L-Università ta' Malta

SEC 38 Syllabus
Hospitality

2027

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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving, and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn; and cooperative learning and literacy. This way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

The aim of the vocational programme in Hospitality is to provide students with the underpinning knowledge related to the Hospitality industry. By the end of the programme, students 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 5. Recognise ways to prevent food poisoning and contamination.

LO 6. Demonstrate an understanding of basic nutrition and different diets.

LO 7. Show basic culinary skills in food preparation.

LO 8. Demonstrate knowledge on the basic principles of Mediterranean cuisine.

LO 9. Demonstrate basic baking techniques within the pastry department.

Unit 3: Hospitality Operations

At the end of the unit, I can:

LO 10. Serve customers in the correct manner.

LO 11. Demonstrate knowledge of different non-alcoholic beverages.

LO 12. Communicate effectively with different types of customers.

LO 13. Show an understanding of the different functions and responsibilities of the Rooms Division Department.

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in Hospitality at Level 1, 2 or 3. First teaching of this programme begins in September 2024. First award certificates will be issued in 2027.

The following levels refer to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Hospitality. (Level 1 being the lowest and Level 3 the highest).

Level 1: At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2: At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3: At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Interpreting the Syllabus

This document is an assessment syllabus. Whilst the content provided is the minimum expected for assessment purposes, the provision of further examples or information is encouraged – although not mandatory – for students to enjoy the learning process and get a better overview of the subject.

Unit Structure

The various learning outcomes, assessment criteria, and content are grouped under three units. Each unit is presented in the following structure:

- Title
- Description
- Learning Outcomes
- Assessment Criteria and Content
- Learning Outcomes and Assessment Criteria

Educators may devise their own plan for content delivery across the years of study. They may choose to follow the unit learning outcomes and content structure as presented in the syllabus, and conclude each unit by the end of every scholastic year, or follow a different order which in their professional view would be more conducive to learning of any particular subject area or topic. However, by the end of the three-year programme in Year 11, all content delivery and continuous assessment should be completed, in time for submission to MATSEC in the indicated time-frames and format.

Assessment Criteria

The active verb used in assessment criteria (such as list, identify, outline, describe, explain, etc…) indicates what candidates are expected to know or be able to do. It also provides direction with respect to expected complexity in the candidates' responses or work. These verbs are defined in the Glossary of Terms available on the MATSEC website. Application criteria are to be interpreted in terms of Bloom's taxonomy psychomotor domain.

Content

For each assessment criterion, only the minimum content that needs to be covered is listed. Examples (e.g.), commas, semi-colons, bullets, 'or', and 'N.B.' are used for presentation and guidance purposes only. While all the material reflecting both the unit content and the assessment criteria is to be delivered, this will not necessarily be assessed by MATSEC in its entirety, as indicated in the Scheme of Assessment. Where the plural is used in any assessment criterion (e.g. types, aspects, steps, etc.), two or more answers are usually expected, although this may not always be the case.

Scheme of Assessment

The assessment of this subject follows the Secondary Education Certificate Regulations and the MATSEC Assessment Code of Practice governing each respective cohort. It shall be based on three components, each of which contributes towards the overall subject mark as follows:

COMPONENT	LEVEL WEIGHT (OVERALL SUBJECT MARK)
SBA (Paper I)	30%
Coursework (Portfolio)	30%
Controlled assessment (Paper II)	40%

Candidates have to attempt all three assessment components, and fulfil the set criteria in the coursework component and Paper II, to obtain a level higher than Level 1.

Individuals may not register as private candidates in this subject, unless they are resitting the subject in a subsequent Main Session. In the latter case, marks obtained in the SBA and the coursework can be carried forward for up to five years from the first sitting.

School-based assessment (SBA)

SBA (Paper I) refers to the assessment of the application criteria specified in the syllabus, assigned to candidates and marked by school teachers. This component is unmoderated.

SBA should be set at Level 1-2-3, following a 30-30-40 percentage mark allocation, with Level 3 carrying the highest marks.

The SBA should be marked out of 100 each year (9, 10, and 11). The assessment for each year will contribute to 10% of the overall subject mark and will be reported to MATSEC by the school when the candidate is in Year 11. Therefore, each year will equally contribute to the final 30% mark of the SBA.

SBA SUBMISSION TO MATSEC IN YEAR 11			LEVEL WEIGHT (OVERALL SUBJECT MARK)
Year 9	Year 10	Year 11	30%
[0 to 100] marks	[0 to 100] marks	[0 to 100] marks	

Coursework

Coursework in this subject refers to a Portfolio, divided in three parts carried out across the three-year programme, which will be set and marked by the teacher following the templates downloadable from the MATSEC website and the marking schemes included as an appendix in the syllabus. This component is moderated.

Each coursework part will be marked out of 60 and will be set at Level 1-2-3. The assessment of each part will contribute to 10% of the overall mark and will be reported to MATSEC by the school when the candidate is in Year 11. Therefore, each part will equally contribute to the final 30% mark of coursework.

The school is to upload a digital copy of their candidates' coursework on the MATSEC portal by the date established by the MATSEC Board and ensure that all coursework is available as instructed. Candidates may be called for an interview in relation to their coursework.

Candidates are to fulfil the set criteria in this assessment component to obtain a level higher than Level 1.

COURSEWORK SUBMISSION TO MATSEC IN YEAR 11 FOR MODERATION			LEVEL WEIGHT (OVERALL SUBJECT MARK)
Part 1	Part 2	Part 3	
Based on any TWO application criteria from Unit 1	Based on any TWO application criteria from Unit 2	Based on any ONE application criterion from Unit 3 and a Self-Evaluation	30%
[0 to 60] marks	[0 to 60] marks	[0 to 60] marks	

Controlled Assessment

The controlled assessment (Paper II) comprises a two-hour written exam set and marked by MATSEC at the end of the three-year programme.

The paper will carry a total of 100 marks and will be set at Level 1-2-3. It will include questions based on a number of knowledge or comprehension criteria from different units, learning outcomes and levels.

Attainment in this component will be reported by MATSEC as a Grade using an 8-point scale and will contribute towards 40% of the marks in determining the overall level.

Candidates are to fulfil the set criteria in this assessment component to obtain a level higher than Level 1.

CONTROLLED ASSESSMENT IN YEAR 11	LEVEL WEIGHT (OVERALL SUBJECT MARK)
Two-hour exam paper	40%
[0 to 100] marks	

Unit 1: The Hospitality and Tourism Industry

Unit Description

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.

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.

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.

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.

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.

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.

