

SEC (2020)

Hospitality

SEC 38

***SYLLABUS / LEARNING AND ASSESSMENT PROGRAMME***

**SEC38 Hospitality  
Syllabus Addendum**

*Mitigating factors for 2020 MATSEC Examinations Session*

Changes in Subject Content	Content in Unit 3 has been reduced to what was covered in Assignment 1. Remaining content is not expected to be delivered.
Changes in Coursework	Unit 3 Assignment 2 will not be carried out. Marks for this component will be prorated at the end of the programme based on the performance in the other assessments of the qualification.
Changes in Exam Paper(s)	The Unit 3 Controlled assessment will not be carried out. Marks for Unit 3 Controlled assessment will be prorated at the end of the programme based on the performance in the other assessments of the qualification.

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## 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 into two parts, namely

Part A: General Policies

Part B: Unit Specifications

In Part A, the overall aim and objectives of the programme are explained. Important terms that will be used in the LAP (Learning and Assessment Programme) will be defined. Additionally, policies, guidelines and strategies related to assessment practices are documented in this section. Quality Assurance processes and procedures are also documented in Part A of this document.

In Part B, the detailed specification of the three units that are to be implemented are provided for each unit. The learning outcomes, together with a brief description of the unit are also stipulated. The assessment criteria for each unit, together with assessment methods that are to be applied, are presented in this part of the document.

In order to ensure effective implementation of the programme, important standards and quality assurance processes and procedures have to be adopted. Standard templates will be provided in a separate document and will be structured as presented in the table provided overleaf.

Reference	Template
A	Assignment Brief Front Sheet
A	Record of Internal Verification – Assignment Brief
A	Record of Internal Verification – Assessment Decision
A	Unit Tracking Sheet Template
QA	Internal Verification Report Templates
QA	External Verification Report Templates

**Legend:**

**A:** Assessment

**QA:** Quality Assurance

## Part A: General Policies

### A.1. Programme Aim and Objectives

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

Upon completing this programme, learners should be able to:

1. Be familiar with the hospitality and tourism sector.
2. Provide good customer care using effective communication.
3. Be familiar with the basic principles of gastronomy.
4. Prepare, cook and serve different dishes using various food commodities.
5. Maintain personal hygiene and food safety with reference to legislation.
6. Demonstrate ways of serving food and beverages to customers.
7. Understand the role and function of the room divisions department.

## A.2. Definitions/ Terminology

Term	Definition
Assessor	The person responsible to grade the candidates' work, issue a mark and determine the candidates' final grade.
Assessment (Continuous)	A number of tasks given to the candidate during the course; these could be an individual task or as group work.
Controlled Assessment	As assessment, which can take several, forms such as examination, written report and many others. However, it has to be conducted within a school environment. The minimum time for this assessment is 1 hour.
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 a learner understands and is capable of doing at the end of the learning process.
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.
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.
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.
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 and this content must be delivered to give the candidates the tools to achieve that outcome.
Assessment Grading Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Sample of Work	A sample of work is a percentage of candidates' work gathered as a representative sample for the internal or external verifier.
Quality Assurance	To assure the standards and quality of the learning assessment programme.
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 learner the end of a learning process.
Synoptic Assessment	A Synoptic Assessment can be defined as an assessment, which is designed to cover all the assessment grading criteria for a given unit.

## **A.3. Assessment**

### **A.3.1. Scope**

Assessment is an important element in any learning process. In order to ensure that assessment forms candidates and at the same time meet important conditions of reliability, validity and fairness, 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 learners
- 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 marks distribution are explained in Part B of the programme as part of the unit specifications.

### **A.3.2. Programme Grade**

A cumulative percentage mark, calculated on the basis of a sum total of all the 3 units, determines the final grade of candidates/ learners. Candidates/ Learners may qualify for Grades 1, 2, 3, 4, 5, 6 and 7. The results of candidates/learners who do not obtain at least a Grade 7 shall remain unclassified.

### **A.3.3. Important Conditions**

Candidates must obtain a minimum of 50 marks in each unit in order to obtain a grade classification.

If a candidate obtains a minimum of 50 in two units, but fails to satisfy the examiner in the remaining unit, s/he may be eligible to obtain Grade 6 or Grade 7.

If a candidate obtains less than 120 marks, his grade will be Unclassified. The same applies if a candidate does not obtain at least 50 marks in two units by the end of the programme.

### **A.3.4. Re-Sits**

If for a given unit, the total mark gained by a candidate is less than 50 marks, s/he will be eligible to re-sit. The re-sit assessment must consist of a synoptic assessment conducted within a school-controlled environment during the same academic year. The highest possible mark that may be obtained in this case is 60 marks.

Candidates who obtained an average of 50 marks or more on completion of the three tasks for a given unit will not be eligible for a re-sit to better their original mark.



