

**This Subject will no longer be offered for Certification after 2025**



**L-Università  
ta' Malta**

**MATSEC  
Examinations Board**



## **SEAC 04 Syllabus**

**Hospitality**

**2025**

Updated February 2024

**SEAC04 Hospitality  
Syllabus Addendum**

*Updates for the 2025 MATSEC Examinations Session*

|                            |   |
|----------------------------|---|
| Changes in Subject Content | Content of Unit 3 <b>K1</b> , <b>C1</b> and <b>A1</b> may not be covered.   |
| Changes in Coursework      | All criteria in Unit 3 (including those highlighted for the Controlled assessment), except for <b>K1</b> , <b>C1</b> and <b>A1</b> , will be assessed in Assignment 1 and Assignment 2.   |
| Changes in Exam Paper(s)   | The Unit 3 Controlled assessment (Assignment 3) will not be carried out. <b>K1</b> , <b>C1</b> and <b>A1</b> will not be assessed and these will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria, and application criteria respectively, within the same unit. |

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## Introduction

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

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

Part A: General Policies

Part B: Unit Specifications

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

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

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

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

## Part A: General Policies

### Introduction

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

### Programme Learning Outcomes

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

- Provide good customer care using effective communication through the front office department.
- Assist guests in their reservations and during check-in.
- Maintain the proper running of the housekeeping and laundry department.
- Prepare guests' rooms for and during occupancy.
- Prepare, cook and plate different dishes using various food commodities.
- Prepare a food outlet for service.
- Demonstrate ways of serving food and beverages to customers.

### Unit Learning Outcomes

#### **Unit 1: Back of House Procedures**

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

- LO 1.** Demonstrate knowledge on the reservation process within the front office department.
- LO 2.** Be conversant with housekeeping and laundry preparations.
- LO 3.** Show basic culinary preparation skills.
- LO 4.** Follow opening and closing procedures of a food outlet.

#### **Unit 2: Front of House Operations**

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

- LO 1.** Follow check-in/check-out procedures.
- LO 2.** Prepare a room for a guest's arrival.
- LO 3.** Finish different meals in an appropriate way.
- LO 4.** Prepare the food outlets for service.

**Unit 3: Guest Relations**

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

- LO 1.** Demonstrate housekeeping skills for the upkeep of guest rooms.
- LO 2.** Communicate effectively with different types of guests.
- LO 3.** Demonstrate cooking and baking techniques.
- LO 4.** Serve customers in the correct manner.

## Programme Descriptors

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

## Overview

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

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



## Definitions/Terminology

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

## Assessment Scope

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

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

Each unit will be assessed through three assignments. The assessment mode/type, criteria to be assessed and the distribution of marks are explained in Part B of the programme as part of the unit specifications.