Assessment Criteria and 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.	K-1. Define Hospitality and Tourism.	K-1. Outline different types of tourism.	K-1. Identify different types of tourism in given case scenarios.
	Types of tourism: e.g. domestic tourism, inbound tourism, outbound tourism.		
K-2.	K-2. Define niche tourism.	K-2. Mention different types of niche tourism.	K-2. Describe through examples different types of niche tourism.
	Types of niche tourism: e.g. leisure, medical, education, cultural heritage, dark tourism, sports, religious, business, environmental.		
K-3.	K-3. List the advantages and disadvantages of tourism in Malta.	K-3. Identify ways that can lessen the disadvantages of tourism in general.	K-3. Outline the aspects and benefits of sustainable tourism.
	Tourism in Malta: • Advantages: e.g. financial, employment; • Disadvantages: e.g. strain of crowds on infrastructure, noise pollution, environmental damage.		
	Ways to lessen 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: • 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; • 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' reputation, country's reputation, saving on costs.		
K-4.	K-4. List the main factors that have an impact on the development of tourism.	K-4. Mention examples for factors that have an impact on the development of tourism.	K-4. Describe the factors that tourists will consider when choosing a particular destination in a given scenario.
	Factors that have an impact on tourism: • Economic factors: e.g. collapse or introduction of airlines and tour operators, oil/fuel prices, recession; • Environmental factors: e.g. climate change, natural disasters; • Political factors: e.g. civil unrest, war, terrorism; • Social factors: e.g. language, local food, level of hygiene; • Technological: e.g. self-service check-in, security at the airport, online booking, websites.		

C-1.	C-1. Differentiate between mass tourism and quality tourism.	C-1. Outline the advantages and disadvantages of mass tourism and quality tourism.	C-1. Evaluate the impact of mass tourism and quality tourism.
	Mass tourism: • Advantages: e.g. spending of money, job creation; • Disadvantages: e.g. waste generation, pollution, 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; Quality tourism: • Advantages: e.g. low impact on local culture, not restricted to specific locations, more money spent in the country by fewer visitors; • 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.		
A-1. *	A-1. Present a list of points of interest that attract visitors in a given locality.	A-1. Present a one-day itinerary that includes various points of interest that attract visitors within the given locality.	A-1. Present a justification for the choice of itinerary for the specified type/s of visitors.
	Presentation of points of interest that attract visitors in locality**: • Points of interest: e.g. historical, natural beauty, cultural, archaeological sites, religious sites, place of entertainment, artisan shops, sports-related sites.		
	Presentation of a one-day itinerary including points of interest in locality**: • One-day itinerary: order of places of interest; time allocation for each place of interest; supplementing each place of interest with adequate information.		
	Presentation of justification for choice of itinerary for specified type/s of visitors: • Justification of the **FIVE** selected points of interest in locality**.		

***N.B.** *For assessment purposes, marks for presentation skills should be awarded at all levels based on clear delivery and neat format, abiding to the allocated time slot and inclusion of graphical material.*

** **N.B.** *For assessment purposes, the given locality should be one village/town/city (e.g. Mdina or Valletta or Ħamrun or Għarb) and* **not** *a whole area such as Gozo.*

Subject Focus	Different hospitality businesses and their effect on the economy		
LO 2.	Demonstrate an understanding of the different types of hospitality businesses and the importance of tourism to the Maltese economy.		
K-5.	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.
	Types of hospitality businesses: accommodation; restaurants; bars; pubs; nightclubs; contract food service providers.		
	Types of specific hospitality establishments: - Accommodation: e.g. star-rated hotels, boutique hotels, self-catering accommodation; - Restaurants: e.g. fine-dining restaurants, casual dining restaurants, fast-food restaurants; - Bars: e.g. cocktail lounge, wine bar; - Pubs: e.g. gastro-pub; - Nightclubs: e.g. dance clubs, live music venue; - Contract food service providers of: e.g. school/elderly food service, airline food service, vended meals.		
	Different types of customers: - Accommodation: e.g. leisure travellers, business travellers, domestic tourists; - Restaurants: e.g. diners celebrating a special event, groups of teenagers eating out, a family eating out; - Bars and Pubs: e.g. upmarket customers, customers socializing with friends, employees after a day's work or families with children; - Nightclubs: e.g. customers observing an informal dress code, pre-paid/pre-booked guests, customers whose main aim is to dance; - Contract food service providers: e.g. colleges and universities, homes for the elderly, sports venues.		
K-6.	K-6. List the industries that support hospitality businesses.	K-6. State how different industries support hospitality businesses.	K-6. Describe limitations faced by hospitality businesses when searching for suppliers.
	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 suppliers; variety of choice of products and/or staff; price.		
C-2.	C-2. Categorise two hotels according to their type, 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.
	Different hotels: - Type of hotel: boutique hotel **or** star-rated hotel **or** B&B hotel; - Location: urban **or** rural; - Global span: national **or** international; - Size: small **or** medium **or** large.		
	Types of products and services: e.g. rooms, different types of restaurants, room service, business service, functions, spa and leisure.		

C-3.	C-3. Distinguish between direct and indirect employment within the hospitality industry.	C-3. Describe how direct and indirect employment within the hospitality industry can contribute towards the local economy.	C-3. Discuss the effects of tourism on stakeholders to sustain the hospitality industry in the future.
	Contribution of direct and indirect employment towards local economy: create jobs; tax revenue; income generation; Gross Domestic Product; Economic Multiplier Effect.		
	Effects of hospitality business on stakeholders: • Local citizens: crowds; pollution; income; job opportunities; cultural interaction; • Reinvestment in the private sector e.g. refurbishment, training for employees, product innovation; • Reinvestment in the governmental sector e.g. road infrastructure, services infrastructure, waste management, education and training, alternative energy, business incentives, public transport, restoration.		

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.	K-7. State the role of the different departments in a hospitality business.	K-7. List different job roles within different hospitality departments.	K-7. Describe different job roles within different hospitality departments.
	Departments: Food and Beverage Department; Housekeeping Department; Front Office Department; Sales and Marketing Department; Human Resource Department.		
	Job roles: • Food and Beverage Department: e.g., food and beverage server, commis chef, sous chef, chef de partie, pastry chef, head chef, restaurant manager; • Housekeeping Department: e.g., room attendant, housekeeping supervisor, housekeeper; • Front Office Department: e.g., receptionist, concierge, porter, guest relations officer; • Sales and Marketing Department: e.g., marketing officer, sales executive, events coordinator; • Human Resource Department: e.g., human resources manager, training and development manager.		
C-4.	C-4. Outline useful personal attributes when working in the hospitality industry.	C-4. Describe job skills required to work effectively with customers and colleagues.	C-4. Explain the importance of job skills to work effectively with customers and colleagues.
	Personal attributes: e.g. diplomacy, honesty, initiative, tolerance, self-motivation, leadership, flexibility, good listener, organised.		
	Job skills: communication skills; teamwork skills; problem-solving skills; technological skills.		

