

**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**BARISTA SKILLS**

**KNQF LEVEL 3**

**ISCED PROGRAMME CODE: 1013 254 A**

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**FOREWORD**

The provision of quality education and training is fundamental to the Government’s overall strategy for social and economic development. Quality education and training contribute to the achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the hospitality Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform Kenya into a newly industrializing middle-income country, providing high-quality life to all its citizens by the year 2030. Kenya intends to create globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through lifelong education and training. TVET has a responsibility to facilitate the process of inculcating knowledge, skills, and worker behaviour necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency-Based Education and Training (CBET).

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum

# ACKNOWLEDGMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the hospitality National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the hospitality sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the hospitality Sector acquire competencies to perform their work more efficiently and effectively.

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**ABBREVIATIONS AND ACRONYMS**

**CBS:** Competency-Based Skilling

**CBET**: Competency Based Education and Training

**HACCPs:** Hazard Analysis and Critical Control Points

**HVAC:** Heating, ventilation and air conditioning

**HSEPR:** Health, safety and Environment principles and requirements

**TVETA:** Technical and vocational education and training Authority

**OSH:** Occupational Health and Safety

**PPE:**  Personal Protective Equipment

# KEY TO ISCED UNIT CODE



# COURSE OVERVIEW

Barista skills level 3 consists of competencies that an individual must have to prepare coffee beverages, tea, milkshakes, smoothies and frappes. It involves espresso preparation, textured milk preparation, coffee beverages preparation, Smoothies, shakes and frappes preparation.

**Summary of units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| 1013 251 01A | Espressos Preparation | 60 | 6 |
| 1013 251 02A | Textured milk preparation | 60 | 6 |
| 1013 251 03A | Coffee beverage preparation | 90 | 9 |
| 1013 251 04A | Smoothies, shakes, and frappes preparation | 60 | 6 |
| **Sub-total** | | **270** | **27** |
| **Industrial Attachment** | | **240** | **24** |
| **GRAND TOTAL** | | **510** | **51** |

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Primary Education
2. Junior Secondary Education
3. Completion of KNQF level 2.

**Trainer Qualification**

A trainer for any of the units of competency in this course must:

1. Possession of at least a craft certificate or its equivalent in Food and Beverage Operations.
2. License by TVETA

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 240 hours in the hospitality sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualifications. In the case of dual training model, industrial training shall be guided by the dual training policy.

Assessment

The course shall be assessed formatively and summatively:

1. During formative assessment, all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency
3. Assessment of basic and common competencies shall be integrated in the core units
4. Theoretical assessment shall be integrated in practical assessment and conducted orally in both formative and summative assessments.
5. Theoretical and practical weight shall be 10:90 respectively for each unit of learning.
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
7. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued a Certificate of Competency upon demonstrating competence in a core Unit of Competency. To be issued with the **Kenya National TVET Certificate** in Barista Skills Level 3, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. A Statement of Attainment certificate may be issued upon demonstration of competence in a certifiable element within a unit.

The certificates will be awarded by the Qualification Awarding Institution.

# ESPRESSOS PREPARATION

**UNIT CODE: 1013 251 01A**

**UNIT DURATION: 60** Hours

**Relationship to occupational standards**

This unit addresses the unit of competence: Prepare Espresso.

**UNIT DESCRIPTION**

The unit describes the basic competencies required by an individual to set up, prepare machine and equipment, dose, tamp coffee, and prepare espresso.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Set up and prepare machine and equipment | **10** |
| 2. | Dose and Tamp Coffee | **20** |
| 3. | Prepare espresso | **30** |
| Total | | **60** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Set up and prepare machine and equipment | * 1. Set up      + - Cleaning materials        - Coffee shop supplies   2. Opening procedures      + - Powering the espresso machine        - Temperature and water levels check        - Test shot extraction   3. Cleaning and maintaining equipment      + - machine cleaning detergents        - grinder cleaning procedures        - water softening procedures | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |
| 1. Dose and Tamp Coffee | * 1. Definition of terms      + - Dosing        - tamping      1. Importance of tamping      2. Tamping procedure      3. Faults in tamping      4. Outcomes of good tamping technique | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |
| 1. Prepare espresso | * 1. Definition of terms (purge, extract, group head etc.)      1. Inserting the portafilter      2. Group head operation      3. Monitoring the extraction time and flow      4. Volume of espresso i.e. Single, double   2. Serving of espresso. | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |

**Suggested Methods of delivery**

* Demonstration
* Group discussions
* Direct instructions
* Practical
* Project

**RECOMMENDED RESOURCES FOR 25 TRAINEES**

| S/No. | Category/Item | Description/Specifications | Quantity | Recommended Ratio (Item: Trainee) |
| --- | --- | --- | --- | --- |
| A | Learning Materials | | | |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | Lap top | Functional laptop with online instructional content | 1 | 1:25 |
|  | Flip charts | Plain white | 1 | 1:25 |
|  | White board markers | Assorted | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 feet by 3 feet for writing during theory instruction | 1 | 1:25 |
| B | LEARNING FACILITIES & INFRASTRUCTURE | | | |
|  | Lecture/Theory Room | Spacious room with a minimum capacity for 25 trainees, | 1 | 1:25 |
|  | Workshop | A fully equipped operational reception. | 1 | 1:25 |
| C | BARISTA EQUIPMENT | | | |
|  | Salver | Serving tray. | 1 | 1:25 |
|  | Espresso machine | Coffee maker. | 1 | 1:25 |
|  | Commercial blender | Drink mixer. | 1 | 1:25 |
|  | Refrigerator | Keeps food cold. | 1 | 1:25 |
|  | Milk jugs | For milk steaming. | 1 | 1:25 |
|  | Tamping mats | Coffee prep pad. | 1 | 1:25 |
|  | Grinders | Bean crushers. | 1 | 1:25 |
|  | Knock boxes | Used coffee bin. | 1 | 1:25 |
|  | Tamper | Coffee press. | 1 | 1:25 |
|  | Dustbins | Trash cans. | 1 | 1:25 |
|  | Disposable cups and glasses | To-go containers. | 1 | 1:25 |
|  | Chopping board | Cutting surface. | 1 | 1:25 |
|  | Fruit knives | Small cutters. | 1 | 1:25 |
|  | Cock screw opener | Bottle opener. | 1 | 1:25 |
|  | Coasters | Drink mats. | 1 | 1:25 |
| D | CLEANING AGENTS AND MATERIALS | | | |
|  | Liquid Detergent | Multi – purpose. | 3liters | 1:8 |
|  | Scouring powder |  | 1kg | 1:25 |
|  | Disinfectant |  | 1ltre | 1:25 |
|  | Scouring pads | Assorted sizes | 10 | 1:3 |
|  | Window cleaners | 1 litre bottles | 5 | 1:5 |
|  | Yellow dusters | Non fluffy | 25 | 1:1 |
| E | CLEANING EQUIPMENT | | | |
|  | Cob web brush | With handles | 2 | 1:13 |
|  | Soft brushes | Soft with handle | 2 | 1:12.5 |
|  | Dustpans and brush | a set | 13 | 1:2 |
|  | Mops | Both dry and wet | 5 | 1:5 |
|  | Mop buckets | Assorted materials / sizes | 5 | 1:5 |
|  | Hard brushes | Hard with handles and without handle | 5 | 1:5 |
|  | Squeezers | With handles | 2 | 1:13 |
|  | Dustbins | Large with lids | 4 | 1:6 |
| F | SAFETY EQUIPMENT | | | |
|  | Fire extinguishers | Assorted types ( co2, foam, water) | 3 | 1:8 |
|  | Fire blankets | Standard size | 2 | 1:13 |
|  | First aid kit | Complete set well stocked. | 1 | 1:25 |

# TEXTURED MILK PREPARATION

**UNIT CODE: 1013 251 02A**

**UNIT DURATION: 60** Hours

**Relationship to occupational standards**

This unit addresses the unit of competence: Textured milk.

**UNIT DESCRIPTION**

This unit describes the basic competencies required by an individual to prepare milk and equipment, foam milk and steam milk in producing textured milk products.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare milk and equipment. | **10** |
| 2. | Foam milk. | **20** |
| 3. | Steam milk. | **30** |
| TOTAL | | **60** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| * + 1. Prepare milk and equipment. | * 1. Assembling equipment * Milk Frothing pitchers * Frothing thermometers * Steaming pitcher   1. Milk consistency * Silky * Velvety * Pouring consistency * Naturally sweet * Glossy * Micro-foam bubbles   + 1. Measuring of milk     2. Milk frothing temperatures | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |
| * + 1. Foam milk. | * 1. Phases in milk frothing * Stretching * Frothing/foaming   1. Milk foaming tips   2. Positioning of the milk jug   3. Causes of bad milk foam | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |
| * + 1. Steam milk. | * 1. Phases in milk steaming * Air introduction * Steaming technique   1. Milk steaming tips   2. Positioning of the milk jug   3. Causes of large bubble in steaming | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |

**Suggested Methods of delivery**

* Demonstration
* Group discussions
* Direct instructions
* Practical
* Project

**RECOMMENDED RESOURCES FOR 25 TRAINEES**

| S/No. | Category/Item | Description/Specifications | Quantity | Recommended Ratio (Item: Trainee) |
| --- | --- | --- | --- | --- |
| A | Learning Materials | | | |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | Lap top | Functional laptop with online instructional content | 1 | 1:25 |
|  | Flip charts | Plain white | 1 | 1:25 |
|  | White board markers | Assorted | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 feet by 3 feet for writing during theory instruction | 1 | 1:25 |
| B | LEARNING FACILITIES & INFRASTRUCTURE | | | |
|  | Lecture/Theory Room | Spacious room with a minimum capacity for 25 trainees, | 1 | 1:25 |
|  | Workshop | A fully equipped operational reception. | 1 | 1:25 |
| C | BARISTA EQUIPMENT | | | |
|  | Salver | Serving tray. | 1 | 1:25 |
|  | Espresso machine | Coffee maker. | 1 | 1:25 |
|  | Commercial blender | Drink mixer. | 1 | 1:25 |
|  | Refrigerator | Keeps food cold. | 1 | 1:25 |
|  | Milk jugs | For milk steaming. | 1 | 1:25 |
|  | Tamping mats | Coffee prep pad. | 1 | 1:25 |
|  | Grinders | Bean crushers. | 1 | 1:25 |
|  | Knock boxes | Used coffee bin. | 1 | 1:25 |
|  | Tamper | Coffee press. | 1 | 1:25 |
|  | Dustbins | Trash cans. | 1 | 1:25 |
|  | Disposable cups and glasses | To-go containers. | 1 | 1:25 |
|  | Chopping board | Cutting surface. | 1 | 1:25 |
|  | Fruit knives | Small cutters. | 1 | 1:25 |
|  | Cock screw opener | Bottle opener. | 1 | 1:25 |
|  | Coasters | Drink mats. | 1 | 1:25 |
| D | CLEANING AGENTS AND MATERIALS | | | |
|  | Liquid Detergent | Multi – purpose. | 3liters | 1:8 |
|  | Scouring powder |  | 1kg | 1:25 |
|  | Disinfectant |  | 1ltre | 1:25 |
|  | Scouring pads | Assorted sizes | 10 | 1:3 |
|  | Window cleaners | 1 litre bottles | 5 | 1:5 |
|  | Yellow dusters | Non fluffy | 25 | 1:1 |
| E | CLEANING EQUIPMENT | | | |
|  | Cob web brush | With handles | 2 | 1:13 |
|  | Soft brushes | Soft with handle | 2 | 1:12.5 |
|  | Dustpans and brush | a set | 13 | 1:2 |
|  | Mops | Both dry and wet | 5 | 1:5 |
|  | Mop buckets | Assorted materials / sizes | 5 | 1:5 |
|  | Hard brushes | Hard with handles and without handle | 5 | 1:5 |
|  | Squeezers | With handles | 2 | 1:13 |
|  | Dustbins | Large with lids | 4 | 1:6 |
| F | SAFETY EQUIPMENT | | | |
|  | Fire extinguishers | Assorted types ( co2, foam, water) | 3 | 1:8 |
|  | Fire blankets | Standard size | 2 | 1:13 |
|  | First aid kit | Complete set well stocked. | 1 | 1:25 |

# COFFEE BEVERAGES PREPARATION

**UNIT CODE: 1013 251 03A**

**UNIT DURATION: 90** Hours

**Relationship to occupational standards**

This unit addresses the unit of competence: Prepare coffee beverages

**UNIT DESCRIPTION**

This unit describes the basic competencies required by an individual in order to take guests orders, prepare espresso- based beverages and serve brewed coffee.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Take guests orders | **20** |
| 2. | Prepare espresso- based beverages | **40** |
| 3. | Serve brewed coffee | **30** |
| TOTAL | | **90** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Take guests orders | 1.1 Taking food and beverage orders.   * Special check * Duplicate * Triplicate   1.1.1 Special food checks   * Suivant * Retour/en-place * Supplement * Accident   1. Carry out coffee mis - n place * Preparing machine or brewing equipment * Setting cups, saucers, accessories * Supplies/condiments   1. Quality of Coffee beans.   2. Coffee bean information * Variety * Origin * Coffee Blend * Roast level * Coffee grind   1. Grinding procedure of coffee beans and brewing procedure.   2. Reorganization of differences in aroma, acidity body and flavour in different coffees | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |
| 1. Prepare espresso- based beverages | 1. Preparation of espresso-based drinks hot and cold    * 1. Hot  * Espresso * Americano * Cappuccino * Café Latte * Café Mocha   + 1. Cold * Mocha Frappe * Ice Café Latte * Iced Café Mocha   2.2 Coffee brewing methods   * French Press/Plunger * Syphon * Pour over   2.3 Presenting drinks in the correct cups or glasses   * Espresso cups/demitasse * Cappuccino cups * Latte cups * Irish glass * Parfait | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |
| 1. Serve brewed coffee | * 1. Preparation of service tray   2. Assembling of tools and equipment for service   3. presentation of coffee drinks   3.4 service and clearing procedures | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |

**Suggested Methods of delivery**

* Demonstration
* Group discussions
* Direct instructions
* Practical
* Project

**RECOMMENDED RESOURCES FOR 25 TRAINEES**

| S/No. | Category/Item | Description/Specifications | Quantity | Recommended Ratio (Item: Trainee) |
| --- | --- | --- | --- | --- |
| A | Learning Materials | | | |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | Lap top | Functional laptop with online instructional content | 1 | 1:25 |
|  | Flip charts | Plain white | 1 | 1:25 |
|  | White board markers | Assorted | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 feet by 3 feet for writing during theory instruction | 1 | 1:25 |
| B | LEARNING FACILITIES & INFRASTRUCTURE | | | |
|  | Lecture/Theory Room | Spacious room with a minimum capacity for 25 trainees, | 1 | 1:25 |
|  | Workshop | A fully equipped operational reception. | 1 | 1:25 |
| C | BARISTA EQUIPMENT | | | |
|  | Salver | Serving tray. | 1 | 1:25 |
|  | Espresso machine | Coffee maker. | 1 | 1:25 |
|  | Commercial blender | Drink mixer. | 1 | 1:25 |
|  | Refrigerator | Keeps food cold. | 1 | 1:25 |
|  | Milk jugs | For milk steaming. | 1 | 1:25 |
|  | Tamping mats | Coffee prep pad. | 1 | 1:25 |
|  | Grinders | Bean crushers. | 1 | 1:25 |
|  | Knock boxes | Used coffee bin. | 1 | 1:25 |
|  | Tamper | Coffee press. | 1 | 1:25 |
|  | Dustbins | Trash cans. | 1 | 1:25 |
|  | Disposable cups and glasses | To-go containers. | 1 | 1:25 |
|  | Chopping board | Cutting surface. | 1 | 1:25 |
|  | Fruit knives | Small cutters. | 1 | 1:25 |
|  | Cock screw opener | Bottle opener. | 1 | 1:25 |
|  | Coasters | Drink mats. | 1 | 1:25 |
| D | CLEANING AGENTS AND MATERIALS | | | |
|  | Liquid Detergent | Multi – purpose. | 3liters | 1:8 |
|  | Scouring powder |  | 1kg | 1:25 |
|  | Disinfectant |  | 1ltre | 1:25 |
|  | Scouring pads | Assorted sizes | 10 | 1:3 |
|  | Window cleaners | 1 litre bottles | 5 | 1:5 |
|  | Yellow dusters | Non fluffy | 25 | 1:1 |
| E | CLEANING EQUIPMENT | | | |
|  | Cob web brush | With handles | 2 | 1:13 |
|  | Soft brushes | Soft with handle | 2 | 1:12.5 |
|  | Dustpans and brush | a set | 13 | 1:2 |
|  | Mops | Both dry and wet | 5 | 1:5 |
|  | Mop buckets | Assorted materials / sizes | 5 | 1:5 |
|  | Hard brushes | Hard with handles and without handle | 5 | 1:5 |
|  | Squeezers | With handles | 2 | 1:13 |
|  | Dustbins | Large with lids | 4 | 1:6 |
| F | SAFETY EQUIPMENT | | | |
|  | Fire extinguishers | Assorted types ( co2, foam, water) | 3 | 1:8 |
|  | Fire blankets | Standard size | 2 | 1:13 |
|  | First aid kit | Complete set well stocked. | 1 | 1:25 |

# SMOOTHIES, SHAKES AND FRAPPES PREPARATION

**UNIT CODE: 1013 251 04A**

**UNIT DURATION: 60** Hours

**Relationship to occupational standards**

This unit addresses the unit of competence: Prepare smoothies, shakes and frappes

