

**National Competency Standards  
and Curricula**

**for**

**RESTAURANT & BAR SERVICES**

**NVQ LEVEL 4**

## Course Synopsis

This course is designed to introduce students to a career in the field of Restaurant and Bar services. It is intended to cover the competencies required to provide proficient and professional Food & Beverage service to guests by meeting and also exceeding their expectations. It includes personal grooming and hygiene, restaurant and bar theory, preparation of menus, operational aspects of Food and Beverage outlets and carry out Alcoholic & Nonalcoholic Beverage services.

Course Title	Course Duration
<b>Restaurant and Bar services</b>	<b>6 months – NVQ Level 4</b> The numbers of hours are not specified as training providers may decide the duration for each module, provided the specified competencies are achieved.
<p><b>Job outlook, objectives of the course:</b> As the tourism industry of Sri Lanka has been growing significantly in recent years, it has become clear that there must also be an improvement in the hotel sector and related services. This is a course designed to prepare students to take up operative grade/skill level jobs in hotels, guest houses, restaurants and other food and accommodation providing establishments. It will be delivered in English medium and ensuring personal grooming and hygiene. It will provide basic trainings for restaurant arrangement, serving food and beverage, bar operations and carrying out banquet functions.</p> <p><b>Career path:</b></p> <ul style="list-style-type: none"><li>• Steward</li><li>• Supervisor - Food and Beverage</li><li>• Restaurant Manager</li></ul> <p><b>Underpinning knowledge:</b> Students are required to have a basic understanding of the hospitality and tourism sector.</p>	
<p><b>Modules to be covered:</b></p> <ol style="list-style-type: none"><li><b>1. Introduction to Food &amp; Beverage Service sector</b> This module covers the competencies required to understand the importance of food and beverage operations and its importance for a hotel. Special attention will be given to ensure hygiene and safety requirements.</li><li><b>2. Introduction to Restaurant Equipment</b> This unit covers the competencies required to operate restaurant equipment in order to carry out food &amp; beverage serving economically and under hygienic conditions and ensuring safety of self, others and equipment.</li><li><b>3. Importance of Food Product Knowledge</b> This unit covers the competencies required to prepare different types of food product, stocks, sauces, soups and thickening agents economically and under hygienic conditions and ensuring safety of self, others and equipment.</li></ol>	

**4. Operational Aspects of Food & Beverage Outlets**

This unit covers the competencies required to carry out day to day operational activities in food and beverage outlets

**5. Importance of other Revenue Outlets in a Hotel**

This unit covers the competencies required to serve food and beverages to rooms under hygienic conditions and perform activities related to carryout banquet functions in a range of hospitality contexts ensuring safety of self, others and equipment.

**6. Carry out Alcoholic & Non-Alcoholic Beverages services**

This module covers the competencies required to carry out Alcoholic & Non-Alcoholic Beverages services while adhering to beverage serving traditions ensuring safety of self, others and equipment.

**7. Importance of Bar Operation in a Hotel**

This unit covers the competencies required to perform activities related to bar operations in a range of hospitality enterprises ensuring safety of self, others and equipment. It reflects the role of a bar attendant/tender.

**8. International Communication**

Students should have either working knowledge of French or German as to engage in general conversation with customers or have knowledge of terms and structures for basic exchanges with customers in at least 4 of the following languages:  
French, German, Russian, Chinese, Hindi and Urdu.

**9. Career Skills 2**

This module is compulsory in all NVQ Level 4 courses. It builds on the soft skills developed in NVQ Level 3 courses, and will enable students to enjoy productive employment that requires fulfilling responsibilities. This course develops communicative skills in English and the ability to read and write constructively, and a command of grammar to facilitate this. It also develops cognitive skills with regard to effective work and the ability to work efficiently alone and in a team.

<b>Module Title</b>	<b>Course Duration</b>
<b>1. Introduction to Food &amp; Beverage Service sector</b>	<b>70 hours</b>
<p><b>Objectives</b></p> <p>This module covers the competencies required to understand the importance of food and beverage operations and its importance for a hotel. Special attention will be given to ensure hygiene and safety requirements.</p>	
<p><b>Competencies</b></p> <ul style="list-style-type: none"> <li>a. Understand the importance of food &amp; beverage operations &amp; its importance for a hotel</li> <li>b. Identify the job description of a waiter/waitress</li> <li>c. Understand restaurant in relation to the department</li> <li>d. Ancillary section of food &amp; beverage service</li> <li>e. Ability to identify different organizational structures, Classical restaurant brigade, English restaurant brigade, Modern restaurant brigade</li> <li>f. Attributes required by the restaurant &amp; bar staff, basic etiquette for restaurant staff</li> <li>g. Ability to identify factors to be considered in good service and sales promotions</li> <li>h. Ability to identify different types of food &amp; beverage outlets in hotels</li> <li>i. Ability to maintain personal &amp; environmental hygiene</li> <li>j. Ensuring adherence to health, safety and security norms</li> </ul>	
<b>Recommended teaching methods:</b>	Role plays, simulation, real work situation, demonstration, guided practice