## Quality Assurance

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

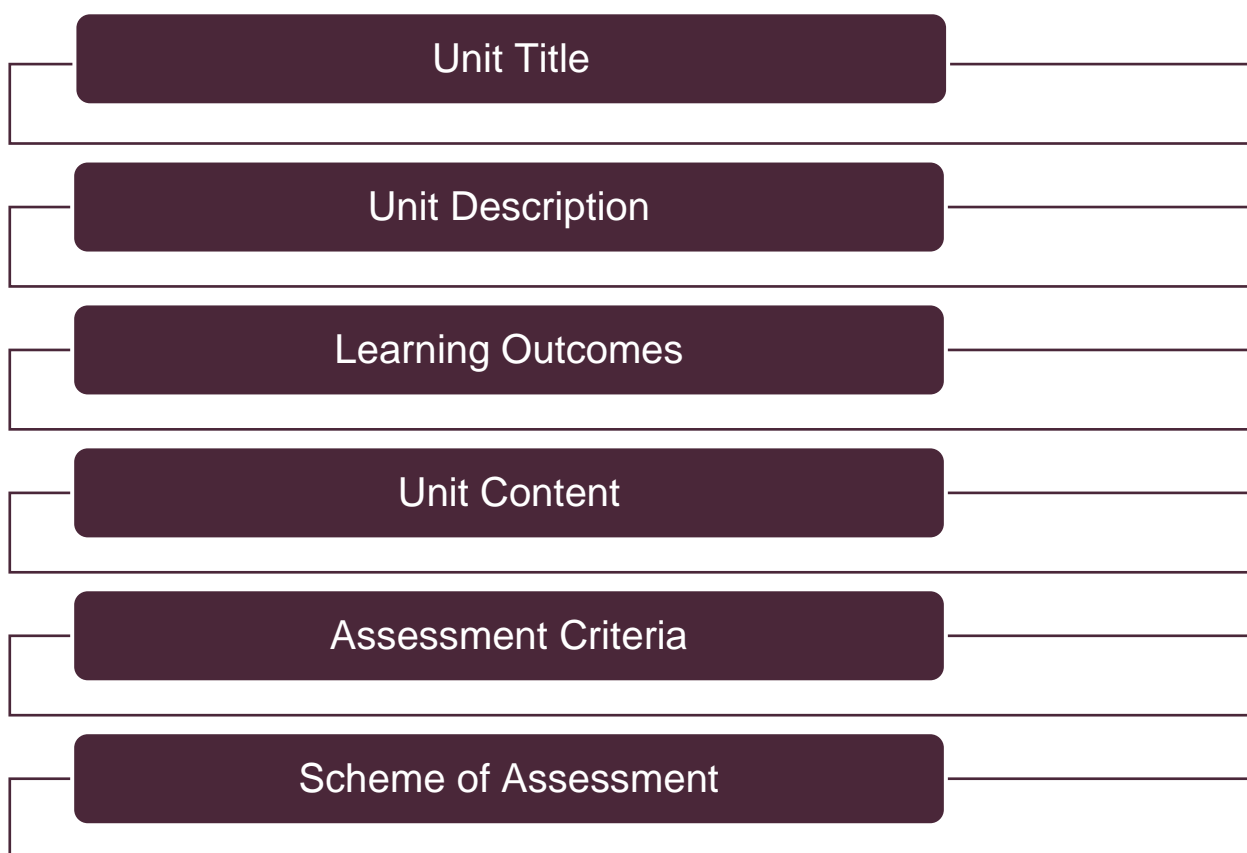
|   |  |
|---|--|
| Internal Verification of Assessment Briefs    | All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed. |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

## Part B: Unit Specifications

### Introduction

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

The structure of the unit specifications is presented below:



### Interpreting the Unit Specifications

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

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

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

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

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

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

## Unit 1: Back of House Procedures

| Unit 1                         | Back of House Procedures  |
|--------------------------------|---|
| <p><b>Unit Description</b></p> | <p>The term, “back of the house” includes all the behind-the-scenes areas that customers will not see. This acts as the central command centre in a hospitality business as it is the place where operations related to rooms, bookings, Health and Safety measures, and food are carried out. The back of house also serves as a place for employees and managers to carry out administrative work.</p> <p>This unit allows the candidate to learn about the planning, procedures and preparations carried out by different departments in a hospitality business at the back side of the business. The process is triggered through the guests’ booking, following which the front office department liaises with the housekeeping department and the food and beverage department to prepare rooms, food and activities for the prospective guests. Apart from dealing with guests’ bookings, the candidate shall also learn how to receive, maintain and store different linen to be used in different departments.</p> <p>This unit provides the candidate with the opportunity to conduct basic food preparation in a safe and hygienic way. Preparation required for the opening and closing of food premises shall also be carried out.</p> |

### Learning Outcomes

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

- LO 1.** Demonstrate knowledge on the reservation process within the front office department.
- LO 2.** Be conversant with housekeeping and laundry preparations.
- LO 3.** Show basic culinary preparation skills.
- LO 4.** Follow opening and closing procedures of a food outlet.

