

# NATIONAL OCCUPATIONAL STANDARD FOR EXECUTIVE CHEF





## APPROVING AUTHORITY

This National Occupational Standard has been prepared and published under the authority of the Zambia Qualifications Authority Board on 30<sup>th</sup> September, 2020.

## ZAMBIA QUALIFICATIONS AUTHORITY

The Zambia Qualifications Authority Act No. 13 of 2011 was enacted by the Government of the Republic of Zambia to ***“provide for the development and implementation of a national qualifications framework; establish the Zambia Qualifications Authority; provide measures to ensure that standards and registered qualifications are internationally comparable; and provide for matters connected with, or incidental to the foregoing”***. Among other functions, ZAQA is responsible for *determining national standards for any occupation*, through various sector specific National Occupational Standards Development Teams (NOSDTs).

## REVISION OF NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards shall be revised every after **5 years**, or whenever necessary, by the issue of either amendments or of revised editions. It is important that users of National Occupational Standards (NOS) should ascertain that they are in possession of the latest amendments or editions.

## NOS DEVELOPMENT TEAM RESPONSIBLE

This National Occupational Standard was prepared by the Tourism National Occupational Standards Development Team, upon which the following organisations were represented:

1. Zambia Institute for Tourism and Hospitality Studies (ZITHS);
2. Livingstone International University of Tourism Excellence and Business Management (LIUTEBM);
3. Institute of Hospitality-Zambia (IoHZ);
4. Tourism Council of Zambia (TCZ);
5. Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA);
6. Zambia Tourism Agency (ZTA);
7. Zambian Association for Indigenous Tour Operators (ZATO);
8. Travel Agents Association of Zambia (TAAZ);
9. Zambia Qualifications Authority (ZAQA) – Secretariat.

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7. Mrs. Elizabeth Malama – Zambian Association for Indigenous Tour Operators (ZATO);
8. Mr. Osama Bux, Mrs. Hamida Malik and Mrs. Penelope Mee – Travel Agents Association of Zambia (TAAZ).

The Authority wishes to also acknowledge the efforts of all stakeholders that took time to review and submit comments on this NOS and those that participated in the national validation process.

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## FOREWORD

The Zambia Qualifications Authority (ZAQA) is a statutory body under the Ministry of Higher Education established by ZAQA Act No. 13 of 2011 to “**provide for the development and implementation of a national qualifications framework; provide measures to ensure that standards and registered qualifications are internationally comparable; and provide for matters connected with, or incidental to the foregoing**”.

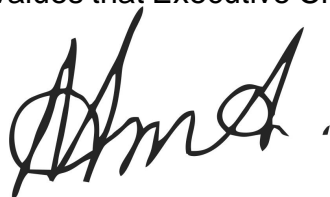
Among other functions, ZAQA is responsible for “*determining national standards for any occupation*”, through various sector specific National Occupational Standards Development Teams (NOSDTs) of experts composed of representation from appropriate authorities, government departments, industry, academia, regulators, consumer associations and non-governmental organisations, etc.

This National Occupational Standard (NOS) has been developed by the Tourism National Occupational Standards Development Team in accordance with the procedures and guidelines of ZAQA. All users should ensure that they have the latest edition of this publication as National Occupational Standards are revised from time to time.

This NOS shall be used by, among others, industry, employers, quality assurance bodies, awarding and professional bodies and education and training institutions, as a benchmark to identify training needs, develop job profiles/descriptions, develop curricula and learning programmes, in various sectors where the occupation exists. In the Tourism sector, demonstration of competence against this NOS may be required in order to run a business or practice a craft or profession.

The Executive Chef, also referred to as the Head Chef or the Kitchen Manager, is the leader in charge of everything that goes out of the kitchen and maintains full control of the kitchen staff at all times. Overall, Executive Chefs are highly trained food preparation specialists who utilise their managerial and cooking skills to oversee the operations of restaurant kitchens to guarantee that all patrons receive the optimal dining and service experience. They generally oversee the cooks and the rest of the staff, making sure that the kitchen is clean, food is properly handled, prepared and cooked. This means that the executive chef must be highly adept at forecasting the needs of the kitchen each day of the week and whenever there are holidays or special events on the calendar, ensuring that safe and exquisite cuisines prepared constantly meet customer expectations.

This National Occupational Standard highlights core knowledge, skills, competences and values that Executive Chefs must possess to be successful in their places of work.



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**Mirriam M. A Chiyaba (Mrs)**  
**Director and Chief Executive Officer**

## ACRONYMS AND ABBREVIATIONS

EC	Executive Chef
CS	Core Skill
IPR	Intellectual Property Rights
NOS	National Occupational Standard
NOSDT	National Occupational Standards Development Team
OK	Organisational Knowledge
PC	Performance Criteria
PS	Professional Skill
QSR	Quick Service Restaurant
RPL	Recognition of Prior Learning
SOP	Standard Operating Procedure
TK	Technical Knowledge
ZAQA	Zambia Qualifications Authority
ZQF	Zambia Qualifications Framework

## GLOSSARY OF TERMS

For the purposes of this NOS, the following terms and definitions shall apply:

**Core Skills/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 technical, interpersonal communication related skills that are applicable to most job roles.

**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:** defines a unique set of functions that together form a unique employment opportunity in an organisation.

**Knowledge and Understanding:** are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

**National Occupational Standards (NOS):** are statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. They are precise descriptions of what an individual is expected to be able to do in his/her work role.

**National Occupational Standards (NOS) Code:** is a unique reference code that identifies a NOS.

**National Occupational Standards Development Team (NOSDT):** means an established group of national stakeholders/experts responsible for the development of National Occupational Standards within a specific economic sector or occupation.

**Occupation:** is a set of job roles, which perform similar/related set of functions in an industry.

**Organisational Context:** includes the way the organisation is structured and how it operates, including the extent of operative knowledge that managers have in their relevant areas of responsibility.

**Performance Criteria:** are statements that together specify the standard of performance required when carrying out a task.

**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:** 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:** is derived from a further breakdown based on the characteristics and interests of its components.

**Technical Knowledge:** is the specific knowledge needed to accomplish specific designated responsibilities.

**Unit Title:** gives a clear overall statement about what the incumbent should be able to do.

**Vertical:** may exist within a sub-sector representing different domain areas or the client industries served by the industry.

## 1. OVERVIEW

This is an introductory section providing a brief summary and specific information or commentary about the content of the NOS and the targeted sector and occupation to help the user judge whether it is relevant to them.

