# Clean and tidy beverage and food service areas

## D1.HBS.CL5.01

## Assessor Manual

# Clean and tidy beverage and food service areas

## D1.HBS.CL5.01

## Assessor Manual

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

**Disclaimer**

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence:  http://creativecommons.org/licenses/by/2.0/deed.en

File name: AM_Clean_&_tidy_bev_&_food_serv_areas_refined

# Table of Contents

# Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

## Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

## Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

## Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

## Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

**Pass Competent (PC)**

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

**Not Yet Competent' (NYC)**

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

## Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework

- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)

- Skills auditing

- Gap analysis and training

- Credit transfer.

## Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them

- Candidates with assurance of the standards of practice expected of assessors

- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## Instructions and checklist for assessors

### *Instructions*

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

### *Preparation*

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

*Briefing checklist*

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

## Checklist for Assessors

| | Tick (✓) | Remarks |
|---|---|---|
| **Prior to the assessment I have:** | | |
| Ensured the candidate is informed about the venue and schedule of assessment. | | |
| Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP). | | |
| Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process. | | |
| Identified and accommodated any special needs of the candidate. | | |
| Checked the set-up and resources for the assessment. | | |
| **During the assessment I have:** | | |
| Introduced myself and confirmed identities of candidates. | | |
| Put candidates at ease by being friendly and helpful. | | |
| Explained to candidates the purpose, context and benefits of the assessment. | | |
| Ensured candidates understood the assessment process and all attendant procedures. | | |
| Provided candidates with an overview of performance criteria to be assessed. | | |
| Explained the results reporting procedure. | | |
| Encouraged candidates to seek clarifications if in doubt. | | |
| Asked candidates for feedback on the assessment. | | |
| Explained legal, safety and ethical issues, if applicable. | | |

| | Tick (✓) | Remarks |
|---|---|---|
| **After the assessment I have:** | | |
| Ensured candidate is given constructive feedback. | | |
| Completed and signed the assessment record. | | |
| Thanked candidate for participating in the assessment. | | |

## Instructions for recording competency

### Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for different assessment methods

### Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

  "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

  These work projects are part of the formal assessment for the unit of competency titled X:
  - You are required to complete these activities:
    a) *Using the 'X' method of assessment*
    b) *At 'X' location*
    c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?"
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

## Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name

- ▪ Enter Assessor name
- ▪ Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

*"These oral questions are part of the formal assessment for the unit of competency titled X.*

*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*

*We have 60 minutes for this assessment.*

- ▪ I will give you feedback at the end of the assessment
- ▪ Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:
  - ▪ Complete Assessment Record for the Oral Questioning by:
    - a) Ticking PC or NYC, as appropriate
    - b) Entering 'Remarks' as required
    - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

## Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X

- On this date you must forward the completed questions to the assessor by X time on the date of X

- Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

- Participants may record written answers (where possible)

- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

## Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

- Insert date/s of observations – may be single date or multiple dates

- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill

- Provide written (and verbal) feedback to candidate – as/if appropriate

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

## Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:

  - Pass Competent = Yes

  - Not Yet Competent = No

  - Unsure about whether candidate is competent or not = Not Sure

- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

# Competency Standard

| UNIT TITLE: CLEAN AND TIDY BEVERAGE AND FOOD SERVICE AREAS | NOMINAL HOURS: 20 |
|---|---|

**UNIT NUMBER:** D1.HBS.CL5.01

**UNIT DESCRIPTOR:** This unit deals with skills and knowledge required to clean and tidy service and public areas in beverage and food service areas/outlets, and to provide elementary levels of support to other staff in service provision: the competencies contained in this unit may be applied by support personnel or incorporated into the overall duties of bar and/or waiting staff