## Unit Content

| Subject Focus | Dealing with hotel room reservations  |
|---------------|---|
| LO 1.         | Demonstrate knowledge on the reservation process within the front office department.  |
| K-1.          | Purposes of the front office: giving first impression; encourage sales maximisation; communicate guests' needs to other departments; ensures that guests are happy with their stay.   |
|               | Job roles within the front office department: receptionist; concierge; guest relations officer; reservation officer.  |
|               | Duties of different job roles within the front office department: <ul style="list-style-type: none"> <li>• Receptionist: e.g. complete check-in/check-out, giving instructions and details, answering and/or referring inquires;</li> <li>• Concierge: e.g. assisting guests to make reservations, recommends activities and places to visit, coordinate porter service;</li> <li>• Guest relations officer: e.g. assisting in arranging reservations, ensures guests have a pleasant stay, assist in check-in process and explains facilities;</li> <li>• Reservation officer: e.g. assist customers with planning and booking, answer guests' queries, confirm bookings prior to arrival date.</li> </ul> |
| K-2.          | Reservation methods: e.g. travel agencies, phone, business websites, booking websites, software applications, walk-ins.   |
|               | Information required when receiving a reservation: personal and contact details; check-in and check-out dates; number of guests and their age; payment method.  |
|               | Importance of different details required during the reservation process: information about the occupancy dates; having updated information about who will be staying in the hotel; having payment details in case the guest does not show up; be able to inform other departments about the preparation required.<br><br><b><i>N.B.</i></b> For delivery purposes, it is highly suggested that GDPR is explained.   |
| C-1.          | Deposit payment methods: e.g. cash, credit/debit cards, prepaid cards, coupons, bank transfer, mobile pay/mobile application, cheques, money order, online wallet payment service (such as PayPal or Revolut).  |
|               | Reservation policies: reservation (check-in/ check-out time); individual/ group booking; pet-friendly; cancellation; payment and guarantee.<br><br>Implications of unconfirmed reservations: e.g. under staff issues, implication on hotel operations services and rooms division, loss of revenue.   |
| A-1.          | Telephone skills when taking a reservation: appropriate greetings and closing; listening skills; taking notes.  |
|               | Following up on a reservation: checking of guest's details; ensuring guest's requests are met before arrival; payment method of reservation.  |
|               | Maintaining records of a reservation: filling in of guest's details; noting and amending reservations according to guest's requests; reporting amendments to other departments; checking status of reservation prior to guest's arrival.  |

| Subject Focus | Housekeeping and laundry preparation  |
|---------------|---|
| LO 2.         | Be conversant with housekeeping and laundry preparations.   |
| K-3.          | Supplies in the housekeeping department: <ul style="list-style-type: none"> <li>• Linen and toiletries: e.g. bed linen, bathroom supplies, restaurant linen;</li> <li>• Cleaning supplies: e.g. cleaning detergents, cleaning and housekeeping trolleys, mops and dusters.</li> </ul>   |
|               | Relevant storage methods of different housekeeping supplies: chemical storage; linen and toiletries storage.  |
|               | Safe lifting and handling techniques when handling housekeeping supplies: lifting weight according to gender; correct lifting position; use of PPEs; correct handling of supplies.<br><i><b>N.B.</b> For delivery purposes, it is highly suggested that the Control of Substances Hazardous to Health (COSHH) and Occupational, Health and Safety Act (OHSA) are referred to.</i> |
| K-4.          | Laundry cycle: collection of dirty laundry; sorting dirty laundry; pre-treating stains; washing; drying; repairing; ironing; folding; sorting clean laundry; storing clean laundry.<br><i><b>N.B.</b> For assessment purposes at MQF 2, only <b>FOUR</b> stages are to be outlined.</i>   |
|               | Treating different stains: e.g. coffee and/or tea, wines, sauces, ink, lipstick and/or makeup, sunblock.  |
| A-2.          | Organisation of housekeeping supplies: storage of linen and toiletries in the correct manner; separating and labelling of cleaning detergents; prepare cleaning equipment for use.  |
|               | Treatment of stained material using the appropriate method: correct detergent used; appropriate method used for stain removal; care of fabric.  |
|               | Preparation of linen for use: washing and drying; ironing; folding; storing/preparation for use.<br><i><b>N.B.</b> For assessment purposes, <b>TWO</b> different types of linen should be assessed. Linen should include bed linen <b>and/or</b> staff uniforms <b>and/or</b> restaurant linen.</i>   |