<b>NOS Code</b>	NOS.EC.01
<b>Occupation</b>	Food Service Management
<b>Job Title</b>	Executive Chef
<b>Job Description</b>	Executive Chef is responsible for managing the food production in the kitchen and serving guests with wholesome, safe and hygienic dishes
<b>Job Purpose</b>	The Individual at work is responsible for food production, management, coordinating with all kitchen staff planning the menu and ensuring smooth free operation of the kitchen. He/she also ensures that the food production process is hygienic and attain guest satisfaction
<b>ZQF Level</b>	6
<b>Sector</b>	Tourism and Hospitality
<b>Sub sector</b>	Hotels, Lodges, Industrial Catering and Restaurants  <i>Note: the individual may work in any tourism and hospitality sub-sector</i>
<b>Other Economic Sector(s) in which the Occupation is Practiced</b>	Institutional and Industrial Catering, etc.
<b>Other Similar Jobs Performed in the Occupation</b>	Commis Chef, Commis 1, Chef-de-Partie, Sous Chef etc.
<b>Minimum Educational Job Entry Qualification(s)</b>	Senior Secondary Education (Grade 12) Certificate or equivalent
<b>Practicing License Requirements (if any)</b>	Current/Valid Medical Certificate and Professional Membership
<b>Training/RPL (Optional)</b>	Prior Training/work in Kitchen operations
<b>Minimum Job Entry Age</b>	18
<b>Prior Experience</b>	10 years work experience from entry level in Kitchen environment or 3 years as Sous Chef or Chef-de-Partie
<b>Performance Criteria</b>	As described in the Units under Section 4

## **2. SCOPE**

This National Occupational Standard specifies the fundamental knowledge and understanding, skills and competences that Executive Chefs must possess to be successful in their job roles. It is applicable to Executive Chefs working in hotels, lodges and restaurants or other tourism and hospitality establishments/spots.

## **3. PERSONAL ATTRIBUTES (VALUES, ETHICS AND ATTITUDES)**

The job requires the individual to have: service oriented approach, time conscious, develop rapport with guests and staffs, presentable looks, attention to detail, leadership skills, communication skills, politeness, good moral character, healthy habits and be committed, honesty and integrity, etc.

## **4. UNITS AND ELEMENTS**

This National Occupational Standard is divided into 10 Units representing the tasks that a job holder should undertake in his/her day to day work. Each Unit is further broken down into elements depicting the number of activities to be carried out for the successful execution of a particular task.

**UNIT 1** [This Unit is about analysing the quality of food items being bought at the kitchen and food items prepared in the kitchen, and drive vision and goal of the company].

<b>Unit No.</b>	<b>01</b>
<b>Unit Title</b>	<b>Plan the food menu and devise strategies</b>
<b>Description</b>	This Unit is about analysing the quality of food items being bought for the kitchen and food items prepared in the kitchen, and also drive the vision and goals of the company
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>• Plan the food menu</li> <li>• Analyse and decide pricing for the menu</li> <li>• Implement promotional strategies</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Planning the food menu</b>	To be competent, the individual must be able to: PC1. identify the items that can be prepared by the food and beverage department PC2. design the common menu of the restaurant PC3. identify and decide on daily specials PC4. determine the quantity of food to be served PC5. decide on special menu for functions PC6. periodically review and change items on the menu PC7. test new items on the menu PC8. file recipes of all menu items in the recipe books
<b>Analysing and deciding pricing for the menu</b>	To be competent, the individual must be able to: PC9. PC10. ensure that menu costing is taken into account while fixing the price PC11. analyse competitor prices before fixing the price of the menu items PC12. ensure that the prices fixed are customer oriented PC13. periodically analyse and change prices if needed
<b>Implementing promotional strategies</b>	To be competent, the individual must be able to: PC14. design special promotional offers in the restaurant PC15. periodically introduce offers (e.g. buy 1 get 1 free, 50% off on second order etc.) PC16. organize and conduct food festivals in the food operations to attract more customers
<b>Knowledge and Understanding (K)</b>	
<b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b>	The individual on the job must demonstrate knowledge and understanding of: OK1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions OK2. organisation culture and typical customer profile OK3. company's service level agreements and policies OK4. company's code of conduct OK5. organisation pricing, discount policy OK6. organisation policy on documentation, reporting, etc.

	<p>OK7. sources for information pertaining to employment terms, entitlements, job role and responsibilities</p> <p>OK8. reporting structure, inter-dependent functions, lines and procedures in the work area</p> <p>OK9. relevant occupational health and safety requirements applicable in the work place</p> <p>OK10. company's philosophy of providing highest standard of service in a professional and friendly manner</p> <p>OK11. quality standards of food preparation and presentation</p>
<p><b>B. Technical Knowledge</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. items that can be prepared by food and beverage department</p> <p>TK2. designing the common menu of the food service operations</p> <p>TK3. identifying the special item of the day</p> <p>TK4. quantity of food to be served and profitability orientation</p> <p>TK5. regular change of menus as per company standards</p> <p>TK6. how to cost the menu</p> <p>TK7. how to analyse and monitor costs and prepare budgets</p> <p>TK8. how often the menu should be reviewed</p> <p>TK9. introducing the new items on the menu</p> <p>TK10. competitor analysis</p> <p>TK11. ensuring that customers are satisfied with the fixed prices</p> <p>TK12. how to update on market trends</p> <p>TK13. designing special promotional offers in the food service preparations</p> <p>TK14. organising and conduct food festivals in the food service operations</p> <p>TK15. identify food success factors</p> <p>TK16. ensure permits and checks required for working on the premises are valid</p> <p>TK17. hygiene and safety precautions are adhered to</p> <p>TK18. employee training and performance measurement methods</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Reading Skills</b></p> <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading and interpreting instructions, procedures, information and signs in the workplace</p> <p>CS2. interpreting , applying and following operational instructions, food costing and prioritise work</p> <p><b>Writing Skills</b></p> <p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS3. completing documentation</p> <p>CS4. accurately filling food and beverage documentation from internal and external customers</p> <p>CS5. generating reports to supervisors on work-related activities</p> <p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The individual on the job must demonstrate knowledge and understanding in:</p>

	<p>CS6. communicating effectively with guests and respond to their queries          CS7. interacting with service providers and colleagues in a respectful manner and in line with organizational protocol          CS8. interacting in the language the customer is comfortable          CS9. communicating with vendors, contractors, etc.</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding in:          PS1. establishing recipes and methods of their preparation          PS2. preparing capital and operational budget for profitability          PS3. undertaking on-the-job learning and participating in training and development, interventions and assessments          PS4. seeking to improve and modify institutional best work practices</p>
	<p><b>Plan and Organise</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding of:          PS5. how to ensure availability of stock and ingredients          PS6. how to inform food and beverage Director/Manager of significant changes in prices of menu items          PS7. how to organize the resources for the job          PS8. how to plan, prioritize and sequence work operations as per job requirements          PS9. how to manage time effectively and efficiently in a way that deliverables are completed as per the timeline mentioned in the organizational SOP          PS10. how to organise information and generate, manage and maintain records relevant to work</p>
	<p><b>Customer Centricity</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding in:          PS11. developing rapport with customers and putting them at ease          PS12. listening carefully and interpreting their requirements          PS13. appreciating the significance of service etiquette          PS14. suggesting possible solutions to potential or expressed problems</p>
	<p><b>Problem Solving</b></p>
<p>The individual on the job must demonstrate knowledge and understanding in:          PS15. thinking through problems, evaluating possible solutions and suggesting an optimum/best possible solution          PS16. identifying immediate or temporary solutions to resolve delays or other problems related to his/her roles</p>	
<p><b>Analytical Thinking</b></p>	
<p>The individual on the job must demonstrate knowledge and understanding in:          PS17. undertaking on-the-job learning and participating in training and development interventions and assessments          PS18. seeking to improve and modify institutional best practices</p>	

	<b>ICT Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"><li>PS19. how to operate the computer for documentation, emailing and reporting</li><li>PS20. how to proficiently use internet and efficiently communicate electronically</li><li>PS21. how to carry out numerical calculations and basic statistical analysis</li></ul>

**UNIT 2** [This Unit is about managing the food production department including human resource, equipment in the kitchen area and the revenue from food service].

