

**Government of Pakistan**

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan**

"Skills for All"



**Course Contents/ Lesson Plan**

**Course Title:** BARISTA SKILLS

**Duration:** 6 Months

## Course Details / Description & Preliminaries

<b>Course Title</b>	<b>Barista skills</b>
<b>Objectives and Expectations</b>	<p><b><u>Employable skills and hands on practice for Barista Skills</u></b></p> <p>This is a special course designed to address unemployment in the youth. The course aims to achieve the above objective through hands on practical training delivery by a team of dedicated professionals having rich market/work experience. This course is therefore not just for developing a theoretical understanding/back ground of the trainees. Contrary to that it is primarily aimed at equipping the trainees to perform commercially in a market space in independent capacity or as a member of a team.</p> <p>The course therefore is designed to impart not only technical skills but also soft skills (i.e. interpersonal/communication skills; personal grooming of the trainees etc.) as well as entrepreneurial skills (i.e. Marketing Skills; Free Lancing etc.). The course also seeks to inculcate work ethics to foster better citizenship in general and improve the image of Pakistani work force in particular.</p> <p><b>Main Expectations:</b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands- on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each individual trainee to prepare them for such market roles during/after the training.</p>

<p><b>Key Features of Training &amp; Special Modules</b></p>	<ul style="list-style-type: none"> <li data-bbox="451 216 1443 653"> <p><b>i.</b> Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labelling name, trade, session etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.</p> </li> <li data-bbox="451 678 1443 1346"> <p><b>ii.</b> In order to materialize the main expectations, a special module on <b>Job Search &amp; Entrepreneurial Skills</b> has been included in the later part of this course (5<sup>th</sup> &amp; 6<sup>th</sup> month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favoured labour destination countries also forms a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.</p> </li> <li data-bbox="451 1371 1443 1871"> <p><b>iii.</b> A module on <b>Work Place Ethics</b> has also been included to highlight the importance of good and positive behaviour at work place in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of Pakistani workforce would</p> </li> </ul>
--	---

<p><b>Training Tools/ Methodology</b></p>	<p style="text-align: center;">undergo a positive transformation in the local as well as international job markets.</p> <p>In order to maintain interest and motivation of the trainees throughout the course, modern techniques such as:</p> <ul style="list-style-type: none"> <li>• Motivational Lecture</li> <li>• Success Stories</li> <li>• Case Studies</li> </ul> <p>These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).</p> <p>Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem solving abilities of the trainees.</p> <p style="text-align: center;"><b>(i) Motivational Lectures</b></p> <p>The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture to inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role &amp; responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:</p> <ul style="list-style-type: none"> <li>• Clear Purpose to convey message to trainees effectively.</li> <li>• Personal Story to quote as an example to follow.</li> <li>• Trainees fit so that the situation is actionable by trainees and not represent a just idealism.</li> </ul>
---	--

- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity and spark the desire needed for trainees to want to learn more.

Impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for longer time without boredom and loss of interest because they can clearly see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

#### **(ii) Success Stories**

Another effective way of motivating the trainees is by means of Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation or by means of a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. Optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high quality videos must

be arranged by the training institute)

It is expected that the training provider would collect relevant high quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

Suggestive structure and sequence of a sample success story and its various shapes can be seen at annexure III.

### **(iii) Case Studies**

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes class room atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies to be presented to the trainees. The trainer may adopt a power point presentation or video format for such case studies whichever is deemed suitable but it's important that only those cases are selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases. For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions and intended solutions of the problem / situation.