| ELEMENTS AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE |
|---|---|
| **Element 1: Clean and tidy food and beverage service areas** <br><br> **1.1** Identify *food and beverage service areas* and *food and beverage service equipment* that may need to be cleaned <br><br> **1.2** Identify *factors that may impact* on the delivery of cleaning in food and beverage service areas <br><br> **1.3** Apply *cleaning and tidying techniques* to identified cleaning needs in beverage service areas <br><br> **1.4** Apply cleaning and tidying techniques to identified cleaning needs in food service areas <br><br> **1.5** Identify equipment and items requiring maintenance and report to the appropriate person | **Unit Variables** <br><br> The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment <br><br> This unit applies to all industry sectors that operate beverage and food service areas and have internal responsibility for cleaning those areas during service sessions within the labour divisions of the hotel and travel industries and may include: <br><br> 1. Food and Beverage Service <br><br> *Food and beverage service areas* may include: <br><br> • Bars <br><br> • Dining areas, food courts, restaurants <br><br> • Gaming areas <br><br> • Function and entertainment areas <br><br> • Back-of-house and front-of-house areas <br><br> • Outside areas including sporting and pool areas. |

**1.6** Identify *unusual, suspicious or unruly behaviour* and report to the appropriate person

**1.7** Use *appropriate interpersonal skills* when cleaning and tidying to optimise guest experience

**Element 2: Provide support to staff**

**2.1** Deliver *assistance to food service staff*

**2.2** Deliver *assistance to beverage service staff*

**2.3** Deliver *assistance to other staff*, as required

**Element 3: Clean and tidy public areas**

**3.1** Identify *public areas and equipment/items* that may need to be cleaned

**3.2** Identify factors that may impact on the delivery of cleaning in public areas

**3.3** Apply cleaning and tidying techniques to identified cleaning needs in public areas

**3.4** Identify equipment and items requiring maintenance and report to the appropriate person

**3.5** Identify unusual, suspicious or unruly behaviour and report to the appropriate person

**3.6** Use appropriate interpersonal skills when cleaning and tidying to optimise guest experience

*Food and beverage service equipment* may include:

- Service counters, cash registers, promotional displays, counter/bar fronts, mirrors, shelves, racks, flower displays

- Service equipment, including beverage service equipment, such as but not limited to draught beer, post-mix, coffee/espresso coffee machines, glass washers, glassware, trays, trolleys, refrigeration and display units; and food service equipment, such as but not limited to trays, trolleys, gueridon equipment, waiter's stations, crockery and cutlery.

*Factors* that may impact may include:

- Internal standards, policies and procedures of the host enterprise

- Need to cause minimum disruption to patrons and bar operations

- Timeliness of cleaning and tidying duties

- Need to consult with operational staff before commencing cleaning and tidying duties.

*Cleaning and tidying techniques* may include:

- Sweeping and mopping

- Wiping down and polishing

- Washing with detergent and sanitising

- Dry and wet cleaning activities

- Removing rubbish, including clearing dirty glasses, empty bottles and cans, wiping tables, emptying ash trays, clearing papers and other rubbish

- Replacing and replenishing items, such as coasters, tables and chairs, table accoutrements (accessories), promotional materials, products, give-a-ways, light globes

- External cleaning equipment, motorised sweepers, burnishers, polishers, scrubbers.

| | |
|---|---|
| | *Unusual, suspicious or unruly behaviour* can include: |
| | • Patrons discovered in areas they have no right/permission to be in |
| | • Drunken and disorderly people |
| | • Loiterers |
| | • Barred customers |
| | • Under-age people |
| | • Known vagrants or other undesirables |
| | • Intimidating or anti-social behaviour by people. |
| | *Appropriate interpersonal skills* may include: |
| | • Greeting and fare welling guests |
| | • Product and premises knowledge |
| | • Selling skills, including recommending products and services |
| | • Directing guests to internal locations and local destinations |
| | • Making bookings for guests, as required |
| | • Assisting with luggage |
| | • Arranging for supplementary assistance from other staff. |
| | *Assistance to food service staff* may relate to: |
| | • Fetching and carrying service ware, crockery, cutlery and  trays, as required |
| | • Clearing and cleaning tables, emptying ash trays |
| | • Re-supplying hot boxes and waiter stations |
| | • Re-setting tables |
| | • Providing general busboy/runner duties |

- Supplying linen, as required

- Moving and re-stocking service trolleys, such as roast trolleys, hors d'oeuvres trolleys, gueridon trolleys, desserts trolleys

- Washing crockery and cutlery to support immediate short-term service needs

- Cleaning up in-service spills and accidents.

