procedure to follow with regard to a payment that has been declined KB15. what might happen if one does not report errors KB16. procedures for collecting the contents of the payment point and who one should hand payments over to KB17. procedure for maintaining the imprest and cash KB18. perform numerical calculation KB19. apply simple formulae for calculations
Skills (S)	
A. Core Skills/ Generic Skills	<p style="text-align: center;">Reading Skills</p> The user/ individual on the job needs to know and understand how to: SA1. read and interpret instructions, procedures, information and signs relevant accounting practices SA2. interpret and follow operational instructions and prioritise work SA3. read and interpret information correctly from various job specification

THC/N0304

Deal with customer payment

	documents, manuals etc. applicable to the job in English and/or local language
	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA4. feed correct information in the billing format
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA5. communicate effectively with others when carrying out tasks SA6. discuss task lists, schedules, and work-loads with co-workers SA7. question customers appropriately in order to understand the nature of the problem and make a diagnosis SA8. check and clarify task-related information SA9. communicate with people in respectful form and manner in line with organizational protocol SA10. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
	B. Professional Skills
	Decision Making
	NA
	Plan and Organize
	NA
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB1. manage relationships with customers who may be stressed, frustrated, confused, or angry SB2. build customer relationships and use service and customer centric approach
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB3. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB4. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	NA
	Critical Thinking
	NA

THC/N0304

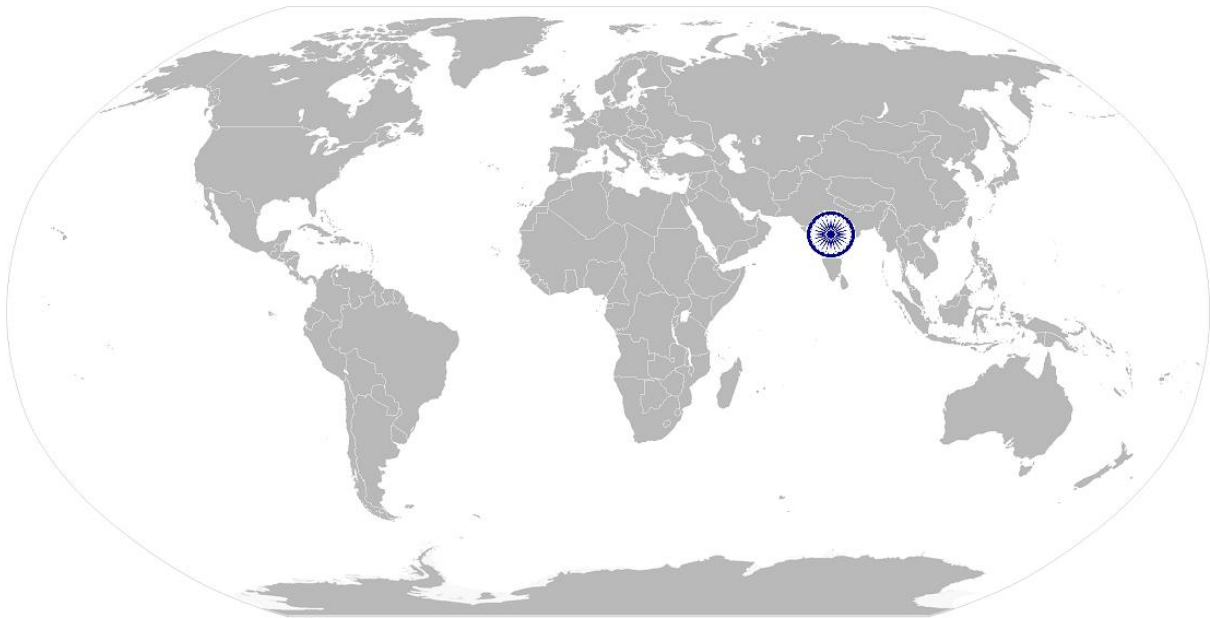
Deal with customer payment

NOS Version Control

NOS Code	THC/N0304		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	04/07/14
Industry Sub-sector	Hotels	Last reviewed on	26/03/15
Occupation	Food & Beverage Service	Next review date	25/03/16



National Occupational Standard



Overview

This unit is about effective handling of customer complaints related to food and beverage service.

THC/N0305

Resolve customer service issues

National Occupational Standard

Unit Code	THC/N0305
Unit Title (Task)	Resolve customer service issues
Description	This OS unit is about the effective handling of customer complaints related to food and beverage service
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Spot customer service issues • Resolve customer problems
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Spotting customer service issues	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. spot customer service issues</p> <p>PC2. listen carefully to the customers about any problem they have raised</p> <p>PC3. ask customers about the problem to check your understanding</p> <p>PC4. recognize repeated problems and alert the appropriate authority</p> <p>PC5. share customer feedback with others to identify potential problems before they happen</p> <p>PC6. identify problems with systems and procedures before they begin to affect your customers</p>
Resolving customer problems	<p>To be competent, the user/ individual must be able to:</p> <p>PC7. identify the options for resolving a customer service issue</p> <p>PC8. work with others to identify and confirm the options to resolve a customer service issue</p> <p>PC9. work out the advantages and disadvantages of each option for the customer and the organization</p> <p>PC10. pick the best option for the customer and the organization</p> <p>PC11. identify for the customer other ways that the issue may be resolved if one is unable to help</p> <p>PC12. take action to resolve customer service issue</p> <p>PC13. discuss and agree the options for solving the problem with the customer</p> <p>PC14. take action to implement the option agreed with the customer</p> <p>PC15. work with others and the customer to make sure that any promises related to solving the problem are kept</p> <p>PC16. keep the customer fully informed about what is happening to resolve the problem</p>

THC/N0305

Resolve customer service issues

	<p>PC17. check with the customer to make sure the problem has been resolved to their satisfaction</p> <p>PC18. give clear reasons to the customer when the problem has not been resolved to their satisfaction</p>
Knowledge and Understanding (K)	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. own job role and responsibilities and sources for information pertaining to job role and responsibilities</p> <p>KA2. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>KA3. relevant people and their responsibilities within the work area</p> <p>KA4. escalation matrix and procedures for reporting work and employment related issues</p> <p>KA5. documentation and related procedures applicable in the context of work</p> <p>KA6. importance and purpose of documentation in context of work</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. workplace and servicing procedures and policies for carrying out F&B service tasks</p> <p>KB2. service standards required in the workplace</p> <p>KB3. why it is important to tell the customer about any delays and how you should do so</p> <p>KB4. organizational procedures and systems for dealing with customer service problems</p> <p>KB5. how to defuse potentially stressful situations</p> <p>KB6. how to negotiate</p> <p>KB7. limitations of what one can offer to the customer</p> <p>KB8. types of action that may make a customer problem worse and should be avoided</p> <p>KB9. typical workflow structure for service within a food and beverage service environment</p> <p>KB10. hygiene and safety issues of specific relevance to food and beverage service</p>
Skills (S)	
<p>A. Core Skills/ Generic Skills</p>	<p style="text-align: center;">Reading Skills</p>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read and interpret instructions, procedures, information and signs relevant to food and beverage activities</p> <p>SA2. interpret and follow operational instructions and prioritise work</p> <p>SA3. read and interpret information correctly from various job specification documents, manuals, health and safety instructions, etc., applicable to the job</p>

THC/N0305

Resolve customer service issues

	in English and/or local language
	writing Skills
	The user/ individual on the job needs to know and understand how to: SA4. complete documentation as per work requirements
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA5. communicate effectively with others when carrying out tasks SA6. discuss task lists, schedules, and work-loads with co-workers SA7. question customers appropriately in order to understand the nature of the problem and make a diagnosis SA8. check and clarify task-related information SA9. communicate with people in respectful form and manner in line with organizational protocol SA10. avoid using jargon, slang or acronyms when communicating with a customer, unless it is required
	B. Professional Skills
	Decision Making
	NA
	Plan and Organize
	The user/individual on the job needs to know and understand how to: SB1. work in a team in order to achieve better results SB2. identify and clarify work roles within a team SB3. communicate and cooperate with others in the team SB4. seek assistance from fellow team members
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB5. manage relationships with customers who may be stressed, frustrated, confused, or angry SB6. build customer relationships and use service and customer centric approach
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB7. think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s) SB8. identify immediate or temporary solutions to resolve delays
	Analytical Thinking
	NA
	Critical Thinking

THC/N0305

Resolve customer service issues

	NA
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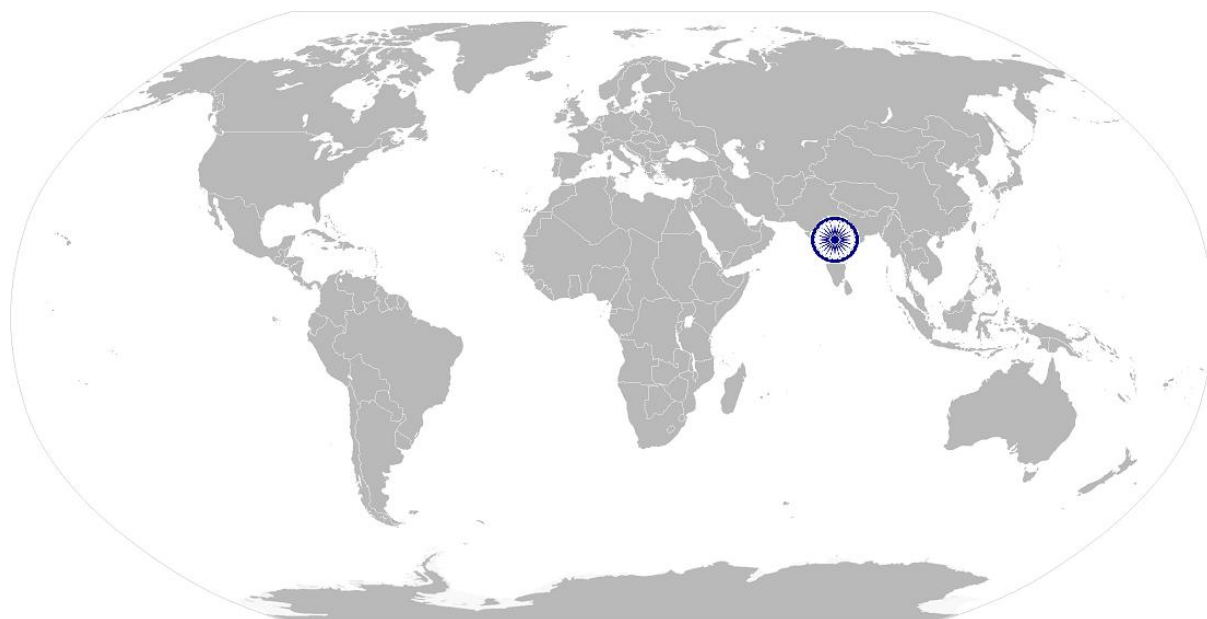


THC/N0305

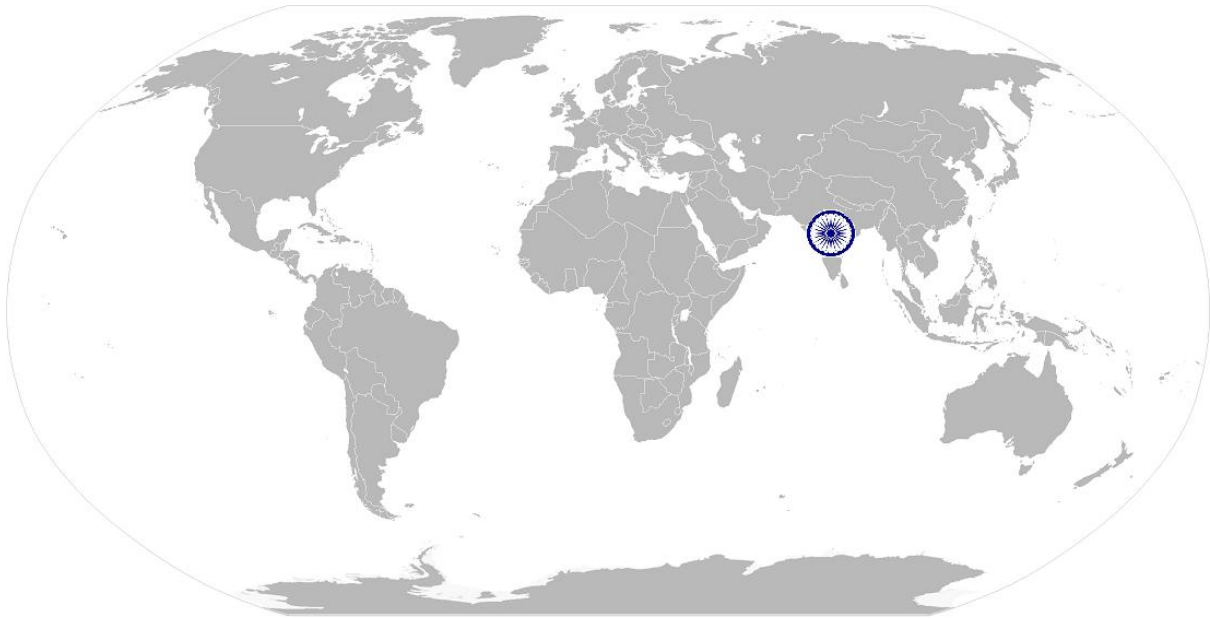
Resolve customer service issues

NOS Version Control

NOS Code	THC/N0305		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	04/07/14
Industry Sub-sector	Hotels	Last reviewed on	26/03/15
Occupation	Food & Beverage Service	Next review date	25/03/16



National Occupational Standard



Overview

This unit is about communicating effectively with superiors, colleagues and customers to achieve a smooth workflow.

THC/N9901

Communicate with customer and colleagues

National Occupational Standard

Unit Code	THC/N9901
Unit Title (Task)	Communicate with customer and colleagues
Role Description	This OS unit is about communicating effectively with superiors, colleagues and customer to achieve a smooth workflow
Scope	This unit/task covers the following: <ul style="list-style-type: none"> • Interact with superior • Communicate with colleagues • Communicate effectively with customers
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Interacting with superior	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> PC1. receive job order and instructions from reporting superior PC2. understand the work output requirements, targets, performance indicators and incentives PC3. deliver quality work on time and report any anticipated reasons for delays PC4. escalate unresolved problems or complaints to the relevant senior PC5. communicate maintenance and repair schedule proactively to the superior PC6. receive feedback on work standards PC7. document the completed work schedule and handover to the superior
Communicating with colleagues	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> PC8. exhibit trust, support and respect to all the colleagues in the workplace PC9. aim to achieve smooth workflow PC10. help and assist colleagues with information and knowledge PC11. seek assistance from the colleagues when required PC12. identify the potential and existing conflicts with the colleagues and resolve PC13. pass on essential information to other colleagues on timely basis PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work PC16. put team over individual goals and multi task or share work where necessary supporting the colleagues PC17. highlight any errors of colleagues, help to rectify and ensure quality output PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance

THC/N9901

Communicate with customer and colleagues

<p>Communicating effectively with customers</p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC19. ask more questions to the customers and identify their needs</p> <p>PC20. possess strong knowledge on the product, services and market</p> <p>PC21. brief the customers clearly</p> <p>PC22. communicate with the customers in a polite, professional and friendly manner</p> <p>PC23. build effective but impersonal relationship with the customers</p> <p>PC24. ensure the appropriate language and tone are used to the customers</p> <p>PC25. listen actively in a two way communication</p> <p>PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.</p> <p>PC27. understand the customer expectations correctly and provide the appropriate products and services</p> <p>PC28. understand the customer dissatisfaction and address to their complaints effectively</p> <p>PC29. maintain a positive, sensible and cooperative manner all time</p> <p>PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers</p> <p>PC31. avoid interrupting the customers while they talk</p> <p>PC32. ensure to avoid negative questions and statements to the customers</p> <p>PC33. inform the customers on any issues or problems before hand and also on the developments involving them</p> <p>PC34. ensure to respond back to the customer immediately for their voice messages, e-mails, etc.</p> <p>PC35. develop good rapport with the customers and promote suitable products and services</p> <p>PC36. seek feedback from the customers on their understanding to what was discussed</p> <p>PC37. explain the terms and conditions clearly</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on personnel management, effective team work at workplace</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. methods for effective communication with various categories of people and the different departments in the organization</p>

THC/N9901

Communicate with customer and colleagues

	<p>KB2. significance of team coordination and productivity targets of the organisation</p> <p>KB3. how to record the job activity as required on various types of documents</p> <p>KB4. how to use computer or smart phone to communicate effectively and productively</p> <p>KB5. significance of helping colleagues with specific issues and problems</p> <p>KB6. importance of meeting quality and time standards as a team</p> <p>KB7. how to practice effective listening</p> <p>KB8. communicate effectively with customers</p> <p>KB9. effective use of voice tone and pitch for communication</p> <p>KB10. how to demonstrate ethics and convey discipline to the customers</p> <p>KB11. how to build effective working relationship with mutual trust and respect within the team</p> <p>KB12. importance of dealing with grievances effectively and in time</p>
Skills (S)	
<p>A. Core Skills/ Generic Skills</p>	Reading Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read job sheets, company policy documents and information displayed at the workplace</p> <p>SA2. read notes/comments from the supervisor</p>
	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. fill up documentation pertaining to job requirement</p>
<p>B. Professional Skills</p>	Oral Communication (Listening and Speaking skills)
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. interact with team members to work efficiently</p> <p>SA5. communicate effectively with superior to achieve smooth workflow</p> <p>SA6. communicate effectively with the customers to build a good rapport with them</p> <p>SA7. use language that the customer or colleague understands</p> <p>SA8. use the communications systems of the company, e.g., telephone, fax, public announcement systems</p> <p>SA9. E-mail and use Internet for communicating</p> <p>SA10. use of audio-visual aids to communicate complex issues</p>
	Decision Making
<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB1. spot and communicate potential areas of disruptions to work process and report the same</p> <p>SB2. report to supervisor and deal with a colleague individually, depending on the type of concern</p>	
Plan and Organize	

THC/N9901

Communicate with customer and colleagues

	NA
	Customer Centricity
	NA
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB3. coordinate with different departments and multi-task as necessary SB4. contribute to quality of team work and achieve smooth workflow SB5. share work load as required SB6. delegate work in consultation with superior or as necessary instead of allowing work to pile up
	Analytical Thinking
	NA
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB7. improve work processes by interacting with others and adopting best practices SB8. resolve recurring inter-personal conflicts

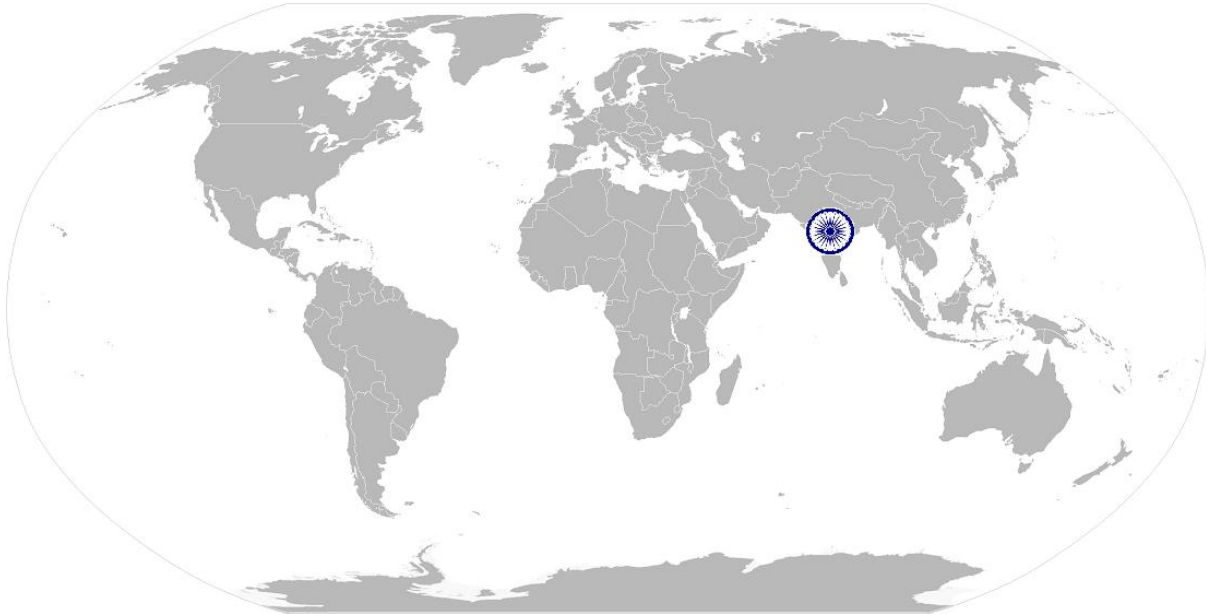


THC/N9901

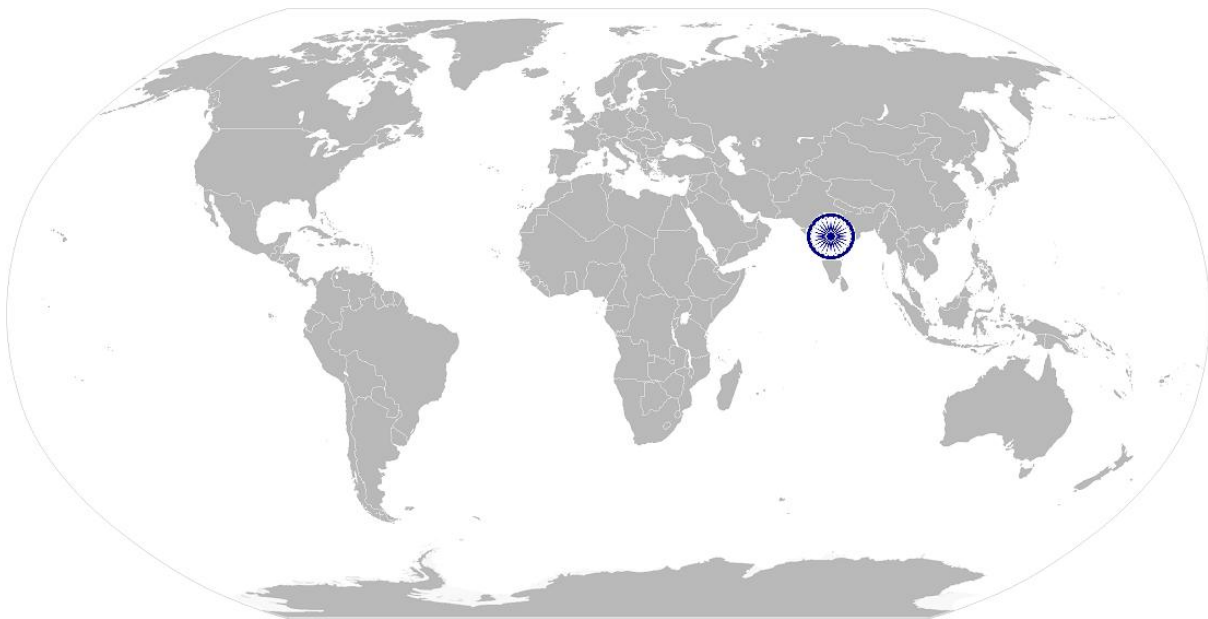
Communicate with customer and colleagues

NOS Version Control

NOS Code	THC/N9901		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	15/03/2015
Industry Sub-sector	<ol style="list-style-type: none"> 1. Hotels 2. Travel and Tours 3. Restaurants 4. Facility Management 5. Cruise Liners 	Last reviewed on	26/03/2015
Occupation	Food & Beverage Service	Next review date	26/03/2016



National Occupational Standard



Overview

This unit is about understanding customer requirements, understanding the market standards of service, assessing scheduled services and those that are unscheduled but can be offered, and conveying or executing it in a manner that results in customer satisfaction.

