



**L-Università  
ta' Malta**

**MATSEC  
Examinations Board**



# **SEC 38 Syllabus**

## **Hospitality**

**2023**

Updated on 19<sup>th</sup> September, 2022

**SEC38 Hospitality  
Syllabus Addendum**

*Mitigating factors for 2023 MATSEC Examinations Session*

Changes in Subject Content	Content of Unit 1 <b>K9, K10, C4</b> and <b>A2</b> may not be covered. Content of Unit 3 <b>K3, K8, C4</b> and <b>C5</b> may not be covered.
Changes in Coursework	Unit 1 <b>A2</b> will not be assessed in the coursework but still included on the front sheet and awarded full marks. Unit 3: No changes.
Changes in Exam Paper(s)	The Unit 1 Controlled assessment will not include <b>K9, K10</b> and <b>C4</b> . Marks for these criteria, which shall not be assessed, will be prorated at the end of the unit based on the combined performance in Knowledge and Comprehension criteria within the same unit. The Unit 3 Controlled assessment will not include <b>K3, K8, C4</b> and <b>C5</b> . Marks for these criteria, which shall not be assessed, will be prorated at the end of the unit based on the combined performance in Knowledge and Comprehension criteria within the same unit.

## Table of Contents

Introduction .....	3
Part A: General Policies.....	4
Introduction.....	4
Programme Learning Outcomes.....	4
Unit Learning Outcomes .....	4
Programme Descriptors .....	6
Overview .....	6
Definitions/Terminology .....	8
Assessment Scope .....	9
Quality Assurance.....	9
Part B: Unit Specifications .....	10
Introduction.....	10
Interpreting the Unit Specifications.....	10
Unit 1: The Hospitality and Tourism Industry .....	12
Learning Outcomes.....	12
Unit Content .....	13
Learning Outcomes and Assessment Criteria .....	18
Assessment Criteria .....	22
Scheme of Assessment .....	22
Distribution of Marks.....	22
Unit 2: The World of Food .....	23
Learning Outcomes.....	23
Unit Content .....	24
Learning Outcomes and Assessment Criteria .....	29
Assessment Criteria .....	34
Scheme of Assessment .....	34
Distribution of Marks.....	34
Unit 3: Hospitality Operations .....	35
Learning Outcomes.....	35
Unit Content .....	36
Learning Outcomes and Assessment Criteria .....	42
Assessment Criteria .....	46
Scheme of Assessment .....	46
Distribution of Marks.....	46
Appendix 1 – Minimum Required Resources.....	47

## Introduction

The aim of this learning and assessment programme is to assist secondary schools to manage vocational programmes, specifically in the planning and implementation of the programme delivery.

This learning and assessment programme is structured in two parts, namely:

Part A: General Policies

Part B: Unit Specifications

In Part A, the Learning Outcomes of the programme are explained. Important terms used in the Learning and Assessment Programme (LAP) are defined.

In Part B, the content to be covered in each unit is provided. The learning outcomes together with a brief description are also specified. The assessment criteria together with the scheme of assessment are presented in this part of the document.

In order to ensure effective implementation of the programme, adequate standards, quality assurance processes and procedures have to be adopted. Additionally, policies, guidelines and strategies related to assessment practices are documented in the SEC Vocational Subjects Policy Document. Standard templates will also be provided and will be structured as follows:

<b>List of Templates</b>
Teacher's Timeframe
Assignment Brief Front Sheet
Record of Internal Verification – Assignment Brief
Record of Internal Verification – Assessment Decision
External Verification Report Template
Unit Tracking Sheet Template

## Part A: General Policies

### Introduction

The aim of the vocational programme in Hospitality is to provide candidates with the underpinning knowledge related to the Hospitality industry. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

### Programme Learning Outcomes

#### At the end of the programme, I can:

- Be familiar with the hospitality and tourism sector.
- Understand Health and Safety procedures within hospitality outlets.
- Be familiar with the basic principles of Gastronomy.
- Prepare, cook and plate different dishes using various food commodities.
- Maintain personal hygiene and food safety with reference to Maltese legislation.
- Demonstrate ways of serving food and beverages to customers.
- Understand the roles and functions of the Rooms Division department.
- Provide good customer care using effective communication.

### Unit Learning Outcomes

#### Unit 1: The Hospitality and Tourism Industry

##### At the end of the unit, I can:

- LO 1.** Demonstrate an understanding of the hospitality and tourism industry and the issues that have an impact on this sector.
- LO 2.** Demonstrate an understanding of the different types of hospitality businesses and the importance of tourism to the Maltese economy.
- LO 3.** Demonstrate an understanding of various job roles within the hospitality industry and what the job roles entail.
- LO 4.** Demonstrate an understanding of the importance of health and safety within the hospitality industry.

#### Unit 2: The World of Food

##### At the end of the unit, I can:

- LO 1.** Recognise ways to prevent food poisoning and contamination.
- LO 2.** Demonstrate an understanding of basic nutrition and different diets.
- LO 3.** Show basic culinary skills in food preparation.
- LO 4.** Demonstrate knowledge on the basic principles of Mediterranean cuisine.
- LO 5.** Demonstrate basic baking techniques within the pastry department.

**Unit 3: Hospitality Operations**

**At the end of the unit, I can:**

- LO 1.** Serve customers in the correct manner.
- LO 2.** Demonstrate knowledge of different non-alcoholic beverages.
- LO 3.** Communicate effectively with different types of customers.
- LO 4.** Show an understanding of the different functions and responsibilities of the Rooms Division Department.

## Programme Descriptors

Programme descriptors are understood as outcome statements of what a candidate is expected to have achieved by the end of the programme. These are an adaptation of MQF level descriptors for the specific programme.

## Overview

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic general <b>knowledge</b>.</p> <ol style="list-style-type: none"> <li>1. Acquires basic general knowledge related to the immediate hospitality environment and expressed through a variety of simple tools and context as an entry point to lifelong learning;</li> <li>2. Knows and understands the steps needed to complete simple tasks and activities in the hospitality context;</li> <li>3. Is aware and understands basic tasks and instructions;</li> <li>4. Understands basic hospitality textbooks.</li> </ol>	<p>Basic factual <b>knowledge</b> of a field of work or study.</p> <ol style="list-style-type: none"> <li>1. Possess good knowledge of the hospitality context;</li> <li>2. Is aware and interprets type of information and ideas;</li> <li>3. Understands facts and procedures in the application of basic tasks and instructions within the hospitality context;</li> <li>4. Selects and uses relevant knowledge to accomplish specific actions for self and others.</li> </ol>	<p><b>Knowledge</b> of facts, principles, processes and general concepts in a field of work or study.</p> <ol style="list-style-type: none"> <li>1. Understands the relevancy of theoretical knowledge and information related to the hospitality context;</li> <li>2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in the field of hospitality work or study;</li> <li>3. Understands facts and procedures in the application of more complex tasks and instructions within the hospitality context;</li> <li>4. Selects and uses relevant knowledge acquired on one's own initiative to accomplish specific actions for self and others within the hospitality context.</li> </ol>

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic <b>skills</b> required to carry out simple tasks.</p> <ol style="list-style-type: none"> <li>1. Has the ability to apply basic knowledge and carry out a limited range of simple tasks within hospitality environments;</li> <li>2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished;</li> <li>3. Follows instructions and be aware of consequences of basic actions for self and others within hospitality contexts.</li> </ol>	<p>Basic cognitive and practical <b>skills</b> required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> <li>1. Has the ability to demonstrate a range of skills by carrying out a range of complex tasks within a specified field of work or study within the hospitality environment;</li> <li>2. Communicates basic information;</li> <li>3. Ensures tasks are carried out effectively within the hospitality context.</li> </ol>	<p>A range of cognitive and practical <b>skills</b> required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> <li>1. Demonstrates a range of developed skills to carry out more than one complex task effectively and in unfamiliar and unpredictable hospitality contexts;</li> <li>2. Communicates more complex information;</li> <li>3. Solves basic problems by applying basic methods, tools, materials and information given in a restricted hospitality context.</li> </ol>
<p>Work out or study under direct supervision in a structured context.</p> <ol style="list-style-type: none"> <li>1. Applies basic knowledge and skills to do simple, repetitive and familiar tasks within the hospitality context;</li> <li>2. Participates in and takes basic responsibility for the action of simple tasks required within the hospitality context;</li> <li>3. Activities are carried out under guidance and within simple defined timeframes;</li> <li>4. Acquires and applies basic key competences at this level.</li> </ol>	<p>Work or study under supervision with some autonomy.</p> <ol style="list-style-type: none"> <li>1. Applies factual knowledge and practical skills to do some structured tasks within the hospitality context;</li> <li>2. Ensures one acts pro-actively;</li> <li>3. Carries out activities under limited supervision and with limited responsibility in a quality-controlled hospitality context;</li> <li>4. Acquires and applies basic key competences at this level.</li> </ol>	<p>Take responsibility for completion of tasks in work or study and adapt own behaviour to circumstances in solving problems.</p> <ol style="list-style-type: none"> <li>1. Applies knowledge and skills to do some tasks systematically within a hospitality context;</li> <li>2. Adapts own behaviour to circumstances in solving problems by participating pro-actively in structured hospitality learning environments;</li> <li>3. Uses own initiative with established responsibility and autonomy, but is supervised in quality-controlled hospitality learning environments;</li> <li>4. Acquires key competences at this level as a basis for lifelong learning.</li> </ol>