**UNIT DESCRIPTION**

This unit describes the basic competencies required by a barista to prepare smoothies, shakes and frappes.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare smoothies | **20** |
| 2. | Prepare shakes | **20** |
| 3. | Prepare frappes | **20** |
| TOTAL | | **60** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| * + - 1. Prepare smoothies | * 1. Overview of smoothies, shakes and frappes      1. smoothies’ quality and crimes      2. fruit recommended for smoothies * Banana * Mango * Avocado * Strawberries   1. Identifying and maintaining smoothies’ freshness   2. Hands on practice smoothies   3. Smoothies’ garnishes/decoration * Sauces * Whipped cream * Strawberries * Cherries   1. Trouble shooting common issues | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |
| 1. Prepare Milkshakes | * 1. Common milkshakes, smoothies and frappes   2. Overview of popular ice cream, fruit-based drinks      1. Recipes and variations      2. Fruit preparations      3. Blending techniques   3. Importance of milk in milkshakes.      1. Mixing and presenting      2. Techniques for achieving a different drink | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |
| 3.Prepare frappes | * 1. Overview of frappes   2. Types, purpose use and maintenance   3. Hands on practice procedures for preparing frappes | * Practical * portfolio of evidence * Third party report * Written tests * Oral test |

**Suggested Methods of delivery**

* Demonstration
* Group discussions
* Direct instructions
* Practical
* Project

**RECOMMENDED RESOURCES FOR 25 TRAINEES**

| S/No. | Category/Item | Description/Specifications | Quantity | Recommended Ratio (Item: Trainee) |
| --- | --- | --- | --- | --- |
| A | Learning Materials | | | |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | Lap top | Functional laptop with online instructional content | 1 | 1:25 |
|  | Flip charts | Plain white | 1 | 1:25 |
|  | White board markers | Assorted | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 feet by 3 feet for writing during theory instruction | 1 | 1:25 |
| B | LEARNING FACILITIES & INFRASTRUCTURE | | | |
|  | Lecture/Theory Room | Spacious room with a minimum capacity for 25 trainees, | 1 | 1:25 |
|  | Workshop | A fully equipped operational reception. | 1 | 1:25 |
| C | BARISTA EQUIPMENT | | | |
|  | Salver | Serving tray. | 1 | 1:25 |
|  | Espresso machine | Coffee maker. | 1 | 1:25 |
|  | Commercial blender | Drink mixer. | 1 | 1:25 |
|  | Refrigerator | Keeps food cold. | 1 | 1:25 |
|  | Milk jugs | For milk steaming. | 1 | 1:25 |
|  | Tamping mats | Coffee prep pad. | 1 | 1:25 |
|  | Grinders | Bean crushers. | 1 | 1:25 |
|  | Knock boxes | Used coffee bin. | 1 | 1:25 |
|  | Tamper | Coffee press. | 1 | 1:25 |
|  | Dustbins | Trash cans. | 1 | 1:25 |
|  | Disposable cups and glasses | To-go containers. | 1 | 1:25 |
|  | Chopping board | Cutting surface. | 1 | 1:25 |
|  | Fruit knives | Small cutters. | 1 | 1:25 |
|  | Cock screw opener | Bottle opener. | 1 | 1:25 |
|  | Coasters | Drink mats. | 1 | 1:25 |
| D | CLEANING AGENTS AND MATERIALS | | | |
|  | Liquid Detergent | Multi – purpose. | 3liters | 1:8 |
|  | Scouring powder |  | 1kg | 1:25 |
|  | Disinfectant |  | 1ltre | 1:25 |
|  | Scouring pads | Assorted sizes | 10 | 1:3 |
|  | Window cleaners | 1 litre bottles | 5 | 1:5 |
|  | Yellow dusters | Non fluffy | 25 | 1:1 |
| E | CLEANING EQUIPMENT | | | |
|  | Cob web brush | With handles | 2 | 1:13 |
|  | Soft brushes | Soft with handle | 2 | 1:12.5 |
|  | Dustpans and brush | a set | 13 | 1:2 |
|  | Mops | Both dry and wet | 5 | 1:5 |
|  | Mop buckets | Assorted materials / sizes | 5 | 1:5 |
|  | Hard brushes | Hard with handles and without handle | 5 | 1:5 |
|  | Squeezers | With handles | 2 | 1:13 |
|  | Dustbins | Large with lids | 4 | 1:6 |
| F | SAFETY EQUIPMENT | | | |
|  | Fire extinguishers | Assorted types ( co2, foam, water) | 3 | 1:8 |
|  | Fire blankets | Standard size | 2 | 1:13 |
|  | First aid kit | Complete set well stocked. | 1 | 1:25 |