<b>Unit No.</b>	<b>02</b>
<b>Unit Title</b>	<b>Manage the food production department</b>
<b>Description</b>	This Unit is about managing the food production department including human resource, equipment in the kitchen area and the revenue from food service
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>• Manage the kitchen staff</li> <li>• Manage the food service revenue</li> <li>• Manage other resources related to food service areas</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Managing the kitchen staff</b>	To be competent, the individual must be able to: PC1. identify the human resource requirement of the department PC2. recruit and select qualified candidates for vacant roles PC3. explain relevance and importance of food safety and hygiene in the food production process PC4. identify training requirements of all staff PC5. train new employees as per the job requirement PC6. arrange for training of all staff in the department
<b>Managing the food service revenue</b>	To be competent, the individual must be able to: PC7. estimate the total food consumption per day/week PC8. ensure that all costs in the department remain within the budget PC9. implement cost control methods wherever possible PC10. review Cost of Goods Sold (COGS) sheet every month PC11. develop plans to reduce food cost if COGS deviates from the budget prepared
<b>Managing other resources related to kitchen</b>	To be competent, the individual must be able to: PC12. identify service pattern of kitchen equipment PC13. ensure that all equipment is well maintained, safe to use and periodically serviced PC14. ensure that the number service food production and service equipment is adequate PC15. minimize food wastage by carefully ordering and storing food PC16. identify creative ways of using sustainable green food management solutions
<b>Knowledge and Understanding (K)</b>	
<b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b>	The individual on the job must demonstrate knowledge and understanding of: OK1. legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions OK2. relevant occupational health and safety requirements applicable in the work place OK3. organisation culture and typical customer profile OK4. company's service level agreements and policies



	<p>OK5. company's code of conduct  OK6. organisation's pricing, discount policy  OK7. organisation's policy on documentation, reporting, etc.  OK8. sources for information pertaining to employment terms, entitlements, job role and responsibilities  OK9. reporting structure, inter-dependent functions, lines and procedures in the work area</p>
<b>B. Technical Knowledge</b>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. human resource requirement of the department  TK2. recruiting and select candidates for the vacant roles in the department  TK3. training new employees as per job requirement  TK4. training requirement of staffs in the department  TK5. arranging for training of staffs in the department  TK6. estimating the total food consumption per day/week  TK7. how can department costs be controlled  TK8. reviewing the COGS sheet every month  TK9. what changes can be done for COGS deviating from the prepared budget  TK10. what is the service pattern of the kitchen equipment  TK11. minimising the food wastage  TK12. significance of giving attention to details  TK13. permits and checks are required for working on the premises</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading and interpreting instructions, procedures, information and signs in the workplace  CS2. interpreting and following operational instructions and prioritising work</p>
	<b>Writing Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS3. completing appropriate documentation  CS4. recording details on inventory, employee, payroll, etc.  CS5. generating reports to supervisors on work-related activities</p>
<b>B. Professional Skills</b>	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS6. communicating effectively with guests and responding to their queries  CS7. interacting with service providers and colleagues in a respectful manner and in line with organisational protocol  CS8. interacting in a language the guest is comfortable with</p>
	<b>Decision Making</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS1. undertaking on-the-job learning and participating in training and development interventions and assessments</p>

	PS2. seeking to improve and modify own work practices
	<b>Plan and Organise</b>
	The individual on the job must demonstrate knowledge and understanding of: PS3. how to organize the resources for the job PS4. how to plan, prioritize and sequence work operations as per job requirements PS5. how to manage time effectively and efficiently in a way that deliverables are completed as per the timeline mentioned in the organisational SOP PS6. how to organise information and generate, manage and maintain records relevant to work
	<b>Customer Centricity</b>
	The individual on the job must demonstrate knowledge and understanding in: PS7. developing rapport with customers and putting them at ease PS8. listening carefully and interpreting their requirements PS9. appreciating the significance of etiquette such as maintaining the appropriate physical distance with guest during conversations PS10. appreciating the importance of being patient and courteous with different types of guests PS11. being polite and courteous under all circumstances and situations PS12. suggesting possible solutions to potential or expressed problems
	<b>Problem Solving</b>
	The individual on the job must demonstrate knowledge and understanding in: PS13. thinking through problems, evaluating possible solutions and suggesting an optimum/best possible solution PS14. identifying immediate or temporary solutions to resolve delays or other problems related to transport arrangements
	<b>Analytical Thinking</b>
	The individual on the job must demonstrate knowledge and understanding in: PS15. undertaking on-the-job learning and participating in training and development interventions and assessments PS16. seeking to improve and modify own work practices
	<b>Critical Thinking</b>
	The user/individual on the job must demonstrate knowledge and understanding in: PS17. operating a computer for documentation, emailing and reporting PS18. proficiently using internet and efficiently communicating electronically PS19. carrying out numerical calculations and basic statistical analysis

**UNIT 3** [This Unit is about communicating effectively with superiors, colleagues and customers to achieve a smooth workflow].

<b>Unit No.</b>	<b>03</b>
<b>Unit Title</b>	<b>Communicate with customer and colleagues</b>
<b>Description</b>	This Unit is about communicating effectively with superiors, colleagues and customers to achieve a smooth workflow
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>• Interact with superior</li> <li>• Communicate with colleagues</li> <li>• Communicate effectively with customers</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Interacting with superior</b>	To be competent, the individual must be able to: 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. refer unresolved problems or complaints to the relevant senior PC5. communicate maintenance and repair work schedule proactively to the maintenance department PC6. receive feedback on work standards PC7. document the completed work schedule and file for future reference
<b>Communicating with colleagues</b>	To be competent, the individual must be able to: 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, , demonstrate responsible and disciplined behaviours to the colleagues PC15. interact with colleagues from different functions PC16. put team over individual goals and multi task or share work where necessary to support colleagues PC17. highlight any errors of colleagues, help to rectify and ensure quality output PC18. cooperate, coordinate, communicate and collaborate shared departmental goals and supporting each other's performance
<b>Communicating effectively with customers</b>	To be competent, the individual must be able to: PC19. ask more questions to the customers and identify their needs PC20. possess strong knowledge on the product and market PC21. brief the customers clearly