THC/N9902

Maintain customer-centric service orientation

National Occupational Standard

Unit Code	THC/N9902
Unit Title (Task)	Maintain customer-centric service orientation
Description	This OS unit is about engaging customers, fulfilling their needs and achieving customer satisfaction.
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Engage with customers to understand their service quality requirements Achieve customer satisfaction Fulfil customer requirement
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Engaging with customers for assessing service quality requirements	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> PC1. keep in mind the profiles of expected customers PC2. understand the target customers and their needs as defined by the company PC3. organize regular customer events and feedback session frequently PC4. build a good rapport with the customers including the ones who complain PC5. have frequent discussions with regular customers on general likes and dislikes in the market, latest trends, customer expectations, etc. PC6. receive regular feedbacks from the clients on current service, complaints, and improvements to be made, etc. PC7. compulsively seek customer rating of service to help develop a set of regularly improved procedures PC8. ingrain customer oriented behaviour in service at all levels PC9. aim to gain their long lasting loyalty and satisfaction PC10. engage with customers on without intruding on privacy
Achieving customer satisfaction	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> PC11. ensure clarity, honesty and transparency with the customers PC12. treat the customers fairly and with due respect PC13. focus on executing company's marketing strategies and product development PC14. focus on enhancing brand value of company through customer satisfaction
Fulfilling customer requirement	To be competent, the user/ individual must be able to: <ul style="list-style-type: none"> PC15. ensure that customer expectations are met PC16. learn to read customers' needs and wants PC17. willingly accept and implement new and innovative products and services that help improve customer satisfaction PC18. communicate feedback of customer to senior, especially, the negative feedback PC19. maintain close contact with the customers and focus groups PC20. offer promotions to improve product satisfaction level to the customers periodically

THC/N9902

Maintain customer-centric service orientation

	PC21. weigh the cost of fulfilling unscheduled customer requests, consult with senior and advise the customer on alternatives
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> KA1. company's policies on customer centric orientation behaviour at workplace KA2. company's Human Resources policies KA3. company's reporting structure KA4. company's documentation policy KA5. company's customer profile
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> KB1. significance of treating the customers with respect and in a friendly and professional way KB2. importance of gaining customer satisfaction KB3. methods of engaging with the customers effectively and professionally KB4. ways to improve company's customer satisfaction rating KB5. company's and prevailing market standards of customer satisfaction KB6. standard operating procedure (SOP) KB7. the variety of common and unscheduled requests to expect KB8. significance of being transparent and courteous under all circumstances involving customer interaction without losing composure
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	The user/ individual on the job needs to know and understand how to:
	SA1. read job sheets, company policy documents and information displayed at the workplace
	SA2. read notes/comments from the supervisor
	Writing Skills
The user/ individual on the job needs to know and understand how to:	
SA3. fill up documentation pertaining to one's role in customer satisfaction	
Oral Communication (Listening and Speaking skills)	
The user/ individual on the job needs to know and understand how to:	
SA4. interact with team members to work efficiently	
SA5. communicate effectively with customers	
SA6. engage with customer to understand their expectations	
SA7. company standards and effectiveness improvements pattern	
SA8. resolve customer's concerns satisfactorily within timeframe stipulated by the company or as agreed with customer or colleague	
SA9. use the communications systems of the company, e.g., telephone, fax, public announcement systems	

THC/N9902

Maintain customer-centric service orientation

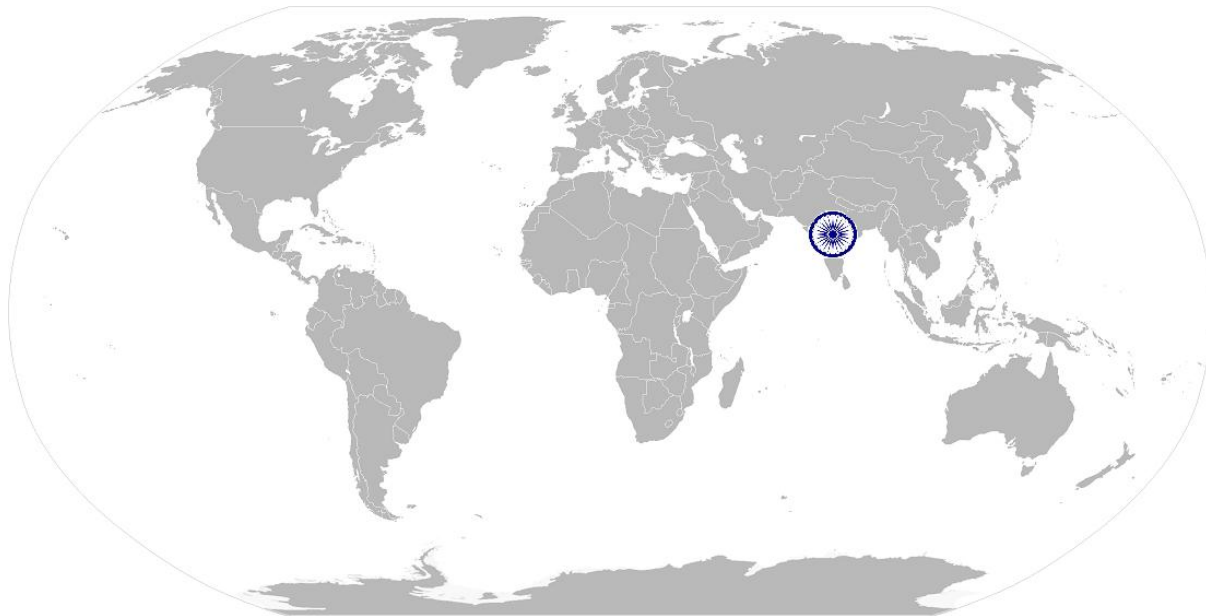
	SA10. E-mail and use Internet for communicating SA11. use of audio-visual aids to communicate complex issues
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand:
	SB1. how to spot and communicate potential areas of disruptions to work process and report the same so that customer service is smooth
	SB2. how to address the complaints and handle the dissatisfied the customers
	Plan and Organize
	NA
	Customer Centricity
	NA
	Problem Solving
	The user/ individual on the job needs to know and understand how to:
SB3. coordinate with different departments in order to service the customer better	
SB4. contribute to quality of team work and achieve smooth workflow	
SB5. share work load as required	
Analytical Thinking	
NA	
Critical Thinking	
The user/ individual on the job needs to know and understand how to:	
SB6. improve work processes by interacting with customers and adopting best practices	
SB7. resolve recurring inter-personal or system related conflicts with colleagues that hinder customer service	
SB8. act upon constructively on any problems as pointed by customers	
SB9. handle personality clashes effectively	

THC/N9902

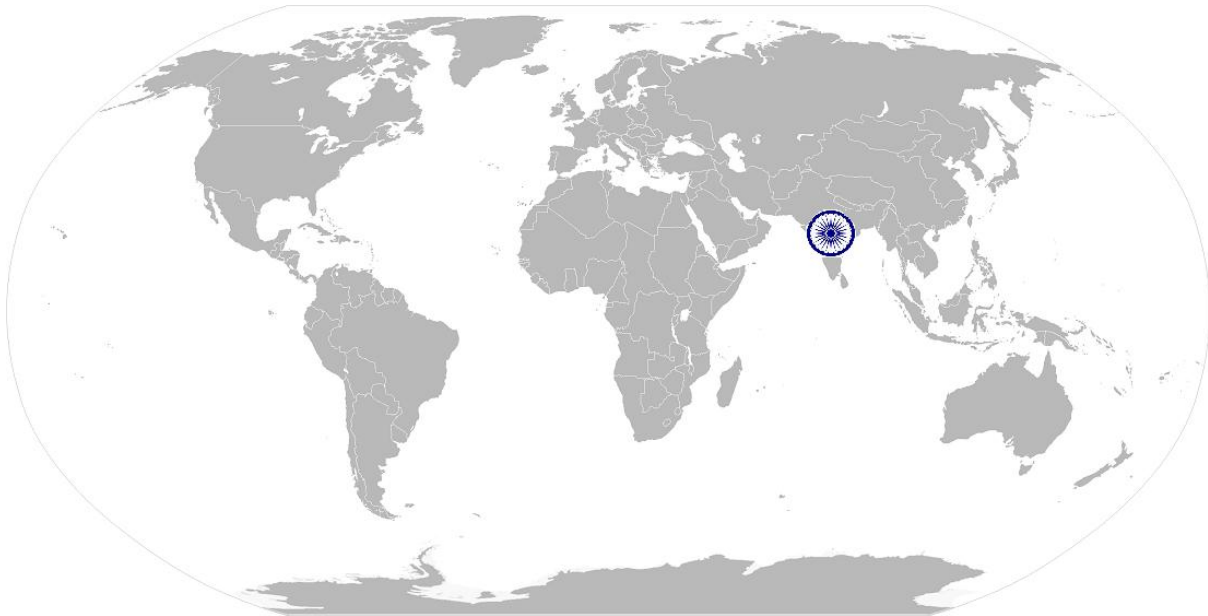
Maintain customer-centric service orientation

NOS Version Control

NOS Code	THC/N9902		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	15/03/2015
Industry Sub-sector	<ol style="list-style-type: none"> 1. Hotels 2. Travel and Tours 3. Restaurants 4. Facility Management 5. Cruise Liners 	Last reviewed on	26/03/2015
Occupation	Food & Beverage Service	Next review date	26/03/2016



National Occupational Standard



Overview

This unit is about maintaining standard etiquette at workplace and achieving customer satisfaction

THC/N9903

Maintain standard of etiquette and hospitable conduct

National Occupational Standard

Unit Code	THC/N9903
Unit Title (Task)	Maintain standard of etiquette and hospitable conduct
Description	This OS unit is about maintaining standard etiquette at workplace and achieving customer satisfaction
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> Follow behavioural, personal and telephone etiquettes Treat customers with high degree of respect and professionalism Achieve customer satisfaction
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Following behavioural, personal and telephone etiquettes	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival</p> <p>PC2. welcome the customers with a smile</p> <p>PC3. ensure to maintain eye contact</p> <p>PC4. address the customers in a respectable manner</p> <p>PC5. do not eat or chew while talking</p> <p>PC6. use their names as many times as possible during the conversation</p> <p>PC7. ensure not to be too loud while talking</p> <p>PC8. maintain fair and high standards of practice</p> <p>PC9. ensure to offer transparent prices</p> <p>PC10. maintain proper books of accounts for payment due and received</p> <p>PC11. answer the telephone quickly and respond back to mails faster</p> <p>PC12. ensure not to argue with the customer</p> <p>PC13. listen attentively and answer back politely</p> <p>PC14. maintain personal integrity and ethical behaviour</p> <p>PC15. dress professionally</p> <p>PC16. deliver positive attitude to work</p> <p>PC17. maintain well groomed personality, i.e., clean and crisp uniform, neatly cut and combed hair, well maintained and shining shoes, and no body odour</p> <p>PC18. achieve punctuality and body language</p> <p>PC19. maintain the social and telephonic etiquette</p> <p>PC20. provide small gifts as token of appreciation and thanks giving to the customer</p> <p>PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism</p> <p>PC22. demonstrate responsible and disciplined behaviours at the workplace</p> <p>PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict</p>

THC/N9903

Maintain standard of etiquette and hospitable conduct

Treating customers with high degree of respect and professionalism	<p>To be competent, the user/ individual must be able to:</p> <p>PC24. use appropriate titles and terms of respect to the customers</p> <p>PC25. use polite language</p> <p>PC26. maintain professionalism and procedures to handle customer grievances and complaints</p> <p>PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility</p> <p>PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette</p> <p>PC29. provide special attention to the customer at all time</p>
Achieving customer satisfaction	<p>To be competent, the user/ individual must be able to:</p> <p>PC30. achieve 100% customer satisfaction on a scale of standard</p> <p>PC31. gain customer loyalty</p> <p>PC32. enhance brand value of company</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on behavioural etiquette and professionalism</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. significance of professional and polite etiquette and behaviour</p> <p>KB2. the need and reason for achieving customer satisfaction</p> <p>KB3. procedural behavioural patterns framed by the organisation</p> <p>KB4. methods for gaining customer satisfaction</p> <p>KB5. standard operating procedure and service quality standards</p> <p>KB6. measure of customer satisfaction</p> <p>KB7. significance of brand enhancement via word-of-mouth</p> <p>KB8. the hospitality and tourism environment</p> <p>KB9. company's growth strategy and productivity targets</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	<p>The individual on the job needs to know and understand:</p> <p>SA1. how to read job sheets, company policy documents and information displayed at the workplace</p> <p>SA2. how to read notes and comments from the supervisor or customer</p>
	Writing Skills
<p>The individual on the job needs to know and understand:</p>	

THC/N9903

Maintain standard of etiquette and hospitable conduct

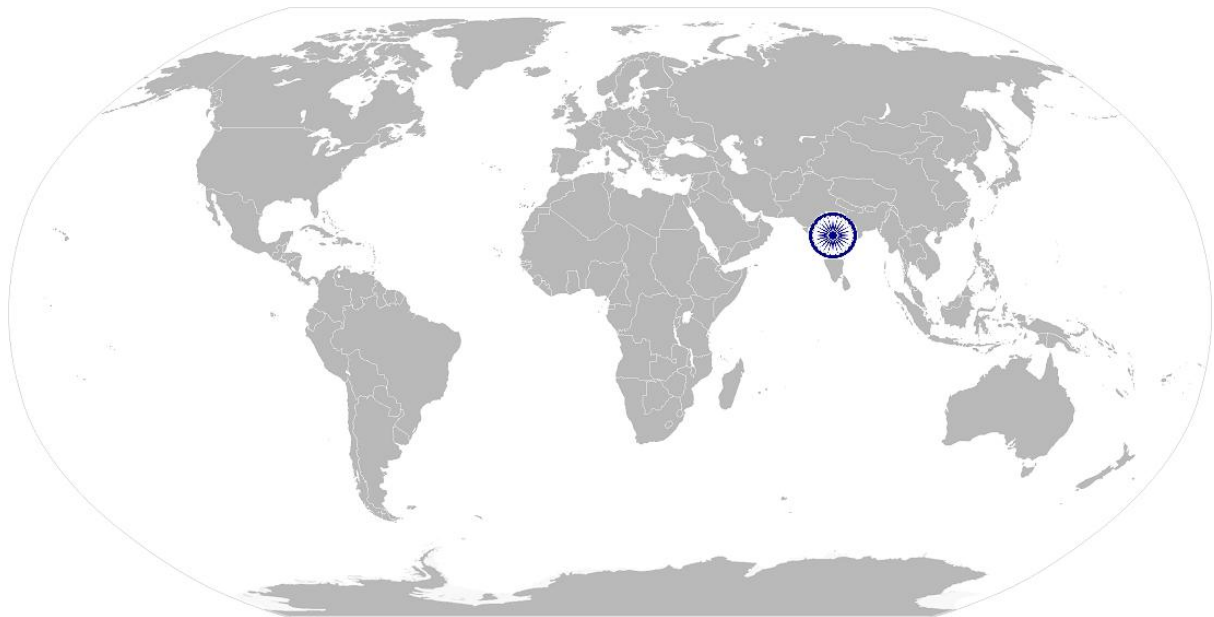
	SA3. how to fill up documentation pertaining to job requirement
	Oral Communication (Listening and Speaking skills)
	The individual on the job needs to know and understand:
	SA4. how to interact with team members to work efficiently
	SA5. how to communicate effectively with the customers by building a rapport with them and maintaining the etiquette
	SA6. how to avoid 'Self Reference Criterion' effect while interacting with guests
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand:
	SB1. how to spot and report potential areas of disruption to work process
	SB2. how to address the complaints and handle dissatisfied customers
	Plan and Organize
	NA
	Customer Centricity
	NA
	Problem Solving
	The user/ individual on the job needs to know and understand:
	SB3. how to coordinate with different departments to achieve smooth workflow
	SB4. contribution to quality of customer satisfaction via team work
	SB5. how to share work load as required
	Analytical Thinking
	NA
	Critical Thinking
	The user/ individual on the job needs to know and understand:
	SB6. how to improve work processes by interacting with customers
	SB7. how to adopt suggested best practices
	SB8. how to resolve recurring inter-personal conflicts
	SB9. how to address or escalate recurring problems reported by customers
	SB10. measure performance against company's standards
	SB11. motivate self and colleagues to work effectively given the boundaries of organisational structure, infrastructure and personnel management
	SB12. use the authority, power and politics issues to serve customer effectively

THC/N9903

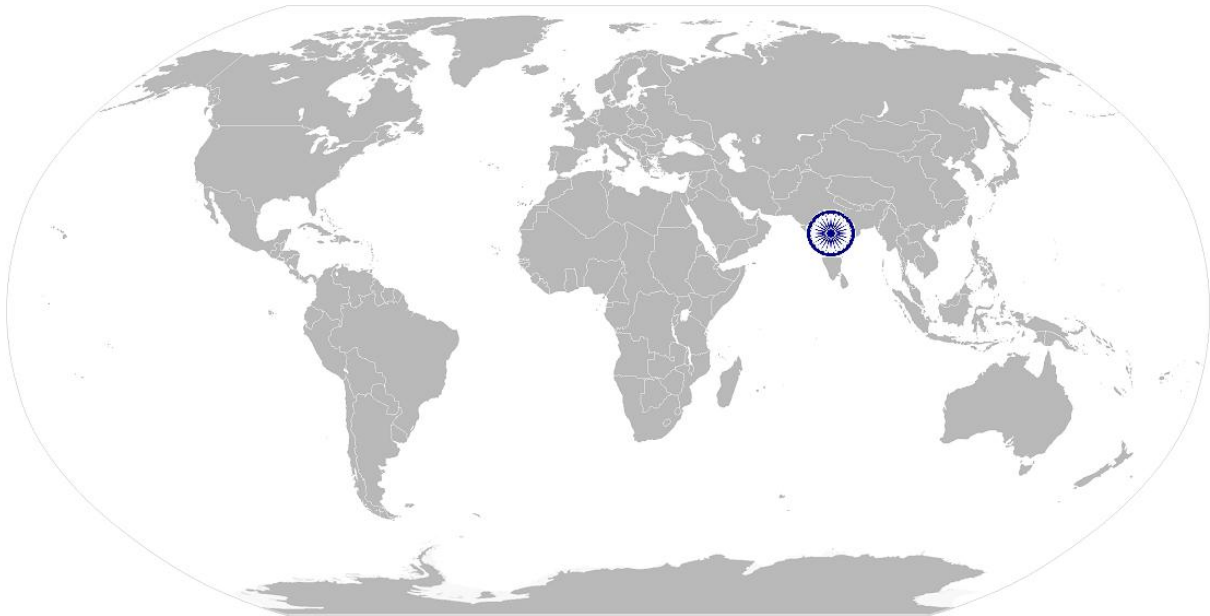
Maintain standard of etiquette and hospitable conduct

NOS Version Control

NOS Code	THC/N9903		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	15/03/2015
Industry Sub-sector	<ol style="list-style-type: none"> 1. Hotels 2. Travel and Tours 3. Restaurants 4. Facility Management 5. Cruise Liners 	Last reviewed on	26/03/2015
Occupation	Food & Beverage Service	Next review date	26/03/2016



National Occupational Standard



Overview

This unit is about following gender sensitivity for treating different genders and age groups of tourists or local customers such as women, men, children and senior citizens by offering them service as per their typical and collective requirements as well as treating women with respect and ensuring personal and material security and at all times.

THC/N9904

Follow gender and age sensitive service practices

National Occupational Standard

Unit Code	THC/N9904
Unit Title (Task)	Follow gender and age sensitive service practices
Description	This OS unit is about following gender and age sensitivity practices by treating the women, men, children and senior citizens equally and offering them service as per their unique and collective requirements as well as treating women with respect and ensuring personal and material security at all times
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Educate customer on specific facilities and services available for different categories of customers • Provide gender and age specific services as per their unique and collective requirements • Follow standard etiquette with women at workplace
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Educating customer on specific facilities and services available	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them</p> <p>PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff</p> <p>PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance</p> <p>PC4. inform about methods adopted to ensure safety and personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline</p> <p>PC5. provide the necessary comfort to the female traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.</p> <p>PC6. maintain compliant behavioural etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.</p> <p>PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment</p> <p>PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties</p>
Providing different age and gender specific customer service	<p>To be competent, the user/ individual must be able to:</p> <p>PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged</p> <p>PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, others</p> <p>PC11. coordinate with team to meet these unique needs, also keeping in mind their</p>

THC/N9904

Follow gender and age sensitive service practices

	<p>diverse cultural backgrounds</p> <p>PC12. provide entertainment programs and events suited for the children tourists</p> <p>PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies</p> <p>PC14. arrange for transport and equipment as required by senior citizens</p> <p>PC15. ensure availability of medical facilities and doctor</p>
<p>Following standard etiquette with women at workplace</p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace</p> <p>PC17. ensure a fair and equal pay to the women as men, more of formal training, advancement opportunities, better benefits, etc.</p> <p>PC18. involve women in the decision making processes and management professions</p> <p>PC19. avoid specific discrimination and give women their due respect</p> <p>PC20. motivate the women in the work place towards utilizing their skills</p> <p>PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them</p> <p>PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues</p> <p>PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.</p> <p>PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.</p> <p>PC25. ensure safety and security of women at all levels</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on gender sensitive service practices at workplace</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. gender specific requirements of different types of customer</p> <p>KB2. specific requirements of different age-groups of customers</p> <p>KB3. safety measures and procedures available for female colleagues and customers</p> <p>KB4. how to educate female customers and colleagues on available facilities so that they feel safe and secure</p> <p>KB5. helpline numbers</p>

THC/N9904

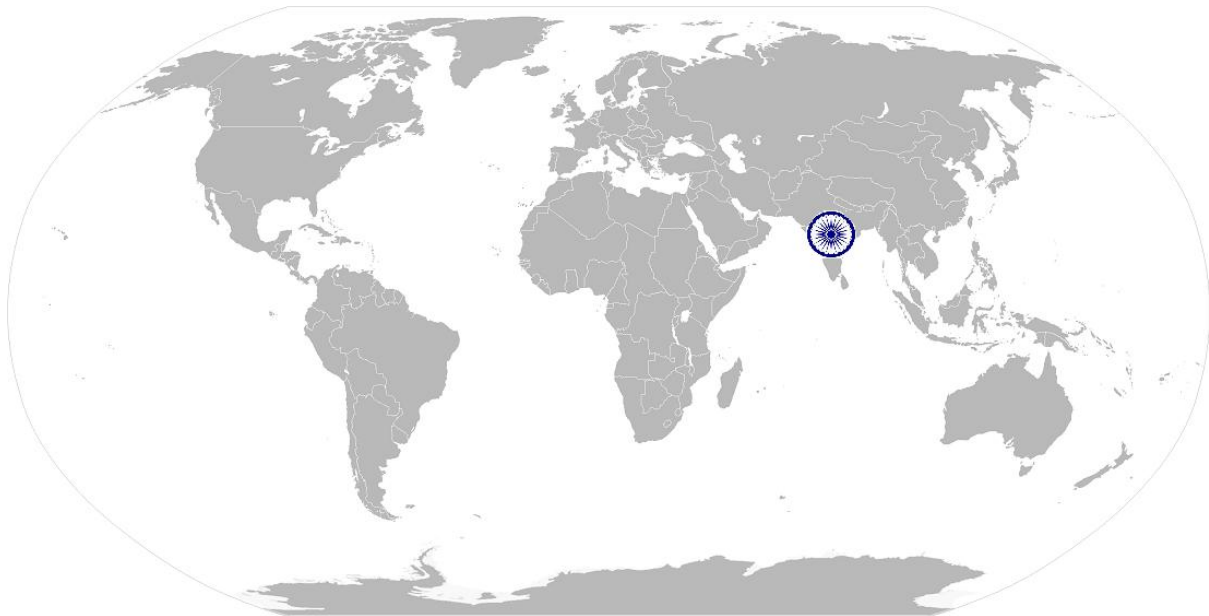
Follow gender and age sensitive service practices