Case studies can be implemented in the following ways:-

- i. A good quality trade specific documentary(At least 2-3

	<p>documentaries must be arranged by the training institute)</p> <p>ii. Health &amp; Safety case studies (2 cases safety, Health and hygiene must be arranged by the training institute)</p> <p>iii. Field visits (At least one visit to a trade specific major industry/ site must be arranged by the training institute)</p>
<b>Intake to the Training</b>	<p>The candidate must;</p> <ul style="list-style-type: none"> <li>• Possess SSC or above qualification.</li> <li>• Be able and willing to carry out catering and cooking related assignments professionally.</li> </ul>
<b>Learning Outcome of the Course</b>	<p>At the end of the course, the students must have attained the following competencies:</p> <ol style="list-style-type: none"> <li>1. Maintain good personal Hygiene</li> <li>2. Should be able to have all utensils under use clean and free from unhealthy germs</li> <li>3. Maintain a clean and safe work environment</li> <li>4. Should be able to supervise food delivery in conformity with HACCP standards</li> <li>5. Master basic food preparation and barista skills</li> <li>6. Apply food safety and hygiene regulations</li> <li>7. Maintain professional standards throughout shift</li> <li>8. The trainee will understand the importance of hygiene and cleanliness in day to day operation of the restaurant.</li> <li>9. The trainee will be able to plan for the daily activities in order for a smooth operation.</li> <li>10. The trainee will understand the importance of Mise-en-place and to ensure that all the required material is available before the operation starts.</li> <li>11. The trainee will be able to understand how to keep the restaurant in good repair and well maintained</li> <li>12. The trainee will be able to understand how to do the restaurant table set up on day to day basis</li> <li>13. The trainee will understand how to ensure set up of side stations</li> <li>14. Trainee will understand how to receive, greet &amp; seat the guest</li> <li>15. The trainee will be able to understand how to ensure that the order taking is being done correctly in the restaurant</li> <li>16. The trainee will be able to ensure smooth food service in the restaurant</li> <li>17. The trainee will understand how to supervise the service of beverage</li> <li>18. The trainee will learn how to handle complaints</li> </ol>

	<p>19. The trainee will be able to train and develop the staff under his supervision.</p> <p>20. The trainee will be able to understand what documents are needed to be updated and maintained in the restaurant.</p> <p>21. The trainee will be able to understand his role in menu planning for the restaurant.</p> <p>22. The trainee will be able to understand how to communicate effectively within the organization.</p> <p>23. The trainee will be able to understand the basic financials of the restaurant.</p> <p>24. Able to identify and pursue new business opportunities in the hospitality sector</p>
<b>Course Execution Plan</b>	Total Duration of Course: 6 Months (26 Weeks)
	Class Hours: 4 Hours per day (06 days per week)
	Theory: 20% Practical: 80%
	Weekly Hours: 24 Hours Per week
	Total Contact Hours: 600 hours
<b>Companies Offering Jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. Hotels</li> <li>2. Motels</li> <li>3. Restaurants</li> <li>4. Cafes</li> <li>5. Event Management Companies</li> <li>6. Catering Companies</li> <li>7. Food Outlets</li> <li>8. Ships</li> <li>9. Government Institutes</li> <li>10. Corporate Companies</li> <li>11. Tour Operators</li> <li>12. Factories and production houses</li> <li>13. Armed Forces</li> <li>14. Hospitals</li> <li>15. Amusement parks</li> <li>16. Clubs</li> <li>17. Airlines</li> <li>18. Railways</li> </ol>



<b>Job Opportunities</b>	<p>All over the world there is a high demand of hospitality workers including cooks, waiters, housekeepers, front of the house staff, back of the house staff and event management staff. Hospitality is one of the fastest growing industries of the world. Nearly above 6.5 million jobs are expected world wide by 2023.</p> <p>The latest increased in tourism in Saudi Arabia and Gulf countries has also increased the demand of hospitality workers.</p> <p>The tourism sector of Pakistan has also opened its door for the world. Since last year domestic tourism has also increased many folds that in turn has enhanced the demand of hospitality workers in Pakistan also.</p> <p>Unfortunately, hospitality sector in Pakistan remained under privileged in since its birth. The latest initiative of government has created lot of awareness and demand of this sector.</p> <p>With the help of this course, we will be able to give necessary skills trainings of hospitality sector to our youth. There are also opportunities for new start-up of entrepreneurship because of high demand in the emerging market of tourists for:</p> <ul style="list-style-type: none"> <li>• Road side café/dabahs</li> <li>• Tea houses</li> <li>• Fast food outlets</li> <li>• Snacks shops</li> <li>• Cold Beverages</li> <li>• Catering</li> </ul>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Lab
<b>Instructional Resources</b>	<p><b>Development Platform:</b></p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Videos (<a href="https://youtube.com/c/SooperChef">https://youtube.com/c/SooperChef</a>)</li> <li>• <a href="https://www.facebook.com/205620256762964?referrer=whatsapp">https://www.facebook.com/205620256762964?referrer=whatsapp</a></li> <li>• Course Curriculum</li> <li>• Lab</li> <li>• Knead Café</li> <li>• Pepperoni Restaurant and Banquet</li> </ul> <p><b>Learning Material:</b></p> <ul style="list-style-type: none"> <li>• Learning Material from Curriculum</li> <li>• Videos</li> <li>• Support books</li> <li>• Google</li> <li>• Daily Consumable</li> </ul>