Candidates who miss the controlled assessment for a justifiable reason will be eligible to sit for the synoptic assessment and may obtain full marks. The mark obtained in this assessment will replace the controlled assessment mark. The controlled assessment must not be more than 1.5 hours long.

#### A.4. 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, validated and reliability are to be performed.
Internal Verification of Assessment Decisions	Once learners complete their work, and assessments have been corrected, a representative sample of learners work is to be internally verified.
External Verification	The process of external verification will ensure that programme quality and standards criteria are met.

## Part B: Unit Specifications

### B.1. Introduction

This part of the programme guide provides detailed specification for each of the 3 units that are to be implemented for 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 learner should be able to do/know/apply by the end of the learning process.”

The structure of the unit specifications is presented below:

Unit Title	
Unit Description	
Learning Outcomes	
Unit Content	
Assessment Criteria	
Assessment Plan	

## **B.2. Interpreting the Unit Specifications.**

Under each grading criterion all the content that has to be covered can be found. Examples (e.g.), semi-colons and commas are used in the Learning and Assessment Programme. When semi-colons are used the students 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 the students are expected to give more than 50% of the content prescribed for that grading criterion.

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

**B.2. Unit 1: Hospitality and Tourism Industry.**

<b>Unit 1</b>	<b>Hospitality and Tourism Industry</b>
Unit Description	<p>The aim of this unit is to help learners understand the hospitality and tourism industry as well as different types of behaviour and communication needed in this sector.</p> <p>In this Unit, learners will explore different types of tourism and different purposes of travel. The learners will understand principles of sustainable tourism. The importance of tourism to the Maltese economy and the dynamic nature of industries within the travel and tourism sector will also be highlighted. The issues that have impacted on the development of this sector will also be investigated.</p> <p>Learners will also gain an understanding of the hospitality industry on varying levels, therefore gaining an insight of the size of the industry. Furthermore, learners will be able to distinguish between different types of businesses operating in the hospitality industry. Learners will have the opportunity to explore the job roles available in the industry and the specific skills required such as customer care and communication skills. In combination with the other units, this will help learners to build an understanding of the job roles available in the hospitality sector and hence, help them choose their future career.</p> <p>Learners will have the opportunity to learn the importance of teamwork between staff in delivering a high level of customer care as well as become aware of self-presentation and body language. Learners will be provided with the opportunity to become familiar with the ways that different cultures communicate between each other and practice ways of business English communication in the industry.</p>

## Learning Outcomes

**Upon completing the unit, learners should be able to:**

- LO 1. Understand the hospitality and tourism industry and the issues that have an impact on this sector.
- LO 2. Understand different types of hospitality businesses and the importance of tourism to the Maltese economy.
- LO 3. Apply for and attend an interview within the hospitality and tourism industry.
- LO 4. Communicate effectively with different types customers taking into consideration cultural differences.
- LO 5. Provide good customer care to clients.

## Unit Content

*LO 1. Understand the hospitality and tourism industry and the issues that have an impact on this sector.*

**K-1. Define Tourism, Hospitality and the different types of tourism.**

- Types of tourism: domestic tourism; outbound tourism; inbound tourism.

**K-2. Describe the reasons for the different types of travel.**

Types and reasons of travel:

- Leisure travel e.g. day trips, short breaks, visiting friends and relatives, special events;
- Business travel e.g. meeting, incentive, conference, events;
- Specialist travel e.g. adventure, health, education, cultural heritage, dark tourism, voluntary work.

**K-3. List the principles of sustainable tourism and its benefits to society.**

- Principles of sustainable tourism: meeting the needs of tourists; the needs of local communities; helping to generate future employment for local people; protecting the natural, historical and cultural environment for the future;
- Benefits: environmental protection; reduced energy consumption; reduced waste; links with the local community; image; cost saving.

**K-4. Describe the issues that have an impact on the development of the tourism sector.**

Issues that have an impact on the development:

- Economic e.g. collapse or introduction of airlines and tour operators, oil/fuel prices, fluctuating currency rates, recession;
- Environmental e.g. climate change;
- Political e.g. civil unrest, war, terrorism;
- Social e.g. language, local food, level of hygiene, dress code;
- Technological e.g. airports self-service check-in and security, online booking, website.

*LO 2. Understand different types of hospitality businesses and the importance of tourism to the Maltese economy.*

**K-5. Outline the different types of hospitality businesses in Malta.**

Hospitality industry businesses: accommodation; restaurants; bars; pubs; night clubs; contract food service providers.

**C-1. Compare two different hospitality businesses in Malta in relation to their location, global span, size, products and services available to customers.**

- Location: urban or rural;
- Global span: national or international;
- Size: small or medium or large;
- Products e.g. food, drink, different types of accommodation;
- Level and types of service e.g. star rating, prices, different types of restaurants, room service, conference, banqueting, functions.