| Subject Focus | Main kitchen groundwork  |
|---------------|--|
| LO 3.         | Show basic culinary preparation skills.  |
| K-5.          | <p>Equipment: e.g. combi oven, refrigerators, microwave, food mixer and food processor, can opener (Bonzer type), grills, Bratt pan, cooker, fryers, salamander, Bain Marie, rotary toaster, tongs, chafing dishes, pots and pans, baking/roasting dishes, chopping boards, measuring equipment, weighing equipment.</p> <p><b>N.B.</b> For delivery purposes, it is highly suggested that reference should also be made to other equipment including ceramic charcoal barbeque, tandoori, sous vide, pizza oven, Chinese wok and blending stick. All equipment above are deemed to be industrial.</p> |
|               | Different aspects considered when selecting equipment: e.g. depth of equipment, size of equipment, material of equipment, time available, cooking method, number of covers.  |
| K-6.          | <p>Food commodities: dairy; meat, poultry and eggs; fish; fruits and vegetables; cereals; fats and oils; herbs and spices; salt; sugar and honey; processed foods.</p> <p><b>N.B.</b> For assessment purposes at MQF 2 and MQF 3, only <b>FIVE</b> commodities should be considered.</p>   |
| C-2.          | 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.  |
| C-3.          | Considerations when purchasing different fresh food commodities: appearance; texture; damaged packaging; date and health marks; placement of food in displays.   |
|               | Importance of labelling methods when preparing food commodities: use of colour coded labels; information on the label.   |
|               | Storing food commodities to ensure food safety: use of containers; use of vacuum packaging; storing of fresh ingredients on display; use of chillers and freezers.   |
| A-3.          | Preparation of a vegetable-based soup: personal preparation; preparation of ingredients and equipment; cleaning of working area including the clean-as-you-go approach.  |
|               | <p>Use of appropriate cutting techniques: cutting vegetables into different cuts; using the appropriate cutting technique; using the appropriate knife and chopping board.</p> <p><b>N.B.</b> For assessment purposes, <b>TWO</b> different cuts should be assessed.</p>   |
|               | Production of a vegetable based soup: sautéing of vegetables; adding the right amount of stock; proper cooking (including reducing and correction if required); taste and texture.   |



**A-4.**

Preparation (*mise en place*): personal preparation; preparation of ingredients and equipment; cleaning of working area including the clean-as-you-go approach.

Demonstration of mother-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.

**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!

| Subject Focus | Opening and closing a food outlet   |
|---------------|---|
| LO 4.         | Follow opening and closing procedures of a food outlet.   |
| K-7.          | Items needed to be prepared before opening and/or closing a food outlet: e.g. refrigerate drinks, stock drinks, check for requested stock, wipe and check menus, regular cleaning according to schedule, fold napkins, prepare cutlery, ready-to-use glasses, reservation list.   |
|               | Operational steps for daily routine preparations: check kitchen and bar stock and fill in documentations; check that items are stored at the correct temperature; check that toilets are clean; report any damages to maintenance section; check menus and update menu board according to specialities of the day; polish glasses and cutlery; line bread baskets and bins; check cash float and electronic point of sale system; clean items according to the weekly/monthly cleaning schedule; check reservations and set up the food outlet accordingly. |
|               | Safety measures to be considered before opening/closing a food outlet for service: food handling and storage; ensuring safety and firefighting equipment is functional; ensuring the restaurant is not over-populated; checking for hazards.  |
| K-8.          | <p>Documents used in the purchasing process: e.g. purchase requisition, purchase order, receiving report, credit voucher, sales invoice, delivery receipt, official receipt.</p> <p><b>N.B.</b> For assessment purposes at MQF 2 the candidate shall state the details found on the documents named at MQF 1.</p> <p><b>N.B.</b> For assessment purposes at MQF 3, the candidate shall describe the use of the documents named at MQF 1.</p>  |
| A-5.          | Service preparation procedures: storage of beverages at the correct temperature; safety checks of premises; checking of menus and updating of menu board; line bread baskets and bins; polishing of cutlery and glasses; counting cash float and initialising electronic point of sale system.  |
|               | Checking of stock: take stock count; compare to stock levels; check for damages and First-In-First-Out (FIFO).  |
|               | <p>Filling of documentation: filling in of food outlet details; correct quantities of items requested; correct item requested; signature and date of request.</p> <p><b>N.B.</b> For assessment purposes, the requisition form document should be used.</p>   |