## Definitions/Terminology

Term	Definition
Assessment Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Assessor	The person responsible to grade the candidate's work, issue a mark and determine the candidate's final grade.
Competences	Each competence is defined as a combination of knowledge and skills and is associated with the level of autonomy and responsibility that the person is expected to have at that level.
Controlled Assessment	An assessment set by MATSEC which may include written and/or practical tasks as specified in the syllabus. This may be a take-home assessment or carried out under controlled conditions.
Coursework	A number of assignments set by teachers and given to the candidate during the course as specified in the syllabus.
Knowledge	Knowledge refers to the understanding of basic, factual and theoretical information, which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning.
Learning Outcome	Learning Outcomes are statements which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as what the candidate understands and is capable of doing at the end of the learning process.
Malta Qualification Framework	The Malta Qualifications Framework (MQF) provides an indication of the level of difficulty as a benchmark for a qualification, which needs to be assigned a level and mapped to the framework. The MQF has level descriptors from Level 1 to 8. The level descriptors are useful for education and training providers as they describe the Knowledge, Skills and Competences and a set of Learning Outcomes, which indicate to the candidate the end of a learning process.
Quality Assurance	A continuous process to assure the standards and quality of the learning assessment programme.
Sample of Work	A sample of work is a percentage of the candidate's work gathered as a representative sample for the internal or external verifier.
Skills	Skills imply the application of acquired knowledge and understanding in different contexts. A skill may be the result of formal learning or of repetitive work in an informal setting.
Synoptic Assessment	An assessment in the form of a written examination and conducted under controlled conditions covering all learning outcomes and the majority of Knowledge and Comprehension assessment criteria in a given unit.
Unit Content	The unit content is the content required to be communicated and given to the candidate per learning outcome. Each learning outcome must have content related to it, which content must be delivered to provide the candidate with the tools necessary to achieve that outcome.

## Assessment Scope

Assessment is an important element in any learning process. This should inform candidates about their achievements and at the same time it should meet important conditions of reliability, validity and fairness. Thus, important rules and procedures must be adhered-to. In particular, the assessment regulations and procedures that are explained in this section will ensure that assessments are:

- Of the required standard, quality and level;
- Fair for all candidates;
- Valid and reliable.

Each unit will be assessed by means of three assignments, one of which must be an assessment conducted within a controlled school environment. The assessment mode/type, criteria to be assessed and the distribution of marks are explained in Part B of the programme as part of the unit specifications.

## Quality Assurance

An important aspect of this programme is the quality assurance process that must be conducted throughout the implementation of the programme. Three main processes are to be conducted as stipulated in the table below.

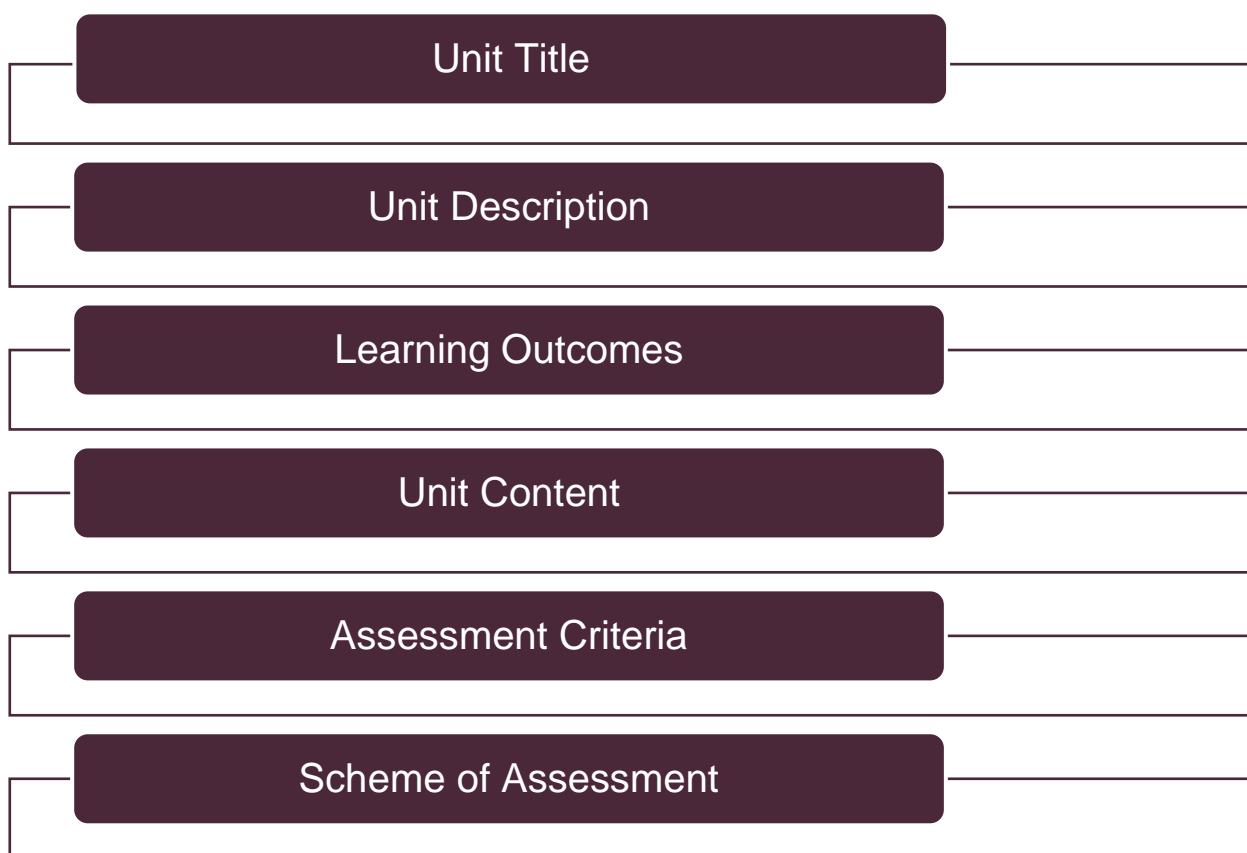
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed.
Internal Verification of Assessment Decisions	Once candidates complete their work, and their assessments have been corrected, a representative sample of candidates' work is to be internally verified.
External Verification	The process of external verification will ensure that programme quality and standards are met.

## Part B: Unit Specifications

### Introduction

This part of the programme guide provides detailed specification for each of the 3 units that are to be implemented for the successful completion of the programme. The curriculum design adopted for the development of the units of study is based on the learning outcomes approach. The latter can be defined as “written statements of what a candidate should be able to do/know/apply by the end of the learning process.”<sup>1</sup>

The structure of the unit specifications is presented below:



### Interpreting the Unit Specifications

The syllabus is written in a way whereby the knowledge criteria at MQF level 3 build upon the knowledge criteria at MQF level 2 and in the same manner the knowledge criteria at MQF level 2 build upon the knowledge criteria at MQF level 1. The same applies for the comprehension and application criteria. The comprehension criteria also build upon the knowledge criteria and the application criteria build upon the knowledge and the comprehension criteria.

<sup>1</sup> [http://www.cedefop.europa.eu/files/4156\\_en.pdf](http://www.cedefop.europa.eu/files/4156_en.pdf)

The document is an assessment syllabus; therefore any other examples or information apart from those written in the unit content should be taught so that candidates will enjoy the learning process and get a general overview of the subject. Under each grading criterion, only the **minimum** content that has to be covered is listed. The material covered in class must at least reflect **both** the unit content and grading criteria.

Examples (e.g.), commas, semi-colons, bullets, or, and N.B. are used in the Learning and Assessment Programme. When semi-colons are used the candidates should be assessed on all the content prescribed. However, when the list is headed with example (e.g.), all the content is to be covered but candidates are to be assessed on more than 50% of the content prescribed for that grading criterion. Where bullets are present, marks allocated for the criterion should be equally distributed. Where 'or' is present, only one of the listed items should be assessed. Where an 'N.B.' is present, important information regarding the assessment is given.

Where the plural is used in grading criteria (e.g. types, aspects, etc.), at least two answers are expected. Unless indicated otherwise in the unit content, when assignments are written, the criteria assessed should build on each other.

In each grading criterion there is a command verb which determines the type of answers expected by the student, such as list, identify, outline, describe, explain, etc... These verbs are defined in the glossary of verbs available on the MATSEC website. It is of vital importance that the command verbs specified in the grading criteria remain unchanged in the assignment brief.