A-2.	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.
	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. *N.B.* For assessment purposes, candidates must refer to their **own** personal ambitions.		

Subject Focus	Health and Safety		
LO 4.	Demonstrate an understanding of the importance of Health and Safety within the hospitality industry.		
K-8.	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 in a given scenario.
	Potential hazards: e.g. spillages, electrical cables, obstructed exits, incorrect storage of chemicals, poor working conditions, staff training, misuse of equipment, lack of maintenance, lack of security and inadequate operational Health & Safety, inappropriate waste disposal.		
K-9.	K-9. Match safety sign colours with their purpose.	K-9. Name the given safety signs.	K-9. Identify suitable safety signs for a given scenario.
	Purpose of safety sign colours: • Red signs: prohibition **or** danger **or** firefighting equipment; • Yellow signs: warning; • Blue signs: mandatory; • Green signs: no danger **or** emergency escape **or** first aid.		
	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.		

K-10.	K-10. Match the main classes of fire with their type.	K-10. Identify the proper fire extinguisher for different classes of fire.	K-10. Describe the basic First Aid procedure to adopt for a specific injury.
	Classes of Fire: • Class A – Fires with trash, wood, paper or other combustible materials as the fuel source; • Class B – Fires with flammable or combustible liquids as the fuel source; • Class C – Fires involving gases; • Class D – Fires involving combustible metals; • Class E – Fires involving electrical equipment; • Class F – Fires involving cooking oils.		
	Fire extinguishers for the different classes of fire: e.g. water extinguisher, foam extinguisher, powder extinguisher, CO_2 extinguisher, dry chemical extinguisher, wet chemical extinguisher, fire blanket.		
	First Aid procedures for: e.g. falls, burns, cuts, fractures, choking, drowning accidents, electric shock. **N.B.** *For assessment purposes, each procedure should cover* **FOUR** *steps.*		

C-5.	C-5. Outline the responsibility of different individuals in a given emergency.	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.
	Individuals: duty manager; floor supervisor; Health and Safety officer; First Aider.		
	Procedures: assessing the situation; seeing to the casualty; calling for help; managing the environment.		

A-3.	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.
	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 & Safety, waste disposal.		
	Basic risk assessment: identify who can be affected based on the hazards and risks already recorded at Level 1 and Level 2; estimate the level of risk; identify remedial action; signature and date.		

Learning Outcomes and Assessment Criteria

Subject Focus:	Hospitality, travel and tourism
Learning Outcome 1:	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 (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-1. Define Hospitality and Tourism.	K-1. Outline different types of tourism.	K-1. Identify different types of tourism in given case scenarios.	C-1. Differentiate between mass tourism and quality tourism.	C-1. Outline the advantages and disadvantages of mass tourism and quality tourism.	C-1. Evaluate the impact of mass tourism and quality tourism.	A-1. Present a list of points of interest that attract visitors in a given locality.	A-1. Present a one-day itinerary that includes various points of interest that attract visitors within the given locality.	A-1. Present a justification for the choice of itinerary for the specified type/s of visitors.
K-2. Define niche tourism.	K-2. Mention different types of niche tourism.	K-2. Describe through examples different types of niche tourism.						
K-3. List the advantages and disadvantages of tourism in Malta.	K-3. Identify ways that can lessen the disadvantages of tourism in general.	K-3. Outline the aspects and benefits of sustainable tourism.						
K-4. List the main factors that have an impact on the development of tourism.	K-4. Mention examples for factors that have an impact on the development of tourism.	K-4. Describe the factors that tourists will consider when choosing a particular destination in a given scenario.						

Subject Focus:	Different hospitality businesses and their effect on the economy
Learning Outcome 2:	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 (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 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 type, 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.			
K-6. List the industries that support hospitality businesses.	K-6. State how different industries support hospitality businesses.	K-6. Describe limitations faced by hospitality businesses when searching for suppliers.	C-3. Distinguish between direct and indirect employment within the hospitality industry.	C-3. Describe how direct and indirect employment within the hospitality industry can contribute towards the local economy.	C-3. Discuss the effects of tourism on stakeholders to sustain the hospitality industry in the future.			

Subject Focus:	Job roles within the hospitality industry
Learning Outcome 3:	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 (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-7. State the role of the different departments in a hospitality business.	K-7. List different job roles within different hospitality departments.	K-7. Describe different job roles within different hospitality departments.	C-4. Outline useful personal attributes when working in the hospitality industry.	C-4. Describe job skills required to work effectively with customers and colleagues.	C-4. Explain the importance of job skills to work effectively with customers and colleagues.	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.

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

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 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 in a given scenario.	C-5. Outline the responsibility of different individuals in a given emergency.	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.
K-9. Match safety sign colours with their purpose.	K-9. Name the given safety signs.	K-9. Identify suitable safety signs for a given scenario.						
K-10. Match the main classes of fire with their type.	K-10. Identify the proper fire extinguisher for different classes of fire.	K-10. Describe the basic First Aid procedure to adopt for a specific injury.						

Unit 2: The World of Food

Unit Description

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.

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.

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.

Learning Outcomes

At the end of the unit, I can:

LO 5. Recognise ways to prevent food poisoning and contamination.

LO 6. Demonstrate an understanding of basic nutrition and different diets.

LO 7. Show basic culinary skills in food preparation.

LO 8. Demonstrate knowledge on the basic principles of Mediterranean cuisine.

LO 9. Demonstrate basic baking techniques within the pastry department.