*Assistance to beverage service staff* may relate to:

- Fetching and carrying bottles, glassware, carafes, wine baskets and trays, as required

- Clearing and cleaning tables, emptying ash trays

- Re-supplying beverage stocks behind bar and in on-floor displays

- Re-laying glassware on tables

- Moving and re-stocking service trolleys, such as liqueur trolleys and cigar humidors

- Washing glassware and other beverage service accoutrements, to support immediate short-term service needs

- Cleaning up in-service spills and accidents

- Taking beverage orders, accepting payment and giving change

- Supplying linen, as required.

*Assistance to other staff* may relate to:

- Responding to requests from in-house staff, who may include bar staff, waiting staff, kitchen staff, reception staff, housekeeping staff, room service staff, concierge, cellar staff

- Assisting with luggage

- Re-laying messages

- Providing general assistance to guests, as required

- Back-filling staff in different departments, as required

- Supplying change to departments

- Moving stock

- Receiving deliveries.

*Public areas and equipment/items* may include:

- Foyer and reception areas, including tables and chairs, carpets, pianos, displays, doors, windows, plants and flower displays, walls

  - Spot cleaning, vacuuming, sweeping, mopping, removing litter, clearing glasses, crockery and cutlery

- Shops and telephone areas, such as doors, windows, telephones and booths and floors

  - Spot cleaning, vacuuming, sweeping, mopping

- Outside areas, including car parks, footpaths, walkways, gardens and displays, pool and recreation areas

  - Removing litter, sweeping, hosing, clearing glasses, crockery and cutlery.

**Assessment Guide**

The following skills and knowledge must be assessed as part of this unit:

- The enterprise's policies and procedures in regard to cleaning, establishment presentation, responsible service of alcohol and customer service

- Overview of host country legislation and enterprise food safety plan/program in relation to food handling, personal hygiene, general premises, food hygiene and safety

- Cleaning and sanitising, including the chemicals used, techniques and protocols

- Occupational safety and health requirements, including manual handling, chemical handling

- Customer interaction skills, including communication, product knowledge, providing general assistance

- Overview of host country legislation in relation to the service and provision of alcohol.

**Linkages To Other Units**

- Comply with workplace hygiene procedures

- Manage responsible service of alcohol

- Operate a bar facility

- Process liquor sales at a bar facility

- Provide advice to patrons on food and beverage services

- Provide food and beverage services

- Provide room service

- Provide a link between kitchen and service area

- Develop and update hospitality industry knowledge.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Demonstrated ability to clean and tidy bar and food service areas

- Demonstrated ability to provide support services to bar and food service staff

- Demonstrated ability to clean and tidy public areas

- Demonstrated ability to provide customer service

- Understanding and implementation of host country legislation in relation to safe food handling, the service and provision of liquor.

**Context of Assessment**

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge; assessment must relate to the individual's work area or area of responsibility.

**Resource Implications**

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

**Assessment Methods**

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

**Key Competencies in this Unit**

*Level 1 = competence to undertake tasks effectively*

*Level 2 = competence to manage tasks*

*Level 3 = competence to use concepts for evaluating*

| Key Competencies | Level | Examples |
|---|---|---|
| Collecting, organising and analysing information | 1 | Gaining product and venue knowledge; identifying service and support provision needs |
| Communicating ideas and information | 1 | Interacting with customers; liaising with staff and management |
| Planning and organising activities | 1 | Prioritising workplace needs in consultation with other staff |
| Working with others and in teams | 1 | Providing support services as required, or as emerging incidents or levels of trade dictate |

| | Using mathematical ideas and techniques | 1 | Calculating quantities of chemicals required for cleaning; determining portions/quantities required when providing support for food and beverage staff |
| | Solving problems | 1 | Resolving operational issues such as complaints, spills, shortages and service delays |
| | Using technology | 1 | Operating cleaning and bar/food equipment |