## Unit 1: The Hospitality and Tourism Industry

Unit 1	The Hospitality and Tourism Industry
<p><b>Unit Description</b></p>	<p>The aim of this unit is to help candidates understand the hospitality and tourism industry as well as the importance of Health and Safety at the place of work.</p> <p>In this unit, candidates will explore different types of tourism and different purposes of travel. The candidates will understand principles of sustainable tourism. The importance of tourism to the Maltese economy and the dynamic nature of various industries within the travel and tourism sector will also be highlighted. The factors that have impacted upon the development of this sector will be investigated.</p> <p>Candidates will gain an understanding of the hospitality industry on varying levels, therefore gaining an insight of the size of the industry. Furthermore, candidates will be able to distinguish between different types of businesses operating in the hospitality industry. They will have the opportunity to explore the job roles available in the hospitality sector and the specific skills required to work in this industry.</p> <p>In combination with the other units, Unit 1 will help candidates build an understanding of the job roles available in the hospitality sector and hence help them choose their future career.</p> <p>Candidates will have the opportunity to learn about the importance of Health and Safety procedures within a hospitality business. Basic firefighting and First Aid procedures will be tackled, together with a hazard analysis of a hospitality working area and an action plan in case of emergency.</p>

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Demonstrate an understanding of the hospitality and tourism industry and the issues that have an impact on this sector.
- LO 2.** Demonstrate an understanding of the different types of hospitality businesses and the importance of tourism to the Maltese economy.
- LO 3.** Demonstrate an understanding of various job roles within the hospitality industry and what the job roles entail.
- LO 4.** Demonstrate an understanding of the importance of health and safety within the hospitality industry.

## Unit Content

Subject Focus	Hospitality, travel and tourism
LO 1.	Demonstrate an understanding of the hospitality and tourism industry and the issues that have an impact on this sector.
K-1.	Types of tourism: domestic tourism; inbound and outbound tourism.
K-2.	Types of niche tourism: e.g. leisure, medical, education, cultural heritage, dark tourism, sports, religious, business, environmental.
K-3.	Tourism in Malta: <ul style="list-style-type: none"> <li>• Advantages: e.g. financial, employment;</li> <li>• Disadvantages: e.g. strain of crowds on infrastructure, noise pollution, environmental damage.</li> </ul>
	Measures to ease the disadvantages: e.g. diversification of product, reducing number of tourists in some areas, green tourism, ecotourism, better control by patrols, enforcement of law.
	Sustainable tourism: <ul style="list-style-type: none"> <li>• Aspects: meets the needs of the tourists; meets the needs of the local communities; helps to generate future employment for the locals; preserves the natural, historic and cultural environment;</li> <li>• Benefits: e.g. the protection of the environment, the reduction in the use of energy, reduction of waste generation, linking the local community with the tourists, preserving the business and country reputation, saving on costs.</li> </ul>
K-4.	Factors that have an impact on tourism: <ul style="list-style-type: none"> <li>• Economic factors: e.g. collapse or introduction of airlines and tour operators, oil/fuel prices, recession;</li> <li>• Environmental factors: e.g. climate change, natural disasters;</li> <li>• Political factors: e.g. civil unrest, war, terrorism;</li> <li>• Social factors: e.g. language, local food, level of hygiene;</li> <li>• Technological: e.g. self-service check-in and security at the airport, online booking, websites.</li> </ul>
C-1.	Mass tourism: <ul style="list-style-type: none"> <li>• Advantages: e.g. spending of money, job creation;</li> <li>• Disadvantages: e.g. waste generation, pollution of air and sea by rubbish and sewage, traffic, effect on society and culture, involvement in crime, noise pollution, loss of pristine land to make way for more hotels, overuse of water and energy;</li> </ul> Quality tourism: <ul style="list-style-type: none"> <li>• Advantages: e.g. low impact on local culture, not restricted to specific locations, more money spent in the country by fewer visitors;</li> <li>• Disadvantages: e.g. local people suffer from price inflation of places of entertainment, the standard of amenities, difficulty in matching level of service and product to quality tourists' expectations.</li> </ul>

<b>A-1.</b>	<p>Presentation of points of interest in locality that attract visitors:</p> <ul style="list-style-type: none"> <li>• Points of interest: e.g. historical, natural beauty, cultural, archaeological sites, religious sites, place of entertainment, artisan shops, sports-related sites;</li> <li>• Presentation skills*: clear delivery; neat format; inclusion of graphical information (photos, videos, etc.).</li> </ul> <p><i>*N.B. For assessment purposes, marks for presentation skills should be exclusively awarded in relation to the material presented at this level only.</i></p>
	<p>Presentation of a one-day itinerary including points of interest in locality:</p> <ul style="list-style-type: none"> <li>• One-day itinerary: order of places of interest; time allocation for each place of interest; supplementing each place of interest with adequate information;</li> <li>• Presentation skills*: clear delivery; neat format; inclusion of graphical information (photos, videos, etc.).</li> </ul> <p><i>*N.B. For assessment purposes, marks for presentation skills should be exclusively awarded in relation to the material presented at this level only.</i></p>
	<p>Presentation of justification of choice of itinerary for specified type/s of visitors:</p> <ul style="list-style-type: none"> <li>• Justification of the <b>FIVE</b> selected points of interest in locality;</li> <li>• Presentation skills*: clear delivery and neat format; abiding to the allocated time slot.</li> </ul> <p><i>*N.B. For assessment purposes, marks for presentation skills should be exclusively awarded in relation to the material presented at this level only.</i></p>

<b>Subject Focus</b>	<b>Different hospitality businesses and their effect on the economy</b>
<b>LO 2.</b>	Demonstrate an understanding of the different types of hospitality businesses and the importance of tourism to the Maltese economy.
<b>K-5.</b>	Types of hospitality businesses: accommodation; restaurants; bars and pubs; nightclubs; contract food service providers.
	<p>Types of specific hospitality establishments:</p> <ul style="list-style-type: none"> <li>• Accommodation: e.g. star-rated hotels, boutique hotels, self-catering accommodation;</li> <li>• Restaurants: e.g. fine-dining restaurants, casual dining restaurants, fast-food restaurants;</li> <li>• Bars and Pubs: e.g. cocktail lounge, gastro-pub, wine bar;</li> <li>• Nightclubs: e.g. dance clubs, live music venue;</li> <li>• Contract food service providers of: e.g. school/elderly food service, airline food service, vended meals.</li> </ul>
	<p>Different types of customers:</p> <ul style="list-style-type: none"> <li>• Accommodation: e.g. leisure travellers, business travellers, domestic tourists;</li> <li>• Restaurants: e.g. diners celebrating a special event, groups of teenagers eating out, a family eating out;</li> <li>• Bars and Pubs: e.g. upmarket customers, patrons socializing with friends, employees after a day's work or families with children;</li> <li>• Nightclubs: e.g. customers observing an informal dress code, pre-paid/pre-booked guests, customers whose main aim is to dance;</li> <li>• Contract food service providers: e.g. colleges and universities, homes for the elderly, gyms and other sports venues.</li> </ul>

K-6.	Industries that support hospitality businesses: e.g. travel agencies, banks, telecommunication companies, suppliers, transport providers, recruitment agencies, insurance companies, waste collection, outsourced ancillary services.
	Limitations: selection of providers; variety of choice of products and/or staff; price; quality of service; accessibility according to the business location.
C-2.	<p>Different hotels:</p> <ul style="list-style-type: none"> <li>• Type of hotel: boutique hotel <b>or</b> star-rated hotel <b>or</b> B&amp;B hotel;</li> <li>• Location: urban <b>or</b> rural;</li> <li>• Global span: national <b>or</b> international;</li> <li>• Size: small <b>or</b> medium <b>or</b> large.</li> </ul>
	Types of products and services: e.g. rooms, different types of restaurants, room service, business service, functions, spa and leisure.
C-3.	Contribution of direct and indirect employment towards local economy: Gross Domestic Product; Economic Multiplier Effect.
	<p>Contribution and effects of hospitality business on:</p> <ul style="list-style-type: none"> <li>• Local citizens: crowds; pollution; income; job opportunities; cultural interaction;</li> <li>• Reinvestment: <ul style="list-style-type: none"> <li>○ Private: e.g. refurbishment, training for employees, product innovation;</li> <li>○ Government: e.g. road infrastructure, services infrastructure, waste management, education and training, alternative energy, business incentives, public transport, restoration.</li> </ul> </li> </ul>

Subject Focus	Job roles within the hospitality industry
LO 3.	Demonstrate an understanding of various job roles within the hospitality industry and what the job roles entail.
K-7.	<p>Job roles, working conditions and advancement opportunities: e.g. food and beverage server, Commis Chef, sous chef, Chef de Partie, Pastry Chef, restaurant manager, room attendant, housekeeping supervisor, executive housekeeper, receptionist, concierge, porter, Guest Relations Officer, night auditor, Human Resources manager, Marketing Officer, accountant, General Manager.</p> <p><b>N.B.</b> For assessment purposes at MQF 1, jobs roles should be matched to the following <b>FOUR</b> departments within the hospitality industry: Food and Beverage Department; Housekeeping Department; Front Office Department; Administration Department.</p> <p><b>N.B.</b> For assessment purposes at MQF 2 and MQF 3, only <b>TWO</b> job roles are to be assessed.</p>
C-4.	Personal attributes: e.g. diplomacy, honesty, initiative, tolerance, self-motivation, leadership, flexibility, good listener, organisation.
	Job skills: communication skills; teamwork skills; problem-solving skills; technological skills.