Assessment Criteria and Content

Subject Focus	Food hygiene and contamination		
LO 5.	Recognise ways to prevent food poisoning and contamination.		
K-11.	K-11. Name proper hygiene practices.	K-11. State causes of food poisoning.	K-11. Describe ways of preventing food poisoning.
	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-12.	K-12. Categorise contaminants into physical, chemical and biological.	K-12. Outline physical, chemical, biological and cross contamination.	K-12. Describe the importance of correct cleaning procedures to avoid contamination.
	Contaminants: • Physical contaminants: e.g. equipment, the human body, food handler's clothing, cloths, packaging, pests. • Chemical contaminants: e.g. pesticides, fertilizers, cleaning chemicals, transport, non-safe plastics. • Biological contaminants: e.g. bacteria and viruses, parasites, moulds, yeast, air pollution, raw food storage, waste control.		
	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 6.	Demonstrate an understanding of the basic nutrition and different diets.		
K-13.	K-13. Match the correct proportions of energy intake to macro-nutrients.	K-13. List the sources of different nutrients.	K-13. Outline the main function of the nutrients.
	Energy intake: • Correct proportions: Carbohydrates – 55%; Protein – 15%; Fats – 30% or less; • Correct Calorific value: Carbohydrates per gram – 4kcal; Protein per gram – 4kcal; Fats per gram – 9kcal. *N.B. For assessment purposes, either the correct proportions or the calorific value are to be assessed.*		
	Sources: • Carbohydrates: e.g. cereals, starchy vegetables, cereal products; • Proteins: e.g. meat, poultry, eggs, nuts, legumes; • Fats: e.g. butter, oils, fatty meats; • Vitamins: e.g. fruits, vegetables, dairy products; • Minerals: e.g. vegetables, fruits, red meat.		
	Main function: • Carbohydrates: provides the body with energy; • Proteins: for maintenance and repair of body tissues; • Fats: protection of organs and provision of energy; • Vitamins: for protection from infections and diseases; • Minerals: for healthy growth of body organs.		
C-6.	C-6. Describe different dietary requirements.	C-6. Explain the implications of having menus which cater for different dietary requirements.	C-6. Customise a given recipe in relation to different dietary requirements.
	Dietary requirements: e.g. vegetarian, Kosher, Halal, diabetes, lactose intolerance, coeliac, food allergies. *N.B. Vegetarian includes lacto-vegetarian, ovo-vegetarian, lacto-ovo-vegetarian, pescatarian, vegan, fruitarian and flexitarian.*		
	Implications of menus catering for different dietary requirements: needs in food preparation; effect on profit; more variety for people to choose from; informed staff. *N.B. It is highly recommended that reference should be made to Regulation (EU) No. 1169/2011 (Food Information Regulation).*		
	Recipe customisation: ingredient restrictions and their replacement.		

Subject Focus	Culinary skills		
LO 7.	Show basic culinary skills in food preparation.		
K-14.	K-14. Classify different cooking methods into dry cooking, moist cooking and frying.	K-14. List a food item for different cooking methods.	K-14. Outline different cooking methods.
	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.		
K-15.	K-15. Match equipment to their respective category.	K-15. State the use of different food preparation equipment.	K-15. Outline different aspects to be considered when selecting equipment for the preparation and cooking of different meals.
	• Food storage Equipment: e.g. Fridge, freezer, storage containers; • Food preparation Equipment: e.g. combi oven, microwave, food mixer, food processor, can opener (Bonzer type), grills, Bratt pan, cooker, fryers, salamander, Bain Marie, rotary toaster, pots and pans, baking/roasting dishes, chopping boards, measuring equipment, weighing equipment, ceramic charcoal barbeque, tandoori, sous vide, pizza oven, Chinese wok and blending stick, knives; • Serving Equipment: e.g. tongs, chafing dishes.		
	Different aspects considered when selecting equipment: e.g. depth of equipment, size of equipment, material of equipment, time available, cooking method, number of covers.		
C-7.	C-7. Identify the correct knife to be used for different food preparation.	C-7. Explain the importance of correct upkeep, handling and storing of knives in food preparation.	C-7. Explain the different cuts used in food preparation.
	Knives: e.g. chef's knife, paring knife, serrated knife, boning knife, carving knife, cleaver, filleting knife, office knife, palette knife.		
	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.		
	Cuts using knives and blades: e.g. Julienne, Chiffonade, Jardinière, Brunoise, Macédoine, Paysanne.		
A-4.	A-4. Demonstrate the correct preparation required when making a sauce-based meal.	A-4. Demonstrate proper techniques in preparing a mother sauce.	A-4. Use a mother sauce when preparing and plating a pasta dish.
	Preparation *(mise en place)*: 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. ***N.B.** *For assessment purposes, the following types of mother-sauces should be considered: Béchamel* **or** *Velouté* **or** *classic tomato sauce.*		
	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 8.	Demonstrate knowledge on the basic principles of Mediterranean cuisine.		
K-16.	K-16. Categorise food commodities into perishable, and non-perishable.	K-16. List different types of food commodities.	K-16. Outline through an example how food commodities can be used in food preparation.
	Food commodities: dairy; meat, poultry; eggs; fish; fruits and vegetables; cereals; fats and oils; herbs and spices; salt; sugar and honey; processed foods.		
K-17.	K-17. List considerations to be taken when purchasing different fresh food commodities.	K-17. Outline labelling techniques when storing food commodities.	K-17. Describe ways of storing different food commodities to retain freshness.
	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-18.	K-18. Identify food items that can be reworked.	K-18. State how each food item can be reworked.	K-18. Outline considerations to be taken during the rework process.
	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-8.	C-8. Identify food commodities used in Mediterranean cuisine.	C-8. Describe the uses and benefits of herbs and spices in Mediterranean cuisine.	C-8. Discuss the different components which influenced the Mediterranean cuisine.
	Food commodities used in Mediterranean cuisine: fish; white meat; poultry; fresh fruits; vegetables; herbs; whole grains; seeds and nuts; honey; oils; dairy products.		
	Herbs and spices: • Uses: improve flavour; addition of colour; • Benefits: health benefits; availability in fresh or dry state.		
	Influential components: different regions and countries in the Mediterranean; introduction of non-Mediterranean cuisines in Mediterranean countries; customers' general demands; beliefs.		
C-9.	C-9. Outline food presentation and plating techniques.	C-9. Describe the quality checks to consider when plating dishes.	C-9. Suggest ways of improving the quality of meals.
	Presentation and plating techniques: e.g. adding height, contrasting colours, serving in odd numbers, use of sauce, using different garnishes.		
	Quality checks when plating dishes: temperature of food; temperature of plate; garnishes; clean presentation.		
	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-5.	A-5. Develop a menu that includes traditional Mediterranean dishes in line with current trends.	A-5. Demonstrate appropriate preparation and cooking of a main course Mediterranean meal.	A-5. Finish a main course meal using the appropriate plating techniques.
	Mediterranean menu: • Menu composition: two starter choices **and** two main course choices; • Proper menu writing: listing ingredients; presentable and informative layout; • Current trends: e.g. health and dietary needs, modern twist to dishes, variety of choice.		
	Preparation and cooking of a main course Mediterranean meal: • Preparation (mise en place): self-preparation; preparation of ingredients; preparation of equipment; cleaning of working area; • Cooking: correct cooking method used; correct cooking procedures;		
	Finishing a main course meal using the appropriate plating techniques: plating in odd numbers; adding height; contrasting colours; inclusion of sauce/dressing*; use of garnishes. * **N.B.** *For assessment purposes, no marks shall be awarded for the preparation of sauces/dressings, but only their inclusion in plating will be considered.*		