## Course Details / Description & Preliminaries

Scheduled Week	Module Title	Learning Units	Remarks
Week 1	Introduction to food and beverage	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• Course Content</li> <li>• <b>Motivational Lecture</b></li> <li>• Pakistan food and beverage industry introduction</li> <li>• Employment opportunities in local and international Job market</li> <li>• <b>Workplace ethics</b></li> <li>• Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task – 1</b></li> </ul> (Details may be seen at Annexure I)
Week 2	Occupational Safety and Sanitization of Utensils	<b>Workplace Hazards</b> <ul style="list-style-type: none"> <li>• importance of keeping the work area neat and tidy while working</li> <li>• list the use and importance of safety signs</li> <li>• list potential hazards at the workplace</li> <li>• list potential consequences of hazards at the workplace</li> <li>• Reporting Accidents</li> <li>• What documentation should be completed in case of an accident</li> <li>• Importance of training staff in Health and Safety</li> <li>• When to check equipment and to whom damage should be reported</li> <li>• Describe safe handling techniques for hazardous substances</li> <li>• Describe how to store hazardous substances safely</li> <li>• Importance of storing tools and equipment's correctly after use.</li> <li>• Types of Hazards</li> <li>• Consequences of Hazards</li> <li>• <b>Case study</b> (hazards &amp; Safety Details may be seen at page No: 5-6)</li> </ul> <b>Fires and Safety</b> <ul style="list-style-type: none"> <li>• State what action to take in case of an emergency</li> <li>• Identify the elements of the fire</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task – 2</b></li> </ul> (Details may be seen at Annexure I)

		<p>triangle and how they can be used to extinguish a fire</p> <ul style="list-style-type: none"> <li>• list different types of fires</li> <li>• Types of fires</li> <li>• Basic types of fire fighting equipment</li> </ul> <p><b>Sanitization of Utensils</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Sanitization Chemicals</li> <li>• Ability to Operate Dishwashing Machine</li> <li>• Use of sanitizer Solution through bucket and spray gun.</li> <li>• <b>Success story</b> (For further detail please see Page No: 4-5and Annexure-III at the end)</li> </ul>	
<b>Week 3</b>	<b>Food Safety in Catering</b>	<p><b>Personal Responsibility for Food Safety</b></p> <ul style="list-style-type: none"> <li>• Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour.</li> <li>• Outline the legal responsibilities of food handlers and food safety including its role in reducing the risk of contamination.</li> </ul> <p><b>Importance of Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination.</li> <li>• Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds.</li> </ul> <p><b>Importance of Workplace Hygiene</b></p> <ul style="list-style-type: none"> <li>• Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal.</li> </ul> <p><b>Importance of Keeping Food Safe</b></p> <ul style="list-style-type: none"> <li>• State the sources and risk to food safety from contamination and cross-contamination to include microbiologic, chemical, physical and allergenic hazards.</li> <li>• Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding,</li> </ul>	<p><b>• Task – 3</b> (Details may be seen at Annexure I)</p>