# Oral Questions

| Student name | |
|---|---|
| Assessor name | |
| Location/venue | |
| Unit of competency | Clean and tidy beverage and food service areas<br><br>D1.HBS.CL5.01 |
| Instructions | 1. Ask student questions from the attached list to confirm knowledge, as necessary<br><br>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')<br><br>3. Write short-form student answer in the space provided for each question. |

| Questions | Response | |
|---|---|---|
| | PC | NYC |
| 1. Give three examples of areas and three examples of food and beverage service equipment which may need to be cleaned in a workplace. | ❏ | ❏ |
| 2. Identify a venue and identify the factors which may impact on cleaning the F & B areas of that property. | ❏ | ❏ |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 3. Identify generic cleaning and tidying techniques which may be used across the F & B sector. | ❑ | ❑ |
| 4. Identify one **beverage service** area and describe the cleaning techniques you would use to clean that area. | ❑ | ❑ |
| 5. Identify one **food service** area and describe the cleaning techniques you would use to clean that area. | ❑ | ❑ |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 6. If you identified a suspicious person in the F & B area you were cleaning how would you respond to this occurrence? | ❏ | ❏ |
| 7. List the interpersonal skills you would use when cleaning F & B areas so as to optimise the guest experience. | ❏ | ❏ |
| 8. Why is it important to assist food service staff when cleaning F & B areas? | ❏ | ❏ |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 9.  What sort of assistance might you provide to beverage service staff when cleaning F & B areas? | ❑ | ❑ |
| 10. Give an example of assistance you might provide to other staff (other than F&B service staff) when cleaning F&B areas. | ❑ | ❑ |
| 11. What public areas and items might you be asked to clean when cleaning F & B areas? | ❑ | ❑ |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 12. What factors might cause you to re-plan your intended schedule for a public area when cleaning F & B areas? | ❏ | ❏ |
| 13. Nominate one public service area and describe the cleaning techniques you would use to clean that area. | ❏ | ❏ |
| 14. You have identified a piece of cleaning equipment requiring maintenance; how will you ensure the item receives the attention it needs? | ❏ | ❏ |

| Questions | Response | |
| --- | --- | --- |
| | PC | NYC |
| 15. Describe what you would consider a 'suspicious person' in the public area of a venue or an F & B area. | ❏ | ❏ |
| 16. Demonstrate the interpersonal skills you would use when cleaning F & B areas so as to optimise the guest experience. | ❏ | ❏ |

# Written Questions

## Clean and tidy beverage and food service areas – D1.HBS.CL5.01

**Student Name:** _____

Answer all the following questions and submit to your Trainer.

1. List five areas which commonly require cleaning in food and beverage venues.

    _____

    _____

    _____

    _____

    _____

2. Identify five items of food and beverage service equipment which may require cleaning in food and beverage service areas.

    _____

    _____

    _____

    _____

    _____

3. Identify five factors which may impact on service delivery of cleaning in food and beverage service areas.

    _____

    _____

    _____

    _____

    _____

4. Identify two items of bar or beverage service equipment and describe how to clean them.

_____

_____

_____

_____

_____

_____

_____

5. What is the general 7-step process for cleaning crockery and cutlery?

_____

_____

_____

_____

_____

_____

_____

6. Describe three ways of identifying items requiring maintenance while you are cleaning and tidying.

_____

_____

_____

7. List five examples of people who should be reported because you have concerns about them when they are found on the premises.