Subject Focus	Preparation of desserts		
LO 9.	Demonstrate basic baking techniques within the pastry department.		
K-19.	K-19. Match desserts to the different categories.	K-19. State specific properties when constructing desserts.	K-19. Describe the importance of specific properties in desserts.
	Categories of desserts: e.g. custards, puddings, frozen desserts, cakes, pastries, tarts, cookies, chocolate, 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-20.	K-20. List different types of garnishes which can be used in desserts.	K-20. State possible flaws when using garnishing in desserts.	K-20. Outline considerations to be taken when choosing complementary dessert garnishes.
	Types of garnishes: e.g. fresh mint leaves, powdered sugar, chocolate piping, fruit, chocolate, 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.		

C-10.	C-10. Describe the different cake making techniques.	C-10. Explain the properties of the main ingredients used in cake making.	C-10. Explain possible faults of baked cakes.
	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.		
A-6.	A-6. Prepare garnishing for a dessert.	A-6. Demonstrate skills in preparing and plating of a dessert.	A-6. Modify a dessert to cater for different diets and conditions.
	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.		
	Modification of a dessert: • Different types of diets and conditions: e.g. cater for vegans, cater for people with diabetes, cater for allergic consumers; • Modifications: suitable substitution of ingredients in line with the original recipe; consideration of substituted ingredients properties during processing.		

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

Subject Focus:	Food hygiene and contamination
Learning Outcome 5:	Recognise ways to prevent food poisoning and contamination.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-11. Name proper hygiene practices.	K-11. State causes of food poisoning.	K-11. Describe ways of preventing food poisoning.						
K-12. Categorise contaminants into physical, chemical and biological.	K-12. Outline physical, chemical, biological and cross contamination.	K-12. Describe the importance of correct cleaning procedures to avoid contamination.						

Subject Focus:	Basic nutrition and diets
Learning Outcome 6:	Demonstrate an understanding of basic nutrition and different diets.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-13. Match the correct proportions of energy intake to macro-nutrients.	K-13. List the sources of different nutrients.	K-13. Outline the main function of the nutrients.	C-6. Describe different dietary requirements.	C-6. Explain the implications of having menus which cater for different diets and conditions.	C-6. Customise a given recipe in relation to different dietary requirements.			

Subject Focus:	Culinary skills
Learning Outcome 7:	Show basic culinary skills in food preparation.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-14. Classify different cooking methods into dry cooking, moist cooking and frying.	K-14. List a food item for different cooking methods.	K-14. Outline different cooking methods.	C-7. Identify the correct knife to be used for different food preparation.	C-7. Explain the importance of correct upkeep, handling and storing of knives in food preparation.	C-7. Explain the different cuts used in food preparation.	A-4. Demonstrate the correct preparation required when making a sauce-based meal.	A-4. Demonstrate proper techniques in preparing a mother sauce.	A-4. Use a mother sauce when preparing and plating a pasta dish.
K-15. Match equipment to their respective category.	K-15. State the use of different food preparation equipment.	K-15. Outline different aspects to be considered when selecting equipment for the preparation and cooking of different meals.						

Subject Focus:	Mediterranean cuisine
Learning Outcome 8:	Demonstrate knowledge on the basic principles of Mediterranean cuisine.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-16. Categorise food commodities into perishable, and non-perishable.	K-16. List different types of food commodities.	K-16. Outline through an example how food commodities can be used in food preparation.	C-8. Identify food commodities used in Mediterranean cuisine.	C-8. Describe the uses and benefits of herbs and spices in Mediterranean cuisine.	C-8. Discuss the different components which influenced the Mediterranean cuisine.	A-5. Develop a menu that includes traditional Mediterranean dishes in line with current trends.	A-5. Demonstrate appropriate preparation and cooking of a main course Mediterranean meal.	A-5. Finish a main course meal using the appropriate plating techniques.
K-17. List considerations to be taken when purchasing different fresh food commodities.	K-17. Outline labelling techniques when storing food commodities.	K-17. Describe ways of storing different food commodities to retain freshness.	C-9. Outline food presentation and plating techniques.	C-9. Describe the quality checks to consider when plating dishes.	C-9. Suggest ways of improving the quality of meals.			
K-18. Identify food items that can be reworked.	K-18. State how each food item can be reworked.	K-18. Outline considerations to be taken during the rework process.						

Subject Focus:	Preparation of desserts
Learning Outcome 9:	Demonstrate basic baking techniques within the pastry department.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-19. Match desserts to the different categories.	K-19. State specific properties when constructing desserts.	K-19. Describe the importance of specific properties in desserts.	C-10. Describe the different cake making techniques.	C-10. Explain the properties of the main ingredients used in cake making.	C-10. Explain possible faults of baked cakes.	A-6. Prepare garnishing for a dessert.	A-6. Demonstrate skills in preparing and plating of a dessert.	A-6. Modify a dessert to cater for different diets and conditions.
K-20. List different types of garnishes which can be used in desserts.	K-20. State possible flaws when using garnishing in desserts.	K-20. Outline considerations to be taken when choosing complementary dessert garnishes.						

Unit 3: Hospitality Operations

Unit Description

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.

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.

Housekeeping is an integral part of many hospitality businesses. Therefore, candidates will delve into cleaning and related safety aspects, while meeting different customer requests.

Learning Outcomes

At the end of the unit, I can:

LO 10. Serve customers in the correct manner.

LO 11. Demonstrate knowledge of different non-alcoholic beverages.

LO 12. Communicate effectively with different types of customers.

LO 13. Show an understanding of the different functions and responsibilities of the Rooms Division Department.

Assessment Criteria and Content

Subject Focus	Food and Beverage service		
LO 10.	Serve customers in the correct manner.		
K-21.	K-21. List the different types of menus.	K-21. Outline different types of menus.	K-21. Describe the attributes of a menu.
	Types of menus: e.g. table d'hôte, à la carte, fixed price menu, carte du jour, cycle menu, beverage menu, wine list.		
	Menu attributes: variety of dishes in the menu; list of ingredients in the menu; pricing of the menu; layout of the menu.		
K-22.	K-22. Name different types of linen used in a restaurant.	K-22. Outline the use of different types of linen in a restaurant.	K-22. List the advantages and disadvantages of using re-usable and non-reusable linen.
	Types of linen used in restaurants: e.g. tablecloth, slip cloth, napkin, waiters' cloth, glass cloth, tea towel, banquet cloth, table runner.		