	<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</p> <p>PC28. understand the customer dissatisfaction and attend 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 messages via any available appropriate means,,</p> <p>PC35. develop good rapport with the customers and promote suitable products</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>
<b>Knowledge and Understanding (K)</b>	
<p><b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on: personnel management, effective team work at workplace</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>
<p><b>B. Technical Knowledge</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. methods for effective communication with various categories of people and the different departments in the organisation</p> <p>TK2. the significance of team coordination and productivity targets of the organisation</p> <p>TK3. how to record the job activity as required on various types of documents</p> <p>TK4. how to use computer or smart phone to communicate effectively and productively</p> <p>TK5. the significance of helping colleagues with specific issues and problems</p>

	<p>TK6. the importance of meeting quality and time standards as a team</p> <p>TK7. how to practice effective listening</p> <p>TK8. how to communicate effectively with customers</p> <p>TK9. the effective use of voice tone and pitch for communication</p> <p>TK10. how to demonstrate ethics and convey discipline to the customers</p> <p>TK11. how to build effective working relationship with mutual trust and respect within the team</p> <p>TK12. the importance of dealing with grievances effectively and in time</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading job sheets, company policy documents and information displayed at the workplace</p> <p>CS2. reading notes/comments from the supervisor</p>
	<b>Writing Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS3. filling up documentation pertaining to job requirement</p> <p>CS4. generating reports to supervisors on work-related activities</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS5. interacting with team members to work efficiently</p> <p>CS6. communicating effectively with superior to achieve smooth workflow</p> <p>CS7. communicating effectively with the customers to build a good rapport with them</p> <p>CS8. using a language that the customer or colleague understands</p> <p>CS9. using the communications systems of the company, e.g., telephone, fax, public announcement systems</p> <p>CS10. emailing and using internet for communicating</p> <p>CS11. using audio-visual aids to communicate complex issues</p>	
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS1. spotting and communicating potential areas of disruptions to work process and report the same</p> <p>PS2. reporting to supervisors and dealing with a colleague individually, depending on the type of concern</p>
	<b>Plan and Organise</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. organising information and generating, managing and maintaining records relevant to work</p>
<b>Customer Centricity</b>	
<p>N/A</p>	

	<b>Problem Solving</b>
	The individual on the job must demonstrate knowledge and understanding in: PS4. coordinating with different departments/sections and multi-task as necessary PS5. contributing to quality of team work and achieving smooth workflow PS6. sharing work load as required PS7. delegating work in consultation with superiors or as necessary instead of allowing work to pile up
	<b>Analytical Thinking</b>
	N/A
	<b>Critical Thinking</b>
The individual on the job must demonstrate knowledge and understanding in: PS8. improving work processes by interacting with others and adopting best practices PS9. resolving recurring inter-personal conflicts PS10. carrying out numerical calculations and basic statistical analysis	

**UNIT 4** [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].

<b>Unit No.</b>	<b>04</b>
<b>Unit Title</b>	<b>Maintain customer-centric service orientation</b>
<b>Description</b>	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
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>Engage with customers to understand their service quality requirements</li> <li>Fulfil customer requirement</li> <li>Achieve customer satisfaction</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Engaging with customers for assessing service quality requirements</b>	To be competent, the individual must be able to: PC1. keep in mind the profiles of expected customers PC2. understand the target customers and their needs as defined by the company PC3. organise 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 level PC9. aim to gain their long lasting loyalty and satisfaction PC10. engage with customers without intruding on privacy
<b>Fulfilling customer requirement</b>	To be competent, the individual must be able to: PC11. ensure that customer expectations are met PC12. learn to read customers' needs and wants PC13. willingly accept and implement new and innovative products and services that help improve customer satisfaction PC14. communicate feedback of customer to senior, especially, the negative feedback PC15. maintain close contact with the customers and focus groups PC16. offer promotions to improve product satisfaction level to the customers periodically PC17. weigh the cost of fulfilling unscheduled customer requests, consult with supervisor and advise the customer on alternatives

<p><b>Achieving customer satisfaction</b></p>	<p>To be competent, the individual must be able to:            PC18. ensure clarity, honesty and transparency with the customers            PC19. treat the customers fairly and with due respect            PC20. focus on executing company's marketing strategies and product development            PC21. focus on enhancing brand value of company through customer satisfaction</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:            OK1. company's policies on: customer centric orientation behaviour at workplace            OK2. company's Human Resources policies            OK3. company's reporting structure            OK4. company's documentation policy            OK5. company's customer profile</p>
<p><b>B. Technical Knowledge</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:            TK1. significance of treating the customers with respect and in a friendly and professional way            TK2. importance of gaining customer satisfaction            TK3. methods of engaging with the customers effectively and professionally            TK4. ways to improve company's customer satisfaction rating            TK5. company's and prevailing market standards of customer satisfaction            TK6. standard operating procedure (SOP)            TK7. the variety of common and unscheduled requests to expect            TK8. significance of being transparent and courteous under all circumstances involving customer interaction without losing composure</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Reading Skills</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding in:            CS1. reading job sheets, company policy documents and information displayed at the workplace            CS2. reading notes/comments from the supervisor</p>
	<p><b>Writing Skills</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding in:            CS3. filling up documentation pertaining to one's role in customer satisfaction            CS4. generating reports to supervisors on work-related activities</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p>
<p>The individual on the job must demonstrate knowledge and understanding in:            CS5. interacting with team members to work efficiently            CS6. communicating effectively with customers            CS7. engaging with customers to understand their expectations</p>	



	<p>CS8. the company standards and effectiveness improvements pattern</p> <p>CS9. resolving customers' concerns satisfactorily within the timeframe stipulated by the company or as agreed with customers or colleagues</p> <p>CS10. using the communications systems of the company, e.g., telephone, fax, public announcement systems</p> <p>CS11. emailing and using internet for communicating</p> <p>CS12. using audio-visual aids to communicate complex issues</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS1. spotting and communicating potential areas of disruptions to work process and report the same so that customer service is smooth</p> <p>PS2. addressing the complaints and handling dissatisfied customers</p>
	<b>Plan and Organise</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. organising information and generating, managing and maintaining records relevant to work</p>
	<b>Customer Centricity</b>
	N/A
	<b>Problem Solving</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS4. coordinating with different departments in order to service the customer better</p> <p>PS5. contributing to quality of team work and achieving smooth workflow</p> <p>PS6. sharing work load as required</p>
	<b>Analytical Thinking</b>
	N/A
<b>Critical Thinking</b>	
<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS7. improving work processes by interacting with customers and adopting best practices</p> <p>PS8. resolving recurring inter-personal or system related conflicts with colleagues that hinder customer service</p> <p>PS9. acting constructively on any problems as pointed by customers</p> <p>PS10. handling personality clashes effectively</p> <p>PS11. carrying out numerical calculation activities as well as statistical analysis</p>	