	<p>KB6. process of handling and reporting abuse</p> <p>KB7. how to be vigilant for breach of safety at smallest level</p> <p>KB8. how to maintain customers' and colleagues' safety without making the environment threatening</p> <p>KB9. different types of potential security threats to domestic and international tourists</p> <p>KB10. standard procedures to be followed in the event of terrorist attack</p>
Skills (S)	
A. Core Skills/ Generic Skills	<p>Reading Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. read job sheets, company policy documents and information displayed at the workplace</p> <p>SA2. read notes/comments from the supervisor</p> <p>Writing Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. fill up documentation pertaining to safety maintenance requirements</p> <p>Oral Communication (Listening and Speaking skills)</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. communicate effectively with the customers building a good servicing rapport with them while maintaining the etiquette</p> <p>SA5. communicate with the women at workplace and the customers with respect</p>
B. Professional Skills	<p>Decision Making</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB1. decide on the methods to protect and safeguard the security of women in the workplace and the clientele</p> <p>SB2. address the complaints and handle dissatisfied customers</p> <p>Plan and Organize</p> <p>NA</p> <p>Customer Centricity</p> <p>NA</p> <p>Problem Solving</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB3. coordinate with different departments and work as team</p> <p>SB4. contribute to quality of team work and achieve smooth workflow</p> <p>SB5. share work load as required</p> <p>Analytical Thinking</p> <p>NA</p> <p>Critical Thinking</p>

THC/N9904

Follow gender and age sensitive service practices

	<p>The user/ individual on the job needs to know and understand how to:</p> <ul style="list-style-type: none"> SB6. improve work processes by interacting with customers and adopting best practices SB7. resolve recurring problems based on the complaints received from women customers and at the workplace SB8. different acceptable standards of behaviour in different cultures and societies to which customers belong SB9. help create enjoyable guest experience by accepting their social behaviour standards even if they may be different from own standards SB10. how to avoid negative behaviours accepted by peer groups that may affect work environment
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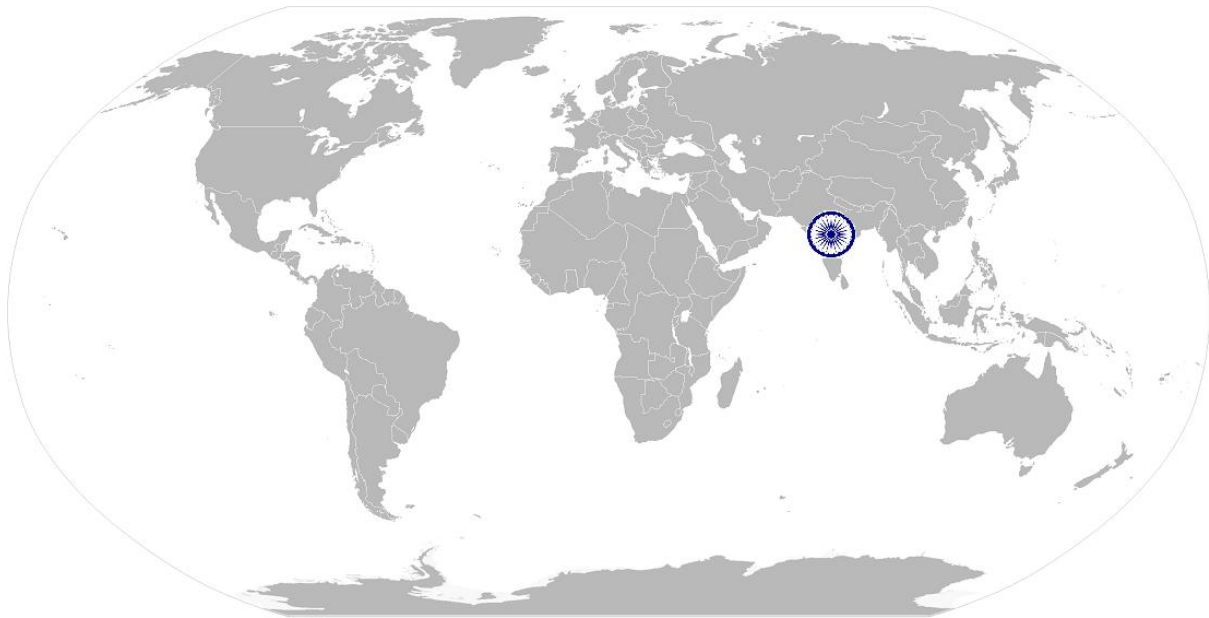


THC/N9904

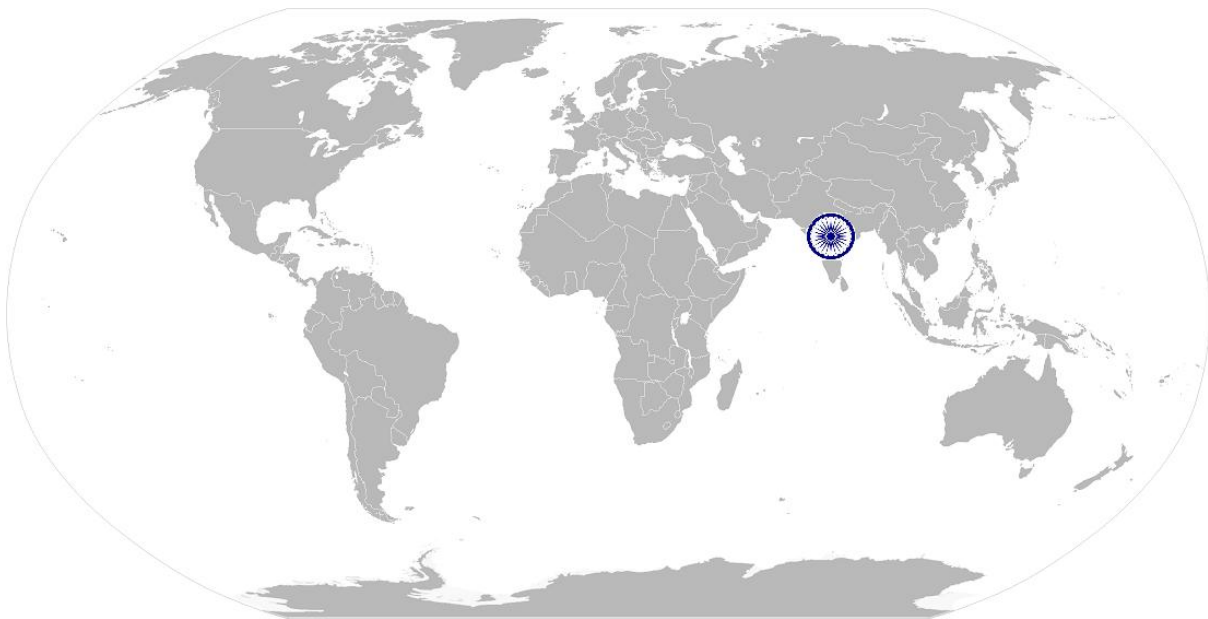
Follow gender and age sensitive service practices

NOS Version Control

NOS Code	THC/N9904		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	15/03/2015
Industry Sub-sector	<ol style="list-style-type: none"> 1. Hotels 2. Travel and Tours 3. Restaurants 4. Facility Management 5. Cruise Liners 	Last reviewed on	26/03/2015
Occupation	Food & Beverage Service	Next review date	26/03/2016



National Occupational Standard



Overview

This unit is about securing intellectual property rights of the company and respecting customer's copyright

THC/N9905

Maintain IPR of organisation and customer

Unit Code	THC/N9905
Unit Title (Task)	Maintain IPR of organisation and customers
Description	This OS unit is about securing intellectual property rights of the employee's organisation and respecting customer's copyright
Scope	This unit/task covers the following: <ul style="list-style-type: none"> Secure company's IPR Respect customers copyright
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Securing company's IPR	To be competent, the user/ individual must be able to: PC1. prevent leak of new plans and designs to competitors by reporting on time PC2. be aware of any of company's product, service or design patents PC3. report IPR violations observed in the market, to supervisor or company head
Respecting customer's copyright	To be competent, the user/ individual must be able to: PC4. read copyright clause of the material published on the internet and any other printed material PC5. protect infringement upon customer's business or design plans PC6. consult supervisor or senior management when in doubt about using information available from customer PC7. report any infringement observed by anyone in the company
Knowledge and Understanding (K)	
B. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA6. company's policies on intellectual property rights KA7. company's IPR infringement reporting policy KA8. company's Human Resource policies KA9. company's reporting structure KA10. company's documentation policy KA11. company's customer profile
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB9. patents and IPR laws KB10. how IPR protection is important for competitiveness of a company KB11. significance of damages resulting from IPR infringement KB12. industrial and political espionages

THC/N9905

Maintain IPR of organisation and customer

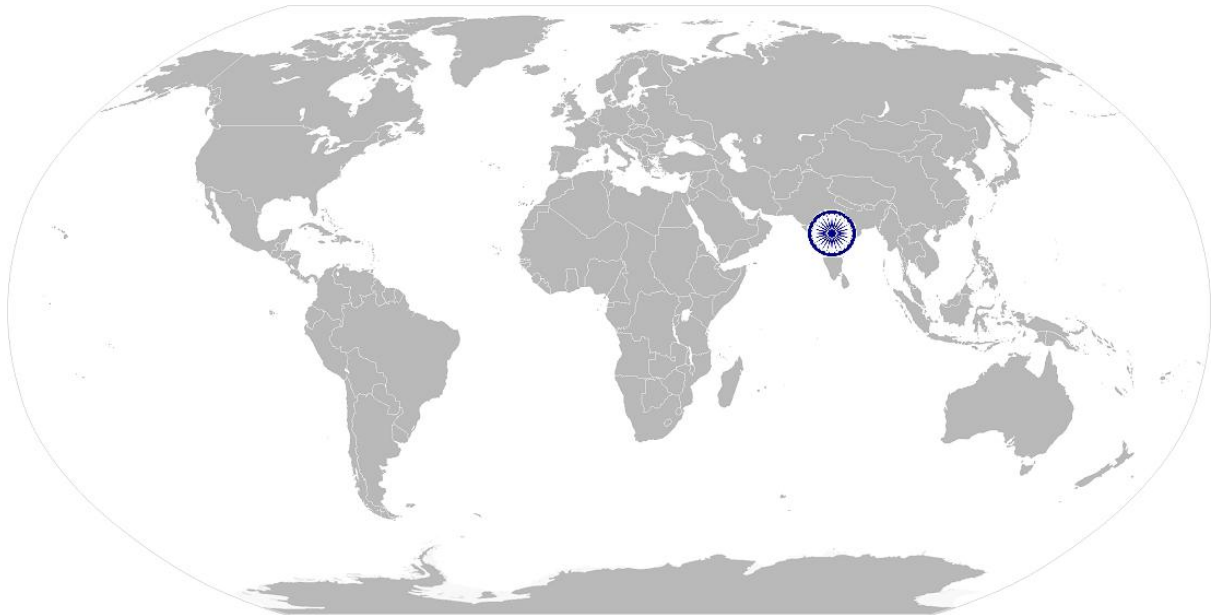
Skills (S)	
A. Core Skills/ Generic Skills	Reading Skills
	The user/ individual on the job needs to know and understand: SA1. read job sheets, company policy documents and information displayed at the workplace SA2. read notes/comments from the supervisor
	Writing Skills
	The user/ individual on the job needs to know and understand: SA3. fill up documentation pertaining to one's role in protecting IPR infringement
	Oral Communication (Listening and Speaking skills)
B. Professional Skills	The user/ individual on the job needs to know and understand how to: SA4. interact with team members to work efficiently SA5. communicate effectively with the customers about IPR protection and building trust
	Decision Making
	The user/individual on the job needs to know and understand how to: SB1. identify IPR related issues SB2. prevent information leakages SB3. avoid being caught up in copyright issues
	Plan and Organize
	NA
	Customer Centricity
	NA
	Problem Solving
	NA
	Analytical Thinking
The user/ individual on the job needs to know and understand: SB4. basics of what constitutes IPR violations under WTO agreement SB5. penalties to company or individual on evidence of IPR violations SB6. likely effect of IPR violation on customer	
Critical Thinking	
The user/ individual on the job needs to know and understand how to: SB7. improve work IPR related safety and adopting best practices SB8. resolve conflicts related to IPR by reporting in time	

THC/N9905

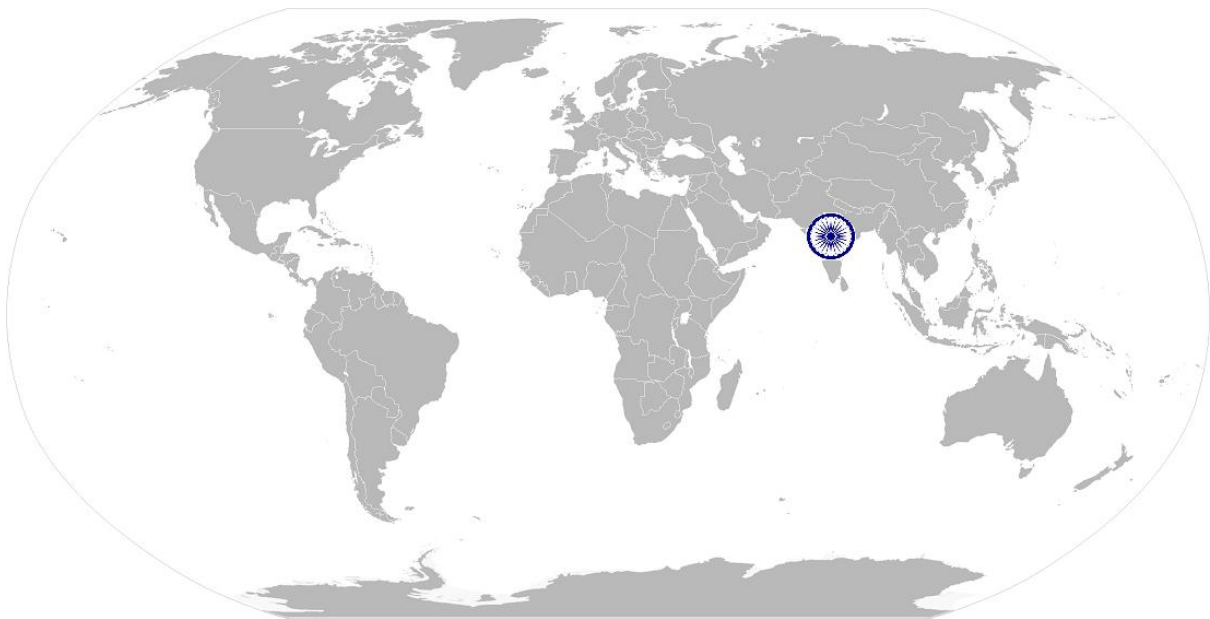
Maintain IPR of organisation and customer

NOS Version Control

NOS Code	THC/N9905		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	15/03/2015
Industry Sub-sector	<ol style="list-style-type: none"> 1. Hotels 2. Travel and Tours 3. Restaurants 4. Facility Management 5. Cruise Liners 	Last reviewed on	25/03/2015
Occupation	Food & Beverage Service	Next review date	25/03/2016



National Occupational Standard



Overview

This unit is about maintaining hygiene and health at tourist spots, hospitality units, roadside eateries and retail shops, restaurants, office units, conventions and events, cruise liners, commercial spaces and recreation centres.

THC/N9906

Maintain health and hygiene

Unit Code	THC/N9906
Unit Title (Task)	Maintain health and hygiene
Description	This OS unit is about maintaining hygiene and community health at tourist spots, hospitality units, roadside eateries and retail shops, restaurants, office units, conventions and events, cruise liners, commercial spaces and recreation centres
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Ensure cleanliness around workplace in hospitality and tourist areas • Follow personal hygiene practices • Take precautionary health measures
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Ensuring cleanliness around workplace	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. keep the workplace regularly clean and cleared-off of food waste or other litter</p> <p>PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal</p> <p>PC3. ensure that the trash cans or waste collection points are cleared everyday</p> <p>PC4. arrange for regular pest control activities at the workplace</p> <p>PC5. to maintain records for cleanliness and maintenance schedule</p> <p>PC6. ensure the workplace is well ventilated with fresh air supply</p> <p>PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well</p> <p>PC8. ensure the workplace is provided with sufficient lighting</p> <p>PC9. ensure clean work environment where food is stored, prepared, displayed and served</p> <p>PC10. ensure safe and clean handling and disposal of linen and laundry, storage area, accommodation, public areas, storage areas, garbage areas, etc.</p> <p>PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning</p> <p>PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids</p> <p>PC13. ensure to clean the store areas with appropriate materials and procedures</p> <p>PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal</p>
Following personal hygiene practices	<p>To be competent, the user/ individual must be able to:</p> <p>PC15. wash hands on a regular basis, particularly on touching any dirty surfaces, before and after handling food, after using the toilet, etc.</p>

THC/N9906

Maintain health and hygiene

	<p>PC16. ensure to wash hands using suggested material such as soap, one use disposable tissue, warm water, etc.</p> <p>PC17. wash the cups, glasses or other cutlery clean before and after using them</p> <p>PC18. ensure to maintain personal hygiene of daily bath, clean clothing and uniform, footwear, head gear, cutting nails, healthy diet, using deodorant, etc.</p> <p>PC19. ensure to maintain dental hygiene in terms of brushing teeth every day, using mouthwash regularly, using mouth freshener after eating, avoiding smoke at workplace, etc.</p> <p>PC20. ensure no cross contaminations of items such as linen, towels, utensils, etc. occurs in the workplace</p>
<p>Taking precautionary health measures</p>	<p>To be competent, the user/ individual must be able to:</p> <p>PC21. report on personal health issues related to injury, food, air and infectious diseases</p> <p>PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people</p> <p>PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing</p> <p>PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes</p> <p>PC25. ensure to use single use tissue and dispose these tissues immediately</p> <p>PC26. coordinate for the provision of adequate clean drinking water</p> <p>PC27. ensure to get appropriate vaccines regularly</p> <p>PC28. avoid serving adulterated or contaminated food</p> <p>PC29. undergo preventive health check-ups at regular intervals</p> <p>PC30. take prompt treatment from the doctor in case of illness</p> <p>PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on health and hygiene at workplace</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. food safety and hygiene standards as stipulated by FSSAI, HACCP and ISO 22000</p> <p>KB2. health risks to the worker or customer</p> <p>KB3. healthy work practices</p> <p>KB4. equipment and hand swab tests</p> <p>KB5. internal hygiene-audit tests</p> <p>KB6. personal protective equipment to be worn and care</p>

THC/N9906

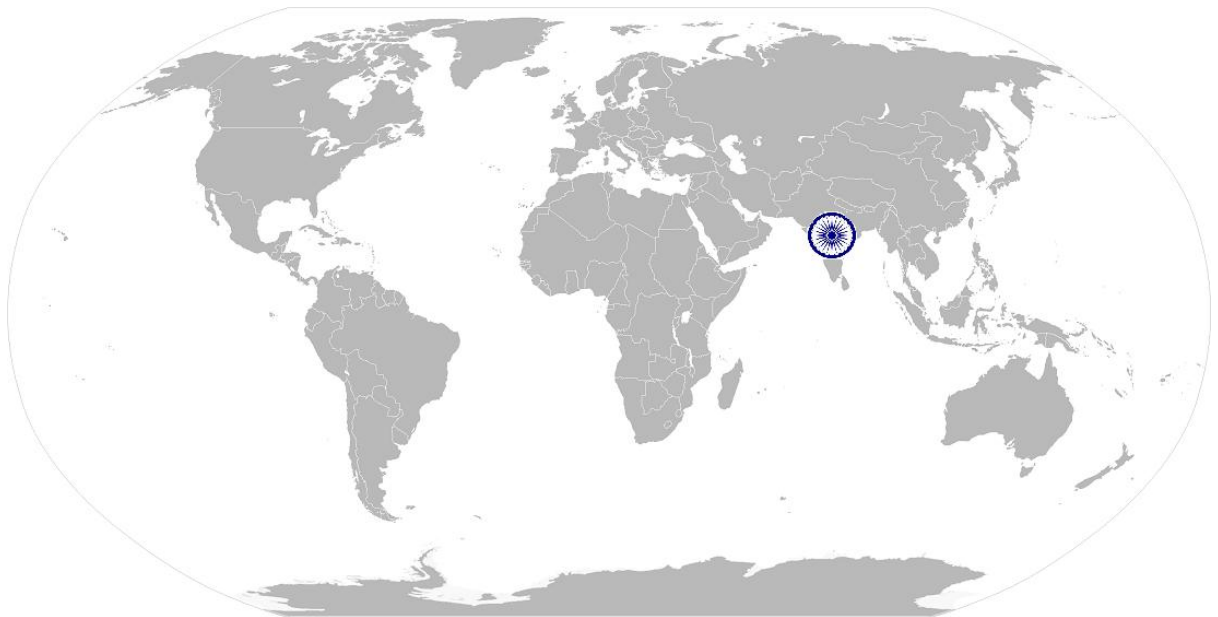
Maintain health and hygiene

	KB7. purpose and usage of protective gears such as gloves , protective goggles, masks, etc. while working KB8. acceptable ventilation standards KB9. technical layout standards and placements of equipment KB10. safe disposal methods for waste KB11. compliance norms for established health and hygiene procedures at workplace KB12. safe handling of chemicals KB13. standard material handling procedure KB14. standard operating procedure (SOP) for maintaining cleanliness and checklists KB15. precautionary rules to follow for maintaining health and hygiene KB16. municipal or community rules for handling and disposing-off waste
Skills (S)	
A. Core Skills/ Generic Skills	<p>Reading Skills</p> <p>The user/ individual on the job needs to know and understand how to:</p> SA1. read and interpret relevant organisational policies, procedures and diagrams that identify good health and hygiene practices SA2. understand internationally or nationally accepted signage related to hygiene and health SA3. read job sheets, company policy documents and information displayed at the workplace SA4. read notes or comments from the supervisor or customer
	<p>Writing Skills</p>
	<p>The user/ individual on the job needs to know and understand how to:</p> SA5. fill up any documentation required to maintain health and hygiene
	<p>Oral Communication (Listening and Speaking skills)</p>
	<p>The user/ individual on the job needs to know and understand how to:</p> SA6. receive instructions from doctor and supervisor on medical care SA7. verbally report hygiene hazards and poor organisational practice
B. Professional Skills	<p>Decision Making</p> <p>The user/ individual on the job needs to know and understand:</p> SB1. how to select appropriate hand tools and personal protection equipment SB2. how to select the cleaning procedures and effective hygiene practices as required
	<p>Plan and Organize</p>
	<p>NA</p>
	<p>Customer Centricity</p>
	<p>NA</p>
	<p>Problem Solving</p>
	<p>NA</p>

THC/N9906

Maintain health and hygiene

	Analytical Thinking
	NA
	Critical Thinking
	<p>The user/ individual on the job needs to know and understand:</p> <ul style="list-style-type: none"> SB3. how to use the acids, detergents, lubricants, etc., for cleaning SB4. how to use waste disposal equipment at workplace such as large bins, waste disposal stations, and others