	Advantage and disadvantages of linen:
	• Re-usable linen:
	   o Advantages of using reusable linen: e.g. less waste generation, elegant, good absorbent material;
	   o Disadvantages of using reusable linen: e.g. excessive use of water and chemicals during washing, could be stained easily, limitations regarding restaurant décor;
	• Non-reusable linen:
	   o Advantages of non-reusable linens: e.g. easy to clear up, easy to find, cheap to buy (short-term), saves time (washing, preparation);
	   o Disadvantages of non-reusable: e.g. waste generation, single use since they get wet/ thorn, may only be suitable for casual dining.		

K-23.	K-23. Indicate the expected customer experience within different Food and Beverage outlets in a given scenario.	K-23. List aspects that can improve the customers' experience in the Food and Beverage sector.	K-23. Outline the aspects that can improve the customers' experience in the Food and Beverage sector.
	Different customer experience linked to different types of Food and Beverage outlets: • Cafeterias: e.g. noisy, limited selection of snacks, served in few minutes; • Fast-food outlets: e.g. noisy, served in few minutes, specialises in a small number of food; • Fine dining restaurants: e.g. relaxing atmosphere, formal type of service, good quality but small food portions; • Casual dining: e.g. informal service, does not take very long to be served, louder background music.		
	Aspects which improve the experience of customers in the Food and Beverage sector: privacy; communication; waiting time; clearing of table; interaction with guests.		

C-11.	C-11. Differentiate service styles used within the Food and Beverage sector.	C-11. Describe the different procedures that servers have to consider when serving customers.	C-11. Justify the importance of service procedures when serving customers.
	Different styles of service: e.g. table service (including silver service, plated, French and gueridon), family service, buffet service, stand-up receptions.		
	Procedures when serving customers: greet customers; use of respectful titles; don't interrupt guests; be knowledgeable of the menu; attentiveness.		

A-7.	A-7. Select the correct linen, crockery and tableware required for an à la carte menu.	A-7. Demonstrate the proper way of laying a table catering, for an à la carte menu.	A-7. Demonstrate the sequence of service when catering for an à la carte menu.
	Different types of linen, crockery and tableware: • Linen: table cloth, slip cloth, napkin, waiter's cloth; • Tableware: joint fork, joint knife, side knife, side fork, soup spoon, sweet/dessert fork, sweet/dessert spoon, butter knife, fish fork, fish knife; • Crockery: show plate, soup plate, side plate, sweet plate, fish plate, joint plate, pint or half pint beer glass, champagne flute, Paris goblet, red and white wine glasses, water glass, slim Jim, brandy balloon, Martini glass. ***N.B.** Although the content covers various linen, crockery and tableware, for assessment purposes the students are expected to demonstrate an à la carte menu setup.*		
	Proper way of laying an à la carte menu set-up: • Placing linen correctly; • Napkin folding: bird of paradise **or** fan **or** clown's hat; • Correct placing of plates, glasses and cutlery.		
	The service sequence to be followed: 1. Greet, seat and present menu/s; 2. Take beverage order and serve; 3. Take food order; 4. Adjust cutlery according to the order of the guest; 5. Serve main course, condiments and accompaniments; 6. Clear the main course, unused cutlery, side plates, cruets and accompaniments; 7. Present dessert menu and take order for dessert and coffee; 8. Add sweet cover and serve; 9. Clear the dessert plates and coffee cups; 10. Present bill, collect payment and usher guests on their way out.		

Subject Focus	Serving beverages		
LO 11.	Demonstrate knowledge of different non-alcoholic beverages.		
K-24.	K-24. List different types of non-alcoholic beverages.	K-24. Outline considerations when preparing and serving mocktails.	K-24. Describe the process used to prepare mocktails.
	Types of non-alcoholic beverages: • Water; • Juices; • Squashes; • Soft drinks; • Non-alcoholic cocktails: After Eight **or** Passion **or** Sunset.		
	Considerations taken when preparing mocktails: glasses used for mocktails; accompanying garnish; method of preparation (such as built-in, shaken, stirred, blended); temperature of serving.		
	Process to prepare mocktails: preparation of glass, preparation of ingredients, method of preparation, garnish.		
K-25.	K-25. Distinguish between different types of hot beverages.	K-25. State the factors that need to be considered when preparing and serving hot beverages.	K-25. Describe the possible flaws that can occur during the preparation of hot beverages.
	Different types of hot beverages: • Types of tea: tea **vs** tisanes; • Types of coffee: espresso **vs** espresso lungo; cappuccino **vs** caffè latte.		
	Factors that need to be considered when preparing and serving hot beverages: correct cups; temperature of water and milk; 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 12.	Communicate effectively with different types of customers.		
K-26.	K-26. State the purpose of the Front Office department.	K-26. Outline customer care practices witnessed within the Front Office department.	K-26. Describe benefits of good customer care in the Front Office department to the business and the staff.
	Purpose of the Front Office department: giving appropriate first impression; encourage upselling opportunities; inform guests' needs to other departments; ensure that guests are happy with their stay.		
	Customer care practices at the Front Office department: fulfilling customer expectations; dealing with problems; ensuring reachability; providing response.		
	Benefits of good customer care: • To the business: retaining customers; word of mouth; profitability; trust; • To the staff: job satisfaction; motivation. • To the customer: loyalty.		
C-12.	C-12. Distinguish between internal and external customers.	C-12. Identify different customers requiring special assistance in a given scenario.	C-12. Discuss ways of dealing with customers requiring special assistance.
	Internal and external customers: • Internal customers: e.g. employees, service providers, shareholders; • External customers: e.g. clients.		
	Different customers requiring special assistance: people with disability; elderly; mobility-restricted; guests with young children; people following special diets; people with language barriers.		
	Dealing with customers requiring special assistance: accessibility; knowledge; facilities; product availability.		
C-13.	C-13. Identify the touristic services hotel front office employees need to know when dealing with customer queries.	C-13. Describe touristic services hotel front office employees need to know when dealing with customer queries.	C-13. Explain why it is important for hotel front office employees to know about the hotel services and its surrounding environment.
	Touristic services front office employees need to know: • By the hotel: e.g. dining options, transportation services, concierge services, event and meeting facilities, accessibility services, recreational amenities; • The surrounding environment: e.g. local attractions, external dining options, shopping facilities, transportation services, emergency services, banks, currency exchange services.		
	The importance of knowing about the hotel services offered and its surrounding environment: e.g. give advice on specific products or services, answer questions, suggest alternative or complementary products or services, increase sales, checking availability, bookings, cancellations, payments, handling complaints, enhance the guest experience by acting as a reliable source of local information.		