<b>A-2.</b>	Pre-interview preparation required to interview a professional: contact organisation; fix appointment and request necessary approvals; plan questions to be asked during the interview.
	Interviewing a professional: appropriate attire; information acquired from the professional; proofs (i.e. photos or visual/audio recordings or signature of the professional).
	Presentation of reflection on the outcome of interview: critical thinking skills; ability of synthesis; ability to relate one's future ambition to the interview outcome; ability to detect improvement for future interviews with professionals; clear presentation delivery and format.  <b>N.B.</b> For assessment purposes, candidates must refer to their <b>own</b> personal ambitions.

<b>Subject Focus</b>	<b>Health and Safety</b>
<b>LO 4.</b>	Demonstrate an understanding of the importance of Health and Safety within the hospitality industry.
<b>K-8.</b>	Potential hazards: e.g. spillages, electrical cables, obstructed exits, incorrect storage of chemicals, poor working conditions and staff training, misuse of equipment, lack of maintenance, lack of security and inadequate operational Health & Safety, inappropriate waste disposal.  <b>N.B.</b> For assessment purposes, Legal Notice 36 of 2003 should be taken into consideration.
	Purpose of safety sign colours: <ul style="list-style-type: none"> <li>• Red signs: prohibition <b>or</b> danger <b>or</b> firefighting equipment;</li> <li>• Yellow signs: warning;</li> <li>• Blue signs: mandatory;</li> <li>• Green signs: no danger <b>or</b> emergency escape <b>or</b> first aid.</li> </ul>
<b>K-9.</b>	Safety signs: e.g. no smoking, not drinkable, no access for unauthorised persons, do not touch, no eating and drinking, fire extinguisher, fire blanket, wet floor, CCTV in operation, danger of electrocution, low temperature, general danger, wash hands, wear hairnets, wear protective clothing, accessibility, emergency exit, first aid.  <b>N.B.</b> It is highly recommended that during delivery reference should be made to Subsidiary Legislation 424.16.
	<b>N.B.</b> For assessment purposes, students should identify <b>FIVE</b> suitable safety signs.
<b>K-10.</b>	Classes of Fire: <ul style="list-style-type: none"> <li>• Class A – Fires with trash, wood, paper or other combustible materials as the fuel source;</li> <li>• Class B – Fires with flammable or combustible liquids as the fuel source;</li> <li>• Class C – Fires involving gases;</li> <li>• Class D* – Fires involving combustible metals;</li> <li>• Class E – Fires involving electrical equipment;</li> <li>• Class F – Fires involving cooking oils.</li> </ul>
	<b>*N.B.</b> For assessment purposes, Class D fire shall not be considered.

	<p>Fire extinguishers for the different classes of fire: e.g. water extinguisher, foam extinguisher, powder extinguisher, CO<sub>2</sub> extinguisher, dry and wet chemical extinguisher, fire blanket.</p>
	<p>First Aid procedures for: e.g. falls, burns, cuts, fractures, choking, drowning accidents, electric shock.</p> <p><b>N.B.</b> For assessment purposes, each procedure should cover <b>FOUR</b> steps.</p>
<p><b>C-5.</b></p>	<p>Roles: duty manager; floor supervisor; Health and Safety officer; First Aider.</p> <p>Procedures: assessing the situation; seeing to the casualty; calling for help; managing the environment.</p>
<p><b>A-3.</b></p>	<p>Possible hazards: e.g. spillages, electrical cables, distance between electrical sockets and water supply, obstructed exits, incorrect storage of chemicals, poor working conditions, misuse of equipment, lack of maintenance, lack of security and inadequate operational Health &amp; Safety, waste disposal.</p> <p>Basic risk assessment:</p> <ul style="list-style-type: none"> <li>• Format: identifying the hazards and risks; identify who can be affected; estimate the level of risk; identify remedial action; signature and date;</li> <li>• Content.</li> </ul>

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Hospitality, travel and tourism</b>
<b>Learning Outcome 1:</b>	Demonstrate an understanding of the hospitality and tourism industry and the issues that have an impact on this sector.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. Define the different types of tourism.	K-1. Outline tourism, hospitality and the different types of tourism.	K-1. Identify different types of tourism in given case scenarios.						
<b>K-2. Define niche tourism.</b>	<b>K-2. Mention different types of niche tourism.</b>	<b>K-2. Describe through examples different types of niche tourism.</b>						
<b>K-3. List the advantages and disadvantages of tourism in Malta.</b>	<b>K-3. Identify measures to ease the disadvantages whilst maintaining the advantages of tourism.</b>	<b>K-3. Outline the aspects and benefits of sustainable tourism.</b>	<b>C-1. Differentiate between mass tourism and quality tourism.</b>	<b>C-1. Outline the advantages and disadvantages of mass tourism and quality tourism.</b>	<b>C-1. Evaluate the impact of mass tourism and quality tourism.</b>	A-1. Present a list of points of interest in your locality that attract visitors.	A-1. Present a one-day itinerary which includes various points of interest within your locality that attract visitors.	A-1. Present a justification of the choice of itinerary for the specified type/s of visitors.
K-4. State the factors that have an impact on the development of the tourism sector.	K-4. Indicate through examples the factors that have an impact on the development of the tourism sector.	K-4. Describe the factors that tourists will consider when choosing a particular destination in a given scenario.						

<b>Subject Focus:</b>	<b>Different hospitality businesses and their effect on the economy</b>
<b>Learning Outcome 2:</b>	Demonstrate an understanding of the different types of hospitality businesses and the importance of tourism to the Maltese economy.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-5. Name different types of hospitality businesses in Malta.	K-5. List different hospitality establishments for each type of hospitality business in Malta.	K-5. Relate the different types of hospitality businesses in Malta to different types of customers.	C-2. Categorise two hotels according to their types, location, global span and size.	C-2. Outline the types of products and services offered to customers by two hotels in Malta.	C-2. Compare two different hotels in relation to their location, global span, size, and products and services offered to customers in Malta.			
<b>K-6. List the industries that support hospitality businesses.</b>	<b>K-6. State how different industries support hospitality businesses.</b>	<b>K-6. Describe the limitations faced by hospitality businesses in receiving support from other industries.</b>	<b>C-3. Distinguish between direct and indirect employment within the hospitality business and its supporting industries.</b>	<b>C-3. Describe how direct and indirect employment can contribute towards the local economy through the hospitality business and its supporting industries.</b>	<b>C-3. Discuss the contribution and effects of tourism on local citizens, on government and on private reinvestment, to sustain the hospitality industry in the future.</b>			

<b>Subject Focus:</b>	<b>Job roles within the hospitality industry</b>
<b>Learning Outcome 3:</b>	Demonstrate an understanding of various job roles within the hospitality industry and what the job roles entail.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-7. Match different job roles to different departments within the hospitality industry.	K-7. Outline different job roles in the hospitality industry.	K-7. Describe the working conditions, and advancement opportunities of different job roles within the hospitality industry.	<b><i>C-4. Outline useful personal attributes when working in the hospitality industry.</i></b>	<b><i>C-4. Describe job skills required to work effectively with customers and colleagues.</i></b>	<b><i>C-4. Explain the importance of job skills to work effectively with customers and colleagues.</i></b>	A-2. Prepare to interview a professional on his/her job role within the hospitality business.	A-2. Interview a professional working in the hospitality industry.	A-2. Present a reflection on the outcome of the interview in relation to your personal ambitions within the hospitality industry.

<b>Subject Focus:</b>	<b>Health and Safety</b>
<b>Learning Outcome 4:</b>	Demonstrate an understanding of the importance of Health and Safety within the hospitality industry.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-8. Identify the various hazards that might exist in a given scenario.	K-8. Relate risks to hazards in a given scenario.	K-8. Outline preventive measures required for maintaining a safe work environment according to Health and Safety legislation.						
<b>K-9. Match safety sign colours with their purpose.</b>	<b>K-9. Name the given safety signs.</b>	<b>K-9. Identify suitable safety signs for a given scenario.</b>	C-5. Identify different roles that individuals can take in a given emergency situation.	C-5. Describe the necessary procedures to be followed when a particular incident occurs in a hospitality business.	C-5. Justify the procedure adopted when there is a fire and someone needs First Aid.	A-3. Record the possible hazards in a hospitality environment.	A-3. Allocate risks to the identified hazards in a specific task.	A-3. Carry out a basic risk assessment before carrying out a task related to hospitality.
<b>K-10. List the main classes of fire.</b>	<b>K-10. Identify the proper fire extinguisher for different classes of fire.</b>	<b>K-10. Describe the basic First Aid procedure to adopt for a specific injury.</b>						

## Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

## Scheme of Assessment

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

## Unit 2: The World of Food

Unit 2	The World of Food
<p><b>Unit Description</b></p>	<p>In this unit, candidates will be introduced to the different aspects of food preparation and plating. This involves discovering, tasting, experiencing, researching, understanding and writing about food preparation and the sensory qualities of human nutrition as a whole. An exploration of how nutrition interacts within the broader culture is also provided.</p> <p>Candidates will also become familiar with the basic principles of food hygiene and safety, as well as personal hygiene before and during food preparation and while storing food. Different food commodities will be discussed, particularly focusing on local, seasonal and Mediterranean food commodities.</p> <p>Candidates will also be introduced to the world of cooking, covering basic preparation and cooking techniques that would be useful for further study. This section includes both theory and practical content to ensure that candidates understand the core concepts of food preparation. Theory lessons will cover topics related to cooking methods and basics of the world of pastry. The practical side will include cooking different dishes using different techniques in savoury and sweet dishes.</p>

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Recognise ways to prevent food poisoning and contamination.
- LO 2.** Demonstrate an understanding of basic nutrition and different diets.
- LO 3.** Show basic culinary skills in food preparation.
- LO 4.** Demonstrate knowledge on the basic principles of Mediterranean cuisine.
- LO 5.** Demonstrate basic baking techniques within the pastry department.