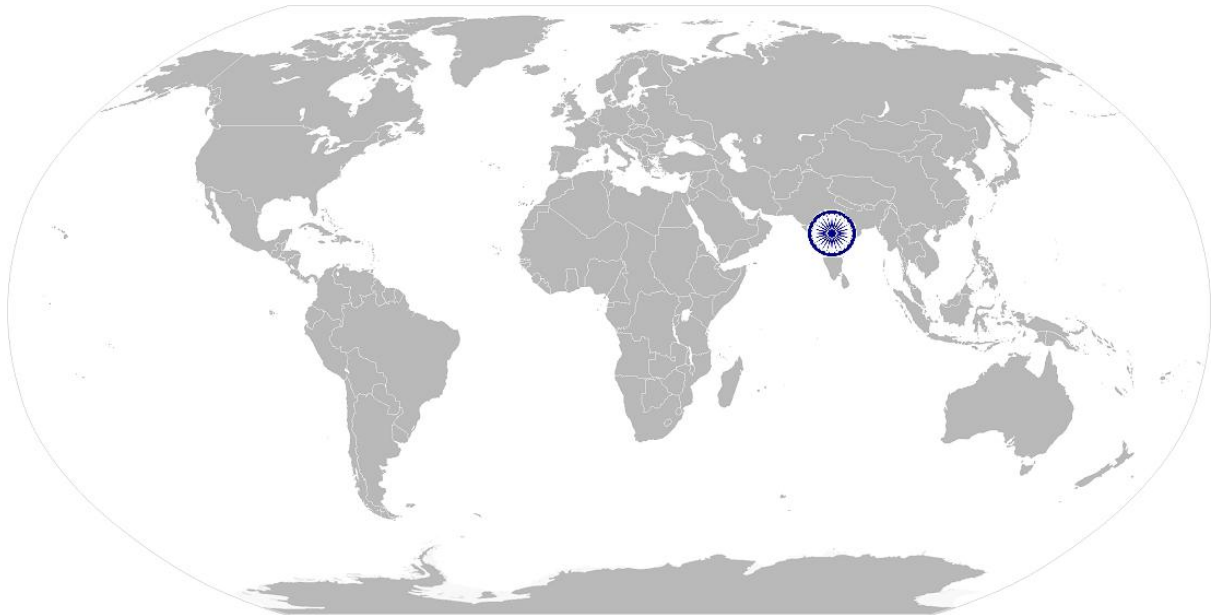


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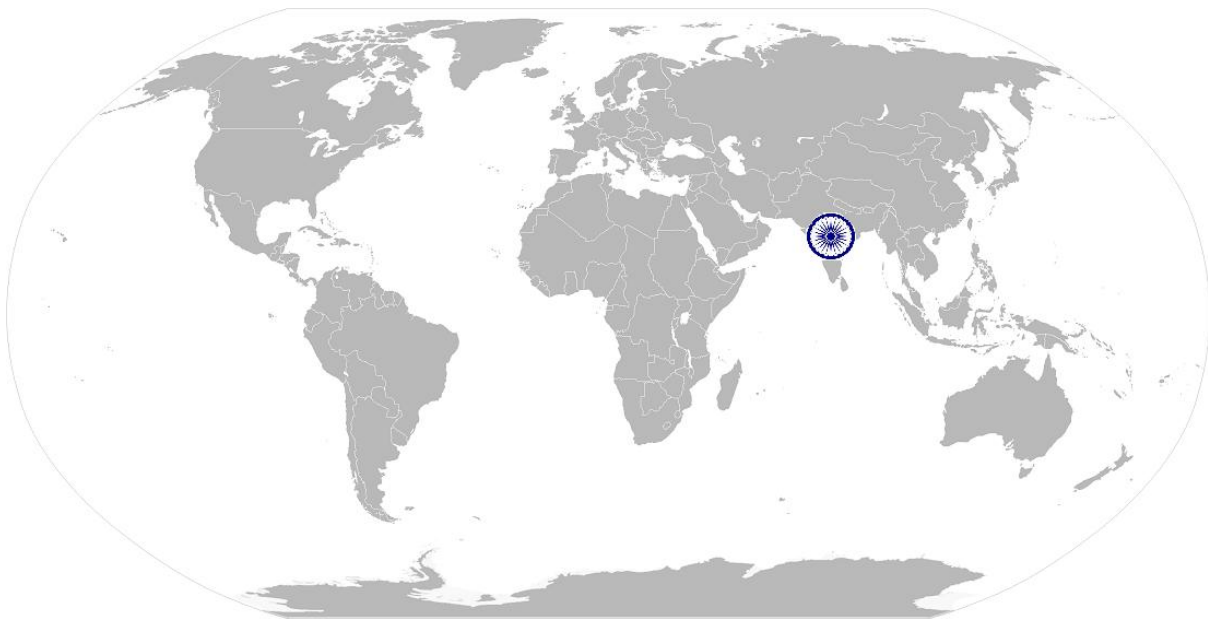
Maintain health and hygiene

NOS Version Control

NOS Code	THC/N9906		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	15/03/2015
Industry Sub-sector	<ol style="list-style-type: none"> 1. Hotels 2. Travel and Tours 3. Restaurants 4. Facility Management 5. Cruise Liners 	Last reviewed on	26/03/2015
Occupation	Food & Beverage Service	Next review date	26/03/2016



National Occupational Standard



Overview

This unit is about following workplace safety standards to have a hazard-free environment and avoid downtime because of disruption from personal injuries and hazardous system failures.

THC/N9907

Maintain safety at workplace

Unit Code	THC/N9907
Unit Title (Task)	Maintain safety at workplace
Description	This OS unit is about following workplace safety standards to have a hazard-free work environment and avoid downtime because of disruption from personal injuries and hazardous system failures
Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Take precautionary measures to avoid work hazards • Follow standard safety procedure • Use safety tools or personal protective equipment • Achieve safety standards
Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
Taking precautionary measures to avoid work hazards	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. assess the various hazards in the work areas</p> <p>PC2. take necessary steps to eliminate or minimize them</p> <p>PC3. analyse the causes of accidents at the workplace</p> <p>PC4. suggest measures to prevent such accidents from taking place</p> <p>PC5. take preventive measures to avoid risk of burns and other injury due to contact with hot surfaces such as stoves, gas, fire, hot liquids, hot foods, hot oil, etc.</p> <p>PC6. suggest methods to improve the existing safety procedures at the workplace</p>
Following standard safety procedure	<p>To be competent, the user/ individual must be able to:</p> <p>PC7. be aware of the locations of fire extinguishers, emergency exits, etc.</p> <p>PC8. practice correct emergency procedures</p> <p>PC9. check and review the storage areas frequently</p> <p>PC10. stack items in an organized way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas</p> <p>PC11. ensure to be safe while handling materials, tools, acids, chemicals, detergents, etc.</p> <p>PC12. store the chemicals and acids in a well-ventilated and locked areas with warning signs displayed</p> <p>PC13. ensure safe techniques while moving furniture and fixtures</p> <p>PC14. ensure to reduce risk of injury from use of electrical tools</p> <p>PC15. read the manufacturer's manual carefully before use of any equipment</p> <p>PC16. unplug the electrical equipment before performing housekeeping, cleaning and maintenance to avoid injuries</p> <p>PC17. keep the floors free from water and grease to avoid slippery surface</p> <p>PC18. ensure to use non slip liquids and waxes to polish and treat floors, if required</p> <p>PC19. use rubber mats to the places where floors are constantly wet</p>

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Maintain safety at workplace

	<p>PC20. ensure safety from injuries of cuts to loss of fingers, while handling sharp tools such as knives, needles, etc.</p> <p>PC21. use flat surfaces, secure holding and protective wear while using such sharp tools</p> <p>PC22. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies</p> <p>PC23. practice ergonomic lifting, bending, or moving equipment and supplies</p>
Using safety tools or Personal Protective Equipment	<p>To be competent, the user/ individual must be able to:</p> <p>PC24. ensure the workers have access to first aid kit when needed</p> <p>PC25. ensure all equipment and tools are stored and maintained properly and safe to use</p> <p>PC26. ensure to use personal protective equipment and safety gear such as gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work conditions where required</p> <p>PC27. ensure to display safety signs at places where necessary for people to be cautious</p> <p>PC28. ensure electrical precautions such as insulated clothing, adequate equipment insulation, dry work area, switch off the power supply when not required, etc.</p> <p>PC29. ensure availability of general health and safety equipment such as fire extinguishers, first aid equipment, safety equipment, clothing, safety installations such as fire exits, exhaust fans, etc., are available</p>
Achieving safety standards	<p>To be competent, the user/ individual must be able to:</p> <p>PC30. document all the first aid treatments, inspections, etc., conducted to keep track of the safety measures undertaken</p> <p>PC31. comply with the established safety procedures of the workplace</p> <p>PC32. report to the supervisor on any problems and hazards identified</p> <p>PC33. ensure zero accident at workplace</p> <p>PC34. adhere to safety standards and ensure no material damage</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. company's policies on safety procedures at workplace</p> <p>KA2. company's Human Resources policies</p> <p>KA3. company's reporting structure</p> <p>KA4. company's documentation policy</p> <p>KA5. company's customer profile</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. personal protective equipment should be worn and how it is cared for</p> <p>KB2. purpose and usage of protective gears such as gloves , protective goggles, masks, etc. while working</p> <p>KB3. how to provide the first aid treatment at workplace</p> <p>KB4. significance of accidental risks to the worker and productivity loss</p>

THC/N9907

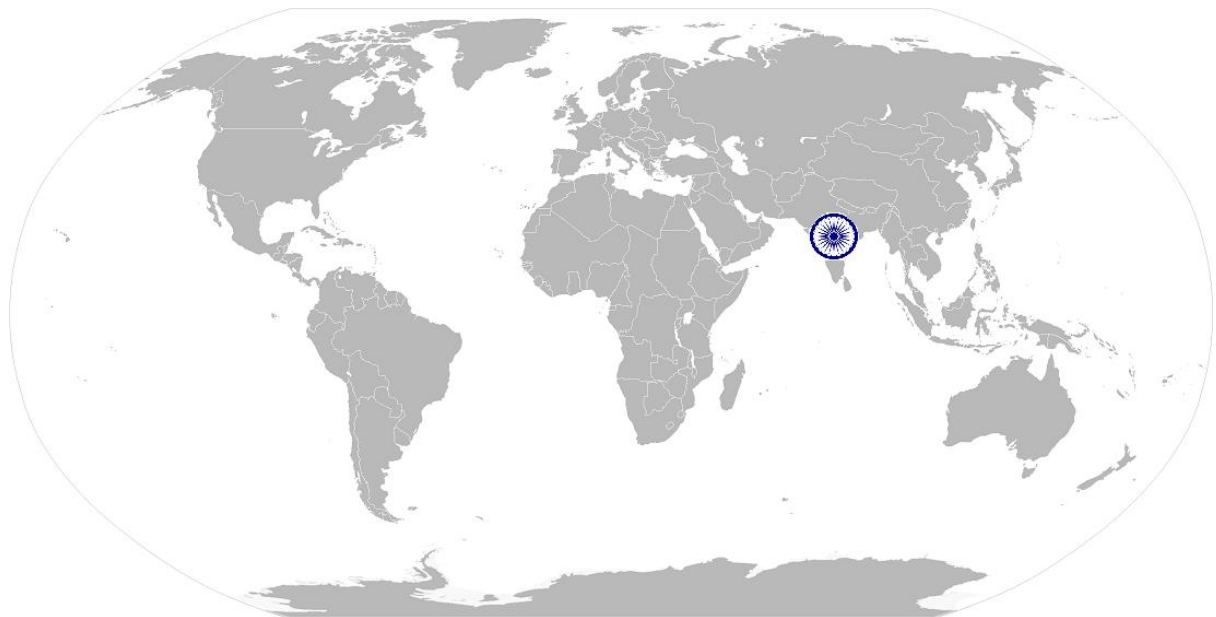
Maintain safety at workplace

	KB5. reporting procedure or hierarchy for signs of damage and potential hazards KB6. methods to minimize accidental risks KB7. safe handling chemicals, acids, etc. for cleaning KB8. material handling procedure KB9. standard operating procedure for safety drills and equipment maintenance KB10. precautionary activities to be followed for work place safety KB11. optimal operation of tools and electrical equipment KB12. emergency procedures to be followed in case of an mishap such as fire accidents, etc.	
Skills (S)		
A. Core Skills/ Generic Skills	Reading Skills	
	The user/ individual on the job needs to know and understand how to: SA1. read and interpret relevant organisation policies, procedures and diagrams that identify safety practices. SA2. read job sheets, company policy documents and information displayed at the workplace SA3. read notes/comments from the supervisor	
	Writing Skills	
	The user/ individual on the job needs to know and understand how to: SA4. fill up documentation to one's role	
	Oral Communication (Listening and Speaking skills)	
	The user/ individual on the job needs to know and understand how to: SA5. verbally report safety hazards and poor organisation practice SA6. communicate supervisor about the work safety issues SA7. receive instructions from supervisor on minimizing the accidental risks SA8. communicate co-workers about the precautions to be taken for accident free work	
	B. Professional Skills	Decision Making
		The user/ individual on the job needs to know and understand how to: SB1. select appropriate hand tools and personal protection equipment SB2. identify first aid needs in case and of an injury
Plan and Organize		
NA		
Customer Centricity		
NA		
Problem Solving		
NA		
Analytical Thinking		
The user/ individual on the job needs to know and understand how to:		

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Maintain safety at workplace

	SB3. use safety equipment such as fire extinguisher during fire accidents
	SB4. store chemicals and tools in a safe way
	SB5. use tools and equipment without causing any injury to fellow workers
Critical Thinking	
NA	

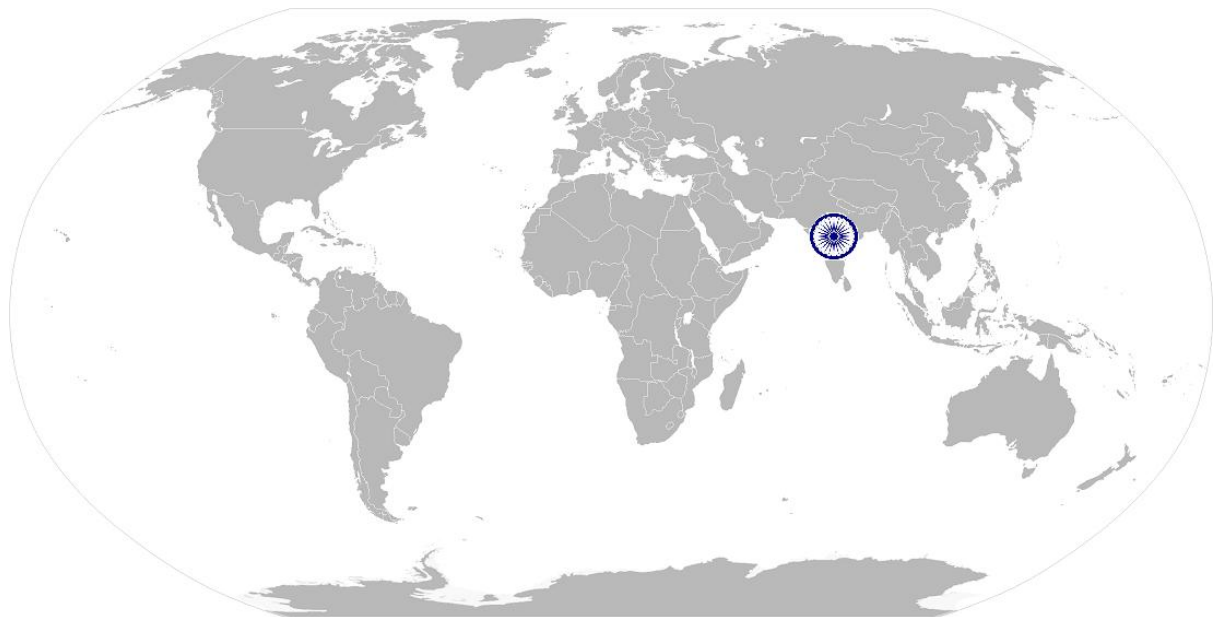


THC/N9907

Maintain safety at workplace

NOS Version Control

NOS Code	THC/N9907		
Credits(NSQF)	TBD	Version number	1.0
Industry	Tourism and Hospitality	Drafted on	15/03/2015
Industry Sub-sector	<ol style="list-style-type: none"> 1. Hotels 2. Travel and Tours 3. Restaurants 4. Facility Management 5. Cruise Liners 	Last reviewed on	26/03/2015
Occupation	Food & Beverage Service	Next review date	26/03/2016

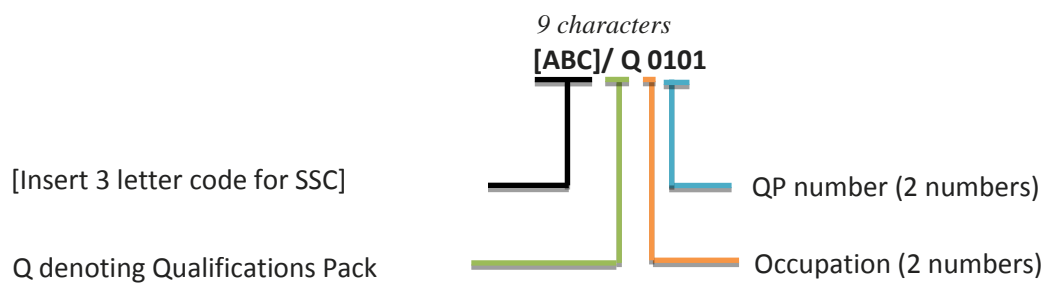


Qualifications Pack for Food & Beverage Service - Steward

Annexure

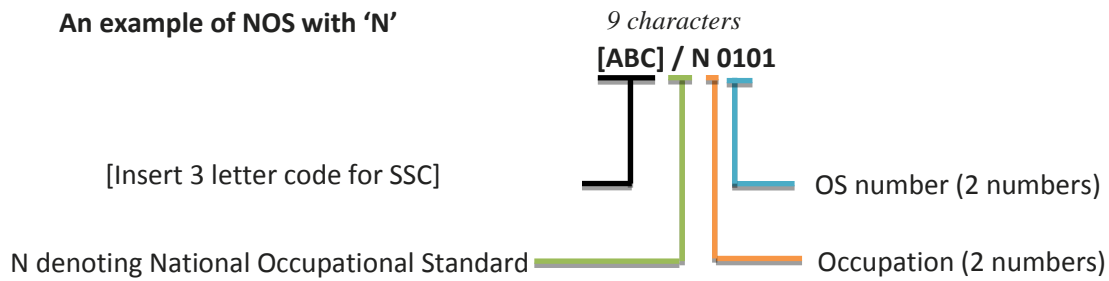
Nomenclature for QP and NOS

Qualifications Pack



Occupational Standard

An example of NOS with 'N'



Qualifications Pack for Food & Beverage Service -Steward

The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
Hotels	01 - 25
Restaurants	26 - 40
Tour and Travels	41 - 55
Facility Management	56 - 70
Cruise	71 - 85
Unused	86 - 95
Generic occupation	96 - 99

Sequence	Description	Example
Three letters	Industry name	THC
Slash	/	/
Next letter	Whether QP or NOS	Q / N
Next two numbers	Occupation code	01
Next two numbers	OS number	01

Qualifications Pack for Food & Beverage Service - Steward

ASSESSMENT CRITERIA

<p>Job Role : Food & Beverages Service - Steward Qualification Pack : THC/Q0301 Sector Skill Council : Tourism and Hospitality</p>
<ol style="list-style-type: none"> Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC. Each NOS will assessed both for theoretical knowledge and practical which is being proportionately demonstrated in the table below. The assessment for the theory part will be based on knowledge bank of questions created by the SSC. To pass the Qualification Pack, every trainee should score a minimum of 60% in all Generic NOS's and 75% in Other NOS's. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification pack.

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0301 Plan for serving food and beverages	PC1. check assigned service area as per duty roster	50	1.5	0.5	1.0
	PC2. check the pre-bookings for the areas assigned		1.5	0.5	1.0
	PC3. inspect the food service area for the cleaning and laying the table such as customer dining areas, sideboards/side tables/trolleys /counters, service preparation areas		2.5	1.0	1.0
	PC4. assess requirement of resources viz. tableware, cutlery, linen		2.0	0.5	1.5
	PC5. identify workplace procedures for serving food and beverage		2.0	1.0	1.0
	PC6. check that service areas are hygienic, clean, free from damage and ready for use in line with service style		2.0	1.0	1.0
	PC7. prepare and adjust dining area for comfort and ambience, e.g., light, music, temperature, odour-less, pest-free, clean linen and furniture arrangement		1.0	0.5	0.5
	PC8. check that service equipment is clean, functional, free from damage, located where it should be and switched on ready for use		2.0	1.0	1.0
	PC9. set up furniture in accordance with standard operating procedures, bookings, customer requests and customer/staff convenience and safety		2.0	1.0	1.0
	PC10. check that sufficient stock of service items are clean, free from damage and stored ready for		2.5	1.0	1.5

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	service				
	PC11. check availability of condiments and accompaniments ready for service and store them safely		2.5	1.0	1.5
	PC12. check that refuse and waste food containers are hygienic, empty and ready for use		2.5	1.0	1.5
	PC13. check dining furniture, table linen and table items are clean and undamaged		2.0	1.0	1.0
	PC14. arrange restaurant furniture according to the food service operation		2.5	1.0	1.5
	PC15. check the menus & promotional items and ensure that they contain accurate information and are ready for customer use		2.5	1.5	1.0
	PC16. comply with industry requirements in relation to standard of dress and personal hygiene		2.0	0.5	1.5
	PC17. lay out tables/counters according to the outlet's procedures		2.5	1.0	1.5
	PC18. dispose of broken and cracked items and other waste in accordance with standard operating procedures and environmental considerations		1.5	0.5	1.0
	PC19. prepare a suitable range of decorations, coasters and edible and non-edible garnishes and stock, in accordance with standard operating procedures		2.0	0.5	1.5
	PC20. carry out all work in accordance with occupational health and safety		2.5	1.0	1.5
	PC21. check dining/restaurant/public amenity areas customer facilities for cleanliness prior to service, in accordance with standard operating procedures		1.5	0.5	1.0
	PC22. prepare and adjust the dining environment to ensure comfort and ambience for customers		2.0	1.0	1.0
	PC23. verify menu variations and daily specials with kitchen staff (liaising with duty chef)		1.5	0.5	1.0
	PC24. complete preparation for serving food and beverage following workplace procedures		2.0	0.5	1.5
	PC25. complete checklists for preparation for performing duties		2.0	0.5	1.5
	POINTS		50	20	30
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
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Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0302 Greet customer, take order, serve food and beverages	PC1. greet customers, identify their requirements and check any booking records as appropriate to the service operation	50	1.5	0.5	1.0
	PC2. check details of reservations where appropriate		1.0	0.0	1.0
	PC3. escort and seat customers according to table allocation and special requirements		1.5	0.5	1.0
	PC4. offer chair assistance in seating the guest		1.5	0.5	1.0
	PC5. offer available pre-meal services to customers and address guest by surname to extent possible		0.5	0.0	0.5
	PC6. present menus and drinks lists to customers, in accordance with standard operating procedures		1.5	0.5	1.0
	provide information to customers, giving clear explanations and description for menu choices and options, food and beverages, specials for the day, location or area, location of customer facilities		1.5	0.5	1.0
	PC7. make sure customers have access to the correct menu		1.5	0.5	1.0
	PC8. give accurate information on individual dishes according to customers' requirements		1.5	0.5	1.0
	PC9. take the opportunity to maximize the order using appropriate sales techniques		1.5	0.5	1.0
	PC10. check products and brand preferences with the customer in a courteous manner		1.5	0.5	1.0
	PC11. advise customers on a selection of drinks and make recommendations where required to assist customers to make a choice where appropriate		1.5	0.5	1.0
	PC12. identify any specific customer preference		1.5	0.5	1.0
	PC13. record and relay information about any special requests or dietary or cultural requirements promptly and accurately to duty chef		1.5	0.5	1.0
	PC14. answer customer questions on menu items correctly and courteously		1.5	0.5	1.0
	PC15. record orders legibly, using the format required by the enterprise, verify order with customer and convey them promptly to the kitchen and bar as per standard procedure		1.5	0.5	1.0
	PC16. identify, record and deal with their order promptly, repeat order to reconfirm and inform about approximate waiting time		1.5	0.5	1.0
PC17. seek information from the kitchen or other appropriate person, where answers are unknown	1.5	0.5	1.0		