**K-6. State how different hospitality businesses are supported by other industries.**

Industries:

- Travel agents;
- Banks;
- Phone companies;
- Suppliers e.g. food, drink, linen, cleaning material;
- Transport e.g. sea, road, rail, air transport.

**C-2. Discuss the contribution and effects of tourism to the Maltese economy.**

Contribution and effects of tourism:

- Direct and indirect employment;
- Gross domestic product (GDP);
- Economic multiplier effect.

***LO 3. Apply for and attend an interview within the hospitality and tourism industry.***

**K-7. Outline different job roles in the hospitality industry.**

Job Roles e.g. restaurant manager, food and beverage server, bartender, chef de partie, pastry chef, housekeeping supervisor, room attendant, front office receptionist, concierge.

**C-3: Explain the job skills required to work effectively with customers and colleagues.**

Job skills:

- Communication skills;
- The importance of teamwork;
- Problem-solving skills;
- Personal attributes e.g. patience, diplomacy, honesty, initiative, tolerance, self-motivation.

**A-1. Demonstrate ways of behaving in an interview including relevant documentation.**

- The documents used: writing a CV and cover letter;
- Modes of behaving in an interview: pre-interview preparation; tips on arriving and meeting the interviewer; do's and don'ts during an interview.

***LO 4. Communicate effectively with different types of customers taking into consideration cultural differences.***

**K-8. Outline the basic principles of effective communication.**

Basic principles:

- Clear and concise message;
- Message is relevant to audience;
- Use of multiple channels: verbal e.g. greeting, asking questions, empathy, feedback, termination; non-verbal e.g. facial expressions, eye contact, gestures, tone of voice, posture; written e.g. email, memos, log books, reports.

**K-9. Explain how the communication cycle works.**

Communication cycle: sender; encoding; message; channels; receiver; decoding; feedback.

**C-4. Explain knowledge required regarding the place of work, its surrounding environment and why these are important.**

Knowledge required:

- The people employed and their job role;
- Services offered by the business e.g. spa, taxi, conference room;
- Services and amenities in the locality e.g. bank, bus stops, places of attraction;
- The importance of knowing details e.g. know product, give advice, answer questions, suggest products, increase sales, checking availability, booking, cancellations, payments, complaints

**A-2. Demonstrate effective communication, taking into consideration cultural differences, in order to give the correct details about your place of work and surrounding environment.**

- Different cultural world habits in communication: eye contact; facial expressions; head movements; hand gestures; touch;
- Greetings and goodbye rituals of different major countries e.g. USA, France, Japan, Russia, Italy, New Zealand, China.

***LO 5. Provide good customer care to clients.***

**K-10. List the benefits of good customer care to the business and to the individual.**

- Benefits of customer care to the business: finance; reputation; repeat customers;
- Benefits of customer care to the individual: motivated staff; increase job satisfaction.

**C-5. Explain ways of dealing with different customers including those requiring special assistance.**

- Internal customers e.g. colleagues, supervisors, staff;
- External customers: e.g. agents, business people, families, non-English speaking, different ages, special needs;
- Customers requiring special assistance: people with disability e.g. mobility, sight, hearing impaired; elderly; clients with young children; foreigners with foreign language; people with special diets.

**A-3. Demonstrate good personal and customer care habits when dealing with clients.**

- Appearance and good grooming: appearance; hair; hands; face; teeth; nails; uniform; accessories; shoes;
- Maintaining personal hygiene: bath care; hand care; hair care; body odour; skin care; bad breath;
- The impact of body language in communicating with others, including how the following gestures affect communication: eye contact; smile; posture; tone of voice (tone, pitch, pace); expression; gestures;
- Acknowledging guests and how this should be done: types of acknowledgments and greetings used; greeting people with special statuses;
- Formal ways of addressing people: getting someone's attention; greeting someone.

## Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcome has been achieved. To achieve each outcome a learner must satisfy the following assessment criteria grid. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
LO1	<p>K-1. Define Tourism, Hospitality and the different types of tourism.</p> <p>K-2. Describe the reasons for the different types of travel.</p> <p>K-3. List the principles of sustainable tourism and its benefits to society.</p> <p>K-4. Describe the issues that have an impact on the development of the tourism sector.</p>		
LO2	<p>K-5. Outline the different types of hospitality businesses in Malta.</p> <p>K-6. State how different hospitality businesses are supported by other industries.</p>	<p>C-1. Compare two different hospitality businesses in Malta in relation to their location, global span, size, products and services available to customers.</p> <p>C-2. Discuss the contribution and effects of tourism to the Maltese economy.</p>	
LO3	<p>K-7. Outline different job roles in the hospitality industry.</p>	<p>C-3: Explain the job skills required to work effectively with customers and colleagues.</p>	<p>A-1. Demonstrate ways of behaving in an interview including relevant documentation.</p>
LO4	<p>K-8. Outline the basic principles of effective communication.</p> <p>K-9. Explain how the communication cycle works.</p>	<p>C-4. Explain knowledge required regarding the place of work, its surrounding environment and why these are important.</p>	<p>A-2. Demonstrate effective communication taking into consideration cultural differences, in order to give the correct details about your place of work and surrounding environment.</p>
LO5	<p>K-10. List the benefits of good customer care to the business and to the individual.</p>	<p>C-5. Explain ways of dealing with different customers including those requiring special assistance.</p>	<p>A-3. Demonstrate good personal and customer care habits when dealing with clients.</p>