A-8.	A-8. Write a C.V. and cover letter required to apply for a specific job within the hospitality industry.	A-8. Carry out research on the prospective company of employment.	A-8. Demonstrate appropriate behaviour when attending for an interview.
	Documents: C.V.; cover letter.		
	Researching on the prospective company of employment: history; number of rooms; types of rooms available; number and name of restaurants; number and name of bars; other services offered. *N.B. For assessment purposes, the research carried out should be reflected in the answers provided during the interview.*		
	Behaviour in an interview: • Practices employed upon arriving and meeting the interviewer: correct way of addressing the interviewer; adequate attire; • Do's and don'ts during the interview: posture; eye contact; gestures; presentation of relevant documents; • Communicating knowledge: clarity of language; formality; • Dealing with different working situations presented by interviewer: complaints; working long hours; lack of team work; working under pressure.		
A-9.	A-9. Demonstrate appropriate telephone skills.	A-9. Demonstrate telephone skills whilst imparting details of the hospitality business and the surrounding environment.	A-9. Handle a difficult customer when answering a telephone call.
	General telephone skills: communication 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 13.	Show an understanding of the different functions and responsibilities of the Rooms Division department.		
K-27.	K-27. Name different employee roles within the Housekeeping department.	K-27. Outline the responsibilities of different Housekeeping employees.	K-27. Explain regular procedures that Housekeeping employees must follow as per daily routine.
	Employee roles within the housekeeping department: housekeeper; room attendant; laundry attendant; gardener/florist.		
	Responsibilities of Housekeeping employees: • Housekeeper: e.g. working schedules, filing of reports, maintenance, staff recruitment **OR** • Room attendant: e.g. cleaning of rooms, cleaning of floors, compiling of cleaning forms **OR** • Laundry attendant: e.g. washing of guests' laundry/staff uniforms, sending linen for cleaning, stock-taking of linen **OR** • Gardener/Florist: e.g. watering of plants, planting of flowers/trees, hotel decorations.		
	Regular procedures of housekeeping employees: check roster; prepare the tools/housekeeping trolley; upkeep allocated rooms/areas; fill in checklist.		
K-28.	K-28. List different types of rooms found within a hotel setting.	K-28. State specific facilities found in a hotel room that meet different customer needs.	K-28. Outline the tasks that should be included in a checklist that is to be followed by the room attendant when cleaning an occupied room.
	Types of rooms in a hotel setting: 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: change bed linen; lay bed; 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; clean bins; mop bathroom floor; arrange guest belongings; arrange curtains; vacuum-clean carpets; mop floor tiles.		

Learning Outcomes and Assessment Criteria

Subject Focus:	Food and beverage service
Learning Outcome 10:	Serve customers in the correct manner.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-21. List the different types of menus.	K-21. Outline different types of menus.	K-21. Describe the attributes of a menu.	C-11. Differentiate service styles used within the Food and Beverage sector.	C-11. Describe the different procedures that servers have to consider when serving customers.	C-11. Justify the importance of service procedures when serving customers.	A-7. Select the correct linen, crockery and tableware required for an à la carte menu.	A-7. Demonstrate the proper way of table catering, for an à la carte menu.	A-7. Demonstrate the sequence of service when catering for an à la carte menu.
K-22. Name different types of linen used in a restaurant.	K-22. Outline the use of different types of linen in a restaurant.	K-22. List the advantages and disadvantages of using re-usable and non-reusable linen.						
K-23. Indicate the expected customer experience within different Food and Beverage outlets in a given scenario.	K-23. List aspects that can improve the customers' experience in the Food and Beverage sector.	K-23. Outline the aspects that can improve the customers' experience in the Food and Beverage sector.						

Subject Focus:	Serving beverages
Learning Outcome 11:	Demonstrate knowledge of different non-alcoholic beverages.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-24. List different types of non-alcoholic drinks.	K-24. Outline considerations when preparing and serving mocktails.	K-24. Describe the process used to prepare mocktails.						
K-25. Distinguish between different types of hot beverages.	K-25. State the factors that need to considered when preparing and serving hot beverages.	K-25. Describe the possible flaws that can occur during the preparation of hot beverages.						

Subject Focus:	Communication and customer care within the Front Office department
Learning Outcome 12:	Communicate effectively with different types of customers.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-26. State the purpose of the Front Office department.	K-26. Outline customer care practices witnessed within the Front Office department.	K-26. Describe benefits of good customer care practices in the Front Office department to the business and the staff.	C-12. Distinguish between internal and external customers.	C-12. Identify different customers requiring special assistance in a given scenario.	C-12. Discuss ways of dealing with customers requiring special assistance.	A-8. Write a C.V. and a cover letter required to apply for a specific job within the hospitality industry.	A-8. Carry out research on the prospective company of employment.	A-8. Demonstrate appropriate behaviour when attending for an interview.
			C-13. Identify the touristic services hotel front office employees need to know when dealing with customer queries.	C-13. Describe touristic services front office employees need to know when dealing with customer queries.	C-13. Explain why it is important for front office employees to know about the hotel services and its surrounding environment.	A-9. Demonstrate appropriate telephone skills.	A-9. Demonstrate telephone skills whilst imparting details of the hospitality business and the surrounding environment.	A-9. Handle a difficult customer when answering a telephone call.

Subject Focus:	Room Divisions
Learning Outcome 13:	Show an understanding of the different functions and responsibilities of the Rooms Division department.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-27. Name different employee roles within the Housekeeping department.	K-27. Outline the responsibilities of different Housekeeping employees.	K-27. Explain regular procedures that Housekeeping employees must follow as per daily routine.						
K-28. List different types of rooms found within a hotel setting.	K-28. State specific facilities found in a hotel room that meet different customer needs.	K-28. Outline the tasks that should be included in a checklist that is to be followed by the room attendant when cleaning an occupied room.						

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.