		<p>serving and transporting food.</p> <ul style="list-style-type: none"> <li>• HACCP practices and procedures</li> </ul> <p><b>Food Bacteria</b></p> <ul style="list-style-type: none"> <li>• State the bacteria associated with open wounds.</li> <li>• Reports illnesses and infections</li> <li>• Carriers of bacteria</li> </ul> <p><b>Pest Control, Cross Contamination and Food Storage</b></p> <ul style="list-style-type: none"> <li>• list common types of food pests</li> <li>• identify signs of food pests</li> <li>• Describe different pest proofing methods.</li> <li>• Describe the checks that should be made when accepting</li> <li>• Deliveries of ambient, chilled or frozen foods</li> <li>• Describe stock rotation systems</li> </ul> <p><b>Micro Organisms and Food Poisoning</b></p> <ul style="list-style-type: none"> <li>• List the micro-organisms associated with food poisoning.</li> <li>• Identify different types of high risk foods.</li> <li>• Describe common symptoms of food poisoning</li> <li>• Identify the people most at risk from food poisoning.</li> <li>• Identify the temperatures at which most food poisoning micro-organisms will grow rapidly, cease to multiply and die</li> </ul> <p><b>Food Allergens</b></p> <ul style="list-style-type: none"> <li>• Describe the importance of the risk of allergen crosses contamination in situations where a seafarer has asked for food to be free of a certain ingredient that they are allergic or intolerant to.</li> </ul>	
--	--	--	--

<p><b>Week 4</b></p>	<p><b>Applying Workplace and other associated skills</b></p>	<p><b>Motivational Lecture</b></p> <p><b>Maintain Professional Presentation</b></p> <ul style="list-style-type: none"> <li>• Maintain personal professional appearance and demonstrate a positive and professional approach in their working condition.</li> <li>• Explain what is considered to be professional presentation of one self.</li> <li>• Explain the skills required to maintain the work area.</li> </ul> <p><b>Positive Attitude to work Effectively</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a positive attitude and behaviour with customers and colleagues.</li> <li>• Demonstrate use of correct procedures and good practices in dealing with customers and colleagues.</li> <li>• Communicate effectively to identify and provide support to customers and colleagues to solve problems should they arise.</li> <li>• Demonstrate working with others to achieve targets.</li> <li>• Describe the skills required to work effectively with customers and colleagues to provide a quality service or product.</li> <li>• Describe how to identify and solve customers and colleagues problems and complaints should they arise.</li> <li>• List the key stages in working to meet team targets.</li> </ul> <p><b>Prepare for Job Application</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of evaluating an interview.</li> <li>• Produce a CV and covering letter.</li> <li>• Demonstrate a variety of interview skills.</li> </ul> <p><b>Be able to Develop Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluate Current Skills against job aims.</li> <li>• Identify an opportunity to develop a skill set and work towards a target</li> </ul>	<p><b>• Task – 4</b></p> <p>(Details may be seen at Annexure I)</p> <p><b>1<sup>st</sup> Monthly Test at Week 4 end</b></p>
<p><b>Week 5</b></p>	<p><b>Daily Activities</b></p>	<p><b>Confirming</b></p> <ul style="list-style-type: none"> <li>• table</li> <li>• reservation</li> <li>• Arranging for</li> </ul>	