## Marking scheme

4 marks are to be allocated for each knowledge assessment criteria (K1 to K10), for a total of 40 marks.

6 marks are to be allocated for each comprehension assessment criteria (C1 to C5), for a total of 30 marks.

10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

Ass. No.	Assessment Mode	Percentage distribution
1	Assignment 1	26-34%
2	Assignment 2	26-34%
3	Controlled	38-42%

NB: It is suggested that when issuing the assignments the marks are multiplied by five for a better distribution of marks. It is important that if you take this suggestion, the marks are divided back by five when inserting them in the front sheets and the result tracking sheet.

NB: The grading criteria highlighted in the grid are to be assessed in the controlled assessment.

### B.3. Unit 2: The World of Food

Unit 2	The World of Food
Unit Description	<p>In this unit, the learner will be introduced to the world of gastronomy. Gastronomy involves discovering, tasting, experiencing, researching, understanding and writing about food preparation and the sensory qualities of human nutrition as a whole. It also studies how nutrition interfaces with the broader culture.</p> <p>The learner will also be introduced to the basic principle 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. Importance to local, seasonal and Mediterranean food commodities will be given.</p> <p>The learner 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 the learner understands the whole concept of food preparation. Theory lessons will cover topics related to cooking methods and also an introduction to the world of pastry. The practical side will include cooking different dishes using different techniques in savoury and sweet dishes.</p>

## Learning Outcomes

**Upon completing the unit, learners should be able to:**

LO 1. Understand basic nutrition and different diets.

LO 2. Recognise ways to prevent food poisoning and contamination with reference to legislation.

LO 3. Know the basic principles of gastronomy and the equipment used in preparing and serving dishes.

LO 4. Know the different aspects when preparing, cooking, serving and storing food commodities.

LO 5. Demonstrate basic pastry making techniques.

## Unit Content

### *LO 1. Understand basic nutrition and different diets.*

#### **K-1. Identify the Maltese dietary guidelines, the nutrients, their function and sources.**

- The Maltese dietary guidelines: eat less fat; eat less sugar; eat less salt; eat more fibre;
- Nutrients: carbohydrates; proteins; fats; minerals; vitamins.

#### **C-1. Explain different diets relating to different lifestyles and conditions including food restrictions and their replacement.**

Different diets e.g. diabetes, high cholesterol level, coeliac, lactose intolerant, vegetarian diets.

### *LO 2. Recognise ways to prevent food poisoning and contamination with reference to legislation.*

#### **K-2. Describe ways of preventing food poisoning.**

Ways to prevent food poisoning: avoiding cross contamination; correct storage methods and temperatures; importance of labelling; correct cooking.

#### **C-2. Explain the importance of correct cleaning procedures to avoid physical and chemical contaminations with direct reference to legislation.**

- Physical contamination: e.g. contamination from equipment, contamination from the food handler, packaging contamination, pests;
- Chemical contamination: e.g. pesticides, cleaning chemicals, transportation pollution;
- Correct cleaning procedures: sanitise; disinfect; sterilize; correct chemicals to use with food;
- Legislation: Food Handler's Licence (B) LN178 of 2002.

### *LO 3. Know the basic principles of gastronomy and the equipment used in preparing and serving dishes.*

#### **K-3. Describe the various styles of different cuisines.**

- Styles of cuisine e.g. classical cuisine, fast-food, fusion, haute, nouvelle;
- Different cuisines and traditional dishes e.g. Mediterranean, Oriental.

#### **K-4. Outline the different cooking methods.**

Cooking methods:

- Dry cooking e.g. baking, broiling, roasting, grilling;
- Moist cooking e.g. braising, poaching, scalding, simmering, steaming, stewing;
- Frying cooking e.g. sautéing, stir-frying, pan frying, shallow frying, deep frying.

**K-5. Identify equipment and their uses in food preparation and serving.**

Kitchen equipment:

- Mechanical equipment: e.g. industrial food mixer and food processor, electrical can opener, grills, coffee machine, hot plate, industrial ovens, steamer;
- Serving equipment: e.g. plates, dispensers, serving dishes, tongs;
- Cooking equipment: e.g. pots, pans, casserole, dishes, chopping boards, knives and blades, measuring equipment.