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC18. provide and adjust glassware, service ware and cutlery, suitable for menu choices, and condiments in accordance with standard operating procedures		1.5	0.5	1.0
	PC19. carry out all work in accordance with occupational health and safety requirements		1.5	0.5	0.5
	PC20. check quality and presentation of food and beverage in accordance with standard operating procedures		1.5	0.5	1.0
	PC21. check service ware for chips, marks, spills and drips		0.5	0.0	0.5
	PC22. collect food and beverage selections promptly from service areas, convey them to customers safely		1.0	0.0	1.0
	PC23. monitor flow of service for meal and beverage delivery		1.5	0.5	1.0
	PC24. recognize and follow up promptly, any delays or deficiencies in service		1.5	0.5	1.0
	PC25. promptly advise and reassure customers about any delays and problems		1.5	0.5	1.0
	PC26. serve food and beverage courteously and to the correct person, in accordance with standard operating procedures and hygiene requirements for table d'hôte, a la carte, counter service, pre-set meal, buffet, function, tea and coffee service, in patient service		2.0	0.5	1.5
	PC27. check customer satisfaction at the appropriate time		1.5	0.5	1.0
	PC28. offer additional food and beverage at the as per standard procedure at appropriate times, and order and serve them		1.5	0.5	1.0
	PC29. clear tables of crockery, cutlery and glassware between the courses at the appropriate time and with minimal disruption to customers		0.5	0.0	0.5
	PC30. remove and replace used table items as required and maintain the correct stocks		1.0	0.0	1.0
	PC31. remove leftover food items, condiments and accompaniments from the table when required and deal with them correctly		1.0	0.5	0.5
	PC32. clear finished courses from the table at the appropriate time according to the service operation		1.5	0.5	1.0
	PC33. clear finished courses and used crockery and cutlery systematically with assistance from other service staff		1.0	0.5	0.5

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC34. check crockery, cutlery and other table items and replace or remove them as appropriate		1.0	0.0	1.0
	PC35. serve different courses with clean and undamaged service equipment of the appropriate type		1.0	0.5	0.5
	PC36. serve food of the type quality and quantity required using the appropriate service method		1.5	0.5	1.0
	PC37. keep the service area tidy and clean		0.5	0.0	0.5
	POINTS		50	15	35
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0303 Clean tables and counters	PC1. clear tables of crockery, cutlery and glassware at the appropriate time after the meals and with minimal disruption to customers	50	2.5	1.0	1.5
	PC2. remove tableware, cutlery, condiments and other used items from the table as per the procedure after customer has finished dining, e.g., crockery, cutlery/silverware, glassware, menus/menu folders, table decorations, condiments and accompaniments, napkins and table coverings		7.0	2.0	5.0
	PC3. provide after-meals services such as mouth fresheners and/or finger-bowls as per organization standards		3.5	1.0	2.5
	PC4. present the customer accounts/check for services used, as per organization procedure to the guest		3.5	1.0	2.5
	PC5. arrange table items used in food service area for cleaning or store them as required		3.5	1.0	2.5
	PC6. prepare service and table linen for dispatch to laundry or clean down and remove disposable items		3.5	1.0	2.5
	PC7. dispatch used crockery, cutlery and service dishes to dish cleaning area		3.5	1.0	2.5
	PC8. store food items and accompaniments for future use in line with food hygiene regulations		3.0	1.0	2.0
	PC9. leave dining and food service areas tidy and ready for cleaning		3.0	1.0	2.0
	PC10. dispose of rubbish and waste food following recommended procedures		3.5	1.0	2.5
	PC11. ensure that service equipment is clean, correctly stored and turned off where		3.0	1.0	2.0

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	appropriate				
	PC12. ensure that dining furniture is clean and ready for future use		3.5	1.0	2.5
	PC13. store and/or prepare equipment for the next service, in accordance with standard operating procedures		3.5	1.0	2.5
	PC14. carry out all work in accordance with occupational Health and Safety		3.5	1.0	2.5
	POINTS		100	30	70
	TOTAL POINTS			100	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0304 Deal with customer payment	PC1. make sure that payment point is working and that all needed material such as stationery, till/ credit/ debit roll are available to process either of cash, travellers cheque, drafts	50	5.5	1.5	4.0
	PC2. maintain the payment point and restock it when necessary		3.5	1.0	2.5
	PC3. enter / scan information into the payment point correctly		3.5	1.0	2.5
	PC4. organize and present accounts to customers on request		3.5	1.0	2.5
	PC5. tell the customer how much they have to pay, if asked		7.5	2.5	5.0
	PC6. acknowledge the customer's payment and validate it where necessary		3.5	1.0	2.5
	PC7. follow correct procedure for chip and pin transactions		3.0	1.0	2.0
	PC8. put the payment in the right place according to the organization's procedures		3.0	1.0	2.0
	PC9. give correct change for cash transactions		3.5	1.0	2.5
	PC10. carry out transactions without delay and give relevant confirmation to the customer		3.0	1.0	2.0
	PC11. make the payment point contents available for authorized collection		3.5	1.0	2.5
	PC12. process accounts in accordance with standard operating procedures		3.5	1.0	2.5
	PC13. farewell guests courteously from the restaurant/dining area in accordance with standard operating procedures		3.5	1.0	2.5
	POINTS		50	15	35
	TOTAL POINTS			50	

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0305 Resolve customer service issues	PC1. spot customer service issues	50	2.0	1.0	1.0
	PC2. listen carefully to the customers about any problem they have raised		3.0	1.0	2.0
	PC3. ask customers about the problem to check your understanding		2.0	1.0	1.0
	PC4. recognize repeated problems and alert the appropriate authority		3.0	1.0	2.0
	PC5. share customer feedback with others to identify potential problems before they happen		2.5	1.0	1.5
	PC6. identify problems with systems and procedures before they begin to affect your customers		3.5	1.5	2.0
	PC7. identify the options for resolving a customer service issue		2.0	1.0	1.0
	PC8. work with others to identify and confirm the options to resolve a customer service issue		4.0	2.0	2.0
	PC9. work out the advantages and disadvantages of each option for the customer and the organization		3.0	1.0	2.0
	PC10. pick the best option for the customer and the organization		2.0	1.0	1.0
	PC11. identify for the customer other ways that the issue may be resolved if one is unable to help		3.5	1.5	2.0
	PC12. take action to resolve customer service issue		3.0	1.0	2.0
	PC13. discuss and agree the options for solving the problem with the customer		2.5	1.0	1.5
	PC14. take action to implement the option agreed with the customer		3.0	1.0	2.0
	PC15. work with others and the customer to make sure that any promises related to solving the problem are kept		2.5	1.0	1.5
	PC16. keep the customer fully informed about what is happening to resolve the problem		3.0	1.0	2.0
	PC17. check with the customer to make sure the problem has been resolved to their satisfaction		2.5	1.0	1.5
	PC18. give clear reasons to the customer when the problem has not been resolved to their satisfaction		3.0	1.0	2.0
	POINTS		50	20	30
	TOTAL POINTS			50	

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/9901 Communicate with customer and colleagues	PC1. receive job order and instructions from reporting superior	50	1.0	0.5	0.5
	PC2. understand the work output requirements, targets, performance indicators and incentives		0.5	0.5	0.0
	PC3. deliver quality work on time and report any anticipated reasons for delays		0.5	0.5	0.0
	PC4. escalate unresolved problems or complaints to the relevant senior		1.0	0.5	0.5
	PC5. communicate maintenance and repair schedule proactively to the superior		0.5	0.5	0.0
	PC6. receive feedback on work standards		1.0	0.5	0.5
	PC7. document the completed work schedule and handover to the superior		1.0	0.5	0.5
	PC8. exhibit trust, support and respect to all the colleagues in the workplace		1.5	0.5	1.0
	PC9. aim to achieve smooth workflow		1.5	0.5	1.0
	PC10. help and assist colleagues with information and knowledge		1.0	0.5	0.5
	PC11. seek assistance from the colleagues when required		1.0	0.5	0.5
	PC12. identify the potential and existing conflicts with the colleagues and resolve		1.5	0.5	1.0
	PC13. pass on essential information to other colleagues on timely basis		1.5	0.5	1.0
	PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues		1.5	0.5	1.0
	PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work		1.5	0.5	1.0
	PC16. put team over individual goals and multi task or share work where necessary supporting the colleagues		1.5	0.5	1.0
	PC17. highlight any errors of colleagues, help to rectify and ensure quality output		1.5	0.5	1.0
	PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance		1.0	0.5	0.5
	PC19. ask more questions to the customers and identify their needs		1.0	0.5	0.5
	PC20. possess strong knowledge on the product, services and market		0.5	0.5	0.0
	PC21. brief the customers clearly		0.5	0.5	0.0
	PC22. communicate with the customers in a polite,		1.5	0.5	1.0

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	professional and friendly manner				
	PC23. build effective but impersonal relationship with the customers		1.5	0.5	1.0
	PC24. ensure the appropriate language and tone are used to the customers		1.5	0.5	1.0
	PC25. listen actively in a two way communication		1.5	0.5	1.0
	PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.		1.5	0.5	1.0
	PC27. understand the customer expectations correctly and provide the appropriate products and services		1.5	0.5	1.0
	PC28. understand the customer dissatisfaction and address to their complaints effectively		2.0	0.5	1.5
	PC29. maintain a positive, sensible and cooperative manner all time		1.5	0.5	1.0
	PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers		2.0	0.5	1.5
	PC31. avoid interrupting the customers while they talk		1.0	0.5	0.5
	PC32. ensure to avoid negative questions and statements to the customers		1.0	0.5	0.5
	PC33. inform the customers on any issues or problems before hand and also on the developments involving them		2.0	0.5	1.5
	PC34. ensure to respond back to the customer immediately for their voice messages, e-mails, etc.		2.0	0.5	1.5
	PC35. develop good rapport with the customers and promote suitable products and services		2.0	0.5	1.5
	PC36. seek feedback from the customers on their understanding to what was discussed		2.0	0.5	1.5
	PC37. explain the terms and conditions clearly		3.0	0.5	2.5
	POINTS		50	18.5	31.5
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9902 Maintain customer-centric service orientation	PC1. keep in mind the profiles of expected customers	50	2.5	0.5	2.0
	PC2. understand the target customers and their needs as defined by the company		1.5	0.5	1.0
	PC3. organize regular customer events and feedback session frequently		2.5	0.5	2.0
	PC4. build a good rapport with the customers including the ones who complain		2.5	0.5	2.0
	PC5. have frequent discussions with regular		2.5	0.5	2.0

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	customers on general likes and dislikes in the market, latest trends, customer expectations, etc.				
	PC6. receive regular feedbacks from the clients on current service, complaints, and improvements to be made, etc.		2.5	0.5	2.0
	PC7. compulsively seek customer rating of service to help develop a set of regularly improved procedures		2.5	0.5	2.0
	PC8. ingrain customer oriented behaviour in service at all level		2.5	0.5	2.0
	PC9. aim to gain their long lasting loyalty and satisfaction		2.5	0.5	2.0
	PC10. engage with customers without intruding on privacy		2.0	0.0	2.0
	PC11. ensure clarity, honesty and transparency with the customers		2.5	0.5	2.0
	PC12. treat the customers fairly and with due respect		2.5	0.5	2.0
	PC13. focus on executing company's marketing strategies and product development		2.5	0.5	2.0
	PC14. focus on enhancing brand value of company through customer satisfaction		2.5	0.5	2.0
	PC15. ensure that customer expectations are met		2.5	0.5	2.0
	PC16. learn to read customers' needs and wants		2.5	0.5	2.0
	PC17. willingly accept and Implement new and innovative products and services that help improve customer satisfaction		2.5	0.5	2.0
	PC18. communicate feedback of customer to senior, especially, the negative feedback		2.5	0.5	2.0
	PC19. maintain close contact with the customers and focus groups		2.0	0.5	1.5
	PC20. offer promotions to improve product satisfaction level to the customers periodically		2.0	0.5	1.5
	PC21. weigh the cost of fulfilling unscheduled customer requests, consult with senior and advise the customer on alternatives		2.0	0.5	1.5
	POINTS		50	10	40
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9903 Maintain standard of etiquette and hospitable	PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival	50	0.5	0.0	0.5
	PC2. welcome the customers with a smile		0.5	0.0	0.5
	PC3. ensure to maintain eye contact		0.5	0.0	0.5

Qualifications Pack for Food & Beverage Service -Steward

conduct	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC4. address the customers in a respectable manner		1.0	0.5	0.5
PC5. do not eat or chew while talking		0.5	0.0	0.5	
PC6. use their names as many times as possible during the conversation		0.5	0.0	0.5	
PC7. ensure not to be too loud while talking		0.5	0.0	0.5	
PC8. maintain fair and high standards of practice		2.5	1.0	1.5	
PC9. ensure to offer transparent prices		2.0	0.5	1.5	
PC10. maintain proper books of accounts for payment due and received		2.0	0.5	1.5	
PC11. answer the telephone quickly and respond back to mails faster		2.0	0.5	1.5	
PC12. ensure not to argue with the customer		2.0	0.5	1.5	
PC13. listen attentively and answer back politely		2.0	0.5	1.5	
PC14. maintain personal integrity and ethical behaviour		2.5	1.0	1.5	
PC15. dress professionally		2.0	0.5	1.5	
PC16. deliver positive attitude to work		2.0	0.5	1.5	
PC17. maintain well groomed personality		2.0	0.5	1.5	
PC18. achieve punctuality and body language		2.0	0.5	1.5	
PC19. maintain the social and telephonic etiquette		2.0	0.5	1.5	
PC20. provide small gifts as token of appreciation and thanks giving to the customer		2.0	0.5	1.5	
PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism		2.0	0.5	1.5	
PC22. demonstrate responsible and disciplined behaviours at the workplace		2.0	0.5	1.5	
PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict		2.0	0.5	1.5	
PC24. use appropriate titles and terms of respect to the customers		2.0	0.5	1.5	
PC25. use polite language		1.0	0.5	0.5	
PC26. maintain professionalism and procedures to handle customer grievances and complaints		1.5	0.5	1.0	
PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility		1.0	0.5	0.5	
PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette		1.0	0.5	0.5	
PC29. provide special attention to the customer at all time		1.5	0.5	1.0	
PC30. achieve 100% customer satisfaction on a scale of standard		1.5	0.5	1.0	
PC31. gain customer loyalty		1.5	0.5	1.0	

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC32. enhance brand value of company		2.0	0.5	1.5
	POINTS		50	14	36
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9904 Follow gender and age sensitive service practices	PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them	50	1.5	1.5	0.0
	PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff		1.5	1.5	0.0
	PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance		1.0	1.0	0.0
	PC4. inform about methods adopted to ensure safety and personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline		2.0	0.5	1.5
	PC5. provide the necessary comfort to the female traveller customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.		2.0	0.5	1.5
	PC6. Maintain compliant etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.		2.0	0.5	1.5
	PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment		2.0	0.5	1.5
	PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties		2.0	0.5	1.5
	PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged		2.0	0.5	1.5
	PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, others		3.0	0.5	2.5
	PC11. coordinate with team to meet these unique needs, also keeping in mind their diverse cultural backgrounds		3.0	0.5	2.5

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC12. provide entertainment programs and events suited for the children tourists		2.0	0.5	1.5
	PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies		2.0	0.5	1.5
	PC14. arrange for transport and equipment as required by senior citizens		2.0	0.5	1.5
	PC15. ensure availability of medical facilities and doctor		2.0	0.5	1.5
	PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace		2.0	0.5	1.5
	PC17. ensure a fair and equal pay to the women as men, more of formal training, advancement opportunities, better benefits, etc.		2.0	0.5	1.5
	PC18. involve women in the decision making processes and management professions		2.0	0.5	1.5
	PC19. avoid specific discrimination and give women their due respect		2.0	0.5	1.5
	PC20. motivate the women in the work place towards utilizing their skills		2.0	0.5	1.5
	PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them		2.0	0.5	1.5
	PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues		2.0	0.5	1.5
	PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.		2.0	0.5	1.5
	PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.		2.0	0.5	1.5
	PC25. ensure safety and security of women at all levels		2.0	0.5	1.5
	POINTS		50	15	35
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9905 Maintain IPR of organisation	PC1. prevent leak of new plans and designs to competitors by reporting on time	50	7.5	3.5	4.0
	PC2. be aware of any of company's product, service or design patents		7.0	7.0	0

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
and customers	PC3. report IPR violations observed in the market, to supervisor or company head		7.5	3.5	4.0
	PC4. read copyright clause of the material published on the internet and any other printed material		7.0	3.0	4.0
	PC5. protect infringement upon customer's business or design plans		7.0	3.5	3.5
	PC6. consult supervisor or senior management when in doubt about using information available from customer		7.0	3.5	3.5
	PC7. report any infringement observed by anyone in the company		7.0	3.5	3.5
	POINTS		50	27.5	22.5
	TOTAL POINTS				50

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9906 Maintain health and hygiene	PC1. keep the workplace regularly clean and cleared-off of food waste or other litter	50	1.5	0.5	1.0
	PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal		1.5	0.5	1.0
	PC3. ensure that the trash cans or waste collection points are cleared everyday		1.5	0.5	1.0
	PC4. arrange for regular pest control activities at the workplace		1.5	0.5	1.0
	PC5. to maintain records for cleanliness and maintenance schedule		1.5	0.5	1.0
	PC6. ensure the workplace is well ventilated with fresh air supply		1.5	0.5	1.0
	PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well		1.5	0.5	1.0
	PC8. ensure the workplace is provided with sufficient lighting		1.5	0.5	1.0
	PC9. ensure clean work environment where food is stored, prepared, displayed and served		1.5	0.5	1.0
	PC10. ensure safe and clean handling and disposal of linen and laundry, storage area, accommodation, public areas, storage areas, garbage areas, etc.		1.5	0.5	1.0
	PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning		1.5	0.5	1.0
	PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids		1.5	0.5	1.0

Qualifications Pack for Food & Beverage Service -Steward

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC13. ensure to clean the store areas with appropriate materials and procedures		1.5	0.5	1.0
	PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal		1.5	0.5	1.0
	PC15. wash hands on a regular basis		2.0	0.5	1.5
	PC16. ensure to wash hands using suggested material such as soap		1.5	0.5	1.0
	PC17. wash the cups		1.5	0.5	1.0
	PC18. ensure to maintain personal hygiene of daily bath		1.5	0.5	1.0
	PC19. ensure to maintain dental hygiene in terms of brushing teeth every day		1.5	0.5	1.0
	PC20. ensure no cross contaminations of items such as linen		1.5	0.5	1.0
	PC21. report on personal health issues related to injury, food, air and infectious diseases		1.5	0.5	1.0
	PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people		1.5	0.5	1.0
	PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing		2.0	0.5	1.5
	PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes		2.0	0.5	1.5
	PC25. ensure to use single use tissue and dispose these tissues immediately		2.0	0.5	1.5
	PC26. coordinate for the provision of adequate clean drinking water		2.0	0.5	1.5
	PC27. ensure to get appropriate vaccines regularly		2.0	0.5	1.5
	PC28. avoid serving adulterated or contaminated food		2.0	0.5	1.5
	PC29. undergo preventive health check-ups at regular intervals		2.0	0.5	1.5
	PC30. take prompt treatment from the doctor in case of illness		1.5	0.5	1.0
	PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community		1.5	0.5	1.0
	POINTS		50	15.5	34.5
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9907 Maintain safety at	PC1. assess the various work hazards	50	1.0	1.0	0.0
	PC2. take necessary steps to eliminate or minimize		1.5	0.5	1.0

Qualifications Pack for Food & Beverage Service -Steward

workplace	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	them				
	PC3. suggest methods to improve the existing safety procedures at the workplace		1.5	0.5	1.0
	PC4. analyse the causes of accidents at the workplace		1.5	0.5	1.0
	PC5. suggest measures to prevent such accidents from taking place		1.5	0.5	1.0
	PC6. take preventive measures to avoid risk of burns and other injury due to contact with hot surfaces such as stoves, gas, fire, hot liquids, hot foods, hot oil, etc.		1.5	0.5	1.0
	PC7. be aware of the locations of fire extinguishers, emergency exits, etc.		1.5	0.5	1.0
	PC8. practice correct emergency procedures		1.5	0.5	1.0
	PC9. check and review the storage areas frequently		1.5	0.5	1.0
	PC10. stack items in an organized way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas		1.5	0.0	1.5
	PC11. ensure to be safe while using handling materials, tools, acids, chemicals, detergents, etc.		1.5	0.5	1.0
	PC12. store these chemicals and acids in a well-ventilated and locked areas with warning signs not to touch		1.5	0.5	1.0
	PC13. ensure safe techniques while moving furniture and fixtures		1.5	0.5	1.0
	PC14. ensure to reduce risk of injury from use of mixers, slicers, grinders, heaters, fridge, ironer and other electrical tools		1.5	0.5	1.0
	PC15. read the manufacturers manual carefully before use of any equipment		1.5	0.5	1.0
	PC16. unplug the electrical equipment before performing housekeeping, cleaning and maintenance to avoid injuries		2.0	0.5	1.5
	PC17. keep the floors free from water and grease to avoid slippery surface		2.0	0.5	1.5
	PC18. ensure to use non slip liquids and waxes to polish and treat floors		1.5	0.5	1.0
	PC19. use rubber mats to the places where floors are constantly wet		2.0	0.5	1.5
	PC20. ensure safety from injuries of cuts to loss of fingers, while handling sharp tools such as knives, needles, etc.		2.0	0.5	1.5
	PC21. use flat surfaces, secure holding and protective wear while using such sharp tools		2.0	0.5	1.5
	PC22. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies		2.0	0.5	1.5

Qualifications Pack for Food & Beverage Service -Steward

Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
PC23. practice personal safety when lifting, bending, or moving equipment and supplies		2.0	0.5	1.5
PC24. ensure the workers have access to first aid kit when needed		1.0	0.0	1.0
PC25. ensure all equipment and tools are stored and maintained properly and safe to use		1.5	0.5	1.0
PC26. ensure to use personal protective equipment and safe wear like gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work conditions where required		1.5	0.5	1.0
PC27. Ensure to display safety signs at places where necessary for people to be cautious		1.0	0.0	1.0
PC28. take all electrical precautions like insulated clothing, adequate equipment insulation, dry work area, switch off the power supply when not required, etc.		1.5	0.5	1.0
PC29. ensure availability of general health and safety equipment such as fire extinguishers, first aid equipment, safety equipment, clothing, safety installations like fire exits, exhaust fans, etc. are available		1.5	0.5	1.0
PC30. document all the first aid treatments, inspections, etc. conducted to keep track of the safety measures undertaken		1.5	0.5	1.0
PC31. comply with the established safety procedures of the workplace		1.0	0.5	0.5
PC32. report to the supervisor on any problems and hazards identified		0.5	0.0	0.5
PC33. ensure zero accident at workplace		0.5	0.0	0.5
PC34. adhere to safety standards and ensure no material damage		1.0	0.5	0.5
POINTS		50	15	35
TOTAL POINTS				50

EXPOSITORY FOR QUALIFICATIONS PACK – OCCUPATIONAL STANDARDS FOR TOURISM AND HOSPITALITY INDUSTRY

Training to be conducted in the 1st phase for Blindness (Visually Impaired), Low Vision (Visually Impaired), Speech and Hearing Disability (Hearing Impaired), Locomotor Disability/Orthopedically challenged Suitable for Speech and Hearing Disability (Hearing Impaired) Disability