_____

_____

_____

_____

_____

_____

8. List five examples of interpersonal skills which should be applied when cleaning and tidying.

_____

_____

_____

_____

_____

9. Identify five examples of assistance that may be delivered to food service staff to support their work role.

_____

_____

_____

_____

_____

10. Identify five examples of assistance that may be delivered to beverage service staff to support their work role.

_____

_____

_____

_____

_____

11. Give three examples of assistance which may be provided to 'other staff'.

_____

_____

_____

12. Identify five public areas which may need to be cleaned and tidied.

_____

_____

_____

_____

_____

13. List five examples of equipment or items to be cleaned and or tidied in public areas.

_____

_____

_____

_____

_____

14. Should cleaning and tidying public areas take priority over the convenience and comfort of guests?

_____

15. List five techniques or practices which may be used when cleaning and tidying outside areas.

_____

_____

_____

_____

_____

16. You have identified equipment or items requiring attention when cleaning and tidying in public areas; who might these be reported to and how might the report be made?

_____

_____

_____

_____

_____

_____

_____

_____

17. What are the three keys in reporting unusual, suspicious or unruly behaviour?

_____

_____

_____

18. Give three reasons why it is important to apply appropriate interpersonal skills when cleaning and tidying.

_____

_____

_____

_____

# Answers to Written Questions

## Clean and tidy beverage and food service areas – D1.HBS.CL5.01

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **List five areas which commonly require cleaning in food and beverage venues.**

   Any from:

   - Bars – public and private; behind the bar and the customers' side of the bar

   - Eating areas – such as dining rooms, food courts, restaurants, bistros, cafes, take-away shops/ and QSR outlets

   - Gaming areas – areas within casinos or other properties where local laws allow gaming to occur. May include the gaming floor as well as specialised F&B outlets within the facility

   - Function rooms – these may include conference rooms, and other MICE areas within a venue where large numbers of people meet for a specific reason or function over a limited time

   - Entertainments areas within a property – these may include games rooms, reading rooms, libraries, theatres

   - Back-of house areas – which include stores, kitchens, bars, delivery areas

   - Front-of-house areas ancillary to F&B areas – such as walkways, lobbies, rest rooms, seating areas

   - External areas – including footpaths, car parks, gardens, sporting areas and pool areas.

2. **Identify five items of food and beverage service equipment which may require cleaning in food and beverage service areas.**

   Beverage service equipment:

   - External equipment/components of the draught beer system such as under-counter units, fonts, drip trays

   - External equipment components of the post-mix system – nozzles and baffles, dispensing unit and guns, drip tray

   - External components of espresso coffee machines – port filters, steam wands, drip trays

   - Glass washing machines

   - Glasses, carafes, cups, mugs and saucers

   - Service trays – used to deliver drinks to guests at tables

   - Drinks trolleys – used to display and promote beverages for service at the table

   - Refrigeration and display units – used to chill bottles and glasses for service as well as food items (fruit, cream) for use in drink mixing.

Food service equipment:

- Service trays – used to carry dishes to guests at tables or to waiter service stations
- Food trolleys – service trolleys, roast trolleys, hors d'oeuvres trolleys, desserts trolleys
- Gueridon equipment – flambé trolleys, lamps and/burners
- Waiter's stations
- Crockery
- Cutlery.

3. **Identify five factors which may impact on service delivery of cleaning in food and beverage service areas.**

- Internal standards
- Internal policies and procedures
- Need to minimise disruption to patrons
- Timeliness
- Need to consult prior to cleaning.

4. **Identify two items of bar or beverage service equipment and describe how to clean them.**

Answer will depend on items chosen by student.

5. **What is the general 7-step process for cleaning crockery and cutlery?**

- Remove visible food debris – for example, scrape the plates
- Rinse with warm water – to remove loose dirt
- Wash with a detergent – diluted according to manufacturer's instructions
- Rinse again – to remove the detergent and debris
- Apply a sanitiser – sanitisers are chemicals designed to kill bacteria
- Rinse – to remove the sanitiser
- Allow to air dry.

6. **Describe three ways of identifying items requiring maintenance while you are cleaning and tidying.**

Any from:
- Seeing a problem
- Hearing something that is not right
- Smelling something alarming
- Being advised by others – guests or staff.