		<ul style="list-style-type: none"> <li>• Reservations</li> <li>• Setting the coffee machines</li> <li>• Shift opening &amp; closing duties</li> </ul> <p><b>Pre &amp; post shift</b></p> <ul style="list-style-type: none"> <li>• briefings</li> <li>• Staff duties &amp; monthly roster</li> </ul> <p><b>Prepare for Job Application</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of evaluating an interview.</li> <li>• Produce a CV and covering letter.</li> <li>• Demonstrate a variety of interview skills.</li> </ul> <p><b>Be able to Develop Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluate Current Skills against job aims.</li> <li>• Identify an opportunity to develop a skill set and work towards a target.</li> </ul>	<p>• <b>Task – 5</b></p> <p>(Details may be seen at Annexure I)</p>
<b>Week 6</b>	<b>Mise-en-place</b>	<p><b>Polishing</b></p> <ul style="list-style-type: none"> <li>• Polishing of glassware</li> <li>• Polishing of chinaware</li> </ul> <p><b>Linen</b></p> <ul style="list-style-type: none"> <li>• Availability of required linen</li> </ul>	<p>• <b>Task – 6</b></p> <p>(Details may be seen at Annexure I)</p>
<b>Week 7</b>	<b>Restaurant Maintenance</b>	<p><b>Restaurant Maintenance</b></p> <ul style="list-style-type: none"> <li>• Condition of equipment under use</li> <li>• Defect Reporting</li> <li>• Condition of furniture &amp; fixtures</li> </ul>	<p>• <b>Task – 7</b></p> <p>(Details may be seen at Annexure I)</p>
<b>Week 8</b>	<b>Set up of the Restaurant</b>	<p><b>Table layout</b></p> <ul style="list-style-type: none"> <li>• Table layout for alla carte</li> <li>• Serving the coffee method</li> </ul>	<p><b>2<sup>nd</sup> Monthly Test</b></p> <p>• <b>Task – 8</b></p> <p>(Details may be seen at Annexure I)</p>
<b>Week 9</b>	<b>Setting of side stations</b>	<p><b>Side-stations</b></p> <ul style="list-style-type: none"> <li>• Cleaning of side stations</li> <li>• Availability of condiments</li> <li>• Availability of extra linen</li> </ul>	<p>• <b>Task – 9</b></p>

		<ul style="list-style-type: none"> <li>• Availability of extra covers</li> <li>• Availability of disposal cups, glasses</li> <li>• Extra coffee machines</li> </ul>	(Details may be seen at Annexure I)
<b>Week 10</b>	<b>Receiving, Greeting, Seating</b>	<b>Guest Arrival Services</b> <ul style="list-style-type: none"> <li>• Receiving of guests</li> <li>• Greeting the guests</li> <li>• Seating the Guests</li> </ul>	<b>•Task – 10</b> (Details may be seen at Annexure I)
<b>Week 11</b>	<b>Order taking</b>	<b>Motivational Lecture(For further detail please see Page No: 3-4)</b>  <b>Order Taking</b> <ul style="list-style-type: none"> <li>• Menu presentation</li> <li>• Timely order taking</li> <li>• Order taking procedure</li> <li>• Passing the order properly</li> <li>• Opening the check in time</li> </ul>	<b>•Task – 11</b> (Details may be seen at Annexure I)
<b>Week 12</b>	<b>Fundamental barista skills</b>	<ul style="list-style-type: none"> <li>• Work station preparation</li> <li>• Job description of barista</li> <li>• Skills and functions of barista</li> <li>• Barista training</li> <li>• Creating specialized drinks</li> <li>• Modern coffee art</li> </ul>	<b>3rd Monthly Test</b>  <b>•Task – 12</b> (Details may be seen at Annexure I)
<b>Week 13</b>	<b>Mid-Term Assignment &amp; Industry Visits</b>		
<b>Week 14</b>	<b>Service of Beverage</b>	<b>Beverage Service</b> <ul style="list-style-type: none"> <li>• Timely service of beverages</li> <li>• Replenishment of beverages</li> <li>• Beverage presentation</li> </ul>	<b>•Task – 13</b> (Details may be seen at Annexure I)
<b>Week 15</b>	<b>Parts and functions of an espresso machines</b>	<ul style="list-style-type: none"> <li>• Explaining parts of espresso machine</li> <li>• Fundamentals of espresso extraction (grinding, distributing, tamping, cleaning)</li> <li>• Parts and functions of an espresso machine and grinder</li> </ul>	<b>•Task – 14</b> (Details may be seen at Annexure I)
<b>Week 16</b>	<b>Basic coffee knowledge</b>	<ul style="list-style-type: none"> <li>• Origins of the coffee bean</li> <li>• Coffee species</li> <li>• Coffee belt</li> <li>• Storage and lifespan</li> </ul>	<b>•Task – 15</b> (Details may be seen at