**UNIT 5** [This Unit is about maintaining standard etiquette at workplace and achieving customer satisfaction].

<b>Unit No.</b>	<b>05</b>
<b>Unit Title</b>	<b>Maintain standard of etiquette and hospitable conduct</b>
<b>Description</b>	This Unit is about maintaining standard etiquette at workplace and achieving customer satisfaction
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>• Follow behavioural, personal and telephone etiquettes</li> <li>• Treat customers with high degree of respect and professionalism</li> <li>• Achieve customer satisfaction</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Following behavioural, personal and telephone etiquettes</b>	To be competent, the individual must be able to: <p>PC1. greet the customers with an 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</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. refer grievances and problems to appropriate authority as per procedure to resolve them and avoid conflict</p>
<b>Treating customers with high degree of respect and professionalism</b>	To be competent, the individual must be able to: <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>
<b>Achieving customer satisfaction</b>	<p>To be competent, the 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 the company</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on behavioural etiquette and professionalism</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>
<b>B. Technical Knowledge</b>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. significance of professional and polite etiquette and behaviour</p> <p>TK2. the need and reason for achieving customer satisfaction</p> <p>TK3. procedural behavioural patterns framed by the organisation</p> <p>TK4. methods for gaining customer satisfaction</p> <p>TK5. standard operating procedure and service quality standards</p> <p>TK6. measure of customer satisfaction</p> <p>TK7. significance of brand enhancement via word-of-mouth</p> <p>TK8. the hospitality and tourism environment</p> <p>TK9. company's growth strategy and productivity targets</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading job sheets, company policy documents and information displayed at the workplace</p> <p>CS2. reading notes and comments from the supervisor or customer</p>
	<b>Writing Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS3. filling up documentation pertaining to job requirement</p> <p>CS4. generating reports to supervisors on work-related activities</p>
<b>A. Core Skills/ Generic Skills</b>	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS5. interacting with team members to work efficiently</p> <p>CS6. communicating effectively with the customers by building a rapport with them and maintaining the etiquette</p> <p>CS7. avoiding 'Self Reference Criterion' effect while interacting with guests</p>

<b>B. Professional Skills</b>	<b>Decision Making</b>
	The individual on the job must demonstrate knowledge and understanding in: PS1. spotting and reporting potential areas of disruption to work process PS2. addressing the complaints and handle dissatisfied customers
	<b>Plan and Organise</b>
	The individual on the job must demonstrate knowledge and understanding in: PS3. organising information and generating, managing and maintaining records relevant to work
	<b>Customer Centricity</b>
	N/A
	<b>Problem Solving</b>
	The individual on the job must demonstrate knowledge and understanding in: PS4. coordinating with different departments to achieve smooth workflow PS5. contributing to quality of customer satisfaction via team work PS6. sharing work load as required
	<b>Analytical Thinking</b>
	N/A
	<b>Critical Thinking</b>
	The individual on the must demonstrate knowledge and understanding in: PS7. improving work processes by interacting with customers PS8. adopting suggested best practices PS9. resolving recurring inter-personal conflicts PS10. addressing or escalating recurring problems reported by customers PS11. measuring performance against company's standards PS12. motivating self and colleagues to work effectively given the boundaries of organisational structure, infrastructure and personnel management PS13. using the authority, power and politics issues to serve customers effectively PS14. carrying out numerical calculations and basic statistical analysis

**UNIT 6** [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 customers with respect and ensuring personal and material security and at all times].

<b>Unit No.</b>	<b>06</b>
<b>Unit Title</b>	<b>Follow gender and age sensitive service practices</b>
<b>Description</b>	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 customers with respect and ensuring personal and material security and at all times
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>• Educate customer on specific facilities and services available for different categories of customers</li> <li>• Provide gender and age specific services as per their unique and collective requirements</li> <li>• Follow standard etiquette with both women and men at workplace</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Educating customer on specific facilities and services available</b>	To be competent, the individual must be able to: <p>PC1. educate the guests, employers and the colleagues at workplace on gender rights and the respect that is to be given to them</p> <p>PC2. inform about company's policies to prevent 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/ paternity related, and other grievance</p> <p>PC4. inform about methods adopted to ensure safety and personal and baggage security of women/men, e.g., CCTV cameras, security guards, helpline</p> <p>PC5. provide the necessary comfort to the 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 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 a dangerous occurrence/accident customers are calmly handled, led to safer places and instructed properly in order to achieve zero or minimal casualties</p>

<p><b>Providing different age and gender specific customer service</b></p>	<p>To be competent, the 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/man, for an old person, others</p> <p>PC11. coordinate with team to meet these unique needs, also keeping in mind their 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 medical personnel</p>
<p><b>Following gender standard etiquette at workplace</b></p>	<p>To be competent, the individual must be able to:</p> <p>PC16. treat everyone 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 everyone, more of formal training, advancement opportunities, better benefits, etc.</p> <p>PC18. involve everyone in the decision making processes and management professions</p> <p>PC19. avoid specific discrimination and give everyone their due respect</p> <p>PC20. motivate the everyone in the work place towards utilizing their skills</p> <p>PC21. educate the tourists, employers and the colleagues at workplace on gender rights and the respect that is to be given to them</p> <p>PC22. establish policies to protect the everyone from sexual harassments, both physical and verbal, and objectifications by customers and colleagues</p> <p>PC23. frame friendly work practices such as flexible working hours, maternity/paternity leave, transportation facilities, night shift concessions, work grievance cell.</p> <p>PC24. ensure the safety and security of every worker 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 worker at all levels</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on: gender sensitive service practices at workplace</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>

<p><b>B. Technical Knowledge</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>TK1. gender specific requirements of different types of customer</li> <li>TK2. specific requirements of different age-groups of customers</li> <li>TK3. safety measures and procedures available for female/male colleagues and customers</li> <li>TK4. how to educate female/male customers and colleagues on available facilities so that they feel safe and secure</li> <li>TK5. helpline numbers</li> <li>TK6. process of handling and reporting abuse</li> <li>TK7. how to be vigilant for breach of safety at smallest level</li> <li>TK8. how to maintain customers' and colleagues' safety without making the environment threatening</li> <li>TK9. different types of potential security threats to domestic and international tourists</li> <li>TK10. standard procedures to be followed in the event of a dangerous occurrence or accident</li> </ul>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Reading Skills</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>CS1. reading job sheets, company policy documents and information displayed at the workplace</li> <li>CS2. reading notes/comments from the superior</li> </ul>
	<p><b>Writing Skills</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>CS3. filling up documentation pertaining to safety maintenance requirements</li> <li>CS4. generating reports to superiors on work-related activities</li> </ul>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p>
<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>CS5. communicating effectively with the customers by building a good servicing rapport with them while maintaining the etiquette</li> <li>CS6. communicating with the women/men at workplace and the customers with respect</li> </ul>	
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>PS1. deciding on the methods to protect and safeguard the security of every employee in the workplace and the clientele</li> <li>PS2. addressing the complaints and handle dissatisfied customers</li> </ul>
	<p><b>Plan and Organise</b></p>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <ul style="list-style-type: none"> <li>PS3. organising information and generating, managing and maintaining records relevant to work</li> </ul>
	<p><b>Customer Centricity</b></p>
<p>N/A</p>	