## Unit Content

Subject Focus	Food hygiene and contamination
LO 1.	Recognise ways to prevent food poisoning and contamination.
K-1.	Hygiene practices: e.g. in possession of food handling licence, proper washing of hands, changing attire and shoes before entering the food preparation area, not going to work when sick, covering wounds, no eating and drinking in food preparation areas, correct storage of food, clean food preparation areas.
	Causes of food poisoning: bacteria and viruses; parasites; toxins; chemicals (pesticides); improper food control.
	Ways of preventing food poisoning: good food hygiene practices; good manufacturing practices (Pre Requisite Programmes [PrPs]).
K-2.	Contaminants: e.g. equipment, the human body, food handler's clothing, cloths, packaging, pests, pesticides, fertilizers, cleaning chemicals, transport, non-safe plastics, bacteria and viruses, parasites, moulds, yeast, air pollution, raw food storage, waste control.  <b>N.B.</b> For assessment purposes, every category should include two or more contaminants.
	Correct cleaning procedures: sanitisation; disinfection; sterilisation; use of safe chemicals in cleaning of food preparation areas; COSHH (Control Of Substance Hazardous to Health).

Subject Focus	Basic nutrition and diets
LO 2.	Demonstrate an understanding of basic nutrition and different diets.
K-3.	Nutrients, their sources and their main function: <ul style="list-style-type: none"> <li>• Sources: <ul style="list-style-type: none"> <li>○ Carbohydrates: e.g. cereals, starchy vegetables, cereal products;</li> <li>○ Proteins: e.g. meat and poultry, eggs, nuts and legumes;</li> <li>○ Fats: e.g. butter, oils, fatty meats;</li> <li>○ Vitamins: e.g. fruits, vegetables, dairy products;</li> <li>○ Minerals: e.g. vegetables, fruits, red meat;</li> </ul> </li> <li>• Functions: <ul style="list-style-type: none"> <li>○ Carbohydrates: provides the body with energy;</li> <li>○ Proteins: for maintenance and repair of body tissues;</li> <li>○ Fats: protection of organs and provision of energy;</li> <li>○ Vitamins: for protection from infections and diseases;</li> <li>○ Minerals: for healthy growth of body organs.</li> </ul> </li> </ul>
	Beliefs or conditions: e.g. Kosher, Halal, Hindu, Rastafarian, diabetes, heart disease, lactose intolerance, coeliac, food allergies.

<b>C-1.</b>	Correct proportions of energy intake and calorific value of nutrients: 55% carbohydrates; 15% protein; less than 30% fat; calorific value.
	Implications of menus catering for different diets and conditions: needs in food preparation; effect on profit; more variety for people to choose from; informed staff.  <i><b>N.B.</b> It is highly recommended that reference should be made to Regulation (EU) No. 1169/2011 (Food Information Regulation).</i>
	Menu adaptations: food restrictions and their replacement; choice of dishes; keeping up with current trends; listing of ingredients and symbols.

Subject Focus	Culinary skills
<b>LO 3.</b>	Show basic culinary skills in food preparation.
<b>K-4.</b>	<p>Cooking methods: e.g. baking, roasting, grilling, braising, boiling, poaching, blanching, simmering, steaming, stewing, slow cooking, pressure cooking, sous vide, sautéing, stir-frying, pan frying, deep frying, microwave cooking.</p> <p><i><b>N.B.</b> For assessment purposes at MQF 1, every classification should include <b>TWO</b> or more methods.</i></p> <p><i><b>N.B.</b> For assessment purposes at MQF 2, each food item should only be used once for every cooking method.</i></p>
<b>K-5.</b>	<p>Equipment: e.g. combi oven, refrigerators, microwave, food mixer and food processor, can opener (Bonzer type), grills, Bratt pan, cooker, fryers, salamander, Bain Marie, rotary toaster, tongs, chafing dishes, pots and pans, baking/roasting dishes, chopping boards, measuring equipment, weighing equipment.</p> <p><i><b>N.B.</b> It is highly recommended that reference should also be made to other equipment including ceramic charcoal barbeque, tandoori, sous vide, pizza oven, Chinese wok and blending stick. All equipment above are deemed to be industrial.</i></p> <p>Different aspects considered when selecting equipment: e.g. depth of equipment, size of equipment, material of equipment, time available, cooking method, number of covers.</p>
<b>C-2.</b>	<p>Knives: e.g. chef's knife, paring knife, serrated knife, boning knife, carving knife, cleaver, filleting knife, office knife, palette knife.</p> <p>Correct upkeep, handling and storage of knives: e.g. sharpening of knives, cleaning of knives, use for intended purpose, storing in a clean dry place, use of racks, appropriate transportation of knives.</p> <p>Cuts using knives and blades: e.g. Julienne, Chiffonade, Jardinière, Brunoise, Macédoine, Paysanne.</p>

<b>A-1.</b>	Preparation ( <i>mise en place</i> ): self-preparation; preparation of ingredients and equipment; cleaning of working area including the clean-as-you-go approach.
	Demonstration of sauce-making technique*: use of correct equipment; use of correct cooking method; outcome of sauce.  <i>*N.B. For assessment purposes, the following types of mother-sauces should be considered: Béchamel <b>or</b> Velouté <b>or</b> classic tomato sauce.</i>
	Use of mother-sauce in preparing a pasta dish: adding complementary ingredients; correct cooking of pasta; correct combination of pasta and sauce; taste and texture of the dish.

Subject Focus	Mediterranean cuisine
LO 4.	Demonstrate knowledge on the basic principles of Mediterranean cuisine.
K-6.	Food commodities: dairy; meat, poultry and eggs; fish; fruits and vegetables; cereals; fats and oils; herbs and spices; salt; sugar and honey; processed foods.  <i>N.B. For assessment purposes at MQF 2 and 3, only <b>FIVE</b> commodities should be considered.</i>
K-7.	Considerations when purchasing fresh food commodities: appearance; texture; damaged packaging; date and health marks; placement of food in displays.
	Labelling techniques: use of colour coded labels; information on the label.
	Storing food commodities: use of containers; use of vacuum packaging; storing of fresh ingredients on display; use of chillers and freezers.
K-8.	Food items that can be reworked: vegetable trimmings; pastry scrap; day old bread; ready-cooked food.
	Considerations: reheating of food; thawing of food; good storage practice; documentation for records; traceability.
C-3.	Food commodities used in Mediterranean cuisine: fish; white meat; poultry; fresh fruits and vegetables; herbs; whole grains; seeds and nuts; honey; oils; dairy products.
	Herbs and spices: <ul style="list-style-type: none"> <li>• Uses: improve flavour; addition of colour;</li> <li>• Benefits: health benefits; availability in fresh or dry state.</li> </ul>
	Influential components: different regions and countries; introduction of other cuisines in Mediterranean countries; customers' general demands; beliefs.

C-4.	Quality checks when plating dishes: temperature of food; temperature of plate; garnishes; clean presentation.
	<b>N.B.</b> For assessment purposes, the review required in MQF 2 should be based on the dishes prepared in A-2.
	Ways of improving quality of meals: e.g. use of garnishes, allowing meat to rest, use of different plates, sequence of dishes, use of correct dishes, use of heating cabinet.
A-2.	<p>Mediterranean menu:</p> <ul style="list-style-type: none"> <li>• Menu composition: two starter choices <b>and</b> two main course choices;</li> <li>• Proper menu writing: listing ingredients; presentable and informative layout;</li> <li>• Current trends: e.g. health and dietary needs, modern twist to dishes, variety of choice.</li> </ul>
	<p>Preparation, cooking and plating of a main course Mediterranean meal:</p> <ul style="list-style-type: none"> <li>• Preparation (mise en place): self-preparation; preparation of ingredients; preparation of equipment; cleaning of working area;</li> <li>• Cooking: correct cooking method used; correct cooking procedures;</li> <li>• Plating skills: serving in odd numbers; adding height; contrasting colours; inclusion of sauce; use of garnishes.</li> </ul>
	<p>Rework:</p> <ul style="list-style-type: none"> <li>• Usage of remaining ingredients into another dish: correct choice of rework; outcome of new food;</li> <li>• Correct cooking of reworked food: maintaining/ enhancing properties of ingredients; transfer of worked food to new food.</li> </ul>

<b>Subject Focus</b>	<b>Preparation of desserts</b>
<b>LO 5.</b>	Demonstrate basic baking techniques within the pastry department.
K-9.	Categories of desserts: e.g. custards and puddings, frozen desserts, cakes, pastries, tarts, cookies, chocolate and candies.
	Specific properties in construction of desserts: acidity; sweetness; crunchiness; hot; cold.
	Importance of specific properties: e.g. complementing textures, complementing tastes, complementing temperatures.
K-10.	Types of garnishes: e.g. fresh mint leaves, powdered sugar, chocolate piping, fruit, chocolate and sugar work, cream, edible flowers, sauces.
	Possible flaws: e.g. poor finishes, overuse of garnishing, lack of colour contrast in choice of garnishes, poor texture in choice of garnishes, stale ingredients, running of colours, improper temperature when garnishing; improper plates.
	Choosing complementary garnishing: edible garnishing; cost of garnish; choosing complementary colours; using the correct size of garnish; contrasting textures.