**A-1. Demonstrate the correct and safe use of equipment when cooking a traditional dish, whilst maintaining the correct personal and food hygiene practices and following a cleaning schedule.**

- Personal and food hygiene: proper attire; correct hand washing; correct handling of food; correct use of colour coded chopping boards;
- Cleaning schedule: cleaning of working area; cleaning of equipment; correct storage of equipment; correct use of detergents;
- Correct and safe use of equipment: safe handling of equipment; correct use of equipment for specific cooking.

*LO 4. Know the different aspects when preparing, cooking, serving and storing food commodities.*

**K-6. List meals using fish as a main ingredient in local and current cuisines and the features to look for when buying and storing fish.**

- Meals using fish as a main ingredient in local and current cooking: e.g. traditional dishes, sushi, finger foods;
- Features to look for when buying fresh fish: e.g. solid clear eyes, shiny skin, fresh smell, red gills, firm flesh;
- Ways of storing fresh fish: e.g. cleaning of fish before freezing, length of freezing.

**K-7. Outline the main cuts of meat and poultry and their cooking variations.**

- Different cuts of meat and poultry: rib; sirloin; tenderloin; New York strip; flank steak; chicken/duck breast; legs and thighs;
- Cooking variations: blue; rare; medium rare; medium; medium well; well done.

**K-8. Describe what to look for when buying and storing eggs and dairy products including their use in food preparation.**

- Features of eggs: freshness of eggs; use of date marks stamped on the egg; storage method of eggs;
- Features of milk and dairy products: date mark compared to type of milk; storage of different types of milk;
- Uses of eggs: e.g. binding, garnishing, main source;
- Uses of dairy products: e.g. main ingredient, addition to sauces, platters etc.

**K-9 - List a variety of products made from different cereals and dishes containing these products.**

Products made from different cereals:

- Pasta: fresh, dried, noodles;
- Rice: long-grain, short grain, whole grain, basmati, jasmine, risotto;
- Flour: plain flour, self-raising flour, wholemeal flour, non-wheat flour;

Dishes: e.g. baked rice, baked pasta, macaroni and cheese, pies.

**C-3. Explain the different cutting techniques and the importance of correct cooking of fruits and vegetables.**

- Different vegetable cuts: julienne; chiffonade; jardinière; brunoise; macedoine; paysanne;
- Different techniques to cut fruits and vegetables: peeling; chopping; dicing; grating;
- Importance of correct cooking methods: leaching of nutrients; suitable cooking methods; blanching process.

**C-4. Discuss the quality checks to follow when cooking and serving dishes by suggesting ways to improve the sensory features in a meal.**

- Quality checks: appearance: colour; garnishes; aroma; texture; taste;
- Improving sensory features: use of herbs and spices to improve aroma; use of fruits and vegetables to enhance colour; use of equipment to serve at the correct temperature e.g. warming bulb; use of coloured plates for serving pale dishes.

**A-2. Demonstrate appropriate preparation, cooking and plating skills of a two course meal.**

- *Mis en place*: preparation of ingredients; equipment; cooking techniques;
- Plating techniques: serving in odd numbers; adding height; contrasting colours; decorating with a sauce; different garnishes.

***LO 5. Demonstrate basic pastry making techniques.***

**K-10. Describe the different types of pastries.**

Types of pastries: e.g.: short-crust pastry, filo pastry, choux pastry, crumble, flaky pastry, puff pastry.

**C-5. Explain the properties and uses of the whisking and rubbing- in methods.**

- Whisking method: properties of the whisking technique; uses of the whisking method;
- Rubbing-in method: properties of the rubbing-in method; different recipes using the rubbing-in method.

**A-3. Demonstrate dishes using pastry techniques to produce sweets in a safe and hygienic way.**

- Sweet dishes e.g. jam tarts, Victoria sandwich cake, chocolate and berry scones.

## Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcome has been achieved. To achieve each outcome a learner must satisfy the following assessment criteria grid. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
LO1	K-1. Identify the Maltese dietary guidelines, the nutrients, their function and sources.	C-1. Explain different diets relating to different lifestyles and conditions including food restrictions and their replacement.	
LO2	K-2. Describe ways of preventing food poisoning.	C-2. Explain the importance of correct cleaning procedures to avoid physical and chemical contaminations with direct reference to legislation.	
LO3	K-3. Describe the various styles of different cuisines.  K-4. Outline the different cooking methods.  K-5. Identify equipment and their uses in food preparation and serving.		A-1. Demonstrate the correct and safe use of equipment when cooking a traditional dish, whilst maintaining the correct personal and food hygiene practices and following a cleaning schedule.
LO4	K-6. List meals using fish as a main ingredient in local and current cuisines and the features to look for when buying and storing fish.  K-7. Outline the main cuts of meat and poultry and their cooking variations.  K-8. Describe what to look for when buying and storing eggs and dairy products including their use in food preparation.  K-9 - List a variety of products made from different cereals and dishes containing these products.	C-3. Explain the different cutting techniques and the importance of correct cooking of fruits and vegetables.  C-4. Discuss the quality checks to follow when cooking and serving dishes by suggesting ways to improve the sensory features in a meal.	A-2. Demonstrate appropriate preparation, cooking and plating skills of a two course meal.
LO5	K-10. Describe the different types of pastries.	C-5. Explain the properties and uses of the whisking and rubbing-in methods.	A-3. Demonstrate dishes using pastry techniques to produce desserts in a safe and hygienic way.