Skill Council for Persons with Disability

Expository for Food & Beverage Service Steward THC/Q0301

TRAINING TOOL

Training Tools mentioned below, are Accessible Tools/Appliances/Software, which make it possible for PwDs to carry out the training corresponding to the National Occupational Standards (NOS) mentioned in the Qualification Pack - THC/Q0301. While the learning outcomes from the Qualification Pack will remain the same, the methodologies stated below will assist the Trainer to train the Trainee in a way, which is best suited to him/her. This Accessible Tools/Appliances/Software will act like an aid for the Trainee to achieve goals mentioned in the National Occupational Standards which, because of his/her disability, the trainee was unable to achieve. These tools enable PwDs to personalize their learning experiences to help meet their needs and preferences towards the Qualification Pack encompassing all the NOSs. These training tools complement and support the efforts of PwD to further accessibility in the Training Environment. The Trainer, either in combination or isolation, can use these tools for the following NOS:

NOS CODE	NOS
THC/N0301	Plan for serving food and beverages
THC/N0302	Greet customer, take orders and serve
THC/N0303	Clean tables and counters
THC/N0304	Deal with customer payment
THC/N0305	Resolve customer service issues
THC/N9901	Communicate with customer and colleagues
THC/N9902	Maintain customer-centric service orientation
THC/N9903	Maintain standard of etiquette and hospitable conduct
THC/N9904	Follow gender and age sensitive service practices
THC/N9905	Maintain IPR of organization and customers
THC/N9906	Maintain health and hygiene

NOS CODE	NOS
THC/N9907	Maintain safety at workplace

For Training People with Blindness (Visually Impaired)

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
Optical Character Recognition (OCR)	<p>While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading printed text, then this tool can be used. Persons with Blindness (Visually Impaired) can use this tool in all situations. This tool may not read handwritten documents efficiently.</p>	<p>OCR technology helps to convert the printed document into soft copy. This soft copy can be read using separate text to speech software, thus enabling a visually impaired person comprehend the same.</p>	<p>A desktop or laptop is required where the software can be installed. The device needs to also be attached to the system</p>	<ul style="list-style-type: none"> • ClearView+ Speech ZoomEx • Kurzweil, • ABBY Fine Reader • Tesseract
Screen Reader	<p>While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she uses this tool when the printed text needs to be converted into audio format, while using an e – device with a screen to read and write. Eg Laptop, Phone</p>	<p>A screen reader is an essential piece of software for a blind or visually impaired person. Simply put, a screen reader transmits whatever text is displayed on the computer screen into audio. By listening to the same a visually impaired person can work on the computer independently.</p>	<p>Requires a PC or laptop which runs on either Windows or OS or Linux</p>	<ul style="list-style-type: none"> • Non Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go (SATAGO), • Voiceover, • Talkback, • Nuance Talks and Mobile Speak, • ORCA • Dolphin Supernova
Accessible Format Digital System	<p>While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she can use this</p>	<p>DAISY (Digital Accessible Information System), a software player that renders text, audio and</p>	<p>Requires a PC or Laptop which runs on either Windows or OS or Linux</p>	<ul style="list-style-type: none"> • DAISY

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
	<p>tool is used to digitize published material (digital talking). Persons with Blindness (Visually Impaired) can use this tool in all situations.</p>	<p>embedded images for the blind. This software is a combination of a published text to digital text converter and a text to speech software, all in one. The visually impaired can use this to read published material.</p>		
Braille	<p>While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading, then he/she can use this tool. The tool can be recommended on a case-by-case basis. It is used for feeling and identifying items.</p>	<p>It is a tactile writing system used by the blind and the visually impaired. It is traditionally written with embossed paper. Braille-users can read and write Braille with the Braille slates and stylus. Braille script can be written in all the languages. A visually impaired person can touch and comprehend these braille texts and therefore read material published using the same. This requires knowledge of the Braille Language.</p>	<p>Braille slates and stylus. The person should know Braille literature.</p>	NA
Refreshable Braille Display	<p>While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool. It is used for taking notes on Braille without paper usage. The tools can be recommended on a case-by-case basis.</p>	<p>Braille displays enable people who are blind or deaf-blind to operate any computer. The visually impaired person can take notes on the computer in Braille language using tactile/ Braille friendly keyboard.</p>	<p>Attached to a computer with the screen reading software.</p>	<ul style="list-style-type: none"> • Focus 40/80 Seika
White cane		Devices for navigation or	Needs to be	NA

Accessible Tools/Appliances /Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
(folding or non-folding)	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool. Persons with Blindness (Visually Impaired) can use this tool in all situations.	identification of the surroundings used by a person with a visual impairment. The visually impaired person can point the cane out to sense the walking surface and objects in the vicinity. This will help them maneuver with efficiency and avoid any accidents.	purchased locally.	
Electronically augmented canes	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in reading/seeing, then he/she can use this tool. Persons with Blindness (Visually Impaired) can use this tool in all situations.	Narrow beams of laser light are projected from the cane send acoustic signals when obstacles are detected at head height. The visually impaired person can sense these signals and maneuver with caution to avoid accidents.	Needs to be purchased locally.	NA

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Display Cards	The tools can be recommended on a case-by-case basis. It is used for feeling and identifying items.	These cards have Braille inscribed in them for reading. A visually impaired person can touch and comprehend these braille texts and therefore read material published using the same. This requires knowledge of the Braille Language.	Needs to be purchased locally.	NA
	Tactile	It is used to create a 3D demo of a 2D image. It can be recommended to all Blindness (Visually Impaired) candidates on a case-by-case basis.	Tactile is used to get the visualization of the visuals (model or 3d images) by touch and feel. Tactile stickers or diagrams are used to get the visualization of things like computer screen or any outline by touch and feel. Tactile markers are also used to differentiate the things. A visually impaired person can touch and comprehend these and therefore differentiate things or comprehend messages.	Needs to be prepared using the locally available stickers or bindis and other materials.	<ul style="list-style-type: none"> • Tactile diagrams • Tactile stickers • Tactile flooring Tactile marks to identify various things/devices/ Spots <ul style="list-style-type: none"> • Bindi and other stickers used to provide tactile feeling to differentiate items.
Environmental Adaptability	Tactile paving	It can be recommended for training to all candidates with Blindness (Visually Impaired).	Tactile warnings providing distinctive surface pattern detectable by cane or underfoot used to alert people with visual impairments of approach to streets	The item can either be purchased or made by a person and then stuck to the floor.	<ul style="list-style-type: none"> • NA

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
			<p>and hazardous drop-offs.</p> <p>The visually impaired person can feel the surface using the cane and avoid accidents.</p>		
Sensitization of the Trainer	Consider in future (with appropriate technology)	It can be recommended for training to all candidates with Blindness (Visually Impaired).	<p>The trainer should understand how Persons with Disability (PwD) do different activities,</p> <p>Gain Knowledge of disability, assistive aids. Learn to assess candidates (before training)</p> <p>Create an inclusive training environment and training material.</p> <p>The trainer must have video clippings of each and every aid in use and must know the specifications of where to get and how to get as well as knowledge/information on where to get the repairs done if required.</p> <p>This will equip the visually impaired person with adequate information of the various assistive aids available and their usage. This will also create a positive and conducive environment that fosters effective learning.</p>	<p>Trainer should undergo training with specific disabilities and should be able to change his/her approach according to the needs of the student. She/he should be able to provide multisensory input, keeping in mind the learning style of the student.</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • hand gestures • touch sensitivity <p>BEHAVIOUR</p> <ul style="list-style-type: none"> • sensitivity • patience • customized approach to students

For Training People with Low Vision (Visually Impaired)

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Optical Character Recognition (OCR)	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing printed text, then he/she can use this tool.</p> <p>It is mandatory to use this tool for persons with LV</p>	<p>OCR technology helps to convert the printed document into soft copy through which a visually impaired can read the same</p>	<p>The device is attached to the system. Requires a PC or laptop which runs on either Windows or Linux</p>	<ul style="list-style-type: none"> • ClearView + Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract
Screen Reader	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing printed text, then he/she can use this tool.</p> <p>A person with LV uses this tool when the printed text needs to be converted into audio format, while using an e – device with a screen to read and write. Eg Laptop, Phone</p>	<p>A screen reader is an essential piece of software for a visually impaired person. A screen reader transmits whatever text is displayed on the computer screen into audio. By listening to the same a person with vision impairment can work on the computer independently.</p>	<p>The device is attached to the E - Device. Requires a PC or laptop, Phone which runs on either Windows or Linux</p>	<ul style="list-style-type: none"> • Non Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAG O), • Voiceover, • Talkback, • Nuance Talks and Mobile Speak, • ORCA
Screen Magnifications	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is used when an LV person needs to access text formats, graphics and images for reading and writing.</p>	<p>A screen magnifier is software that interfaces with a computer's graphical output to present enlarged screen content. It is a type of assistive technology suitable for visually impaired people with some functional vision.</p>	<p>Installed to Windows Computer</p>	<ul style="list-style-type: none"> • Windows Magnifier • Magic Screen Magnification • Zoom Text

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Screen Reader and Magnifier	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is used when an LV person needs to access the matter on screen in order to use in audio and magnified format simultaneously.</p>	<p>This tool helps in reading smaller words which are difficult for the eye to capture</p>	<p>Installed Windows Computer to</p>	<ul style="list-style-type: none"> • Supernova Screen Reader and Magnifier
Accessible Format Digital System	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is highly recommended for all degrees of visual impairment. It is used to read any soft copy material.</p>	<p>DAISY (Digital Accessible Information System), a software player that renders text, audio and embedded images for the blind</p>	<p>Requires a Pc or Laptop which runs on either Windows or Linux Inbuilt on a Windows system.</p>	<ul style="list-style-type: none"> • DAISY
Ease of Access Center	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is used for functions described in a limited manner.</p>	<p>Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or Low Vision (Visually Impaired)), sticky keys, on-the screen keyboard, mouse pointer settings, speech recognition, etc.</p>	<p>Requires a Pc or Laptop which runs on either Windows or Linux Inbuilt on a Windows system.</p>	<p>Technology is the tool</p>
Video Magnifiers	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It can be recommended for LV candidates, who have functional vision to read documents of 3-4 pages. It is used to magnify the object with an additional benefit to create contrasts in colors.</p>	<p>A video magnifier has device a video camera to display a magnified image on its display. Video Magnifiers are used by people with Low Vision (Visually Impaired) to help with reading and writing difficulties caused by visual impairments</p>	<p>Hand held device</p>	<ul style="list-style-type: none"> • Onyx • Topaz • Prisma • Optelec

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Adapted key board in colour contrast	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. Can be used by LV candidates, however but not an essential tool.	This aid is useful for people with Low Vision (Visually Impaired) as there is contrast in colour and large keys	Must be purchased.	Technology is the tool
Braille	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. The tools can be recommended on a case-by-case basis. It is used for feeling and identifying items.	It is a tactile writing system used by the blind and the visually impaired. It is traditionally written with embossed paper. Braille-users can read and write Braille with the Braille slates and stylus. Braille script can be written in all the languages	Braille slates and stylus. The person should know the Braille literature.	Technology is the tool
Electronic Braille Embossers	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used by the Trainer to create embossed study material for trainees	Hardware printer used to print Braille books and other materials in Braille	Attached to a computer with the screen reading software.	
Refreshable Braille Display	While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool. It is used for taking notes on Braille without paper usage. The tools can be recommended on a case-by-case basis.	Braille displays enable people who are blind or deaf-blind to operate any computer		Technology is the tool

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Hand Held General Magnifier	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It can be recommended for LV candidates, who have functional vision to read minimal text. It helps in reading and writing by magnifying objects.</p>	<p>Helps a person with Low Vision (Visually Impaired) to see magnified images/written materials</p>	<p>Handheld Magnifier</p>	
E-Book Reader	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It can be recommended for LV candidates, who have functional vision to read from computer screens. It helps them to read e books in a magnified manner.</p>	<p>Helps in reading books/magazines/newspapers with various options such as zoom and backlight</p>	<p>Handheld E book reader</p>	<ul style="list-style-type: none"> Kindle Paper White/I Pad
Smart Phone with Android/IOS Technology	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is most the effective and accessible option to access info, when on the go. It can be recommended to LV candidates who are comfortable using touch phones.</p>	<p>Well known for its accessibility features such as talk back, good touch, zoom facility etc. They also provide clarity in view with its HD Displays Helps in improving ones reading ability</p>	<p>Hand held device</p>	<ul style="list-style-type: none"> Android/IOS Technology is best known for accessibility for persons with Low Vision (Visually Impaired)

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Voice Recorder	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It is used during meetings, classes and conferences. It can be recommended for all LV candidates, irrespective of their functional vision.</p>	<p>Equipped with facilities of long hour recording, data transfer into computer/laptop and talking facility. Can be used for educational and employment purposes of persons with Low Vision (Visually Impaired)</p>	Handheld device	<ul style="list-style-type: none"> • Angel Player/I-Pods etc.
Low vision helping aids	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>Used for basic calculations and math Used for signatures. It can be recommended for all LV candidates, irrespective of their functional vision.</p>	<p>Helps in solving basic mathematical problems, signing documents/cheques etc. in a defined area without any hassle</p>	Hand held devices	<ul style="list-style-type: none"> • Talking calculator • Signature Guide • Wrist watches-Tata
Table Lamps	<p>It can be recommended for all LV candidates, who have good functional vision to read.</p>	<p>Good quality table lamps-with yellow and white light options. Contributes quality to the reading and writing needs of a person with Low Vision (Visually Impaired) (central vision in place) to read print material</p>	Hand held Device, available locally	<ul style="list-style-type: none"> • General table lamp
Magnifying glass	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It can be recommended for all LV candidates, who have good functional vision to read.</p>	<p>It is a lens that produces an enlarged image.</p>	convex lens that is used to produce a magnified image of an object	Technology is the tool

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Keyboard	Can be used by LV candidates, however but not an essential tool needed for effective typing tasks.	Large Black Print on Yellow Keys	Attached to a computer.	Technology is the tool
Tactile Material	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in seeing surroundings, then he/she can use this tool.</p> <p>It is used to create a 3D demo of a 2D image. It can be recommended to all LV candidates on a case-by-case basis.</p>	<p>Tactile is used to get the visualization of the visuals (model or 3d images) by touch and feel. Tactile stickers or diagrams are used to get the visualization of things like computer screen or any outline by touch and feel.</p> <p>Tactile markers are also used to differentiate the things.</p>	Needs to be prepared using locally available stickers or bindis and other materials.	<ul style="list-style-type: none"> • Tactile diagrams, • Tactile stickers, • Tactile flooring, • Tactile marks to identify various things/dev ices/spots Bindi and other stickers used to provide tactile feeling to differentiate items.
Stationary: registers, pens etc.	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LV person has difficulty in reading/seeing text formats, then he/she can use this tool.</p> <p>It can be recommended to all LV candidates irrespective of their degree of vision.</p>	White Papers with thick black coloured lines so that distance between two lines can be identified easily, black sign pens could help in writing big font and with brightness	To be procured locally	Technology is the tool

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Reading Notes for Reference	It can be recommended for all LV candidates, who have good functional vision to read.	Any reference material should be in bold and big font, above 20 generally for the reading of a person with Low Vision (Visually Impaired) (central vision in place)	To be procured locally	NA
	Surrounding level of light	It can be recommended to all LV candidates irrespective of their degree of vision but may vary on a case to case basis.	<p>There should be enough lighting provision everywhere including in lifts too, though modern lifts have the talking facility, the display board showing the numbers should be back lit in white with good contrast and big fonts of numbers of floor.</p> <p>Dim light contributes a lot to the pain of a person with Low Vision (Visually Impaired) e.g. movie halls, restaurants, lifts, training rooms, conference rooms and all those places where there is no sun light.</p>	Bulbs, tube lights can be purchased or switched on in case of buildings if available.	NA

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Enhanced contrast stickers	It can be recommended to all LV candidates irrespective of their degree of vision.	Stickers which enhance black & white contrast used to assisting persons with contrast sensitivity deficit to identify home / workplace obstacles	To be procured locally	NA
	Floors	It can be recommended to all LV candidates irrespective of their degree of vision but may vary on a case to case basis.	The floor in contrast could lead to independent movement of a person with Low Vision (Visually Impaired). If we can provide a line on the floor leading to different directions in a different contrast than the floor colour, person with Low Vision (Visually Impaired) can reach different places following the line in contrast e.g. tactile in metro stations with yellow with railing in the contrast.	Adaptation to be done on floors	NA

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Environmental Adaptability	Stair Cases & Ramps	It can be recommended to all LV candidates irrespective of their degree of vision impairment but may vary on a case to case basis.	Stairs can be white in colour but the centre part of the stairs can be painted in red/black or yellow for a person with Low Vision (Visually Impaired) to identify the slope of the stairs easily. Every staircase should have a side ramp with the same contrast as given for the staircase along with contrasting colour of railing.	Adaptation required for staircases, ramps and side railings for better access by person with Low Vision (Visually Impaired)	NA
	Signage Boards	It can be recommended to all LV candidates irrespective of their degree of vision Impairment.	Should have back light (white), all the text and images must be of good contrast (black and white, white and black, dark blue on white, dark red on white etc.) and in big font like room numbers, toilet distinction-male, female, name of the wings/blocks are a few examples.	Any place where signage are used. Eg. toilets, training rooms, conference rooms, canteens etc.	NA

For Training People with Speech and Hearing Disability (Hearing Impaired)

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Live Captions	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>It is preferable to have an interpreter for such meetings as literacy levels of hearing and speech impaired youth in the country are very poor- hence reading and comprehension will be extremely difficult for such people.</p>	<p>A person will be transcribing what is spoken in the meetings and functions to include a person with Speech and Hearing Disability (Hearing Impaired) by placing a request via internet. The spoken conversation is converted to text.</p>	<p>There are captioning companies to provide the service. In the training environment and meetings one can volunteer. The person with Speech and Hearing Disability (Hearing Impaired) should be able to understand the written language.</p>	<ul style="list-style-type: none"> • Assistive Aid/Service • Ai-Live • Captions First • Captions 2020
Closed Captions	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>This would work the best for HI persons and is being done across the world to make barrier free communication.</p>	<p>Closed captioning (CC) and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information.</p>	<p>Can be used to pre-record videos and audios to make the person with Speech and Hearing Disability (Hearing Impaired) understand the same audio by reading the caption or subtitle.</p>	<p>Technology is the tool</p>
Speech to Text	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>This tool is to be recommended based on the literacy level of the Hearing impaired</p>	<p>Converts speech into text. This can be used by a person who does not know sign language, which will help in communication with a person with speech and Speech and Hearing Disability (Hearing Impaired).</p>	<p>Trainer or team member can use this instead of typing. The person with hearing or speech impairment should be able to read. The accuracy of many accents needs to be taken into consideration.</p>	<ul style="list-style-type: none"> • Assistive Aid/Service • Closed Capp • Lets Talk • Google Now for Android, • Siri for Apple IOS

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Assistive Listening Device	<p>candidate.</p> <p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>The tool can be recommended for all hearing impaired persons, depending on affordability of the candidate.</p>	<p>Converser assistive listening device which helps for people with mild to moderate Speech and Hearing Disability (Hearing Impaired) who uses hearing aid.</p>	<p>Used in the meetings, class room and other places where one cannot listen properly.</p>	<p>Technology is the tool</p>
Cochlear implants	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>The implant works on children especially during the critical years when the brain is yet learning and growing so that they can be taught to understand sound and articulate the same and then get integrated in mainstream schools. It will not work for Adult hearing impaired persons</p>	<p>A cochlear implant is an electronic medical device that replaces the function of the damaged inner ear. Unlike hearing aids, which make sounds louder, cochlear implants do the work of damaged parts of the inner ear (cochlea) to provide sound signals to the brain.</p>	<p>The instrument needs to be purchased for use.</p>	<p>Technology is the Tool</p>
BTE hearing aids	<p>While teaching any of the NOS'S mentioned above, if it is seen that a HI person has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>The tool can be recommended for a young person/child.</p>	<p>The sound from the instrument is routed acoustically or electrically to the ear.</p>	<p>The instrument needs to be purchased for use.</p>	<p>Technology is the Tool</p>

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Sensitization of the Trainer	Sign Language	Hearing impaired persons are naturally inclined to this visual language and are natural 'signers'. This is yet the best method to make all kind of trainings /meetings /services accessible to him/her.	Signs or gestures are used to communicate instead of verbal communication.	Both the parties need to know the sign language. In the training setup better to have a sign language interpreter.	NA
Environmental Adaptability	Pictorial/Diagrammatic Communication Chart	Useful tool for learning and during training days. Can be recommended to all hearing impaired persons.	Helps a speech impaired to communicate specific things using written language and pictures. A person with Speech and Hearing Disability (Hearing Impaired) can use set of options while communicating with the customer.	Need to be prepared based on the requirement and the environment.	NA
	Hearing loop	It can be used for hearing impaired persons during meetings, events etc.	The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid when it is set to 'T' (Telecoil) setting.	The instruments need to be purchased.	NA

For Training People with Locomotor Disability/Orthopedically challenged

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Ease of Access Center	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with LD. The candidate must be able to read and write for using this tool.	Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or low vision), sticky keys, on-the screen keyboard, mouse pointer settings, speech recognition, etc.	Inbuilt on a Windows operating system. Through this various options can be enabled for people with different disabilities.	Technology is the tool
Sticky Keys	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with LD. The candidate must be able to read and write for using this tool.	Sticky Keys is a Windows Ease of Access feature that makes it possible to use keyboard shortcuts or type capital letters without needing to press more than one key at once.	Inbuilt on a Windows operating system. This can be used for a person who has very few or one functional finger.	
On the screen Keyboard	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended depending the ability of the candidate to touch, feel and if the candidate is comfortable in using a screen. The candidate must also be able to type for using this tool.	The keyboard will be displayed on the computer screen. A person with fine motor movement challenge can type using the mouse or touch pad by clicking on the each key. This has built-in word prediction feature which makes the typing quick and easier.	Inbuilt on a Windows operating system. This can be used for a person who has 1 or no finger and also fine motor impairment.	Technology is the tool
One-Handed Keyboard	While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain	It helps a person with one hand to practice the typing and keyboard orientation	This hardware need to be attached to a computer. The person needs to	Technology is the tool

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	<p>movement, then he/she can use this tool. The tool is to be recommended if the candidate has at least one functional limb. The candidate must be able to read, type and write for using this tool.</p>	<p>with efficiently.</p>	<p>have all five functional fingers in one hand.</p>	
<p>Foot Pedals</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the candidate has a functional leg. The candidate must be able to read, type and write for using this tool.</p>	<p>This hardware solution can be used by a person without hands who has functional leg. This helps to type and operate computer through foot and toes.</p>	<p>Attached to the computer.</p>	
<p>Access Switches</p>	<p>While teaching any of the NOS'S mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. It can be recommended to all persons with various degrees of LD.</p>	<p>A person without upper and lower limbs can operate the computer using one of these kinds of switches. A person can use these switches either through mouth, limited movement of an organ to press a key to give input to the computer.</p>		<p>Technology is the tool</p>

Activity	Activity Type	When to use Activity	Activity Description	Activity Planning	Activity Tool
Sensitization of the Trainer	Consider in future (with appropriate technology)	It can be recommended to all persons with various degrees of LD.	The trainer should understand how Persons with Disability (PwD) do different activities, Gain Knowledge of disability, assistive aids & accessibility in the environment Learn to assess candidates (before training) Make an inclusive training environment and Create inclusive training material	Trainer should undergo training with specific disabilities and should be able to change his/her approach according to the needs of the student. Training in transfer skills and communication skills	COMMUNICATION <ul style="list-style-type: none"> hand gestures touch sensitivity BEHAVIOUR <ul style="list-style-type: none"> sensitivity patience customized approach to students
Environmental Adaptability	Ramps/ Rails	It can be recommended to all persons with various degrees of LD. Helps in easier and better movement.	Ramps/ Rails in public buildings; adaptation of toilets & for drinking water for wheel chair users to ensure easy access for all persons.	These facilities should be provided for easier access to all.	NA
	Lifts	It can be recommended to all persons with various degrees of LD. Helps in easier and better movement.	An elevator (lift in British English) is a type of vertical transport equipment that moves people or goods between floors (levels, decks) of a building, vessel, or other structure. Elevators are generally powered by electric motors	These facilities should be provided for easier access to all.	