<b>C-5.</b>	Cake making techniques: rubbing-in; creaming; whisking; all-in-one.
	Main ingredients in cake making: flour; fat; eggs; sugar.
	Possible faults of baked cakes: e.g. cracked middle, sunken cake, burnt side/top, sticky, uneven rise, undercooked, batter overflow.
<b>A-3.</b>	Garnishing for a dessert: using fruits; using chocolate; using cream.
	Skills in preparation and plating of a dessert: mise en place; including a variety of properties in dessert construction; correct cooking of a dessert; correct garnishing; correct plating techniques.
	<p>Modification of a dessert:</p> <ul style="list-style-type: none"> <li>• Different types of diets and conditions: e.g. cater for vegans, cater for people with diabetes, cater for allergic consumers;</li> <li>• Modifications: suitable substitution of ingredients in line with the original recipe; consideration of substituted ingredients properties during processing.</li> </ul>

***N.B.*** No marks should be awarded in any application criteria linked to food preparation unless food safety and hygiene practices are strictly abided-to, including proper cooking attire!

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Food hygiene and contamination</b>
<b>Learning Outcome 1:</b>	Recognise ways to prevent food poisoning and contamination.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b><i>K-1. Name good and bad hygiene practices.</i></b>	<b><i>K-1. State causes of food poisoning.</i></b>	<b><i>K-1. Describe ways of preventing food poisoning.</i></b>						
K-2. Categorise contaminants into physical, chemical and biological.	K-2. Outline physical, chemical, biological and cross contamination.	K-2. Describe the importance of correct cleaning procedures to avoid contamination.						

<b>Subject Focus:</b>	<b>Basic nutrition and diets</b>
<b>Learning Outcome 2:</b>	Demonstrate an understanding of basic nutrition and different diets.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-3. Relate the nutrients with their sources and their functions.	K-3. List different beliefs or conditions requiring specific diets.	K-3. Describe diets required for different beliefs or conditions.	<b><i>C-1. Indicate the correct proportions of daily food energy intake from various nutrients.</i></b>	<b><i>C-1. Explain the implications of having menus which cater for different diets and conditions.</i></b>	<b><i>C-1. Discuss menu to meet the different beliefs and conditions in a given case scenario.</i></b>			

<b>Subject Focus:</b>	<b>Culinary skills</b>
<b>Learning Outcome 3:</b>	Show basic culinary skills in food preparation.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. Classify different cooking methods into dry cooking, moist cooking and frying.	K-4. List a food item for different cooking methods.	K-4. Outline different cooking methods.	C-2. Identify the correct knife to be used for different food preparation.	C-2. Explain the importance of correct upkeep, handling and storing of knives in food preparation.	C-2. Justify the use of different cuts in food preparation.	A-1. Demonstrate the correct preparation required when making a sauce-based meal.	A-1. Demonstrate proper techniques in preparing a mother sauce.	A-1. Use a mother sauce when preparing and plating a pasta dish.
<b>K-5. Categorise different equipment into mechanical, plating and cooking.</b>	<b>K-5. State the use of different food preparation equipment.</b>	<b>K-5. Outline different aspects to be considered when selecting equipment for the preparation and cooking of different meals.</b>						



<b>Subject Focus:</b>	<b>Mediterranean cuisine</b>
<b>Learning Outcome 4:</b>	Demonstrate knowledge on the basic principles of Mediterranean cuisine.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-6. Categorise food commodities into perishable and non-perishable.</b>	<b>K-6. List different types of food commodities.</b>	<b>K-6. Outline through examples the use of different types of food commodities.</b>	<b>C-3. Identify food commodities used in the Mediterranean cuisine.</b>	<b>C-3. Describe the uses and benefits of herbs and spices in Mediterranean cuisine.</b>	<b>C-3. Discuss the different components which influenced the Mediterranean cuisine.</b>			
<b>K-7. List considerations to be taken when purchasing different fresh food commodities.</b>	<b>K-7. Outline labelling techniques when storing food commodities.</b>	<b>K-7. Describe ways of storing different food commodities to retain freshness.</b>				A-2. Develop a menu of traditional Mediterranean dishes in line with current trends.	A-2. Demonstrate appropriate preparation, cooking and plating skills of a main course Mediterranean meal.	A-2. Rework a food item to reduce waste and increase profit.
K-8. Identify food items that can be reworked.	K-8. State how each food item can be reworked.	K-8. Outline considerations to be taken during the rework process.	C-4. Describe the quality checks to consider when plating dishes.	C-4. Review meal plating through different quality checks.	C-4. Suggest ways of improving the quality of meals.			

<b>Subject Focus:</b>	<b>Preparation of desserts</b>
<b>Learning Outcome 5:</b>	Demonstrate basic baking techniques within the pastry department.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-9. Match desserts to the different categories.	K-9. State specific properties when constructing desserts.	K-9. Describe the importance of specific properties in desserts.						
			<b>C-5. Describe the different cake making techniques.</b>	<b>C-5. Explain the properties of the main ingredients used in cake making.</b>	<b>C-5. Explain possible faults of baked cakes.</b>	A-3. Prepare garnishing for a dessert.	A-3. Demonstrate skills in preparing and plating of a dessert.	A-3. Modify a dessert to cater for different diets and conditions.
<b>K-10. List different types of garnishes which can be used in desserts.</b>	<b>K-10. State possible flaws when using garnishing in desserts.</b>	<b>K-10. Outline considerations to be taken when choosing complementary dessert garnishes.</b>						

## Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

## Scheme of Assessment

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

## Unit 3: Hospitality Operations

Unit 3	Hospitality Operations
<p><b>Unit Description</b></p>	<p>This unit covers different service aspects of hospitality. Candidates will appreciate the importance of personal presentation and develop an understanding of the needs and expectations of customers when dining at a restaurant, checking into a hotel and staying overnight. An insight of the basic styles of service and the use and storage of different crockery, cutlery and linen will be offered, with candidates also practising formal table set-ups and napkin folding techniques. This unit will also provide candidates with the opportunity to prepare and present non-alcoholic drinks and hot beverages.</p> <p>Unit 3 will also cover the basics of Rooms Division while investigating the roles, duties and knowledge required by people working in these departments. Candidates will understand the importance of good customer care and communication skills required to increase profitability. This module will also focus on the types of documentation used in the Front Office with candidates also being involved in the practical aspects of Front Office skills, such as welcoming guests and handling phone calls, explored either through real or simulated activities.</p> <p>Housekeeping is an integral part of many hospitality businesses. Therefore, candidates will delve into cleaning and related safety aspects, while meeting different customer requests.</p>

### Learning Outcomes

**At the end of the unit, I can:**

- LO 1.** Serve customers in the correct manner.
- LO 2.** Demonstrate knowledge of different non-alcoholic beverages.
- LO 3.** Communicate effectively with different types of customers.
- LO 4.** Show an understanding of the different functions and responsibilities of the Rooms Division Department.

## Unit Content

Subject Focus	Food and Beverage service
LO 1.	Serve customers in the correct manner.
K-1.	<p>Types of menus: e.g. à la carte, table d'hôte, du jour, cyclical, beverage menu, wine list.</p> <p>Menu attributes: variety of dishes in the menu; list of ingredients in the menu; pricing of the menu; layout of the menu.</p>
K-2.	<p>Types of linen used in restaurants: e.g. square and round tablecloth, slip cloth, napkin, waiters' cloth, glass cloth, tea towel, banquet cloth.</p> <p>Advantage and disadvantages of linen:</p> <ul style="list-style-type: none"> <li>• Re-usable linen: <ul style="list-style-type: none"> <li>○ Advantages of using reusable linen: e.g. less waste generation, elegant, good absorbent material;</li> <li>○ Disadvantages of using reusable linen: e.g. excessive use of water and chemicals during washing, could be stained easily, limitations regarding restaurant décor;</li> </ul> </li> <li>• Non-reusable linen: <ul style="list-style-type: none"> <li>○ Advantages of non-reusable linens: e.g. easy to clear up, easy to find and cheap to buy (short-term), saves time (washing, preparation);</li> <li>○ Disadvantages of non-reusable: e.g. waste generation, single use since they get wet/ thorn, may only be suitable for casual dining.</li> </ul> </li> </ul>
K-3.	<p>Different types of cutlery, plates and glasses: e.g. side knife, joint knife, fish knife, joint fork, fish fork, sweet fork, sweet spoon, fish plate, joint plate, soup plates, sweet plate, pint or half pint beer glass, champagne flute, Paris goblet, water glass, slim Jim, brandy balloon, Martini glass.</p> <p>Considerations to take when handling plates, glasses and cutlery: e.g. properly washed and sterilized, polished, not chipped, not damaged or dented, glasses are at the correct temperature, handling of cutlery, carrying of equipment for table layups.</p>
K-4.	<p>Different environments linked to different types of Food and Beverage outlets:</p> <ul style="list-style-type: none"> <li>• Cafeterias: e.g. noisy, limited selection of snacks, served in few minutes;</li> <li>• Fast-food outlets: e.g. noisy, served in few minutes, specialises in a small number of food;</li> <li>• Fine dining restaurants: e.g. relaxing atmosphere, formal type of service, good quality but small food portions;</li> <li>• Casual dining: e.g. informal service, does not take very long to be served, louder background music.</li> </ul> <p>Aspects which improve the experience of customers in the Food and Beverage sector: privacy; communication; waiting time; clearing of table; interaction with guests.</p>