	<b>Problem Solving</b>
	The individual on the job must demonstrate knowledge and understanding in: PS4. coordinating with different departments and working as a team PS5. contributing to quality of team work and achieving smooth workflow PS6. sharing work load as required
	<b>Analytical Thinking</b>
	N/A
	<b>Critical Thinking</b>
The individual on the job must demonstrate knowledge and understanding in: PS7. improving work processes by interacting with customers and adopting best practices PS8. resolving recurring problems based on the complaints received from customers and at the workplace PS9. appreciating the different acceptable standards of behaviour in different cultures and societies to which customers belong PS10. helping create enjoyable guest experience by accepting their social behaviour standards even if they may be different from own standards PS11. avoiding negative behaviours accepted by peer groups that may affect work environment PS12. carrying out numerical calculations and basic statistical analysis	



**UNIT 7** [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].

<b>Unit No.</b>	<b>07</b>
<b>Unit Title</b>	<b>Maintain health and hygiene</b>
<b>Description</b>	This Unit is about maintaining hygiene and health at tourist spots, hospitality units, eateries and retail shops,, office units, conventions and events, cruise liners, commercial spaces and recreation centres
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>• Ensure cleanliness around all workplace in hospitality and tourist areas</li> <li>• Follow personal hygiene practices</li> <li>• Take precautionary health measures</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Ensuring cleanliness around workplace</b>	To be competent, the individual must be able to: PC1. keep the workplace regularly clean and cleared-off of food waste or other litter PC2. ensure that waste is disposed-off as per prescribed standards PC3. ensure that the trash cans or waste collection points are cleared everyday PC4. arrange for regular pest control activities at the workplace PC5. maintain records for cleanliness and maintenance schedule PC6. ensure the workplace is well ventilated with fresh air supply PC7. check the air conditioner and other mechanical systems on a regular basis and maintain them well PC8. ensure the workplace is provided with sufficient lighting PC9. ensure clean work environment where food is stored, prepared, displayed and served PC10. ensure safe and clean handling and disposal of food, beverage service operating equipment storage area, production and service area, public areas, garbage areas, etc. PC11. identify and manage poor organisational practices with respect to hygiene, food handling, cleaning PC12. ensure adequate supply of cleaning consumables such as equipment, materials, chemicals, liquids PC13. ensure to clean the store areas with appropriate materials and procedures PC14. identify the different types of wastes, e.g., liquid, solid, food, non-food, and the ways of handling them for disposal
<b>Following personal hygiene practices</b>	To be competent, the individual must be able to: PC15. wash hands on a regular basis, particularly on touching any dirty surfaces, before and after handling food, after using the toilet, etc. PC16. ensure to wash hands using suggested material such as soap, one use disposable tissue, warm water, etc. PC17. wash the cups, glasses or other cutlery clean before and after using them

	<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><b>Taking precautionary health measures</b></p>	<p>To be competent, the 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><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on health and hygiene at workplace</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>
<p><b>B. Technical Knowledge</b></p>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. food safety and hygiene standards as stipulated by the relevant Zambian Standards, HACCP and ISO 22000</p> <p>TK2. health risks to the worker or customer</p> <p>TK3. healthy work practices</p> <p>TK4. equipment and hand swab tests</p> <p>TK5. internal hygiene-audit tests</p> <p>TK6. personal protective equipment to be worn and care</p> <p>TK7. purpose and usage of protective gears such as gloves , protective goggles, masks, etc. while working</p> <p>TK8. acceptable ventilation standards</p> <p>TK9. technical layout standards and placements of equipment</p> <p>TK10. safe disposal methods for waste</p>

	<p>TK11. compliance norms for established health and hygiene procedures at workplace</p> <p>TK12. safe handling of chemicals</p> <p>TK13. standard material handling procedure</p> <p>TK14. standard operating procedure (SOP) for maintaining cleanliness and checklists</p> <p>TK15. precautionary rules to follow for maintaining health and hygiene</p> <p>TK16. municipal or community rules for handling and disposing-off waste</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS1. reading and interpreting relevant organisational policies, procedures and diagrams that identify good health and hygiene practices</p> <p>CS2. understanding internationally or nationally accepted signage related to hygiene and health</p> <p>CS3. reading job sheets, company policy documents and information displayed at the workplace</p> <p>CS4. reading notes or comments from the supervisor or customer</p>
	<b>Writing Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS5. filling up any documentation required to maintain health and hygiene</p> <p>CS6. generating reports to superiors on work-related activities</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>CS7. receiving instructions from doctor and supervisor on medical care</p> <p>CS8. verbally reporting hygiene hazards and poor organisational practice</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS1. selecting appropriate hand tools and personal protection equipment</p> <p>PS2. selecting the cleaning procedures and effective hygiene practices as required</p>
	<b>Plan and Organise</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:</p> <p>PS3. organising information and generating, managing and maintaining records relevant to work</p>
	<b>Customer Centricity</b>
	N/A
<b>Problem Solving and Analytical Thinking</b>	
N/A	

	<b>Critical Thinking</b>
	The individual on the job must demonstrate knowledge and understanding in: PS4. using the acids, detergents, lubricants, etc., for cleaning PS5. using waste disposal equipment at workplace such as large bins, waste disposal stations, and others PS6. carrying out numerical calculations and basic statistical analysis

**UNIT 8** [This Unit is about following workplace safety standards to have a hazard-free environment and avoid downtime because of disruptions from personal injuries and hazardous system failures].

<b>Unit No.</b>	<b>08</b>
<b>Unit Title</b>	<b>Maintain safety at workplace</b>
<b>Description</b>	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
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>• Take precautionary measures to avoid work hazards</li> <li>• Follow standard safety procedure</li> <li>• Use safety tools or personal protective equipment</li> <li>• Achieve safety standards</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Taking precautionary measures to avoid work hazards</b>	To be competent, the individual must be able to: PC1. assess the various hazards in the work areas PC2. take necessary steps to eliminate or minimise them PC3. analyse the causes of accidents at the workplace PC4. suggest measures to prevent such accidents from taking place 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. PC6. suggest methods to improve the existing safety procedures at the workplace
<b>Following standard safety procedure</b>	To be competent, the individual must be able to: PC7. be aware of the locations of fire extinguishers, emergency exits, etc. PC8. practice correct emergency procedures PC9. check and review the storage areas frequently PC10. stack items in an organised way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas PC11. ensure to be safe while handling materials, tools, , chemicals, detergents, etc. PC12. store the chemicals in a well-ventilated and locked areas with warning signs displayed PC13. ensure safe techniques while moving furniture and fixtures PC14. ensure to reduce risk of injury from use of electrical tools PC15. read the manufacturer’s manual carefully before use of any equipment PC16. unplug the electrical equipment before cleaning and maintenance to avoid injuries PC17. keep the floors free from water and grease to avoid slippery surface PC18. ensure to use non slip liquids and waxes to polish and treat floors, if required PC19. use rubber mats to the places where floors are constantly wet