<b>Module Title</b>	<b>Course Duration</b>
<b>2. Introduction to Restaurant Equipment</b>	<b>60 hours</b>
<p><b>Objectives</b></p> <p>This unit covers the competencies required to operate restaurant equipment in order to carry out food &amp; beverage serving economically and under hygienic conditions and ensuring safety of self, others and equipment.</p>	
<p><b>Competencies</b></p> <ul style="list-style-type: none"> <li>a. Purchasing points of restaurant equipment</li> <li>b. Handle heavy equipment use in a restaurant</li> </ul>	

<ul style="list-style-type: none"> <li>c. Handle mechanical equipment use in a restaurant</li> <li>d. Identify uses of tableware, chinaware/crockery, glassware, restaurant linen</li> <li>e. Understand the importance of equipment hygiene</li> <li>f. Arrange restaurant area for service <ul style="list-style-type: none"> <li>- clean walls, floor and fittings</li> <li>- arrange equipment</li> <li>- arrange furniture in accordance with customer convenience and</li> <li>- easy access</li> <li>- collect and place linen</li> <li>- polish and place cutlery, crockery, glass ware and silver ware</li> </ul> </li> <li>g. Prepare Side Station</li> <li>h. Set tables in the restaurant <ul style="list-style-type: none"> <li>- identify the required table set up as per the menu, number of covers, and/or special customer requests</li> <li>- set table cloths (dressed), napkins, cruet sets, table decoration, table reservation tags, etc.</li> <li>- arrange glassware, crockery and cutlery</li> </ul> </li> <li>i. Check operating equipment in the restaurant (A/C, lights, pipe music, coffee machine, trolleys, refrigerators, plate warmers, ice cube machine, etc.)</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, guided practice, real work situations

<b>Module Title</b>	<b>Course Duration</b>
<b>3. Importance of Food Product Knowledge</b>	<b>100 hours</b>
<b>Objectives</b> This unit covers the competencies required to understand and explain different types of foods.	
<b>Competencies</b> <ul style="list-style-type: none"> <li>a. Acquire knowledge of food products</li> <li>b. Ability to understand and explain all types of cooking methods</li> <li>c. Ability to understand and explain basic soups and identify how and when soups are served</li> <li>d. Ability to understand and explain thickening agents, sauces, stock</li> <li>e. Recognize different cuts of vegetable</li> <li>f. Recognize different cuts of fish, beef, veal, pork, lamb</li> <li>g. Ability to identify common uses of cheeses and its products</li> <li>h. Ability to explain menus</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, guided practice, real work situations, mock discussions and role plays

<b>Module Title</b>	<b>Course Duration</b>
<b>4. Operational Aspects of Food &amp; Beverage Outlets</b>	<b>100 hours</b>
<b>Objectives</b> This unit covers the competencies required to carry out day to day operational activities in food and beverage outlets	
<b>Competencies</b> <ul style="list-style-type: none"> <li>a. Ability to perform opening up duties &amp; closing up duties</li> <li>b. Ability to perform table booking (advance reservations)</li> <li>c. Ability to perform different styles of service</li> <li>d. Ability to perform guest bills checks</li> <li>e. Study common terms used in the restaurant</li> <li>f. Ability to explain different types of menus</li> <li>g. Serve different types of breakfast – Continental, English, American and Sri Lankan</li> <li>h. Carry out different types of services <ul style="list-style-type: none"> <li>- American service/plated service</li> <li>- French service/silver service</li> <li>- English service/Gueridon service</li> <li>- German service/family service</li> <li>- Russian service</li> </ul> </li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, guided practice, real work situations, Practical for service (40 menus)

<b>Module Title</b>	<b>Course Duration</b>
<b>5. Importance of other Revenue Outlets in a Hotel</b>	<b>80 hours</b>
<b>Objectives</b> This unit covers the competencies required to serve food and beverages to rooms under hygienic conditions and perform activities related to carryout banquet functions in a range of hospitality contexts ensuring safety of self, others and equipment.	
<b>Competencies</b> <ul style="list-style-type: none"> <li>a. Carry out room services <ul style="list-style-type: none"> <li>- take and process order</li> <li>- arrange food/beverages and service equipment</li> <li>- present food and beverage to guests</li> <li>- present room service bill</li> <li>- carry out clearance procedure</li> </ul> </li> <li>b. Carry out banquet functions <ul style="list-style-type: none"> <li>- Mise en place</li> <li>- follow service procedure</li> <li>- follow clearance and close down procedure</li> </ul> </li> </ul>	
<b>Recommended teaching methods:</b>	Demonstration, guided practice, real work situations