## Learning Outcomes and Assessment Criteria

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>Dealing with hotel room reservations</b>  |
| <b>Learning Outcome 1:</b> | Demonstrate knowledge on the reservation process within the front office department. |

| Knowledge Criteria                                      |   |   | Comprehension Criteria  |   |  | Application Criteria   |   |  |
|---|---|---|---|---|--|--|---|--|
| Assessment Criteria (MQF 1)                             | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)   | Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)                   | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)                                     | Assessment Criteria (MQF 3)  |
| K-1. State the purposes of the front office department. | K-1. Outline the different job roles within the front office department.          | K-1. Describe the duties of different job roles within the front office departments.      | C-1. Outline different deposit payment methods when making a reservation. | C-1. Describe different reservation policies. | C-1. Explain the implications of unconfirmed reservations on the business. | A-1. Demonstrate appropriate telephone skills when taking a reservation. | A-1. Follow up on a reservation in the most appropriate manner. | A-1. Maintain records of a reservation including amendments in a given scenario. |
| K-2. List the different reservation methods.            | K-2. State the information required by the business when receiving a reservation. | K-2. Outline the importance of different details required during the reservation process. |   |   |  |  |   |  |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Housekeeping and laundry preparation</b>               |
| <b>Learning Outcome 2:</b> | Be conversant with housekeeping and laundry preparations. |

| Knowledge Criteria  |   |   | Comprehension Criteria      |                             |                             | Application Criteria   |  |   |
|---|---|---|-----------------------------|-----------------------------|-----------------------------|--|--|---|
| Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)   | Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)                                      | Assessment Criteria (MQF 3)   |
| <b>K-3. List different supplies found in the housekeeping department.</b> | <b>K-3. Outline the relevant storage method of different housekeeping supplies.</b> | <b>K-3. Describe the safe lifting and handling techniques required when handling housekeeping supplies.</b> |                             |                             |                             | <b>A-2. Organise housekeeping supplies appropriately in the housekeeping area.</b> | <b>A-2. Treat stained material using the appropriate method.</b> | <b>A-2. Prepare different linen for use within the different departments in the hospitality industry.</b> |
| <b>K-4. Name the stages of the laundry cycle.</b>                         | <b>K-4. Outline different stages of the laundry cycle.</b>                          | <b>K-4. Describe the process of treating different stains appropriately.</b>                                |                             |                             |                             |  |  |   |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Main kitchen groundwork</b>          |
| <b>Learning Outcome 3:</b> | Show basic culinary preparation skills. |

| Knowledge Criteria  |   |  | Comprehension Criteria  |  |  | Application Criteria   |  |  |
|---|---|--|---|--|--|--|--|--|
| Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)                                 | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)                          |
| K-5. Categorise different equipment into mechanical, plating and cooking. | K-5. State the use of different food preparation equipment. | K-5. Outline different aspects to be considered when selecting equipment for the preparation and cooking of different meals. | C-2. Identify the correct knives to be used for different food preparation.             | C-2. Explain the importance of correct upkeep, handling and storing of knives in food preparation. | C-2. Justify the use of different cuts in food preparation.                    | A-3. Demonstrate the correct preparation required in the making of a vegetable-based soup. | A-3. Use the appropriate cutting techniques to prepare a vegetable-based soup. | A-3. Produce a vegetable-based soup.                 |
| K-6. Categorise food commodities into perishable and non-perishable.      | K-6. List different types of food commodities.              | K-6. Outline through examples, the use of different types of food commodities.   | C-3. Outline necessary considerations when purchasing different fresh food commodities. | C-3. Explain the importance of correct labelling methods when preparing food commodities.          | C-3. Justify ways of storing different food commodities to ensure food safety. | 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 a pasta dish. |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Opening and closing a food outlet</b>                |
| <b>Learning Outcome 4:</b> | Follow opening and closing procedures of a food outlet. |

| Knowledge Criteria   |   |  | Comprehension Criteria      |                             |                             | Application Criteria   |   |  |
|--|---|--|-----------------------------|-----------------------------|-----------------------------|--|---|--|
| Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)                 | Assessment Criteria (MQF 3)  |
| <b>K-7. Name the items that need to be prepared before opening and/or closing a food outlet for service.</b> | <b>K-7. State the operational steps involved in daily routine preparations required in a food outlet.</b>       | <b>K-7. Outline appropriate safety measures that must be considered before opening and/or closing a food outlet for service.</b> |                             |                             |                             | <b>A-5. Follow service preparation procedures before opening or closing a food outlet.</b> | <b>A-5. Check stock for a given outlet.</b> | <b>A-5. Complete the necessary documentation based on stock required for operations in a given outlet.</b> |
| <b>K-8. Name the different documents used in the purchasing process within a food outlet.</b>                | <b>K-8. State details found on the different documents used in the purchasing process within a food outlet.</b> | <b>K-8. Describe the use of different documents used in the purchasing process within a food outlet.</b>                         |                             |                             |                             |  |   |  |