7.  **List five examples of people who should be reported because you have concerns about them when they are found on the premises.**

    Any from:

    - People discovered in areas where they have no right to be
    - Drunken and disorderly people – loud voices, swearing, arguing, fighting, threatening others, anti-social behaviour, staggering
    - Loiterers.
    - Barred customers
    - Under-age people
    - Known vagrants or other undesirables
    - Any people who are engaging in intimidating and or other anti-social behaviour
    - Anyone breaching house rules – this may include 'dress' rules.

8.  **List five examples of interpersonal skills which should be applied when cleaning and tidying.**

    Any from:

    - Greeting guests
    - Farewelling guests
    - Providing comprehensive and accurate product knowledge
    - Supplying information to customers about a wide range of venue-specific topics
    - Selling skills
    - Assisting guests:
        - Directing them to internal locations within the venue
        - Giving directions to local destinations and attractions
        - Helping them with luggage
        - Making bookings at the venue for guests such as restaurants, spa facilities, sports areas, accommodation
    - Arranging for supplementary assistance from other staff.

9.  **Identify five examples of assistance that may be delivered to food service staff to support their work role.**

    Any from:

    - Fetching and carrying
    - Clearing of tables
    - Cleaning tables
    - Emptying ash trays
    - Re-supplying waiter stations, hot boxes and condiments
    - Re-setting tables

- Providing general busboy duties
- Supplying linen as required
- Maintaining service trolleys
- Washing crockery and cutlery to support immediate short-term needs
- Cleaning up in-service spills.

**10.  Identify five examples of assistance that may be delivered to beverage service staff to support their work role.**

Any from:

- Fetching and carrying
- Clearing and cleaning tables
- Re-supplying stocks behind the bar for staff who prepare drinks
- Monitoring and maintaining floor displays
- Re-laying glassware on tables when tables are being re-set
- Servicing trolleys used by beverage service staff
- Removing glasses and items to the bar and washing them
- Cleaning up in-service spills and accidents
- Taking beverage orders
- Accepting payment
- Supplying linen.

**11.  Give three examples of assistance which may be provided to 'other staff'.**

Any from:

- Providing general assistance to guests
- Back-filling staff
- Supplying change to departments for cash registers and terminals using cash
- Moving stock
- Receiving deliveries.

**12.  Identify five public areas which may need to be cleaned and tidied.**

Any from:

- Foyer, lobby and reception areas
- Shops in the venue
- Corridors and hallways
- Waiting areas
- Library
- Business centres

- Car parks

- Walkways and paths

- Gardens, lawns and fountains

- Displays and promotional materials

- Poolside areas

- Areas associated with sporting or recreational areas.

13. **List five examples of equipment and items to be cleaned and or tidied in public areas.**

    Any from:

    - Tables and chairs – including general furniture as contained in the various areas which may include desks, computer consoles, standard lamps, dressers, sofas

    - Service counters

    - Newspaper and magazine racks

    - Musical instruments

    - Displays containing local tourist information

    - Doors

    - Windows and glass on displays and other furniture or items

    - Plants and planter boxes – as well as floral displays

    - Walls and fittings (light switches, plaques, signage, controls) on them

    - Telephones – including telephone units and or booths

    - All floor surfaces

    - Public toilets – and the vanity areas.

14. **Should cleaning and tidying public areas take priority over the convenience and comfort of guests/patrons?**

    No.

15. **List five techniques or practices which may be used when cleaning and tidying outside areas.**

    Any from:

    - Tidying of poolside areas – re-positioning pool chairs, lounges, tables and umbrellas which have been used and moved by guests

    - Removal of venue towels which have been used by guests

    - Clearing of glasses, bottles, crockery and cutlery which have been taken outside and used by guests

    - Picking up litter, rubbish, used food and drink and other containers

    - Rubbish and debris removal from car parks, walkways, footpaths and driveways

    - Sweeping of the footpaths outside the venue

- Cleaning up spills and breakages
- Hosing areas to remove dirt, dust and debris
- Tidying sports areas (tennis courts, bowls links).