	<p>PC20. ensure safety from injuries 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>
<b>Using safety tools or Personal Protective Equipment</b>	<p>To be competent, the 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>
<b>Achieving safety standards</b>	<p>To be competent, the 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 superior 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> <p>PC35. ensure availability of First Aid Kit within the work area.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>OK1. company's policies on safety procedures at workplace</p> <p>OK2. company's Human Resources policies</p> <p>OK3. company's reporting structure</p> <p>OK4. company's documentation policy</p> <p>OK5. company's customer profile</p>
<b>B. Technical Knowledge</b>	<p>The individual on the job must demonstrate knowledge and understanding of:</p> <p>TK1. personal protective equipment should be worn and how it is cared for</p> <p>TK2. purpose and usage of protective gears such as gloves, protective goggles, masks, etc. while working</p> <p>TK3. how to provide the first aid treatment at workplace</p>

	<p>TK4. significance of accidental risks to the worker and productivity loss  TK5. reporting procedure or hierarchy for signs of damage and potential hazards  TK6. methods to minimize accidental risks  TK7. safe handling chemicals, acids, etc. for cleaning  TK8. material handling procedure  TK9. standard operating procedure for safety drills and equipment maintenance  TK10. precautionary activities to be followed for work place safety  TK11. optimal operation of tools and electrical equipment  TK12. emergency procedures to be followed in case of an mishap such as fire accidents, etc.</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:  CS1. reading and interpreting relevant organisation policies, procedures and diagrams that identify safety practices  CS2. reading job sheets, company policy documents and information displayed at the workplace  CS3. reading notes/comments from the superior</p>
	<b>Writing Skills</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:  CS4. filling up documentation relevant to one’s role in safety  CS5. generating reports to supervisors on work-related activities</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
<p>The individual on the job must demonstrate knowledge and understanding in:  CS6. verbally reporting safety hazards and poor organisation practice  CS7. communicating with the supervisor about the work safety issues  CS8. receiving instructions from the supervisor on minimising the accidental risks  CS9. communicating with co-workers about the precautions to be taken to minimise and avoid accidents</p>	
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:  PS1. selecting appropriate hand tools and personal protection equipment  PS2. identifying first aid needs in case of an accident or injury</p>
	<b>Plan and Organise</b>
	<p>The individual on the job must demonstrate knowledge and understanding in:  PS3. organising information and generating, managing and maintaining records relevant to work</p>
	<b>Customer Centricity and Problem Solving</b>
<p>N/A</p>	

	<b>Analytical Thinking</b>
	The individual on the job must demonstrate knowledge and understanding in: PS4. using safety equipment such as fire extinguisher during fire accidents PS5. storing chemicals and tools in a safe way PS6. using tools and equipment without causing any injury to fellow workers
	<b>Critical Thinking</b>
	The individual on the job must demonstrate knowledge and understanding in: PS7. carrying out numerical calculations and basic statistical analysis



**UNIT 9** [This Unit is about securing intellectual property rights (IPR) of the employee's organisation and respecting customer's copyright].

<b>Unit No.</b>	<b>09</b>
<b>Unit Title</b>	<b>Maintain Intellectual Property Rights (IPR) of organisation and customers</b>
<b>Description</b>	This Unit is about securing intellectual property rights (IPR) of the employee's organisation and respecting customer's copyright
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>Secure company's IPR</li> <li>Respect customers copyright</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Securing company's IPR</b>	To be competent, the individual must be able to: PC1. prevent leak of new plans and designs to competitors and anyone who does not deserve it PC2. be aware of any of company's product, service or design patents PC3. report IPR violations observed in the public domain , to superior or company head
<b>Respecting customer's copyright</b>	To be competent, the 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 superior when in doubt about using information available from customer PC7. report any infringement observed by anyone in the company
<b>Knowledge and Understanding (K)</b>	
<b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b>	The individual on the job must demonstrate knowledge and understanding of: OK1. company's policies on intellectual property rights OK2. company's IPR infringement reporting policy OK3. company's Human Resource policies OK4. company's reporting structure OK5. company's documentation policy OK6. company's customer profile
<b>B. Technical Knowledge</b>	The individual on the job must demonstrate knowledge and understanding of: TK1. patents and IPR laws TK2. how IPR protection is important for competitiveness of a company TK3. significance of damages resulting from IPR infringement TK4. industrial and political espionages
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	The individual on the job must demonstrate knowledge and understanding in: CS1. reading job sheets, company policy documents and information displayed at the workplace

	CS2. reading notes/comments from the superior
	<b>Writing Skills</b>
	The individual on the job must demonstrate knowledge and understanding in: CS3. filling up documentation pertaining to one's role in protecting IPR infringement CS4. generating reports to supervisors on work-related activities
	<b>Oral Communication (Listening and Speaking skills)</b>
	The individual on the job must demonstrate knowledge and understanding in: CS5. interacting with team members to work efficiently CS6. communicating effectively with the customers about IPR protection and building trust
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The individual on the job must demonstrate knowledge and understanding in: PS1. identifying IPR related issues PS2. preventing information leakages PS3. avoiding being caught up in copyright issues
	<b>Plan and Organise</b>
	The individual on the job must demonstrate knowledge and understanding in: PS4. organising information and generating, managing and maintaining records relevant to work
	<b>Customer Centricity</b>
	N/A
	<b>Problem Solving</b>
	N/A
	<b>Analytical Thinking</b>
	The individual on the job must demonstrate knowledge and understanding of: PS5. basics of what constitutes IPR violations under WTO agreement PS6. penalties to company or individual on evidence of IPR violations PS7. likely effect of IPR violation on a customer
	<b>Critical Thinking</b>
	The individual on the job must demonstrate knowledge and understanding in: PS8. improving work IPR related safety and adopting best practices PS9. resolving conflicts related to IPR by reporting in time

**UNIT 10 (Optional)** [This Unit is about gaining working competence in a language other than that used daily, i.e., a foreign language or a local language].