## Assessment Criteria

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

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

## Scheme of Assessment

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

| Assignment Number | Assignment Type | Percentage distribution |
|-------------------|-----------------|-------------------------|
| 1                 | Coursework      | 24 – 42%                |
| 2                 | Coursework      | 24 – 42%                |
| 3                 | Controlled      | 24 – 42%                |

## Distribution of Marks

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

## Unit 2: Front of House Operations

| Unit 2                         | Front of House Operations   |
|--------------------------------|---|
| <p><b>Unit Description</b></p> | <p>The guests' first impression upon arrival will determine the rest of their stay. In preparation for guest arrival, the different departments must organise and have all the necessary resources ready by the time the guests arrives at the establishment.</p> <p>In this unit, the candidate will be exposed to the last preparations prior to, or by the time, the guest arrives within the three different areas of a hospitality business, i.e. the housekeeping department, the front office department and the food and beverage department.</p> <p>The preparations for check-in and the check-in procedure itself will be explored, together with the importance of knowing details about the place of work and its surrounding environment. Preparation of the guests' room will also be practised.</p> <p>In this unit, the candidate will also have the opportunity to learn different cooking methods and cooking skills when preparing different types of dishes by using various food commodities. The candidate will have the opportunity to rework food sustainably. Training for the preparation of the food outlets to welcome guests for different meals throughout the day shall be practised.</p> |

### Learning Outcomes

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

- LO 1.** Follow check-in/check-out procedures.
- LO 2.** Prepare rooms for guest's arrival.
- LO 3.** Finish different meals in an appropriate way.
- LO 4.** Prepare the food outlets for service.



## Unit Content

| Subject Focus | Checking-in guests   |
|---------------|--|
| <b>LO 1.</b>  | Follow check-in/check-out procedures.  |
| <b>K-1.</b>   | Guest cycle: pre-arrival; arrival; occupancy; departure.   |
|               | Customer care practices by the front office department: fulfilling customer expectations; dealing with encountered issues; ensuring reachability; providing response; evaluation of guest's feedback at departure.   |
|               | Benefits of good customer care: <ul style="list-style-type: none"> <li>• To the business: customer loyalty; referral; profitability; more effective workforce;</li> <li>• To the guest: e.g. good experience, assurance of service, value for money.</li> </ul>  |
| <b>K-2.</b>   | Documents required for check-in: e.g. identification document (passport and/or identity card), credit card, reservation confirmation, CITES permit (pet passport), discount coupons, documents for unaccompanied minors.   |
|               | Important details to ask/confirm during the check-in process: personal and contact details; dates of stay; payment details; special requests.<br><br>Procedures to cater for special requests by guests: e.g. dietary requirements, allergies, medical conditions, room allocation, morning alarms, child-minding service. |
| <b>C-1.</b>   | Knowledge of staff about: <ul style="list-style-type: none"> <li>• Ancillary services given by the hospitality business: e.g. spa, taxi service, conference room facilities;</li> <li>• Ancillary services within the surrounding environment: e.g. bank, bus stop, places of attraction.</li> </ul>                       |
|               | The importance of knowing details: e.g. give advice on specific product or service, answer questions, suggest alternative or complementary products/services, increase sales, checking availability, bookings and/or cancellations of ancillary services.  |
| <b>A-1.</b>   | Preparation of documentation for the check-in process: registration card; room card; information brochure.   |
|               | Check-in procedure: greet guest; request for identification and reservation confirmation; compare reservation and identification details to system details; complete payment and/or deposit charge; communicate details of the hotel; sign registration card and salute guest.   |
|               | Communication of details to guest during check-in: room directions; restaurant opening hours; hotel facilities and services; details about the surrounding areas.  |