ASSESSMENT GUIDELINES

Expository for Qualification Pack, Food & Beverages Service - Steward Sector Skill Council: SCPwD

Guidelines for Assessment of Trainees: For Persons with Blindness (Visually Impaired)

General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment

1. Ensure that all the lab equipment is accessible and made tactile – similar to solutions for persons with Low Vision (Visually Impaired)

Computer Assessment

1. If the assessment requires specific software's, these should be screen reader and magnifier

friendly

2. In the absence of the above tools and support, where using writing assistance or scribe, extra 20 minutes to be given for every one hour of assessment. Ensure that the person has a different room in which to work, so that no disturbance is caused to other trainees, and the person with vision impairment has a space to discuss with the scribe.
3. Visual elements in assessment paper needs to be given alternate question or description. For instance, if the non-verbal reasoning exercise is given in graph form, an alternate should exist in verbal / text format.
4. Tools such as Tailor Frame Abacus should be allowed for working out math calculations
5. Ensure that all videos have audio description for ease of comprehension.

Guidelines for Assessment of Trainees: **For Persons with Low Vision (Visually Impaired)**

General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment

1. If magnifier user: Assessment papers in hard copy should be printed in large font based on the person's convenience of reading. For example, 14 - 20, etc. Screen reader users need only soft copies
2. The practical part of assessment should be customized based on the person's comfort level. For example, shapes of objects, colours, lighting condition and size of the object to be used will depend on the functional ability of the person.
3. The person needs to be given initial orientation to the lab prior to the assessment – where furniture is located and where the entries and exits are.
4. Practical assessments, based on the qualification pack requirements, could be made more

inclusive by introduction of low cost tactile or high contrast options (for example, using insulation tape or stickers)

Computer Assessment

1. Low Vision (Visually Impaired) person should also be given magnifier either handheld or on the computer.
2. The computer should be configured in terms of colour, resolution and other accessibility needs based on the person
3. The computer must have screen reader software installed for ease of access, and assessment software should be compatible with screen reader and magnifier. For example, testing using Tally for accounts or Eclipse for Java both softwares need to be checked for accessibility.

Guidelines for Assessment of Trainees: **For Persons with Speech and Hearing Disability (Hearing Impaired)**

General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

The primary assessment process modifications required for persons with Speech and Hearing Disability (Hearing Impaired) include:

1. All assessments for persons with Speech and Hearing Disability (Hearing Impaired) must be in simple English, with examples wherever possible. This will enable the hearing impaired person to comprehend the material correctly.
2. If there are any audio elements as part of the assessment, there should be alternate arrangements such as pictures to be given. If there are video elements, subtitling is key and sign language is preferred.
3. For persons who lip read, it is important that you face the person while communicating. You

also need get other details (for example, which languages they lip-read, which side they can hear better and how much enunciation they require, whether they prefer closed room discussions, or silence without background noise etc.)

4. We strongly recommend not having telephonic assessments. However, this may vary based on the functional assessment of the person.
5. Assessment paper should be made in simple English and precise with visual aspects to ensure level-playing field for persons with Speech and Hearing Disability (Hearing Impaired).
6. Demonstrations and visual learning are important for persons with Speech and Hearing Disability (Hearing Impaired) to understand exactly what is expected from the exercise. Do a simple mock explanation to ensure the person understands correctly.
7. Check on sign language compatibility between interpreter and trainees for best assessment processes. For example, within Indian Sign Language, there are many differences based on location. Further, words in ISL and ASL are frequently very different, and not all persons with Speech and Hearing Disability (Hearing Impaired) may understand both. This may lead to misinterpretations.
8. Assessment through presentation should be replaced with practicals or by conducting regular interviews.
9. Consider extra time because of interpreter communication during assessments.
10. Written assessment should be assessed keeping in mind language constraints the person might have. For example, email writing task should be viewed from the point of view of email message, but not grammar.

Guidelines for Assessment of Trainees:

For Persons with Locomoter Disability

General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. You could check if the person would prefer normal lighting conditions to bright lighting, in the case of persons with Low Vision (Visually Impaired). This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigour as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each

PC

2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles)
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment

Upper Limb – One limb:

1. This may require re-arrangement of equipment based on nature of disability for ease of access – like placing tools on left-hand-side or right-hand-side.
2. May require left handed lab equipment (like left-handed scissors)

Upper Limb – both limbs:

1. May require process changes based on the nature of the assessment – for example, if the person uses their feet for different tasks.

Lower limb – Without aids/Crutch User/Calliper User:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred
2. Accessible restrooms must be provided.

Lower limb - Wheelchair user due to polio:

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers.
2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
4. All shelves must be at an appropriate height for wheelchair users.

Lower limb – Wheelchair user due to Spinal Cord Injury:

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers
2. The floor needs to be level with no obstacles. The building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
4. All shelves must be at an appropriate height for wheelchair users.
5. Many persons with spinal cord injury are unable to sit for extended periods of time. This should

be taken into account, and extra time should be allocated to the person for completion of the assessment.

6. Persons with spinal cord injury may require helpers for personal work. This must be taken into consideration on a case-by-case basis.

Computer Assessment

Upper Limb – One limb:

1. May require modified/one-handed keyboard or mouse, based on preference
2. May need computer configured with Sticky Keys for ease of using keyboard shortcuts.

Upper Limb – Both limbs:

1. May require keyboard placed at foot level for persons using foot typing
2. May require computer compatibility with speech recognition software or camera-mouse

Lower limb – Without aids/Crutch user/Calliper User:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
2. Accessible restrooms must be provided.

Lower limb – Wheelchair user due to polio:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The tables for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.

Lower limb – Wheelchair user due to Spinal Cord Injury:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The tables for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.
4. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.
5. Persons with spinal cord injury may require helpers for personal work. This must be taken into consideration on a case-by-case basis.
6. In assessments, some trainees may prefer using a laptop over a desktop due to movement constraints.

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practica
	PC1. Check assigned duties as per duty roster		1.5	0.5	1.
	PC2. Inspect the area for the cleaning		1.5	0.5	1.

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0301 Plan for serving food and beverages	PC1. check assigned service areas as per duty roster	50	1.5	0.5	1.0
	PC2. Check the pre-bookings for the area as assigned		1.5	0.5	1.0
	PC3. Inspect the food service area for the cleaning And laying the table such as customer dining areas, sideboards/sidetables/trolleys /counters, service preparation areas		2.5	1.0	1.0
	PC4. Assess requirements for sources viz. tableware, cutlery, linen		2.0	0.5	1.5
	PC5. Identify workplace procedures for serving food and beverage		2.0	1.0	1.0
	PC6. Check that service areas are hygienic, clean, free from damage and ready for use inline with service style		2.0	1.0	1.0
	PC7. Prepare and adjust dining area for comfort and ambience, e.g., light, music, temperature, odour-less, pest-free, clean linen and furniture arrangement		1.0	0.5	0.5
	PC8. Check that service equipment is clean, functional, free from damage, located where it should be and switched on ready for use		2.0	1.0	1.0
	PC9. set up furniture in accordance with standard operating procedures, bookings, customer requests and customer/staff convenience and safety		2.0	1.0	1.0
	PC10. check that sufficient stock of service items are clean, free from damage and stored ready for		2.5	1.0	1.5

	PC3. Identify the types of surfaces to be cleaned		1.5	0.5	1.
	PC4. Assess requirement for housekeeping equipment and consumables		2.0	1.0	1.
	PC5. Identify requirement of PPE to be used		1.5	0.5	1.
	PC6. Ensure that the data and information received is complete and correct		1.5	0.5	1.
	PC7. Identify workplace procedures for housekeeping		1.5	0.5	1.
	PC8. Choose the appropriate equipment and materials taking into account factors such as manufacturers' instructions, risk, efficiency, access, time, surface and type of soiling		2.0	1.0	1.0
	PC9. Obtain the PPE required		1.5	0.5	1.
	PC10. Obtain the appropriate equipment and materials and consumables and if the same are not available, select suitable alternatives or inform the appropriate person		2.5	1.0	1.5

	PC11. Wear the personal protective equipment required for the cleaning method and materials being used		1.5	0.5	1.0
	PC12. Follow the instructions and procedures for entering and leaving the workplace		1.5	0.5	1.0
	PC13. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces		2.5	1.0	1.5
	PC14. Ensure that all surfaces to be cleaned are accessible and can be reached to perform adequate cleaning		1.5	0.5	1.0

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
	PC15. Ensure that there is adequate ventilation for the work being carried out		2.0	1.0	1.0
	PC16. Identify and follow specific requirements for housekeeping activities in different parts of the work area assigned		2.5	1.5	1.0
	PC17. Select equipment and consumables e.g. Cleaning agents in accordance with work area requirements		2.5	1.0	1.5
	PC18. Follow the manufacturer's instructions for using any tools, equipment, consumables and cleaning agents		2.5	1.5	1.0
	PC19. Carry cleaning items, and cleaning supplies using wheeled carts or as per unit procedure		1.5	0.5	1.0
	PC20. Disinfect equipment and supplies, using appropriate solutions or steam-operated sterilizers		1.5	0.5	1.0
	PC21. Ensure levels of personal hygiene meet workplace requirements and are maintained throughout the cleaning process		1.5	0.5	1.0
	PC22. Ensure that the right people know when cleaning is taking place and when the area will be free for use again by using sign boards for caution and work in progress		1.5	0.5	1.0
	PC23. Follow the correct procedures to deal with any lost property or unattended items		1.5	0.5	1.0
	PC24. Check and prepare cleaning equipment as per manufacturers' instructions before use		2.5	1.0	1.5
	PC25. Prepare work area and equipment so that the job can be done efficiently, correctly and safely		2.5	1.0	1.5
	PC26. Complete preparation for housekeeping duties following workplace procedures and ensure removal of waste		2.5	1.0	1.5
	PC27. Complete checklists and records for preparation for housekeeping duties		1.5	0.5	1.0
	POINTS		50	20	30
	TOTAL POINTS			50	

	Performance Criteria	Total Marks	Out Of	Theory	Skills Practical
THC/N0211 Manually clean floors, wash-and- rest rooms	PC1. Choose equipment and cleaning agents that are right for the floor and the amount of ground-in soil/dirt	50	1.0	0.5	0.5
	PC2. Choose a method of removing the dust and debris that is right for the floor and the amount of dust and debris involved		1.0	0.5	0.5
	PC3. Clear any large items of debris by hand, safely		1.0	0.5	0.5
	PC4. Mix and apply the cleaning solution		1.5	0.5	1.0
	PC5. Carry out the cleaning as per organization's standards and procedure		1.5	0.5	1.0
	PC6. Remove the ground-in soil/dirt without damaging the surface and leave the floor and the surrounding area		1.0	0.5	0.5

	Performance Criteria	Total Marks	Out Of	Theory	Skills Practical
	dry and free of smears				
	PC7. Remove the loose dust and debris carefully and put the dust and debris into the correct container for disposal		1.0	0.5	0.5
	PC8. Leave the floor clear of dust and debris and put everything back in the right place when work is finished		1.0	0.5	0.5
	PC9. Choose a method of clearing up the spillage, if any, that is right for the floor and the size and type of spillage		1.0	0.5	0.5
	PC10. Remove the spillage safely and leave the floor surface clean and dry		1.0	0.5	0.5
	PC11. Empty all waste from the bins in the area of responsibility		1.0	0.0	1.0
	PC12. Re-line or clean bins as per procedure		1.0	0.5	0.5
	PC13. Put the garbage and debris in the correct container and remove the left-over cleaning solution aside		1.0	0.0	1.0
	PC14. Report any stains that cannot be removed to the supervisor		1.0	0.0	1.0
	PC15. Follow any special procedures for entering the toilets and washrooms		1.0	0.5	0.5
	PC16. Make sure that there is enough ventilation in the area being cleaned		1.0	0.5	0.5
	PC17. Follow any relevant codes of practice to make sure to protect oneself and others throughout the process e.g. Put-up appropriate signage		1.0	0.5	0.5
	PC18. Choose equipment and cleaning agents that are suitable for the surface		1.0	0.5	0.5
	PC19. Mix and apply cleaning agents		1.0	0.5	0.5
	PC20. Clean toilets and washrooms		1.5	0.5	1.0
	PC21. Clean basins and taps so that they are free of dirt and removable marks		1.0	0.5	0.5
	PC22. Clean the inside and outside of the toilet so that it is free of dirt and removable marks		1.0	0.5	0.5
	PC23. Check that toilets are free flushing and draining		1.5	0.0	1.5
	PC24. Clean the fixtures and fittings in an order that is least likely to spread infection		1.0	0.5	0.5
	PC25. Clean the appliances, surfaces, fixtures and fittings so that they are dry and free from dirt and removable marks		1.0	0.5	0.5
	PC26. Clean the surrounding floors, walls, mirrors and other surfaces		1.0	0.5	0.5
	PC27. Make sure waste bins are empty, clean and ready for use		1.0	0.0	1.0
	PC28. Identify waste and get it ready for dispatch		1.0	0.5	0.5
	PC29. Make sure that plug holes, waste outlets and over flows are free from blockages		1.5	0.5	1.0
	PC30. Report any faults and problems to the appropriate person		1.0	0.5	0.5

	Performance Criteria	Total Marks	Out Of	Theory	Skills Practical
	PC31. Check that holders contain the correct amount of consumables		1.5	0.0	1.5
	PC32. Check supplies and accessories in the toilets and washroom		1.0	0.5	0.5
	PC33. Make sure that supplies and accessories are clean and free from damage		1.0	0.0	1.0
	PC34. Replenish, replace and refill supplies as per organization procedure		1.5	0.5	1.0
	PC35. Follow the manufacturers' instructions correctly when refilling or replacing items		1.0	0.5	0.5
	PC36. Make sure the area has the right amount of consumables when work is finished		1.5	0.5	1.0
	PC37. Report any stock shortages to the appropriate member of staff		1.5	0.0	1.5
	PC38. Ensure cleaning equipment is clean, dry and in working order when work is finished taking appropriate action to deal with any items that are not		1.0	0.0	1.0
	PC39. Put everything back in the right place when work is finished		1.5	0.0	1.5
	PC40. Remove or replace personal protective equipment following workplace		1.5	0.0	1.5
	PC41. Ensure floor cleaning duties are conducted following workplace procedures and waste removed		1.0	0.0	1.0
	PC42. Notify maintenance requirements of any damaged items to appropriate personnel		1.0	0.0	1.0
	PC43. Complete and ensure checklists and records for housekeeping duties are maintained		1.0	0.5	0.5
	PC44. Check work areas to ensure required workplace standards are met		1.5	0.0	1.5
	TOTAL POINTS		50	15	35
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
THSC/N0213 Manually clean furniture and surfaces	PC1. Remove loose dust and debris making sure it spreads as little as possible	50	1.0	0.5	0.5
	PC2. Examine the upholstered material to make sure that it is suitable for the planned treatment, given the nature of the material and the type, position, form and amount of soiling		2.0	0.5	1.5
	PC3. Identify whether the material is colourfast and shrink-resistant for furnishings		2.0	0.5	1.5
	PC4. Soften ground-in soil and stains before trying to remove them		1.5	0.5	1.0
	PC5. Apply the treatment safely, according to the manufacturer's instructions and without over-wetting or damaging the material		2.0	0.5	1.0

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
	PC6. Examine the treated area and apply more treatment if it will help to remove the stain safely		1.0	0.5	0.5
	PC7. Leave the material free of excess moisture and ground-in soil		1.5	0.5	1.0
	PC8. Make sure that furnished areas are free from unpleasant smells		1.5	0.5	1.0
	PC9. Choose a cleaning agent and equipment appropriate for the marks, surface and type of dirt on the furniture		2.0	0.5	1.5
	PC10. Scrape off anything that is stuck on to the furniture and fittings		1.5	0.5	1.0
	PC11. Mix and apply the cleaning agent/solution smoothly and evenly; Go from mild to harsh treatment in case the stain is not identified		1.5	0.5	1.0
	PC12. Leave the surface clear of the marks that can be reached and spot cleaned		1.5	0.5	1.0
	PC13. Leave the surfaces dry and free of smears and dirt, when work is finished		1.5	0.5	1.0
	PC14. Put everything back in the right place when work is finished		1.5	0.0	1.5
	PC15. Report any marks that cannot be reached or spot cleaned to the person in charge		1.0	0.5	0.5
	PC16. Deal with cleaning equipment correctly after use		1.5	0.5	1.0
	PC17. Sort out and handle the waste safely and according to instructions		1.0	0.5	0.5
	PC18. Make sure that waste containers are taken safely to the right collection/ disposal point		1.5	0.5	1.0
	PC19. Leave the surface clear of the marks that can be reached and spot cleaned		1.5	0.5	1.0
	PC20. Loosen dirt that is stuck on to the glass surface without causing damage		1.0	0.5	0.5
	PC21. Remove loose dust and debris first making sure it spreads as little as possible		1.0	0.0	1.0
	PC22. Clean walls (interior) so they are free from dust, cobwebs, dirt, grease, spots and stains		1.5	0.5	1.0
	PC23. Choose a cleaning agent and equipment that are right for the surface and type of dirt		1.5	0.5	1.0
	PC24. Follow manufacturer's instructions correctly when one mixes and apply the cleaning agent		1.0	0.5	0.5
	PC25. Apply cleaning agents to fixtures and lights and ensure they are clean and workable		2.0	0.5	1.5
	PC26. Check that heating, lighting and ventilation systems are set correctly after cleaning		1.5	0.5	1.0
	PC27. Rub off the dirt thoroughly from the glass surface and remove it without damaging the surface		1.5	0.5	1.0
	PC28. Put everything back in the right place when one have finished efficiently, correctly and safely		1.5	0.5	1.0

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
	PC29. Collect and segregate waste according to instruction without causing any spillage or clutter		1.0	0.5	0.5
	PC30. Clean the area at regular intervals with appropriate dusters		1.5	0.0	1.5
	PC31. Use appropriate dusters and chemicals for cleaning workstation, desktops, printer, telephones etc.		1.5	0.5	1.0
	PC32. Ensure that papers and documents are kept in order on the workstation		1.5	0.5	1.0
	PC33. Ensure sound-proof cleaning		1.5	0.5	1.0
	PC34. Avoid cleaning at peak working hours		1.5	0.0	1.5
	POINTS		50	15	35
	TOTAL POINTS			50	

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0216 Maintain area neat and tidy	PC1. Empty waste containers and dispose of waste correctly	50	2.5	1.0	1.5
	PC2. Arrange furniture neatly		3.5	1.0	2.5
	PC3. Keep displays neat, tidy and up-to-date		3.5	1.0	2.5
	PC4. Spot and report any faults e.g. Lights not working, damage to furniture and fixtures etc. In the area to the appropriate member of staff		2.5	1.0	1.5
	PC5. Regularly and discreetly check that the areas are clean, tidy and free from obstructions in line with company safety and security policies		3.5	1.5	2.0
	PC6. Identify and report anything that needs specialist maintenance		2.5	1.0	1.5
	PC7. Report any items which are found lying unclaimed		5.0	1.5	3.5
	PC8. Choose the right cleaning equipment and materials for the area being cleaned		3.5	1.0	2.5
	PC9. When necessary, put up hazard warning signs		3.5	1.0	2.5
	PC10. When necessary, wear protective clothing		2.5	1.0	1.5
	PC11. Clean off dust, dirt, debris and removable marks from the surfaces being cleaned		3.0	1.0	2.0
	PC12. Store the cleaning equipment correctly and safely after use		3.0	1.0	2.0
	PC13. Notify maintenance requirements of any damaged items to appropriate personnel		2.5	1.0	1.5
	PC14. Conduct assigned cleaning duties following workplace procedures and ensure the area is neat and tidy		3.5	1.5	2.0
	PC15. Report any lost and found property to authorized person as per procedure		3.0	1.0	2.0
	PC16. Check work areas to ensure required workplace		2.5	1.0	1.5

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
	standards are met				
	POINTS		50	17.5	32.5
	TOTAL POINTS			50	

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0217 Collect and dispose waste properly	PC1. Wear appropriate protective clothing as required for the waste involved	50	4.0	1.0	3.0
	PC2. Remove waste from the areas cleaning safely and according to regulations, instructions and good practice		3.5	1.0	2.5
	PC3. Collect waste according to instruction without causing any spillage or clutter		3.5	1.5	2.0
	PC4. Sort out and segregate waste according to type, making sure it is handled safely		4.0	1.5	2.5
	PC5. Reduce the volume of waste by breaking down, compressing or shredding as required		3.0	1.0	2.0
	PC6. Pack waste and store in appropriate waste containers/ assigned bins		4.0	1.5	2.5
	PC7. Clean the waste bins if dirty		3.5	1.0	2.5
	PC8. Change waste bags regularly and promptly when full and to avoid foul smell		3.5	1.5	2.0
	PC9. Keep waste areas and its contents clean, tidy and sanitized at all times		3.5	1.0	2.5
	PC10. Make sure that sites of cleaning operations are clear of waste that is not to be left at the site		3.5	1.0	2.5
	PC11. Make sure that waste containers are taken safely to the allocated collection point and made secure where necessary		3.5	1.5	2.0
	PC12. Complete records to maintain a waste audit trail in line with the unit procedures		3.0	1.5	1.5
	PC13. Identify and report problems associated with the collection and storage of waste according to company procedures		3.5	1.5	2.0
	PC14. Follow the legal and regulatory requirements, health and safety, hygiene and environmental standards and instructions		4.0	1.0	3.0
	POINTS		50	17.5	32.5
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
THSC/N0218 Clean pantry	PC1. Identify and assess different kinds of surfaces and equipment to be cleaned	50	2.5	1.0	1.5

	Performance Criteria	Total Marks (600)	Out Of	Theory	Skills Practical
and canteen area	PC2. Apply cleaning agents as per surface area		3.0	1.0	2.0
	PC3. Ensure all electrical switches for equipment are switched off before cleaning		4.5	1.0	3.5
	PC4. Clean different accessories of the kitchen using standard operating procedures as per the establishment requirements and without any damage		4.0	1.0	3.0
	PC5. Clean canteen floor, tables and chairs without leaving any food or spillage on the floor		3.5	1.0	2.5
	PC6. Mop the area meant for drinking water frequently and replenish glasses and water as and when needed		3.5	1.0	2.5
	PC7. Perform cleaning of equipment, as per the standard operating procedures or manufacturers guidelines		4.0	1.0	3.0
	PC8. Ensure clearing of any spillage		3.0	1.0	2.0
	PC9. Inform first-line supervisor for any replacements or dangers identified in the kitchen		3.5	1.0	2.5
	PC10. Ensure hygiene as per unit procedures		4.0	1.0	3.0
	PC11. Collect kitchen waste & garbage for disposal, as per establishment procedures		3.0	1.0	2.0
	PC12. Conduct assigned housekeeping duties are conducted following workplace procedures and ensure removal of waste		3.0	1.0	2.0
	PC13. Notify maintenance requirements of any damaged items to appropriate personnel		3.0	1.0	2.0
	PC14. Complete and ensure checklists and records for housekeeping duties are maintained		2.5	1.0	1.5
	PC15. Check work areas to ensure required workplace standards are met		3.0	1.0	2.0
	POINTS			50	15
TOTAL POINTS				50	