		<ul style="list-style-type: none"> <li>Using grinders and espresso machines</li> <li>Coffee myths and facts</li> <li>Spotting bad coffee</li> <li></li> </ul>	Annexure I)  <b>4<sup>th</sup> Monthly Test</b>
<b>Week 17</b>	<b>Fundamentals of milk frothing</b>	<ul style="list-style-type: none"> <li>Basic milk chemistry</li> <li>Texturing</li> <li>Quality of milk</li> <li>Stretching</li> <li>Temperature sensing</li> <li>Whisking</li> <li>Perfect temperature of milk</li> <li>Steaming milk</li> </ul>	<ul style="list-style-type: none"> <li><b>Task – 16</b></li> </ul> (Details may be seen at Annexure I)
<b>Week 18</b>	<b>Espresso extraction and intro to pour latte art</b>	<ul style="list-style-type: none"> <li>Ideal extraction</li> <li>Brew ratio ( grinding size, temperature, pressure)</li> <li>How to do latte art and the other art using utensils</li> <li>Maintaining your machines</li> </ul>	<ul style="list-style-type: none"> <li><b>Task – 17</b></li> </ul> (Details may be seen at Annexure I)
<b>Week 19</b>	<b>Hot and cold beverage</b>	<ul style="list-style-type: none"> <li>Types of hot beverage</li> <li>Types of tea</li> <li>Types of hot and cold coffee</li> <li>Non-alcoholic drinks (juice, water, cocoa, milk, tea)</li> <li>Alcoholic drinks (bear, wine etc)</li> </ul>	<ul style="list-style-type: none"> <li><b>Task – 18</b></li> </ul> (Details may be seen at Annexure I)
<b>Week 20</b>	<b>Job Search &amp; Entrepreneurial Skills</b>	<b>Menu Planning</b> <ul style="list-style-type: none"> <li>Perform menu engineering</li> <li>Recommend new items</li> <li><b>Workplace ethics</b></li> <li><b>Session on Self-Employment</b></li> <li>How to start a Business.</li> <li>Requirements ( Capital, Physical etc)</li> <li>Benefits/Advantages of self-employment</li> </ul>	<b>5<sup>th</sup> Monthly Test</b> <ul style="list-style-type: none"> <li><b>Task – 19</b></li> </ul> (Details may be seen at Annexure I)
<b>Week 21</b>	<b>F&amp;B Business Research and financial of the restaurants</b>	<b>F&amp;B Research Study</b> <ul style="list-style-type: none"> <li>Business location</li> <li>Feasibility Study</li> <li>Market research study</li> <li>Availability of Utilities</li> <li>Customer target market</li> <li>Food cost</li> <li>Revenge</li> <li>Budget</li> <li>Overhead</li> </ul>	<ul style="list-style-type: none"> <li><b>Task – 20</b></li> </ul> (Details may be seen at Annexure I)

		<ul style="list-style-type: none"> <li>Expenses</li> </ul>	
<b>Week 22</b>	<b>barista Marketing</b>	<b>F&amp;B Marketing</b> <ul style="list-style-type: none"> <li>Identifying Market Area Characteristics</li> <li>Analyzing the Competitions</li> <li>Projecting Operating Results</li> <li>Marketing Research</li> <li>Developing Marketing Plan</li> <li>Sales Efforts</li> <li>Advertising</li> </ul>	<b>•Task – 21</b> (Details may be seen at Annexure I)
<b>Week 23</b>	<b>Barista Management</b>  <b>Job Search &amp; Entrepreneurial Skills</b> (General Overseas Employment)	<b>F&amp;B Management</b> <ul style="list-style-type: none"> <li>Facility Design and Layout</li> <li>Equipment</li> <li>Decor</li> <li>Finance</li> <li>Communication Skills</li> <li><b>Session on General Overseas Employment opportunities.</b></li> <li>Job search Avenues.</li> <li>Visa Processes and other necessary requirements.</li> <li>Immigration Information (Legal age requirements, Health Certificate, Police Clearance &amp; Travel Insurance)</li> </ul>	<b>•Task – 22</b> (Details may be seen at Annexure I)
<b>Week 24</b>	<b>F&amp;B Business initiation</b>  <b>Job Search &amp; Entrepreneurial Skills</b> (one country)	<b>Managing F&amp;B Events</b> <ul style="list-style-type: none"> <li>How to work with your client</li> <li>How to help your client choose the right food and service</li> <li>How to get a signed contract and down payment.</li> <li>How to organize your time and resources</li> <li>Deliver first assignment with great success.</li> <li><b>Selection of one country from countries of destination (Gulf Countries, Malaysia, South Korea etc.) focusing on:-</b> <ol style="list-style-type: none"> <li>I. Trade specific Job Prospects and Earning levels in that country.</li> <li>II. Country Specific Labour laws, entry and exit requirements (Legal age requirements, Health Certificate, Police Clearance &amp; Travel Insurance etc.).</li> </ol> </li> </ul>	<b>6<sup>th</sup>... Monthly Test</b>  <b>•Task – 23</b> (Details may be seen at Annexure I)