16. **You have identified equipment and items requiring attention when cleaning and tidying in public areas; who might these be reported to and how might the report be made?**

    May be reported to:
    - Your supervisor
    - The manager
    - The owner
    - The Maintenance Department.

    Report may be made verbally or in writing.

17. **What are the three keys in reporting unusual, suspicious or unruly behaviour?**

    - Never intervene, never get involved
    - Report it quickly – in person or by telephone/ or other internal communication
    - Provide full details.

18. **Give three reasons it is important to apply appropriate interpersonal skills when cleaning and tidying.**

    Any from:
    - Meet guest expectations
    - Respect the guests and demonstrate that they are valued by the venue
    - Demonstrate customer focus
    - Encourage repeat business
    - Enhance and optimise the guest experience at the venue.

# Observation Checklist

| Student name | |
|---|---|
| Assessor name | |
| Location/venue | |
| Unit of competency | Clean and tidy beverage and food service areas<br><br>D1.HBS.CL5.01 |
| Dates of observation | |
| Instructions | 1. Over a period of time observe the student completing each of the following tasks:<br><br>   a) Clean and tidy food and beverage service areas<br><br>   b) Provide support to staff<br><br>   c) Clean and tidy public areas<br><br>2. Enter the date on which the tasks were undertaken<br><br>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise<br><br>4. Complete the feedback sections of the form, if required. |

| Did the candidate | Yes | No |
|---|---|---|
| **Element 1: Clean and tidy food and beverage service areas** | | |
| Identify food and beverage service areas and food and beverage service equipment that may need to be cleaned | ❏ | ❏ |
| Identify factors that may impact on the delivery of cleaning in food and beverage service areas | ❏ | ❏ |
| Apply cleaning and tidying techniques to identified cleaning needs in beverage service areas | ❏ | ❏ |
| Apply cleaning and tidying techniques to identified cleaning needs in food service areas | ❏ | ❏ |
| Identify equipment and items requiring maintenance and report to the appropriate person | ❏ | ❏ |
| Identify unusual, suspicious or unruly behaviour and report to the appropriate person | ❏ | ❏ |
| Use appropriate interpersonal skills when cleaning and tidying to optimise guest experience | ❏ | ❏ |

| Element 2: Provide support to staff | | |
|---|:---:|:---:|
| Deliver assistance to food service staff | ❏ | ❏ |
| Deliver assistance to beverage service staff | ❏ | ❏ |
| Deliver assistance to other staff, as required | ❏ | ❏ |
| **Element 3: Clean and tidy public areas** | | |
| Identify public areas and equipment/items that may need to be cleaned | ❏ | ❏ |
| Identify factors that may impact on the delivery of cleaning in public areas | ❏ | ❏ |
| Apply cleaning and tidying techniques to identified cleaning needs in public areas | ❏ | ❏ |
| Identify equipment and items requiring maintenance and report to the appropriate person | ❏ | ❏ |
| Identify unusual, suspicious or unruly behaviour and report to the appropriate person | ❏ | ❏ |
| Use appropriate interpersonal skills when cleaning and tidying to optimise guest experience | ❏ | ❏ |
| **Did the student's overall performance meet the standard?** | ❏ | ❏ |

| Feedback to student and trainer/assessor |
|---|
| **Strengths:** |
| |

| Feedback to student and trainer/assessor | | |
|---|---|---|
| **Improvements needed:** | | |
| **General comments:** | | |
| **Candidate signature** | | **Date** | |
| **Assessor signature** | | **Date** | |