<b>Unit No.</b>	<b>10</b>
<b>Unit Title</b>	<b>Learn a foreign or local language(s) including English</b>
<b>Description</b>	This Unit is about gaining working competence in a language other than that used daily, i.e., a foreign language or a local language
<b>Scope</b>	This Unit covers the following: <ul style="list-style-type: none"> <li>Gain understanding of common vocabulary required to address customers' queries</li> <li>Achieve 'minimal pass' level of language proficiency as per UN standards or as specified by the company</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria (PC)</b>
<b>Gaining understanding of common vocabulary required</b>	To be competent, the individual must be able to: PC1. understand from the company, the typical foreign or vernacular language queries PC2. learn keywords that may be used to pose those queries PC3. practice short oral conversations in the language, preferably, with colleagues or fellow trainees PC4. listen to focussed or recorded sentences as spoken typically in the language
<b>Achieving 'minimal pass standards' of language proficiency</b>	To be competent, the individual must be able to: PC5. speak without hesitation and fear of being incorrect PC6. express coherently in complete sentences over a variety of topics, albeit with effort PC7. exhibit basic range of vocabulary and range of expression PC8. seek to improve language proficiency to 'working knowledge' level
<b>Knowledge and Understanding (K)</b>	
<b>A. Organisational Context (Knowledge of the company/ organisation and its processes)</b>	The individual on the job must demonstrate knowledge and understanding of: OK1. company's policies on use of language OK2. company's Human Resources policies OK3. company's reporting structure OK4. company's documentation policy OK5. company's customer profile
<b>B. Technical Knowledge</b>	The individual on the job must demonstrate knowledge and understanding of: TK1. preferred languages of usual customers TK2. geographical variations of spoken languages TK3. how to pick up the basic grammar of the language TK4. how to identify common expressions used by customers to express their needs and queries TK5. how to use the correct terms as appropriate for the situation TK6. different proficiency levels of language as accepted globally TK7. UN standards of language proficiency

<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading Skills</b>
	The individual on the job must demonstrate knowledge and understanding in: CS1. reading a foreign or local language CS2. making and understanding translations
	<b>Writing Skills</b>
	The individual on the job must demonstrate knowledge and understanding in: CS3. writing in a foreign or local language
	<b>Oral Communication (Listening and Speaking skills)</b>
	The individual on the job must demonstrate knowledge and understanding in: CS4. interacting with customers confidently in their preferred language CS5. avoiding offending the customer with improper use of language, unknowingly CS6. using the right intonations and pauses CS7. expressing limited language proficiency so as to alert customer of limitations to fluent conversations
<b>B. Professional Skills</b>	<b>Decision Making</b>
	N/A
	<b>Plan and Organise</b>
	The individual on the job must demonstrate knowledge and understanding in: PS1. organising information and generating, managing and maintaining records relevant to work
	<b>Customer Centricity</b>
	N/A
	<b>Problem Solving</b>
	N/A
	<b>Analytical Thinking</b>
	The individual on the job must demonstrate knowledge and understanding in: PS2. using audio aids to listen to expressions and correct use of language PS3. building vocabulary
<b>Critical Thinking</b>	
The individual on the job needs to know how to: PS3. improving language skills over time PS4. practicing at every opportunity available	

## **5. EQUIPMENT, TOOLS AND CONSUMABLE MATERIALS**

These include, but not limited to the following, as the industry is dynamic: standard Executive Chef's Uniform (black trousers white, chef's jacket, white chef's cap, white neckerchief, white apron and disposable gloves), minimum preparation equipment (sets of knives, graters, refrigerators, measuring scales, etc.), Utensils (pans, bowls, forks, mixers, blenders, baking trays, mashers, beaters, toasters, etc.), Cooking equipment (burners/stoves, grill, microwaves, juicers, deep fryer, etc.), Presentation/service equipment (plates, platters, serving dishes, sauceboats, etc.), Other equipment and materials (first aid box, fire equipment, SOP, log books, HACCP standards, food safety standards/guidelines, etc.), Perishable commodities (vegetables, eggs, butter, milk, meat, etc.), Non-perishable commodities (pasta and rice, herbs and spices, beans, salt, sugar, flour, etc.), pens, makers and notepads, telephone, computer, analysis tools and recording forms, temperature checking equipment, tools and equipment for disposing of waste, date and time stickers, etc.

## **6. DILEMMAS/CHALLENGES AND COMPLEXITIES FOR A JOB HOLDER**

Dilemmas associated with the job of Executive Chef include exposure to hazards such as slipping, tripping, burns, cuts, abrasions and falls, long working hours, pressure from guests, superiors and subordinates, handling high volumes of supplies, exposure to unpleasant smells and tastes, dealing with unruly customers, handling easily breakable utensils, standing and walking about for long hours, etc.

### **6.1 Alternative Choices (Solutions) to Dilemmas and Complexities**

Solutions to dilemmas include exercising regularly to maintain physical fitness, wearing protective clothing at all times, undertaking training in customer service and anger management, practicing proper ergonomics, ensuring that hands are completely dry when lifting breakables and taking extra care, ensuring constant supply of materials, tools and consumables, etc.

## **7. WORKING CONDITIONS/ENVIRONMENT**

Working conditions include exposure to heat and noise, confined spaces, cold areas, day and night shifts, exposure to pollutants, gases, dust, fumes, odours, poor ventilation, use of protective items such as safety shoes, glasses, gloves, hearing protection, a hard hat, or personal flotation devices, working overtime and on weekends, etc.

## **8. PARTIES INVOLVED/INTERACTING WITH THE JOB HOLDER OR TRAINEE**

### **8.1 Internal/Within the Organisation**

Superiors, subordinates, other employees, trainers, etc.

### **8.2 External/Outside the Organisation**

Guests, trainers, government regulators, suppliers of equipment/tools/consumables, chefs from other organisations, etc.

## **9. PHYSICAL DEMANDS ON THE BODY**

- Be able to sit, stand or walk for long periods of time;
- Be able to lift and move relatively heavy materials;
- Repetitive motion of hands/fingers;
- Bend or twist the for long periods of time;
- Working in hot and noisy conditions;
- Required to operate equipment set at standard height;
- Seeing clearly at a distance or up close;
- Etc.

## **ANNEX A**

### **Criteria for Assessments based on this NOS**

#### **A.1 Guidelines for Assessment**

**A.1.1** Criteria for assessment for curricula and learning programmes based on this NOS will be created by curricula and programmes developers. Each Performance Criteria (PC) will be assigned marks proportional to its importance in the NOS. Curricula and programmes developers will also lay down proportion of marks for theory and practical skills for each performance criteria, giving more weight to practical skills.

There shall be allocated the 'Total Mark', which will be the sum of all marks in each Unit, distributed across the number of PCs in that particular Unit. The 'Out Of' mark will be the mark allocated to each PC, which will be shared between theory and practical skills assessments.

**A.1.2** Awarding/assessment bodies or institutions and other users of the NOS will create unique question papers for the theory part and evaluations for skill practical part for their respective candidates.

## ANNEX B NOS Version Control

This Annex gives details necessary for the tracking of the NOS versions based on the number of revisions.

<b>NOS Code</b>	NOS.EC.01		
<b>ZQF Level</b>	6	<b>Version Number</b>	01
<b>Sector</b>	Tourism and Hospitality	<b>Date of Approval</b>	September, 2020
<b>Sub-sector</b>	Hotels, Lodges, Industrial Catering and Restaurants	<b>Date of Last Review</b>	N/A
<b>Occupation</b>	Food Service Management	<b>Date of Next Review</b>	October, 2020









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