<b>Week 25</b>	<b>OJT</b>  <b>Job Search &amp; Entrepreneurial Skills</b> (2nd country)	<ul style="list-style-type: none"> <li>• <b>On Job Training</b></li> <li>• Selection of another country from countries of destination (Gulf Countries, Malaysia, South Korea etc) focusing on:-             <ol style="list-style-type: none"> <li>I. Trade specific Job Prospects and Earning levels in that country.</li> <li>II. Country Specific Labour laws, entry and exit requirements (Legal age requirements, Health Certificate, Police Clearance &amp; Travel Insurance etc.).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task – 24</b></li> </ul> (Details may be seen at Annexure I)
<b>Week 26</b>		<b>Course Revision and Preparation for and conduction of Final Assessment</b>	

## Tasks For BARISTA SKILLS

<b>Task No.</b>	<b>Task Description</b>	<b>Week No.</b>
<b>1</b>	The students in groups will give presentation of hospitality sector in front of their class mates. They will cover local and international hospitality in prospective and highlight job and entrepreneur opportunities exist in the sector using different media and methods.	<b>1</b>
<b>2</b>	The students in groups will give presentation on Hazards and Fire Safety. They will also make Hazards Assessment of the institute and take part in fire drill.	<b>2</b>
<b>3</b>	The students will give presentation on implementing food safety during training including personal hygiene and kitchen hygiene.	<b>3</b>
<b>4</b>	Activity/role play: At the final day of the week, the students will take part in activity/role play to high light different skills and attitude required at work place.	<b>4</b>
<b>5</b>	Students will be tested in practical about their Knowledge and understanding of the importance of Mise-en-place and to ensure that all the required material is available before the operation starts including different types of Glass ware, Chinaware, Silverware and Linens.	<b>5</b>
<b>6</b>	The students will be tested in practical lab about their knowledge of table setup, setting the coffee machines	<b>6</b>
<b>7</b>	The students will be tested in practical lab about their knowledge of setting up side stations, cleaning stations, availability of condiments and extra linens and extra cover setup	<b>7</b>
<b>8</b>	The students will be tested in practical lab about their knowledge of receiving the guests, greeting the guests and seating the guests	<b>8</b>
<b>9</b>	The students will be tested in practical lab about their knowledge and understanding of order taking is being done correctly in the restaurant	<b>9</b>
<b>10</b>	Written assessment what are the characteristics of barista and what does he required to do	<b>10</b>
<b>11</b>	Written assessment Explain the parts and function of an espresso machines	<b>11</b>
<b>12</b>	Written assessment What is the origin of the coffee describe the types of coffee	<b>12</b>
<b>13</b>	Written assessment What do you mean by milk frothing and what kind of milk is used in coffee making	<b>14</b>
<b>14</b>	Perform the practical of latte art and the ratio of coffee used in this	<b>15</b>
<b>15</b>	The students will be tested in practical lab about their knowledge and understanding of supervising the service of beverage in the restaurant.	<b>16</b>