## Marking scheme

4 marks are to be allocated for each knowledge assessment criteria (K1 to K10), for a total of 40 marks.

6 marks are to be allocated for each comprehension assessment criteria (C1 to C5), for a total of 30 marks.

10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

Ass. No.	Assessment Mode	Percentage distribution
1	Assignment 1	26-34%
2	Assignment 2	26-34%
3	Controlled	38-42%

NB: When assessing the Application criteria, one should take into consideration the personal hygiene and food safety aspects and award marks accordingly.

NB: It is suggested that when issuing the assignments the marks are multiplied by five for a better distribution of marks. It is important that if you take this suggestion, the marks are divided back by five when inserting them in the front sheets and the result tracking sheet.

NB: The grading criteria highlighted in the grid are to be assessed in the controlled assessment.



### B.4 Unit 3: Hospitality Operations

Unit 3	Hospitality Operations
Unit Type	Vocational
Unit Description	<p>This unit covers all service aspects of the hotel industry. Learners will understand the importance of personal presentation, first impressions and safety at work. Learners will develop an understanding of customer needs and expectations when dining in a restaurant, checking into a hotel and staying overnight. Learners will gain an insight of the basic styles of service, the use and storage of different crockery and linen. They will have the opportunity to practice different table set-ups and napkin folding techniques. This unit will also give learners the opportunity to discover the presentation of non-alcoholic drinks.</p> <p>This unit will also cover the basics of rooms division whilst investigating the roles and responsibilities of people working in this department and understand different areas of responsibility.</p> <p>Learners will be expected to focus on the types of documentation used in the front office and will be involved in the practical aspects of front office skills studied either through real or simulated activities, such as welcoming visitors, and telephone skills.</p> <p>As part of rooms division housekeeping is an integral part of many hospitality businesses. Learners will understand the reasons for cleaning and related safety aspects, while meeting different customer requests.</p>

## Learning Outcomes

**Upon completing the unit, learners should be able to:**

LO 1. Understand the importance of health and safety in the hospitality industry.

LO 2. Serve customers in the correct manner.

LO 3. Be conversant with different types of non- alcoholic beverages.

LO 4. Understand the different functions, roles and responsibilities of the front office department.

LO 5. Understand the roles of the housekeeping department and areas of responsibility.

## Unit Content

### *LO 1. Understand the importance of health and safety in the hospitality industry.*

#### **K-1. Identify potential hazards that might arise whilst working in the Hospitality Industry.**

Hazards: eg. spillages, electrical cables, obstructed exits, incorrect storage of chemicals, causes of fire, poor working conditions, unsafe furnishing and furniture, misuse of equipment, lack of maintenance, poor staff training, moving and handling, lack of security, inadequate personal safety precautions/ clothing, waste disposal, temperature.

#### **K-2. List main features of current health and safety legislation.**

Legislation: e.g. Act 27 of 2000 - Occupational Health and Safety Authority Act; LN44 OF 2002 - Work Place (Minimum Health and Safety Requirements) Regulations, LN 35 of 2003 - Protection against Risks of Back Injury at Work Placement Regulations, LN 36 of 2003 - General Provisions for Health and Safety at Work Places Regulations, LN45 of 2002 - Work Places (Provision of Health and/or Safety Signs) Regulations, LN121 of 2003 - Minimum Requirements for the use of Personal Protective Equipment at Work Regulations, LN 227 of 2003 - Protection of the Health and Safety of Workers from the Risks related to Chemical Agents at Work Regulations.

### *LO 2. Serve customers in the correct manner.*

#### **K-3. Describe different types of menus and styles of service.**

- Types of menus: a la Carte'; set menu;
- Service styles: plated service; buffet service.

#### **K-4. Outline different types of linen used in a restaurant, their use and proper storage while considering the cost and the environment.**

- Types and use: square or round table cloth; slip cloth; napkin cloth; waiters' cloth; glass cloth; tea towel; banquet cloth;
- Proper storage;
- Controlling cost and safeguarding the environment.

#### **K-5. Identify the different types and use of crockery, plates and glasses.**

Different types and use of:

- Crockery: side knife; joint knife; fish knife; joint fork; fish fork; salad fork; sweet fork; sweet spoon;
- Plates: fish; joint; side; soup; sweets;
- Glasses: pint or half pint beer glass; flute glass; Paris goblet; water glass; slim jim; brandy balloon; martini glass.