| Subject Focus | Preparing a guest's room   |
|---------------|--|
| LO 2.         | Prepare a room for a guest's arrival.  |
| K-3.          | Items in the housekeeping trolley: e.g. vacuum cleaner, floor mops and bucket, window squeegee, duster, bed linen, towels, bathmat, bath soap/liquid, shampoo and conditioner, shower cap, sewing kit, shoeshine, toilet paper, tissues, floor cleaning detergent, air freshener, bathroom cleaner, disposal bags, stationery.                               |
|               | Room categories: e.g. single, twin, double, family, accessible rooms, suite, studio, apartment, deluxe.  |
|               | Practices used to make guests feel welcome: e.g. towel folds, chocolate on bed, complimentary fruit basket, vouchers redeemable at the hotel, complimentary water, warm wishes according to the occasion being celebrated.   |
| A-2.          | Setting up of housekeeping trolley: vacuum cleaner; floor mops and bucket; window squeegee; duster; bed linen; towels and bathmat; bath soap/liquid and shampoo/conditioner; shower cap; sewing kit and shoeshine; toilet paper and box of tissues; floor cleaning detergent and bathroom cleaner; air freshener; disposal bags; stationery; wet floor sign. |
|               | Towel folding techniques: choosing the correct towel size for the particular fold; proper folding technique; neat outcome.<br><br><b>N.B.</b> For assessment purposes, <b>ONE</b> of the following folds should be assessed: basic trifold <b>or</b> animal fold.  |
|               | Preparation of room for a guest's arrival: making of bed/s; preparation of toiletries; practices to make the guest feel welcome; last-minute room check.   |

| Subject Focus | Cooking and finishing different dishes  |
|---------------|---|
| LO 3.         | Finish different meals in an appropriate way.   |
| K-4.          | Food elements which make up a complete dish: carbohydrates; protein; vitamins; fats.  |
|               | Sensory elements featured in a complete dish: <ul style="list-style-type: none"> <li>• Appearance: e.g. main colours, contrast, neat presentation;</li> <li>• Taste: e.g. sweet or sour, bitter, umami;</li> <li>• Texture: e.g. soft or hard, mushy or lumpy, crunchy or smooth;</li> <li>• Aroma: e.g. aromatic, spicy, scented.</li> </ul>   |
| K-5.          | 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.<br><br><b>N.B.</b> For assessment purposes at MQF 1, every classification should include <b>TWO</b> or more methods.<br><br><b>N.B.</b> For assessment purposes at MQF 2, each food item should only be used once for every cooking method. |

|      |   |
|------|---|
| K-6. | 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-2. | Quality checks when plating dishes: temperature of food; temperature of plate; garnishes; clean presentation.<br><br><b>N.B.</b> For assessment purposes, the review required at MQF 2 should be based on the dishes prepared in A-3.   |
|      | 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-3. | Preparation to cook a two-course meal*: personal preparation; selecting ingredients and equipment; cleaning of working areas using clean-as-you-go approach.<br><br><b>*N.B.</b> A two course meal is referring to a starter and a main course using different food commodities as a main ingredient for each course.   |
|      | Appropriate preparation and cooking of two course meal: <ul style="list-style-type: none"> <li>• Food preparation: correct cuts and cutting techniques; correct preparation of ingredients before cooking;</li> <li>• Cooking of starter: correct cooking method used; correct cooking procedures;</li> <li>• Cooking of main course: correct cooking method used; correct cooking procedures.</li> </ul> |
|      | Finishing a two course meal using the appropriate plating techniques: plating in odd numbers; adding height; contrasting colours; inclusion of sauce/dressing*; use of garnishes.<br><br><b>*N.B.</b> For assessment purposes, no marks shall be awarded for the preparation of sauces/dressings, but only their inclusion in plating will be considered.   |
| A-4. | Preparation to rework food: personal preparation; selecting ingredients and equipment; cleaning of working areas using clean-as-you-go approach   |
|      | Appropriate cooking of a reworked meal: maintaining/enhancing properties of ingredients; transfer of worked food to new dish; outcome of new dish.  |
|      | Finishing a reworked meal using the appropriate plating techniques: plating in odd numbers; adding height; contrasting colours; inclusion of sauce/dressing*; use of garnishes.<br><br><b>*N.B.</b> For assessment purposes, no marks shall be awarded for the preparation of sauces/dressings, but only their inclusion in plating will be considered.   |