<b>Module Title</b>	<b>Course Duration</b>
<b>6. Carry out Alcoholic &amp; Non-Alcoholic Beverage services</b>	<b>60 hours</b>
<b>Objectives</b> This module covers the competencies required to carry out Alcoholic & Non-Alcoholic beverage services while adhering to beverage serving traditions ensuring safety of self, others and equipment.	
<b>Competencies</b> <ol style="list-style-type: none"> <li>Carry out Non-Alcoholic beverage service</li> <li>Carry out Beer Services</li> <li>Carry out Wine Services</li> <li>Carry out Spirit Services</li> <li>Carry out Liquor Services</li> <li>Carry out Stimulant (Tea/Coffee)</li> <li>Prepare and serve Cocktails and Mocktails</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstration, guided practice, real work situations

<b>Module Title</b>	<b>Course Duration</b>
<b>7. Importance of Bar Operation in a Hotel</b>	<b>60 hours</b>
<b>Objectives</b> This unit covers the competencies required to perform activities related to bar operations in a range of hospitality enterprises ensuring safety of self, others and equipment. It reflects the role of a bar attendant/tender	
<b>Competencies</b> <ol style="list-style-type: none"> <li>Introduction to the bar</li> <li>Understand the importance of guest relations in bar operation</li> <li>Ability to identify types of guests</li> <li>Ability to identify and use different type of equipment in bars</li> <li>Acquiring knowledge of bar preparation</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstration, guided practice, real work situations

Module Title	Course Duration
<b>8. International Communication</b>	
<p><b>Objectives</b> Students should have either working knowledge of French or German as to engage in general conversation with customer or have knowledge of terms and structures for basic exchanges with customers in at least 4 of the following languages: French, German, Russian, Chinese, Hindi and Urdu.</p>	
<p><b>Competencies</b></p> <ul style="list-style-type: none"> <li>a. Ability to greet</li> <li>b. Ability to ask for orders</li> <li>c. Understand customer needs and wants</li> </ul> <p>And when in depth knowledge of one language is acquired to engage in conversation and attend to problems</p>	
<b>Recommended teaching methods:</b>	Demonstration, guided practice, real work situations, Vocabulary Handbook for basic exchanges

Module Title	Course Duration
<b>9. Career Skills 2</b>	<b>150 hours including ICT studies</b>
<p><b>Objectives</b> This module is compulsory in all NVQ Level 4 courses. It builds on the soft skills developed in NVQ Level 3 courses, and will enable students to enjoy productive employment that requires fulfilling responsibilities. This course develops communicative skills in English and the ability to read and write constructively, and a command of grammar to facilitate this. It also develops cognitive skills with regard to effective work and the ability to work efficiently alone and in a team.</p>	
<p><b>Competencies (these follow on competencies prescribed for Career Skills 1, which should be introduced/revised before moving on)</b></p> <ul style="list-style-type: none"> <li><b>a. Understand and use simple expressions to communicate</b> This subject provides the necessary communication skills so that students can express individual ideas, emotions, preferences, frame and answer questions with regard to reasons and methods, explain simple procedures, understand and respond to complex instructions, describe daily routines, conduct and respond to interviews, express ability and inability and describe a process sequentially</li> <li><b>b. Read and write effectively</b> This subject provides students with the necessary skills to write about how they feel, connect sentences meaningfully, read and carry out instructions, understand/produce arguments, read/write longer texts and summarize them, prepare reports and charts, write personal and official letters and apply for jobs</li> </ul>	

**c. Use English correctly**

This subject is not taught separately but is included in the development of the productive and receptive skills above, since awareness of the structure of the language is necessary for these, the development of appropriate vocabulary is also targeted to deploy the above skills

**d. Develop the capacity to think and plan productively**

This subject develops cognitive abilities and skills with regard to effective work, with strengthening of the ability to organize information and assess information to solve problems systematically, understand chronological order, develop the concepts of mind and task mapping and apply them, understand governmental structures and coordination mechanisms, collect information and prepare development plans and make chronological charts.

**e. Develop effective working capacity**

This subject develops the capacity to work effectively individually and in collaboration with others through presenting themselves positively, understanding the advantages of working together, understanding the characteristics of different people and the impact these have, speaking persuasively and understanding and working with maps

**f.** Students will be able to work with computers so as to enter information swiftly and store it systematically, retrieve it easily, communicate on email, and use social media with due attention to ethics

**g.** Students will plan and implement two group projects, one with regard to environmental protection, the other a social service project in response to identified community needs. Students should plan the project systematically, target specific outcomes, report on progress, and evaluate the project on completion.