#### **A-1. Demonstrate the proper way of laying up different table setups.**

- Lay up a table using table linen: table cloth; slip cloth;
- Three different napkin folding techniques: cone; fan; cock's cone;
- Different table lay ups: formal; informal.

**K-6. Describe what customers expect from food and beverage servers.**

Meeting customer expectations: accommodation; attitude of servers; attentiveness; timeline; suggestive selling.

**C-1. Explain the basic sequence of service.**

Basic food order procedure:

1. Greeting & Seating
2. Glass & Napkin – Napkin from right
3. Present Menu from right
4. Take Beverage
5. Offer Bread & Butter
6. Offer Water / Serve Beverage
7. Take food order – take menu from the right – distribute chits
8. Adjust cover – cutlery change
9. Get Main Course
10. Serve Main course and accompaniments
11. Clearing of Main course and unused cutlery
12. Top up water
13. Clearing of Main course
14. Clearing of Side plates
15. Clearing of cruets and butter dish
16. Crumbing down
17. Adjust Sweet Cover
18. Take Sweet Order
19. Get Sweet/Dessert
20. Serve Sweet/Dessert
21. Get Sweet course
22. Clear the sweet course
23. Take Coffee Order
24. Serve Coffee
25. Present Bill
26. Departure of Guest

**A-2. Demonstrate the sequence of service when serving a two course meal to customers.**

Basic personal presentation rules:

- Personal hygiene eg. fresh breath, clean teeth, appropriate hand washing, short finger nails, no nail varnish, hint of perfume or aftershave, no jewellery or watches, cuts and burns covered with blue waterproof plaster;
- Appearance: eg. uniform, grooming, hairstyles, discreet use of cosmetics;

The sequence of service.

***LO 3. Be conversant with different types of non- alcoholic beverages.***

**K-7. Describe ways of serving non-alcoholic drinks.**

Non-alcoholic drinks: soft-drinks, water, juices, squashes, mocktails eg. After Eight, Passion, Sunset;

Garnishes used eg. lemon, orange, ice, cherries;

Glasses used for different non-alcoholic beverages.

**K-8. Describe different types of hot beverages.**

- Types of tea: black; earl grey; white; green;

- Styles of coffee: espresso; espresso lungo; cappuccino; café latte; macchiato; iced coffee.

***LO 4. Understand the different functions, roles and responsibilities of the front office department.***

**K-9. Describe different types of rooms, facilities and the guest cycle.**

- Types of rooms: single; twin; double; family;

- Meet the different needs of guests: disabled facilities; special requirements, extra bed and cots;

- The guest cycle: pre-arrival; arrival; occupancy; departure.

**C-2. Discuss how to deal with different types of complaints.**

- Different types of complaints: verbal and written;

- Dealing with complaints: listen carefully; put yourself in the place of the customer; ask questions in a concerned manner; apologise without blaming.

**C-3. Explain the purpose and job roles of the front office.**

The purpose of the front office:

- Give first impression: e.g. dress code, atmosphere;

- Encourage guest to make booking and spends money in the hotel;

- Communicate guests' needs to other departments;

- Ensuring that guests are happy with their stay;

Roles: Receptionist; Concierge; Guest relations.

**C-4. Explain different duties in the front office department.**

Store and communicate information:

- Reservation system;

- Reports e.g. arrivals list, in-house guest list, departure list, special requests, room status report or occupancy report;

- Liaison with other departments: e.g. front office with housekeeping, house keeping with front office, front office with restaurant and/or kitchen;

Security issues in a hotel e.g. safe deposit boxes, lost property;

Control of keys e.g. master key, sub master key, individual room keys.

**A-3. Demonstrate the stages of telephone skills.**

Telephone skills: appropriate greetings and closings; listening skills; suggesting and verifying a course of action; take notes; dealing with difficult callers; telephone etiquette.

***LO 5. Understand the roles of the housekeeping department and areas of responsibility.***

**K-10. Identify different customer requests and environmental issues related to rooms.**

Customer requests and environmental issues:

- Do not disturb cards on guest bedroom doors;
- Environmental issues: laundry; waste disposal; energy conservation.

**C-5. Explain the roles within the housekeeping department and areas of responsibility.**

Roles within the housekeeping department:

- Management: executive housekeeper;
- Floor: floor supervisor; room attendants; gardener/florist;
- Public Area: public area attendants/houseman;
- Laundry.

Areas of responsibility:

- All hotel public areas: e.g. entrance and lobby areas, cloak rooms, meeting rooms and ballrooms, offices and administration, public washrooms, bars and restaurants, halls, lifts, elevators, staircases, corridors.
- Guest Bedrooms
- Back of House areas.

### Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcome has been achieved. To achieve each outcome a learner must satisfy the following assessment criteria grid. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
LO 1	<p>K-1. Identify potential hazards that might arise whilst working in the Hospitality Industry.</p> <p>K-2. List main features of current health and safety legislation.</p>		
LO 2	<p>K-3. Describe different types of menus and styles of service.</p> <p>K-4. Outline different types of linen used in a restaurant, their use and proper storage while considering the cost and the environment.</p> <p>K-5. Identify the different types and use of crockery, plates and glasses.</p> <p>K-6. Describe what customers expect from food and beverage servers.</p>	C-1. Explain the basic sequence of service.	<p>A-1. Demonstrate the proper way of laying up different table setups.</p> <p>A-2. Demonstrate the sequence of service when serving a two course meal to customers.</p>
LO 3	<p>K-7. Describe ways of serving non-alcoholic drinks.</p> <p>K-8. Describe different types of hot beverages.</p>		
LO4	K-9. Describe different types of rooms, facilities and the guest cycle.	<p>C-2. Discuss how to deal with different types of complaints.</p> <p>C-3. Explain the purpose and job roles of the front office.</p> <p>C-4. Explain different duties in the front office department.</p>	A-3. Demonstrate the stages of telephone skills.
LO5	K-10. Identify different customer requests and environmental issues related to rooms.	C-5. Explain the roles within the housekeeping department and areas of responsibility.	

**Marking scheme**

4 marks are to be allocated for each knowledge assessment criteria (K1 to K10), for a total of 40 marks.

6 marks are to be allocated for each comprehension assessment criteria (C1 to C5), for a total of 30 marks.

10 marks are to be allocated for each application assessment criteria (A1 to A3), for a total of 30 marks.

<b>Ass. No.</b>	<b>Assessment Mode</b>	<b>Percentage distribution</b>
1	Assignment 1	26-34%
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NB: It is suggested that when issuing the assignments the marks are multiplied by five for a better distribution of marks.

It is important that if you take this suggestion, the marks are divided back by five when inserting them in the front sheets and the result tracking sheet.

NB: The grading criteria highlighted in the grid are to be assessed in the controlled assessment.



## Appendix 1 – Suggested Resources

**This list is not intended to be exhaustive but should be taken as a guide.**

Adequate sized Laboratory equipped with 4 (or 5) work stations including preparation area, sink, oven and hob.
Food storage areas, fridge/freezers, dry goods storage cupboards and shelving
Classroom Area (maximum of 16 students)
Interactive Whiteboard
Availability of Internet access connection
Access to Computers' Lab in school
Digital Camera – for records verifier
Cook book library
Square and round tables – for reception/demonstration setups area
Square and round table cloth; Slip cloth; Napkin cloth; Waiters' cloth; Glass cloth; Tea towel; Banquet cloth.
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.
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 – Cooking including colour coded chopping boards; rolling pin; sieve; mixing bowls.
Kitchen Equipment – Measuring including measuring jugs; measuring spoons and cups.
Kitchen Equipment – Mechanical including hand whisk; hand blender; mechanical grater; industrial food mixer and food processor; electrical can opener; grills; coffee machine; hot plate; industrial ovens; steamer; toaster; hot plate; electric kettle; food warmer; rice cooker; dishwasher.
A restaurant simulation setup including a side board; food trolley.
Large scale preparation equipment.
Simulation of rooms' division environment or access to real one including a telephone training system.
Windows insect screens.
Insect-O-Cuter (Fly killer).
Personal protective equipment including gloves, chef's coat and cap.
Safety (Warning) signs and notices.
Fire extinguishers; fire blanket; first aid box.
Wash-hand basin.
Food and beverage ingredients for demonstrations.

## Appendix 2 - Mocktails Recipes

### Passion

Served in a Martini glass

Method: Shaken

Ingredients: 1 measure non-alcoholic Blue Curacao; 3 measures Pineapple Juice

Method: Shake the juice and blue curacao and ice (5 ice cubes) in the shaker, pour it in the Martini glass and garnish with an orange

### Sunset

Served in a Highball

Method: Built in

Ingredients: 3 ice cubes; 2 measures orange juice; 1 measure lemonade; Dash of pomegranate syrup

Method: put the ice cubes in the highball, pour the orange juice in, and then add the lemonade and finish is off with a dash of pomegranate syrup. Garnish with a cherry.

### After eight

Served in a Paris goblet

Method: Shaken

Ingredients: 2 measure fresh cream; 1 measure mint syrup; 1 measure chocolate syrup; Grated chocolate chunks

Method: Put 5 ice cubes in a shaker, pour in the fresh cream, mint and chocolate syrup and shake. Once ready pour into the Paris goblet, and garnish with grated chocolate and mint leaves.

Note: 1 measure is equal to 25ml