© ASEAN 2013
Assessor Manual
Clean and tidy beverage and food service areas

# Third Party Statement

| Student name: | | | |
|---|---|---|---|
| Name of third party: | | Contact no | |
| Relationship to student: | ❑ Employer ❑ Supervisor ❑ Colleague ❑ Other<br>*Please specify:_____*<br>*Please do not complete the form if you are a relative, close friend or have a conflict of interest]* | | |
| Unit of competency: | Clean and tidy beverage and food service areas<br>D1.HBS.CL5.01 | | |

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

| Do you believe the trainee has demonstrated the following skills?<br>*(tick the correct response]* | Yes | No | Not sure |
|---|---|---|---|
| Identifies food and beverage areas and equipment to be cleaned | ❑ | ❑ | ❑ |
| Cleans and tidies food and beverage service areas taking into account relevant factors applying at the time | ❑ | ❑ | ❑ |
| Assists other staff as required throughout the cleaning process | ❑ | ❑ | ❑ |
| Identifies public areas and equipment to be cleaned | ❑ | ❑ | ❑ |
| Cleans and tidies public areas taking into account relevant factors applying at the time | ❑ | ❑ | ❑ |
| Identifies and reports items/equipment requiring maintenance as well as unusual, suspicious and unruly behaviour | ❑ | ❑ | ❑ |
| Uses appropriate interpersonal skills when cleaning | ❑ | ❑ | ❑ |

| Comments/feedback from Third Party to Trainer/Assessor: | |
| --- | --- |
| | |
| **Third party signature:** | **Date:** |
| **Send to:** | |

Assessor Manual
Clean and tidy beverage and food service areas

# Competency Recording Sheet

| | | |
|---|---|---|
| **Name of Student** | | |
| **Name of Assessor/s** | | |
| **Unit of Competency** | Clean and tidy beverage and food service areas | D1.HBS.CL5.01 |
| **Date assessment commenced** | | |
| **Date assessment finalised** | | |
| **Assessment decision** | Pass Competent/Not Yet Competent (Circle one) | |
| **Follow up action required**<br><br>(Insert additional work and assessment required to achieve competency) | | |
| **Comments/observations by assessor/s** | | |

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

| Element & Performance Criteria | Observation of skills | 3rd Party Statement | Oral Questions | Written Questions | Work Projects | Other |
|---|---|---|---|---|---|---|
| **Element 1: Clean and tidy food and beverage service areas** | | | | | | |
| Identify food and beverage service areas and food and beverage service equipment that may need to be cleaned | | | | | | |
| Identify factors that may impact on the delivery of cleaning in food and beverage service areas | | | | | | |
| Apply cleaning and tidying techniques to identified cleaning needs in beverage service areas | | | | | | |
| Apply cleaning and tidying techniques to identified cleaning needs in food service areas | | | | | | |
| Identify equipment and items requiring maintenance and report to the appropriate person | | | | | | |
| Identify unusual, suspicious or unruly behaviour and report to the appropriate person | | | | | | |
| Use appropriate interpersonal skills when cleaning and tidying to optimise guest experience | | | | | | |

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

| Element & Performance Criteria | Observation of skills | 3rd Party Statement | Oral Questions | Written Questions | Work Projects | Other |
|---|---|---|---|---|---|---|
| **Element 2: Provide support to staff** | | | | | | |
| Deliver assistance to food service staff | | | | | | |
| Deliver assistance to beverage service staff | | | | | | |
| Deliver assistance to other staff, as required | | | | | | |
| **Element 3: Clean and tidy public areas** | | | | | | |
| Identify public areas and equipment/items that may need to be cleaned | | | | | | |
| Identify factors that may impact on the delivery of cleaning in public areas | | | | | | |
| Apply cleaning and tidying techniques to identified cleaning needs in public areas | | | | | | |
| Identify equipment and items requiring maintenance and report to the appropriate person | | | | | | |
| Identify unusual, suspicious or unruly behaviour and report to the appropriate person | | | | | | |
| Use appropriate interpersonal skills when cleaning and tidying to optimise guest experience | | | | | | |
| **Candidate signature** | | | **Date** | | | |
| **Assessor signature** | | | **Date** | | | |