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N0207 Report, record and prepare documentation	PC1. Fill up checklists for assigned work areas to record status of work as per procedure and timelines prescribed	50	2.5	1.0	1.5
	PC2. Fill up checklists for equipment and machines provided for serviceability and maintenance		2.5	1.0	1.5
	PC3. Fill up register or requisition for requirement of housekeeping supplies		2.5	1.0	1.5
	PC4. Fill up register to record attendance as per duty roster		2.0	0.5	1.5
	PC5. Fill up description of work carried out during the shift		3.0	1.0	2.0
	PC6. Record unfinished tasks in the log book		3.0	1.0	2.0

	Performance criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC7. Record deviations from the sop, if any, in the log book		3.0	1.0	2.0
	PC8. Report any lost and found belongings		2.5	0.5	2.0
	PC9. Report any incidents and accidents which need to be brought to the notice of superiors		2.5	0.5	2.0
	PC10. Ensure that the report draws valid conclusions from the presented data		2.0	0.5	1.5
	PC11. Adopt the most suitable method of presentation		2.0	0.5	1.5
	PC12. Record unresolved issues and other escalations in the log book		2.5	0.5	2.0
	PC13. Record jobs related problems to supervisor for support		3.0	1.0	2.0
	PC14. Monitor the problem and keep the supervisor informed about progress or any delays in resolving the problem		2.0	0.5	1.5
	PC15. Refer the problem to a competent internal specialist if it cannot be resolved		3.0	1.0	2.0
	PC16. Prepare regular reports and documents as required by organization's procedures e.g. Occupancy report, duty roster etc		2.5	0.5	2.0
	PC17. Prepare special reports as required from time to time by the management, e.g. Monthly consumption report of amenities etc.		2.5	0.5	2.0
	PC18. Ensure that the report includes all necessary information and is accurate, clear and concise		2.5	1.0	1.5
	PC19. Ensure the presentation of results conforms to relevant procedures carried out		2.5	1.0	1.5
	PC20. Present the report to the relevant people within agreed timescales, using appropriate templates and formats	2.0	0.5	1.5	
	POINTS		50	15	35
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/9901 Communicate with customer and colleagues	PC1. receive job order and instructions from reporting superior	50	1.0	0.5	0.5
	PC2. understand the work output requirements, targets, performance indicators and incentives		0.5	0.5	0.0
	PC3. deliver quality work on time and report any anticipated reasons for delays		0.5	0.5	0.0
	PC4. escalate unresolved problems or complaints to the relevant senior		1.0	0.5	0.5

Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
PC5. communicate maintenance and repair schedule proactively to the superior		0.5	0.5	0.0
PC6. receive feedback on work standards		1.0	0.5	0.5
PC7. document the completed work schedule and handover to the superior		1.0	0.5	0.5
PC8. exhibit trust, support and respect to all the colleagues in the workplace		1.5	0.5	1.0
PC9. aim to achieve smooth workflow		1.5	0.5	1.0
PC10. help and assist colleagues with information and knowledge		1.0	0.5	0.5
PC11. seek assistance from the colleagues when required		1.0	0.5	0.5
PC12. identify the potential and existing conflicts with the colleagues and resolve		1.5	0.5	1.0
PC13. pass on essential information to other colleagues on timely basis		1.5	0.5	1.0
PC14. maintain the etiquette, use polite language, demonstrate responsible and disciplined behaviours to the colleagues		1.5	0.5	1.0
PC15. interact with colleagues from different functions clearly and effectively on all aspects to carry out the work among the team and understand the nature of their work		1.5	0.5	1.0
PC16. put team over individual goals and multi task or share work where necessary supporting the colleagues		1.5	0.5	1.0
PC17. highlight any errors of colleagues, help to rectify and ensure quality output		1.5	0.5	1.0
PC18. work with cooperation, coordination, communication and collaboration, with shared goals and supporting each other's performance		1.0	0.5	0.5
PC19. ask more questions to the customers and identify their needs		1.0	0.5	0.5
PC20. possess strong knowledge on the product, services and market		0.5	0.5	0.0
PC21. brief the customers clearly		0.5	0.5	0.0
PC22. communicate with the customers in a polite, professional and friendly manner		1.5	0.5	1.0
PC23. build effective but impersonal relationship with the customers		1.5	0.5	1.0
PC24. ensure the appropriate language and tone are used to the customers		1.5	0.5	1.0
PC25. listen actively in a two way communication		1.5	0.5	1.0
PC26. be sensitive to the gender, cultural and social differences such as modes of greeting, formality, etc.		1.5	0.5	1.0
PC27. understand the customer expectations		1.5	0.5	1.0

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	correctly and provide the appropriate products and services				
	PC28. understand the customer dissatisfaction and address to their complaints effectively		2.0	0.5	1.5
	PC29. maintain a positive, sensible and cooperative manner all time		1.5	0.5	1.0
	PC30. ensure to maintain a proper body language, dress code, gestures and etiquettes towards the customers		2.0	0.5	1.5
	PC31. avoid interrupting the customers while they talk		1.0	0.5	0.5
	PC32. ensure to avoid negative questions and statements to the customers		1.0	0.5	0.5
	PC33. inform the customers on any issues or problems before hand and also on the developments involving them		2.0	0.5	1.5
	PC34. ensure to respond back to the customer immediately for their voice messages, e-mails, etc.		2.0	0.5	1.5
	PC35. develop good rapport with the customers and promote suitable products and services		2.0	0.5	1.5
	PC36. seek feedback from the customers on their understanding to what was discussed		2.0	0.5	1.5
	PC37. explain the terms and conditions clearly		3.0	0.5	2.5
	POINTS		50	18.5	31.5
	TOTAL POINTS		50		

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9902 Maintain customer-centric service orientation	PC1. keep in mind the profiles of expected customers	50	2.5	0.5	2.0
	PC2. understand the target customers and their needs as defined by the company		1.5	0.5	1.0
	PC3. organize regular customer events and feedback session frequently		2.5	0.5	2.0
	PC4. build a good rapport with the customers including the ones who complain		2.5	0.5	2.0
	PC5. have frequent discussions with regular customers on general likes and dislikes in the market, latest trends, customer expectations, etc.		2.5	0.5	2.0
	PC6. receive regular feedbacks from the clients on current service, complaints, and improvements to be made, etc.		2.5	0.5	2.0
	PC7. compulsively seek customer rating of service to help develop a set of regularly improved procedures		2.5	0.5	2.0
	PC8. ingrain customer oriented behavior in service at all level		2.5	0.5	2.0

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC9. aim to gain their long lasting loyalty and satisfaction		2.5	0.5	2.0
	PC10. engage with customers without intruding on privacy		2.0	0.0	2.0
	PC11. ensure clarity, honesty and transparency with the customers		2.5	0.5	2.0
	PC12. treat the customers fairly and with due respect		2.5	0.5	2.0
	PC13. focus on executing company's marketing strategies and product development		2.5	0.5	2.0
	PC14. focus on enhancing brand value of company through customer satisfaction		2.5	0.5	2.0
	PC15. ensure that customer expectations are met		2.5	0.5	2.0
	PC16. learn to read customers' needs and wants		2.5	0.5	2.0
	PC17. willingly accept and implement new and innovative products and services that help improve customer satisfaction		2.5	0.5	2.0
	PC18. communicate feedback of customer to senior, especially, the negative feedback		2.5	0.5	2.0
	PC19. maintain close contact with the customers and focus groups		2.0	0.5	1.5
	PC20. offer promotions to improve product satisfaction level to the customers periodically		2.0	0.5	1.5
	PC21. weigh the cost of fulfilling unscheduled customer requests, consult with senior and advise the customer on alternatives		2.0	0.5	1.5
	POINTS			50	10
	TOTAL POINTS				50

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9903 Maintain standard of etiquette and hospitable conduct	PC1. greet the customers with a handshake or appropriate gesture based on the type of customer on their arrival	50	0.5	0.0	0.5
	PC2. welcome the customers with a smile		0.5	0.0	0.5
	PC3. ensure to maintain eye contact		0.5	0.0	0.5
	PC4. address the customers in a respectable manner		1.0	0.5	0.5
	PC5. do not eat or chew while talking		0.5	0.0	0.5
	PC6. use their names as many times as possible during the conversation		0.5	0.0	0.5
	PC7. ensure not to be too loud while talking		0.5	0.0	0.5
	PC8. maintain fair and high standards of practice		2.5	1.0	1.5
	PC9. ensure to offer transparent prices		2.0	0.5	1.5
	PC10. maintain proper books of accounts for		2.0	0.5	1.5

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	payment due and received				
	PC11. answer the telephone quickly and respond back to mails faster		2.0	0.5	1.5
	PC12. ensure not to argue with the customer		2.0	0.5	1.5
	PC13. listen attentively and answer back politely		2.0	0.5	1.5
	PC14. maintain personal integrity and ethical behavior		2.5	1.0	1.5
	PC15. dress professionally		2.0	0.5	1.5
	PC16. deliver positive attitude to work		2.0	0.5	1.5
	PC17. maintain well groomed personality		2.0	0.5	1.5
	PC18. achieve punctuality and body language		2.0	0.5	1.5
	PC19. maintain the social and telephonic etiquette		2.0	0.5	1.5
	PC20. provide small gifts as token of appreciation and thanks giving to the customer		2.0	0.5	1.5
	PC21. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism		2.0	0.5	1.5
	PC22. demonstrate responsible and disciplined behaviors at the workplace		2.0	0.5	1.5
	PC23. escalate grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict		2.0	0.5	1.5
	PC24. use appropriate titles and terms of respect to the customers		2.0	0.5	1.5
	PC25. use polite language		1.0	0.5	0.5
	PC26. maintain professionalism and procedures to handle customer grievances and complaints		1.5	0.5	1.0
	PC27. offer friendly, courteous and hospitable service and assistance to the customer upholding levels and responsibility		1.0	0.5	0.5
	PC28. provide assistance to the customers maintaining positive sincere attitude and etiquette		1.0	0.5	0.5
	PC29. provide special attention to the customer at all time		1.5	0.5	1.0
	PC30. achieve 100% customer satisfaction on a scale of standard		1.5	0.5	1.0
	PC31. gain customer loyalty		1.5	0.5	1.0
	PC32. enhance brand value of company		2.0	0.5	1.5
	POINTS		50	14	36
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
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	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9904 Follow gender and age sensitive service practices	PC1. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them	50	1.5	1.5	0.0
	PC2. inform about company's policies to prevent women from sexual harassments, both physical and verbal, and objectifications by other customers and staff		1.5	1.5	0.0
	PC3. list all the facilities available with respect to transportation facilities, night trips and safeguards, reporting abuse, maternity related and other grievance		1.0	1.0	0.0
	PC4. inform about methods adopted to ensure safety and personal and baggage security of women, e.g., CCTV cameras, security guards, women's helpline		2.0	0.5	1.5
	PC5. provide the necessary comfort to the female traveler customers such as secure and safe environment, chain locks/latches, smoke detector, comfortable accommodation, etc.		2.0	0.5	1.5
	PC6. Maintain compliant etiquette while dealing with women customers such as asking permission before entering room and for cleaning, avoiding touch contact, using abusive language or gesture, etc.		2.0	0.5	1.5
	PC7. ensure that the customer feels safe at all times without being over threatened by the security procedures and related environment		2.0	0.5	1.5
	PC8. ensure that in the event of terrorist attacks customers are calmly handled, led to safer places and instructed properly in order to achieve zero casualties		2.0	0.5	1.5
	PC9. ensure the quality of facilities and services offered cater to the needs of every individual, be it man, woman, child, particularly the very young and the aged		2.0	0.5	1.5
	PC10. be aware of the customer unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, others		3.0	0.5	2.5
	PC11. coordinate with team to meet these unique needs, also keeping in mind their diverse cultural backgrounds		3.0	0.5	2.5
	PC12. provide entertainment programs and events suited for the children tourists		2.0	0.5	1.5
	PC13. educate parents and attendants of senior citizens on basic safeguards and procedures for them in case of emergencies		2.0	0.5	1.5
	PC14. arrange for transport and equipment as		2.0	0.5	1.5

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	required by senior citizens				
	PC15. ensure availability of medical facilities and doctor		2.0	0.5	1.5
	PC16. treat women equally across both the horizontal as well as vertical segregation of roles in the workplace		2.0	0.5	1.5
	PC17. ensure a fair and equal pay to the women as men, more of formal training, advancement opportunities, better benefits, etc.		2.0	0.5	1.5
	PC18. involve women in the decision making processes and management professions		2.0	0.5	1.5
	PC19. avoid specific discrimination and give women their due respect		2.0	0.5	1.5
	PC20. motivate the women in the work place towards utilizing their skills		2.0	0.5	1.5
	PC21. educate the tourists, employers and the colleagues at workplace on women rights and the respect that is to be given to them		2.0	0.5	1.5
	PC22. establish policies to protect the women from sexual harassments, both physical and verbal, and objectifications by customers and colleagues		2.0	0.5	1.5
	PC23. frame women friendly work practices such as flexible working hours, maternity leave, transportation facilities, night shift concessions, women grievance cell.		2.0	0.5	1.5
	PC24. ensure the safety and security of women in the workplace, particularly when their nature of job is to deal with night shifts, attend guest rooms, back end work, etc.		2.0	0.5	1.5
	PC25. ensure safety and security of women at all levels		2.0	0.5	1.5
	POINTS		50	15	35
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9905 Maintain IPR of organisation and customers	PC1. prevent leak of new plans and designs to competitors by reporting on time	50	7.5	3.5	4.0
	PC2. be aware of any of company's product, service or design patents		7.0	7.0	0
	PC3. report IPR violations observed in the market, to supervisor or company head		7.5	3.5	4.0
	PC4. read copyright clause of the material published on the internet and any other printed material		7.0	3.0	4.0

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC5. protect infringement upon customer's business or design plans		7.0	3.5	3.5
	PC6. consult supervisor or senior management when in doubt about using information available from customer		7.0	3.5	3.5
	PC7. report any infringement observed by anyone in the company		7.0	3.5	3.5
	POINTS		50	27.5	22.5
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9906 Maintain health and hygiene	PC1. keep the workplace regularly clean and cleared-off of food waste or other litter	50	1.5	0.5	1.0
	PC2. ensure that waste is disposed-off as per prescribed standards or in trash cans earmarked for waste disposal		1.5	0.5	1.0
	PC3. ensure that the trash cans or waste collection points are cleared everyday		1.5	0.5	1.0
	PC4. arrange for regular pest control activities at the workplace		1.5	0.5	1.0
	PC5. to maintain records for cleanliness and maintenance schedule		1.5	0.5	1.0
	PC6. ensure the workplace is well ventilated with fresh air supply		1.5	0.5	1.0
	PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well		1.5	0.5	1.0
	PC8. ensure the workplace is provided with sufficient lighting		1.5	0.5	1.0
	PC9. ensure clean work environment where food is stored, prepared, displayed and served		1.5	0.5	1.0
	PC10. ensure safe and clean handling and disposal of linen and laundry, storage area, accommodation, public areas, storage areas, garbage areas, etc.		1.5	0.5	1.0
	PC11. identify and report poor organizational practices with respect to hygiene, food handling, cleaning		1.5	0.5	1.0
	PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids		1.5	0.5	1.0
	PC13. ensure to clean the store areas with appropriate materials and procedures		1.5	0.5	1.0
	PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of		1.5	0.5	1.0

(Manual Cleaning)

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	handling them for disposal				
	PC15. wash hands on a regular basis		2.0	0.5	1.5
	PC16. ensure to wash hands using suggested material such as soap		1.5	0.5	1.0
	PC17. wash the cups		1.5	0.5	1.0
	PC18. ensure to maintain personal hygiene of daily bath		1.5	0.5	1.0
	PC19. ensure to maintain dental hygiene in terms of brushing teeth every day		1.5	0.5	1.0
	PC20. ensure no cross contaminations of items such as linen		1.5	0.5	1.0
	PC21. report on personal health issues related to injury, food, air and infectious diseases		1.5	0.5	1.0
	PC22. ensure not to go for work if unwell, to avoid the risk of being spread to other people		1.5	0.5	1.0
	PC23. use a tissue, cover the mouth and turn away from people while sneezing or coughing		2.0	0.5	1.5
	PC24. wash hands on using these tissues after coughing and sneezing and after using the wastes		2.0	0.5	1.5
	PC25. ensure to use single use tissue and dispose these tissues immediately		2.0	0.5	1.5
	PC26. coordinate for the provision of adequate clean drinking water		2.0	0.5	1.5
	PC27. ensure to get appropriate vaccines regularly		2.0	0.5	1.5
	PC28. avoid serving adulterated or contaminated food		2.0	0.5	1.5
	PC29. undergo preventive health check-ups at regular intervals		2.0	0.5	1.5
	PC30. take prompt treatment from the doctor in case of illness		1.5	0.5	1.0
	PC31. have a general sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community		1.5	0.5	1.0
	POINTS		50	15.5	34.5
	TOTAL POINTS			50	

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
THC/N9907 Maintain safety at workplace	PC1. assess the various work hazards	50	1.0	1.0	0.0
	PC2. take necessary steps to eliminate or minimize them		1.5	0.5	1.0
	PC3. suggest methods to improve the existing safety procedures at the workplace		1.5	0.5	1.0

Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
PC4. analyze the causes of accidents at the workplace		1.5	0.5	1.0
PC5. suggest measures to prevent such accidents from taking place		1.5	0.5	1.0
PC6. take preventive measures to avoid risk of burns and other injury due to contact with hot surfaces such as stoves, gas, fire, hot liquids, hot foods, hot oil, etc.		1.5	0.5	1.0
PC7. be aware of the locations of fire extinguishers, emergency exits, etc.		1.5	0.5	1.0
PC8. practice correct emergency procedures		1.5	0.5	1.0
PC9. check and review the storage areas frequently		1.5	0.5	1.0
PC10. stack items in an organized way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas		1.5	0.0	1.5
PC11. ensure to be safe while using handling materials, tools, acids, chemicals, detergents, etc.		1.5	0.5	1.0
PC12. store these chemicals and acids in a well-ventilated and locked areas with warning signs not to touch		1.5	0.5	1.0
PC13. ensure safe techniques while moving furniture and fixtures		1.5	0.5	1.0
PC14. ensure to reduce risk of injury from use of mixers, slicers, grinders, heaters, fridge, ironer and other electrical tools		1.5	0.5	1.0
PC15. read the manufacturers manual carefully before use of any equipment		1.5	0.5	1.0
PC16. unplug the electrical equipment before performing housekeeping, cleaning and maintenance to avoid injuries		2.0	0.5	1.5
PC17. keep the floors free from water and grease to avoid slippery surface		2.0	0.5	1.5
PC18. ensure to use non slip liquids and waxes to polish and treat floors		1.5	0.5	1.0
PC19. use rubber mats to the places where floors are constantly wet		2.0	0.5	1.5
PC20. ensure safety from injuries of cuts to loss of fingers, while handling sharp tools such as knives, needles, etc.		2.0	0.5	1.5
PC21. use flat surfaces, secure holding and protective wear while using such sharp tools		2.0	0.5	1.5
PC22. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies		2.0	0.5	1.5
PC23. practice personal safety when lifting, bending, or moving equipment and supplies		2.0	0.5	1.5

	Performance Criteria	Total Marks (600)	Out of	Theory	Skills Practical
	PC24. ensure the workers have access to first aid kit when needed		1.0	0.0	1.0
	PC25. ensure all equipment and tools are stored and maintained properly and safe to use		1.5	0.5	1.0
	PC26. ensure to use personal protective equipment and safe wear like gloves, mask, headwear, footwear, glasses, goggles, etc. for specific tasks and work conditions where required		1.5	0.5	1.0
	PC27. Ensure to display safety signs at places where necessary for people to be cautious		1.0	0.0	1.0
	PC28. take all electrical precautions like insulated clothing, adequate equipment insulation, dry work area, switch off the power supply when not required, etc.		1.5	0.5	1.0
	PC29. ensure availability of general health and safety equipment such as fire extinguishers, first aid equipment, safety equipment, clothing, safety installations like fire exits, exhaust fans, etc. are available		1.5	0.5	1.0
	PC30. document all the first aid treatments, inspections, etc. conducted to keep track of the safety measures undertaken		1.5	0.5	1.0
	PC31. comply with the established safety procedures of the workplace		1.0	0.5	0.5
	PC32. report to the supervisor on any problems and hazards identified		0.5	0.0	0.5
	PC33. ensure zero accident at workplace		0.5	0.0	0.5
	PC34. adhere to safety standards and ensure no material damage		1.0	0.5	0.5
	POINTS		50	15	35
	TOTAL POINTS			50	
	Grand Total		600		

Introduction to Disabilities

Disabilities according to Act (GOI): Any person with disability having any of the 10 disabilities stated in the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 and Disabilities in The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

DISABILITIES

S.No	Nomenclature as per Act	Nomenclature as per Industry	S.No	Nomenclature as per Act	Nomenclature as per Industry
1	Blindness	Visually impaired	6	Mental illness	Mental illness
2	Low Vision	Visually impaired	7	Cerebral Palsy	Cerebral Palsy
3	Leprosy-cured	Leprosy-cured	8	Autism	Autism
4	Hearing impairment	Hearing Impaired	9	Mental Retardation	Intellectual Disability
5	Loco motor disability	Movement impaired	10	Multiple Disabilities	Multiple Disabilities

Definition

Keywords /Terms	Description
Blindness (Visually Impaired)	Both eye injury and disease can affect vision. The clarity of vision is called visual acuity, which ranges from full vision to no vision. Acuity is usually measured on a scale that compares a person's vision at 20 feet with that of some who has full acuity. Therefore, a person who has 20/20 vision sees objects 20 feet with complete clarity, but a person with 20/200 vision sees at 20 feet what a person with full acuity sees at 200 feet. Legal Blindness (Visually Impaired) is defined as visual acuity worse than 20/200 even after correction with eyeglasses or contact lenses.
Low Vision (Visually Impaired)	Low Vision (Visually Impaired) is a reduced level of vision that cannot be fully corrected with conventional glasses. It is not the same as Blindness (Visually Impaired). Unlike a person who is blind, a person with Low Vision (Visually Impaired) has some useful sight. However, Low Vision (Visually Impaired) usually interferes with the performance of daily activities, such as reading or driving. A person with Low Vision (Visually Impaired) may not recognize images at a distance or be able to differentiate colors of similar tones.
Speech and Hearing Disability (Hearing Impaired)/Hearing Loss/Deaf	Hearing loss is the reduced ability to hear sound. Deafness is the complete inability to hear sound. Deafness and hearing loss have many causes and can occur at any age. People can go deaf suddenly as a complication of a virus, or lose their hearing over time because of disease, nerve damage, or injury caused by noise. About 3 in 1,000 babies is born deaf, often because of genetic factors. Approximately 1 out of every 10 Canadians has hearing loss, and more than half of Canadians over 65 years of age have hearing loss.
Loco-motor Disability	"Loco motor disability" means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.

Acronyms

Keywords /Terms	Description
VI	Visual Impairment
LV	Low Vision
HI	Hearing Impairment
LD	Locomotor Disability

Glossary: This provides assistance with adaptability of action mentioned in the NOSs with respect to Persons with Disability. The Actions appear in sequence of appearance in the NOS documents.

Action	Adaptability for Persons with Disability
Identify / Recognize, Prepare, Read, Write, Listen, Record, Check / Inspect, Communicate effectively, Check and clarify, Choose, Arrange, Fill up, Help create, Transcribe, Obtain, Discuss, Notify, Apply, Examine, Maintain, Answer	Using self-ability or assistance of Tools based on disability

Job Details	Qualifications Pack Code		PWT/Q0301	
	Job Role		Food & Beverage Service Steward	
	Expository code		PwD/E000	
	To Job code		Expository for Food & Beverage Service Steward of Tourism and Hospitality	
	Credits (NSQF)	TBD	Version number	1.0
	Sector	Tourism and Hospitality	Drafted on	02/12/15
	Sub-sector	Hotels	Last reviewed on	30/11/15
	Occupation	Food and Beverage Service	Next review date	26/02/16