<b>C-1.</b>	Different styles of service: pre-plated; buffet; reception; gueridon; Russian.
	Procedures when serving customers: greet customers; use of respectful titles; don't interrupt guests; be knowledgeable of the menu; attentiveness.
<b>A-1.</b>	<p>Linen, crockery and cutlery for formal table set-up:</p> <ul style="list-style-type: none"> <li>• Linen: table cloth; slip cloth; napkin; waiter's cloth;</li> <li>• Cutlery: joint fork and knife (main course); side knife and sweet fork (starter); soup spoon; sweet fork and spoon (dessert); butter knife;</li> <li>• Crockery: show plate; soup plate; side plate; water goblet; white and red wine glasses.</li> </ul>
	<p>Proper way of laying formal table set-up:</p> <ul style="list-style-type: none"> <li>• Placing linen correctly;</li> <li>• Napkin folding: bird of paradise <b>or</b> fan <b>or</b> clown's hat;</li> <li>• Correct placing of plates, glasses and cutlery.</li> </ul>
	<p>The sequence of formal service:</p> <ol style="list-style-type: none"> <li>1. Greet and seat;</li> <li>2. Placement of napkin on lap;</li> <li>3. Present menu;</li> <li>4. Take beverage order;</li> <li>5. Offer complementary nibbles/bread and butter;</li> <li>6. Serve beverages;</li> <li>7. Take food order;</li> <li>8. Adjust cutlery according to the order of the guest;</li> <li>9. Serve starter, condiments and accompaniments;</li> <li>10. Clear starter and relative crockery and check customer satisfaction;</li> <li>11. Top-up bread and butter, water or wine when necessary;</li> <li>12. Serve main course, condiments and accompaniments;</li> <li>13. Clear the main course, unused cutlery, side plates, cruets and butter dish;</li> <li>14. Crumb down;</li> <li>15. Adjust sweet cover;</li> <li>16. Present sweet/dessert and coffee menu from the right;</li> <li>17. Take sweet/dessert and coffee order;</li> <li>18. Serve sweet/dessert and coffee;</li> <li>19. Present bill and guest satisfaction sheet;</li> <li>20. Collect payment and usher guests on their way out.</li> </ol>

Subject Focus	Serving beverages
LO 2.	Demonstrate knowledge of different non-alcoholic beverages.
K-5.	Types of non-alcoholic drinks: <ul style="list-style-type: none"> <li>• Water;</li> <li>• Juices;</li> <li>• Squashes;</li> <li>• Soft drinks;</li> <li>• Non-alcoholic cocktails: After Eight <b>or</b> Passion <b>or</b> Sunset.</li> </ul>
	Considerations taken when preparing non-alcoholic drinks: glasses used for non-alcoholic drinks; accompanying garnishing; method of preparation (such as pouring, built-in, shaken); temperature of serving.
	<p><b>N.B.</b> For assessment purposes, only <b>TWO</b> non-alcoholic cocktails should be considered.</p> <p><b>N.B.</b> For assessment purposes, the ingredients should be included as part of each method description.</p>
K-6.	Different types of hot beverages: <ul style="list-style-type: none"> <li>• Types of tea: leaf <b>vs</b> herbal;</li> <li>• Styles of coffee: espresso <b>vs</b> espresso lungo; cappuccino <b>vs</b> caffè latte.</li> </ul>
	Considerations taken when preparing and serving hot beverages: correct cups; temperature and quality of water and milk; frothing of milk; proper use of equipment.
	Possible flaws: selection of crockery; proportion of main substances; temperature of cup; over-frothed milk; infusion time.

Subject Focus	Communication and customer care within the Front Office Department
LO 3.	Communicate effectively with different types of customers.
K-7.	Communication cycle: sender; idea occurs; encoding; medium selected; message sent; receiver; message received; decoding; feedback; decoding of feedback by the original sender.
	Verbal and non-verbal communication skills: <ul style="list-style-type: none"> <li>• Verbal skills: greeting; asking questions; empathy; feedback; termination;</li> <li>• Non-verbal skills: facial expressions; eye contact; gestures; tone of voice; posture.</li> </ul>
K-8.	Purpose of the Front Office: giving first impression; encourage guests to spend money; communicate guests' needs to other departments; ensure that guests are happy with their stay.
	Customer care practices at the Front Office: fulfilling customer expectations; dealing with problems; ensuring reachability; providing response.
	Benefits of good customer care: <ul style="list-style-type: none"> <li>• To the business: retaining customers; word of mouth; profitability; trust;</li> <li>• To the staff: job satisfaction; motivation.</li> </ul>

C-2.	<p>Internal and external customers:</p> <ul style="list-style-type: none"> <li>• Internal customers: e.g. employees, service providers, shareholders;</li> <li>• External customers: e.g. clients.</li> </ul>
	<p>Different customers requiring special assistance: people with disability; elderly and mobility-restricted; couples with young children; people following special diets; people with language barriers.</p>
	<p>Dealing with customers requiring special assistance: accessibility; knowledge; facilities; product availability.</p>
C-3.	<p>Information required:</p> <ul style="list-style-type: none"> <li>• The services given by the hospitality business: e.g. spa, taxi service, conference room facilities;</li> <li>• The surrounding environment: e.g. bank, bus stop, places of attraction.</li> </ul>
	<p>The importance of knowing details: e.g. give advice on specific product or service, answer questions, suggest alternative or complementary products or services, increase in sales, checking availability, bookings, cancellations, payments, handling complaints.</p>
C-4.	<p>Procedure and reports:</p> <ul style="list-style-type: none"> <li>• The guest procedure: pre-arrival; arrival; occupancy; departure;</li> <li>• Reports used for the guest procedure: arrivals list; in-house guest list; departure list; room status report or occupancy report.</li> </ul>
	<p>Duties with other departments:</p> <ul style="list-style-type: none"> <li>• Housekeeping department: e.g. room status, check-in/ check-out of guests, ask for linen/ cleaning of rooms/ halls;</li> <li>• Food and Beverage department: e.g. number of in-house guests, special events, special dietary requirements of guests;</li> <li>• Maintenance department: e.g. maintenance of damaged items in guest rooms, identifying refurbishment areas, public area maintenance requests;</li> <li>• Administration department: e.g. security issues, reservation information, filing of reports.</li> </ul>
	<p>Good practice within the Front Office: e.g. helpful, flexible, knowledgeable of products or services, good listener, positive attitude, good communicator.</p>
A-2.	<p>Documents: CV; covering letter.</p>
	<p>Researching on the company of prospective employment: history; number of rooms; types of rooms available; number and name of restaurants; number and name of bars; other services offered.</p> <p><b>N.B.</b> For assessment purposes, the research carried out should be reflected in the answers provided during the interview.</p>
	<p>Behaviour in an interview:</p> <ul style="list-style-type: none"> <li>• Practices employed upon arriving and meeting the interviewer: correct way of addressing the interviewer; adequate attire;</li> <li>• Do's and don'ts during the interview: posture; eye contact; gestures; presentation of relevant documents;</li> <li>• Communicating knowledge: clarity of language; formality;</li> <li>• Dealing with different working situations presented by interviewer: complaints; working long hours; lack of team work; working under pressure.</li> </ul>



**A-3.**

General telephone skills: appropriate greetings and closings; listening skills; taking notes.

Details on the place of work and the surrounding environment during a telephone conversation:

- Location of the hotel and its surrounding environment: e.g. location of the hotel, places of interest in the vicinity;
- Price to book a room;
- Services offered by the hotel: e.g. restaurant services, spa facilities, special requests.

Dealing with difficult customers: listen carefully whilst taking notes of the case; ask questions in a concerned manner; apologise without blaming; suggest a way to resolve the case/complaint.