<b>16</b>	Written Assessment: Give a brief description how to start a business what are the benefits of having your own business	<b>17</b>
<b>17</b>	Practical Assessment: the students will be tested in practical lab about their knowledge and understanding of play his role in the process of menu engineering and profit margin.	<b>18</b>
<b>18</b>	Written Assessment: Develop a marketing plan for barista, identify and analyze the competitors	<b>19</b>
<b>19</b>	Written Assessment: the students will be tested through written assessment about their knowledge and understanding of basic financial of a restaurant including basic food cost, overhead cost and selling price.	<b>20</b>
<b>20</b>	Assignment: How to design a layout of barista including (equipment, décor, finance)	<b>21</b>
<b>21</b>	Assignment: The he students in groups will work on assignment to develop different menus with best marketing tool to start the business. Students interesting for immigration and overseas employment will start to make portfolio file for the respective country.	<b>22</b>
<b>22</b>	Assignment: The students in groups will work on assignment to develop capital investment sheet to start the business.	<b>23</b>
<b>23</b>	Assignment: The students in groups will develop a business plan for their Food and barista business. The students interesting for immigration and overseas employment will gain important information and prepare required documents for the 1st selected country and add into the portfolio file.	<b>24</b>

## Workplace/Institute Ethics Guide

---

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue or value to strengthen character and individual abilities. It is a set of values centred on importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

**1. Attendance:**

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

**2. Character:**

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

**3. Team Work:**

The ability to get along with others including those you doesn't necessarily like. The ability to carry your own weight and help others who are struggling. Recognize when to speak up with an ideas and when to compromise by blend ideas together.

**4. Appearance:**

Dress for success, set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a life time

**5. Attitude:**

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems and procedures in light of changing responsibilities.

**6. Productivity:**

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being

asked. Take pride in your work; do things the best you know how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

**7. Organizational Skills:**

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Takes an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

**8. Communication:**

**Written communication,** being able to correctly write reports and memos.  
**Verbal communications,** being able to communicate one on one or to a group.

**9. Cooperation:**

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing workplace situations and the application of new or different skills.

**10. Respect:**

Work hard, work to best of your ability. Carry out orders, do what's asked the first time. Show respect, accept and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions and suggestions.

## Annexure-III

### Suggestive Format and Sequence Order of Success Story

S. No	Key Information	Detail/Description
1.	Self & Family background	<ul style="list-style-type: none"><li>• Self-introduction</li><li>• Family background and socio economic status,</li><li>• Education level and activities involved in</li><li>• Financial hardships etc.</li></ul>
2.	How he/she came on board NAVTTC Training/ or got trained through any other source	<ul style="list-style-type: none"><li>• Information about course, apply and selection</li><li>• Course duration, trade selection</li><li>• Attendance, active participation, monthly tests, interest in lab work</li></ul>
3.	Post training activities	<ul style="list-style-type: none"><li>• How job / business (self-employment) was set up</li><li>• How capital was managed (loan (if any) etc).</li><li>• Detail of work to share i.e. where is job or business being done; how many people employed ( in case of self-employment/ business )</li><li>• Monthly income or earnings and support to family</li><li>• Earning a happy life than before</li></ul>
4.	Message to others (under training students)	<ul style="list-style-type: none"><li>• Take the training opportunity seriously</li><li>• Impose self-discipline and ensure regularity</li><li>• Make Hard work pays in the end so be always ready for the same.</li></ul>

Note: Success story is a source of motivation for the trainees and can be presented in a number of ways/forms in a NAVTTC skill development course as under:-

1. To call a passed out successful person of institute. He/she will narrate his/her success story to the trainees in his/her own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful person Audio video recording that has to cover the above mentioned points.
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning per month etc) and narrates his/her story in teacher's own motivational words.
4. <https://www.facebook.com/205620256762964?referrer=whatsapp>
5. <https://instagram.com/mariy.amzahid?igshid=hiamvd3o6llu>
6. <https://youtube.com/c/SooperChef>