Appendix 2 – Portfolio Marking Schemes

PART 1 – BASED ON ANY TWO APPLICATION CRITERIA FROM UNIT 1				Criterion 1 Marks	Criterion 2 Marks	Total Marks
Overview of Application Process	**1 – 3 marks** Steps required as part of the overall process to complete the whole criterion are provided – without any details or elaboration – but most are missing, incorrect, or not necessarily in logical order.	**4 – 6 marks** The main steps required as part of the overall process to complete the whole criterion are provided – including some detail or elaboration – but some are missing, incorrect, or not necessarily in logical order.	**7 – 10 marks** Most of, or all, the main steps required as part of the overall process to complete the whole criterion are correctly provided – including necessary details or elaboration – and in a logical order.	/10	/10	/20
Supporting Evidence	**1 – 2 marks** The submitted photo evidence only shows the final work or artifact. Linking to supporting evidence does not exist or is inconsistent.	**3 – 4 marks** The submitted photo evidence shows some steps and the final work or artifact. Linking to supporting evidence is overall consistent.	**5 – 7 marks** The submitted photo evidence shows most of, or all, the main steps and the final work or artifact, using proper captions. Linking to supporting evidence is consistent throughout.	/7	/7	/14
Overview of Skills	**1 – 3 marks** Underlying skills employed to complete the criterion are provided – without any details or elaboration – but most are missing or incorrect.	**4 – 6 marks** The main underlying skills employed to complete the criterion are provided – including some details or elaboration – but some are missing or incorrect.	**7 – 10 marks** Most of, or all, the main underlying skills employed to complete the criterion are correctly provided – including necessary details or elaboration.	/10	/10	/20
Presentation	**1 mark** The material submitted for this part of the Portfolio generally follows the template, but the overall presentation is poor and/or inconsistent.	**2 – 3 marks** The material submitted for this part of the Portfolio follows the template, and the overall presentation is good and consistent.	**4 – 6 marks** The material submitted for this part of the Portfolio follows the template, and the presentation is excellent and consistent throughout. A proper Table of Contents is also included.			/6
TOTAL PART 1 MARK						/60

PART 2 – BASED ON ANY TWO APPLICATION CRITERIA FROM UNIT 2				Criterion 1 Marks	Criterion 2 Marks	Total Marks
Overview of Application Process	**1 – 3 marks** Steps required as part of the overall process to complete the whole criterion are provided – without any details or elaboration – but most are missing, incorrect, or not necessarily in logical order.	**4 – 6 marks** The main steps required as part of the overall process to complete the whole criterion are provided – including some detail or elaboration – but some are missing, incorrect, or not necessarily in logical order.	**7 – 10 marks** Most of, or all, the main steps required as part of the overall process to complete the whole criterion are correctly provided – including necessary details or elaboration – and in a logical order.	/10	/10	/20
Supporting Evidence	**1 – 2 marks** The submitted photo evidence only shows the final work or artifact. Linking to supporting evidence does not exist or is inconsistent.	**3 – 4 marks** The submitted photo evidence shows some steps and the final work or artifact. Linking to supporting evidence is overall consistent.	**5 – 7 marks** The submitted photo evidence shows most of, or all, the main steps and the final work or artifact, using proper captions. Linking to supporting evidence is consistent throughout.	/7	/7	/14
Overview of Skills	**1 – 3 marks** Underlying skills employed to complete the criterion are provided – without any details or elaboration – but most are missing or incorrect.	**4 – 6 marks** The main underlying skills employed to complete the criterion are provided – including some details or elaboration – but some are missing or incorrect.	**7 – 10 marks** Most of, or all, the main underlying skills employed to complete the criterion are correctly provided – including necessary details or elaboration.	/10	/10	/20
Presentation	**1 mark** The material submitted for this part of the Portfolio generally follows the template, but the overall presentation is poor and/or inconsistent.	**2 – 3 marks** The material submitted for this part of the Portfolio follows the template, and the overall presentation is good and consistent.	**4 – 6 marks** The material submitted for this part of the Portfolio follows the template, and the presentation is excellent and consistent throughout. A proper Table of Contents is also included.			/6
TOTAL PART 2 MARK						**/60**

PART 3 – BASED ON ONE UNIT 3 APPLICATION CRITERION AND SELF-EVALUATION				Total Marks
Overview of Application Process	**1 – 3 marks** Steps required as part of the overall process to complete the whole criterion are provided – without any details or elaboration – but most are missing, incorrect, or not necessarily in logical order.	**4 – 6 marks** The main steps required as part of the overall process to complete the whole criterion are provided – including some detail or elaboration – but some are missing, incorrect, or not necessarily in logical order.	**7 – 10 marks** Most of, or all, the main steps required as part of the overall process to complete the whole criterion are correctly provided – including necessary details or elaboration – and in a logical order.	/10
Supporting Evidence	**1 – 2 marks** The submitted photo evidence only shows the final work or artifact. Linking to supporting evidence does not exist or is inconsistent.	**3 – 4 marks** The submitted photo evidence shows some steps and the final work or artifact. Linking to supporting evidence is overall consistent.	**5 – 7 marks** The submitted photo evidence shows most of, or all, the main steps and the final work or artifact, using proper captions. Linking to supporting evidence is consistent throughout.	/7
Overview of Skills	**1 – 3 marks** Underlying skills employed to complete the criterion are provided – without any details or elaboration – but most are missing or incorrect.	**4 – 6 marks** The main underlying skills employed to complete the criterion are provided – including some details or elaboration – but some are missing or incorrect.	**7 – 10 marks** Most of, or all, the main underlying skills employed to complete the criterion are correctly provided – including necessary details or elaboration.	/10
Self-Evaluation	**1 – 8 marks** One soft and one technical skill gained throughout the subject are evaluated in relation to personal growth or future employment in industry. The arguments linking the skills gained with their contribution towards personal growth or future employment are generic or weak.	**9 – 16 marks** Various soft and technical skills gained throughout the subject are evaluated in relation to personal growth and future employment in industry. The arguments linking the skills gained with their contribution towards personal growth and future employment are valid, but some are not properly developed.	**17 – 27 marks** Various soft and technical skills gained throughout the subject are evaluated in relation to personal growth and future employment in industry. Most of, or all the arguments linking the skills gained with their contribution towards personal growth and future employment are properly developed.	/27
Presentation	**1 mark** The material submitted for this part of the Portfolio generally follows the template, but the overall presentation is poor and/or inconsistent.	**2 – 3 marks** The material submitted for this part of the Portfolio follows the template, and the overall presentation is good and consistent.	**4 – 6 marks** The material submitted for this part of the Portfolio follows the template, and the presentation is excellent and consistent throughout. A proper Table of Contents is also included.	/6
TOTAL PART 3 MARK				**/60**