Subject Focus	Room Divisions
LO 4.	Show an understanding of the different functions and responsibilities of the Rooms Division department.
K-9.	Personnel within the housekeeping department: executive housekeeper; room attendant; laundry attendant; gardener/florist.
	Responsibilities of personnel within the housekeeping department: <ul style="list-style-type: none"> <li>• Executive housekeeper: e.g. working schedules, filing of reports and maintenance, staff recruitment <b>OR</b></li> <li>• Room attendant: e.g. cleaning of rooms, cleaning of floors, compiling of cleaning forms <b>OR</b></li> <li>• Laundry attendant: e.g. washing of guests' laundry/staff uniforms, sending linen for cleaning, stock-taking of linen <b>OR</b></li> <li>• Gardener/Florist: e.g. watering of plants, planting of flowers/trees, hotel decorations.</li> </ul>
	Regular procedures of housekeeping personnel: check roster; prepare the tools/housekeeping trolley; upkeep allocated rooms/areas; fill in checklist.
K-10.	Types of rooms in a hotel: e.g. single, twin, double, family, accessible rooms, suite, studio, apartment, deluxe.
	Specific facilities in a hotel room: e.g. safe, hairdryer, kitchenette, balcony, mini bar, tea and coffee facilities, satellite TV, Wi-Fi, complimentary water.
	Tasks to be included in the checklist of a room attendant: lay bed and/or change bed linen; dust/wet dust (including doors, telephone, paintings, mirrors and TV); clean bathroom fixtures, accessories and faucets; clean toilet (including flush handle and seats); replenish all bathroom items; replenish tea/coffee and minibar items; empty and clean bins; mop bathroom floor; arrange guest belongings and curtains; vacuum-clean carpets and mop floor tiles.
C-5.	Documentation: work procedure; checklists; work schedules; duty rota; maintenance schedules.
	Influence of accommodation services: 24hr reception service; 24hr room service; privacy; cleanliness; mini bar service and complimentary items.

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Food and beverage service</b>
<b>Learning Outcome 1:</b>	Serve customers in the correct manner.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. List the different types of menus.	K-1. Outline different types of menus.	K-1. Describe the attributes of a menu.	C-1. Differentiate between the different styles of services.	C-1. Describe different procedures that serving staff has to consider when serving customers.	C-1. Justify the importance of service procedures used when serving customers.	A-1. Select the correct linen, plates, glasses and cutlery required for a formal service.	A-1. Demonstrate the proper way of laying a formal table set-up.	A-1. Demonstrate the sequence of a formal service.
<b>K-2. Name different types of linen used in a restaurant.</b>	<b>K-2. Outline the use of different types of linen in a restaurant.</b>	<b>K-2. List the advantages and disadvantages of using re-usable and non-reusable linen.</b>						
<b>K-3. Identify different types of cutlery, plates and glasses.</b>	<b>K-3. Outline the function of different types of cutlery, plates and glasses.</b>	<b>K-3. Describe considerations to be taken when handling plates, glasses and cutlery.</b>						
K-4. Match different environments to different types of Food and Beverage outlets.	K-4. List the aspects which improve the experience of customers in the Food and Beverage sector.	K-4. Outline the aspects which improve the experience of customers in the Food and Beverage sector.						

<b>Subject Focus:</b>	<b>Serving beverages</b>
<b>Learning Outcome 2:</b>	Demonstrate knowledge of different non-alcoholic beverages.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-5. List the types of non-alcoholic drinks.	K-5. Outline considerations to be taken when preparing and serving non-alcoholic drinks.	K-5. Describe the method used in preparing non-alcoholic cocktails.						
<b>K-6. Distinguish between different types of hot beverages.</b>	<b>K-6. State the considerations to be taken when preparing and serving hot beverages of good quality.</b>	<b>K-6. Describe the possible flaws that can occur during the preparation of hot beverages.</b>						

<b>Subject Focus:</b>	<b>Communication and customer care within the Front Office department</b>
<b>Learning Outcome 3:</b>	Communicate effectively with different types of customers.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-7. Distinguish between one way and two way communication.	K-7. Outline the communication cycle.	K-7. Describe verbal and non-verbal communication skills through examples.	<b>C-2. Distinguish between internal and external customers.</b>	<b>C-2. Identify different customers requiring special assistance.</b>	<b>C-2. Discuss ways of dealing with customers requiring special assistance.</b>	A-2. Write a C.V. and a covering letter in order to apply for a specific job in the hospitality industry.	A-2. Carry out research on the company of the prospective employment.	A-2. Demonstrate appropriate behaviour when attending for an interview.
			C-3. Identify the information required by the hospitality provider to be able to handle customer queries related to tourist services.	C-3. Describe the information required by the hospitality provider to be able to handle customer queries related to tourist services.	C-3. Explain the importance of knowing details about the hospitality business services and its surrounding environment.			
<b>K-8. State the purpose of the Front Office.</b>	<b>K-8. Outline customer care practices at the Front Office.</b>	<b>K-8. Describe benefits of good customer care in the Front Office to the business and staff.</b>	<b>C-4. Outline the procedure to be followed from the reservation to the check out stage, including the use of different reports.</b>	<b>C-4. Associate different Front Office duties with other departments.</b>	<b>C-4. Explain how good practices within the Front Office will affect customer satisfaction.</b>	A-3. Demonstrate appropriate telephone skills.	A-3. Demonstrate telephone skills whilst imparting details of the hospitality business and the surrounding environment.	A-3. Handle a difficult customer when answering a telephone call.

<b>Subject Focus:</b>	<b>Room Divisions</b>
<b>Learning Outcome 4:</b>	Show an understanding of the different functions and responsibilities of the Rooms Division department.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-9. Name the different personnel within the housekeeping department.</b>	<b>K-9. Outline the responsibilities of a member of personnel within the housekeeping department.</b>	<b>K-9. Describe regular procedures that housekeeping personnel must follow as per daily routine.</b>	<b>C-5. Identify Housekeeping department documentation required to maintain standards.</b>	<b>C-5. Explain how documentation should be used effectively.</b>	<b>C-5. Evaluate the influence of accommodation services on guest experience and business success.</b>			
K-10. List different types of rooms that one can find in a hotel.	K-10. State specific facilities in a hotel room to meet the different needs of guests.	K-10. Outline the tasks which should be included in a checklist followed by the room attendant when cleaning an occupied room.						

## Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

## Scheme of Assessment

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

## Appendix 1 – Minimum Required Resources

This list is not intended to be exhaustive. These resources should be available for at least 16 candidates.

### Generic Resources (for all units)

- Classroom area (maximum of 16 students).
- Availability of internet access connection.
- Book cabinet in class with hospitality, tourism and food preparation books.
- Interactive whiteboard/Digital panel/Projector.
- Digital camera with memory card.
- External hard disk (for retention of proof).
- Access to computers in school.

### Unit 1

- Fire extinguishers and fire blankets.
- Fully equipped First Aid box.
- Safety (Warning) signs and notices.

### Unit 2

- Adequately-sized Food Lab equipped with at least 4 work stations including preparation area, sink, oven and hob (*It is suggested to have at least one station with industrial work benches and equipment*).
- Knee operated hand washing basin, with paper towel and soap dispenser.
- Food storage areas, fridge/freezers, dry goods storage cupboards and shelving.
- Kitchen Equipment – Cooking:
  - including different types of Pots and pans; casserole; roasting dishes; pie dishes; food probe.
- Kitchen Equipment – Baking
  - including sandwich tin; bun tin; flan dish; baking tray.
- Kitchen Equipment – Cutting
  - including set of chef's knife; peelers and cutters.
- Kitchen Equipment – Food preparation
  - including colour coded chopping boards; rolling pin; sieve; stainless steel mixing bowls.
- Kitchen Equipment – Measuring
  - including measuring jugs; measuring spoons and cups.
- Kitchen Equipment – Mechanical
  - including hand whisk; hand blender; food mixer and food processor; can opener (Bonzer type); grills; coffee machine; salamander; ovens (preferably industrial) including necessary extractors/ functional hoods; steamer; toaster; electric kettle; food warmer; rice cooker; dishwasher.



- Kitchen Equipment – Plating
  - including plates, serving dishes, ramekins, saucer, ladle, slotted spoon, fish server.
- Windows insect screens.
- Insect killer.
- Personal protective equipment including gloves, chef's coat and cap.
- Food items for demos.
- Cleaning items including dishwashing soap, sponges, cleaning cloths, tea towels, etc.

### **Unit 3**

- Square and/or round table cloth; slip cloth; napkin cloth; waiters' cloth; glass cloth; tea towel; banquet cloth.
- Square and/or round tables for restaurant area.
- Restaurant and Bar Equipment – Cutlery
  - including joint fork and knife; fish fork and knife; sweet fork; side knife; butter knife; sweet spoon; soup spoon; teaspoon; coffee spoon; service spoon.
- Restaurant and Bar Equipment – Serving plates
  - including fish; joint; side; soup; sweets.
- Restaurant and Bar Equipment – Serving
  - including different types and sizes of jugs; tea set; cappuccino cups and saucers; espresso cups and saucers; mocha cups and saucers; salt & pepper shakers; peppermill grinder; oil & vinegar bottles sets; serving dishes; ice tongs; sauce bowls.
- Restaurant and Bar Equipment – Glassware
  - including pint or half pint beer glass; flute glass; Paris goblet; water glass, slim Jim; brandy balloon; martini glass; cocktail shaker; cocktail measure; bar spoon.
- A restaurant simulation setup including a side board; food trolley.
- Simulation of Rooms Division environment or access to real one including a telephone system, bed with linen, bathroom area.