**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!

| Subject Focus | Preparing the food outlet for hosting guests   |
|---------------|--|
| LO 4.         | Prepare the food outlets for service.  |
| K-7.          | <p>Types of linen used in restaurants: e.g. square and round tablecloth, slip cloth, napkin, waiters' cloth, glass cloth, tea towel, banquet cloth.</p> <p><b>N.B.</b> <i>It is highly suggested that non-linen materials are explained during delivery.</i></p> <p>Advantage and disadvantages of linen:</p> <ul style="list-style-type: none"> <li>• Re-usable linen: <ul style="list-style-type: none"> <li>○ Advantages of using reusable linen: e.g. less waste generation, elegant, good absorbent material;</li> <li>○ Disadvantages of using reusable linen: e.g. excessive use of water and chemicals during washing, could be stained easily, limitations regarding restaurant décor;</li> </ul> </li> <li>• Non-reusable linen: <ul style="list-style-type: none"> <li>○ Advantages of non-reusable linens: e.g. easy to clear up, easy to find and cheap to buy (short-term), saves time (washing, preparation);</li> <li>○ Disadvantages of non-reusable: e.g. waste generation, single use since they get wet/ thorn, may only be suitable for casual dining.</li> </ul> </li> </ul> |
| K-8.          | <p>Different types of cutlery, plates and glasses: e.g. side knife, joint knife, fish knife, joint fork, fish fork, sweet fork, sweet spoon, fish plate, joint plate, soup plates, sweet plate, pint or half pint beer glass, champagne flute, Paris goblet, water glass, slim Jim, brandy balloon, Martini glass.</p> <p>Considerations to take when handling cutlery, plates and glasses: e.g. properly washed and sterilized, polished, not chipped, not damaged or dented, glasses are at the correct temperature, handling of cutlery, carrying of equipment for table layups.</p>  |
| C-3.          | <p>Aspects which improve the experience of customers during food service: privacy; communication; waiting time; clearing of table; interaction of staff with guests.</p> <p>Different environments which determine the customer's expectations:</p> <ul style="list-style-type: none"> <li>• Cafeterias: e.g. noisy, limited selection of snacks, served in few minutes;</li> <li>• Fast-food outlets: e.g. noisy, served in few minutes, specialises in a small number of food items;</li> <li>• Fine dining restaurants: e.g. relaxing atmosphere, formal type of service, good quality but small food portions;</li> <li>• Casual dining: e.g. informal service, does not take very long to be served, louder background music.</li> </ul>  |
| A-5.          | <p>Linen, crockery and cutlery for formal table set-up:</p> <ul style="list-style-type: none"> <li>• Linen: table cloth; slip cloth; napkin; waiter's cloth;</li> <li>• Cutlery: joint fork and knife (main course); side knife and sweet fork (starter); soup spoon; sweet fork and spoon (dessert); butter knife;</li> <li>• Crockery: show plate; soup plate; side plate; water goblet; white and red wine glasses.</li> </ul>  |

Proper way of laying formal table set-up:

- Placing linen correctly;
- Napkin folding: bird of paradise **or** fan **or** clown's hat;
- Correct placing of plates, glasses and cutlery.

Restaurant set-up including seating arrangements: seating plan considerations; service style (buffet/à la carte); safety considerations; seating arrangement according to reservation list.

***N.B.*** For assessment purposes, the candidate is to be presented with a reservation list to be able to set the restaurant accordingly.

## Learning Outcomes and Assessment Criteria

|                            |                                       |
|----------------------------|---------------------------------------|
| <b>Subject Focus:</b>      | <b>Checking-in guests</b>             |
| <b>Learning Outcome 1:</b> | Follow check-in/check-out procedures. |

| Knowledge Criteria                         |  |   | Comprehension Criteria   |   |   | Application Criteria  |   |   |
|--|--|---|--|---|---|---|---|---|
| Assessment Criteria (MQF 1)                | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)   | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)   | Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)                   | Assessment Criteria (MQF 3)   |
| K-1. Name the guest cycle.                 | K1. Outline customer care practices throughout the guest cycle by the front office department. | K-1. Describe the benefits of good customer care by the front office department, both to the business and to the guest. | C-1. State services staff need to know about when handling customer queries related to ancillary services. | C-1. Describe services staff need to know about when handling customer queries related to ancillary services. | C-1. Explain the importance of knowing details about the hospitality business services and its surrounding environment. | A-1. Prepare the required documents for the guest's check-in process. | A-1. Complete the guest's check-in procedure. | A-1. Communicate details about the hospitality business and the surrounding areas to the guest. |
| K-2. Name documents required for check-in. | K-2. List the important reservation details to be confirmed during the check-in process.       | K-2. Outline procedures to cater for special requests by guests.  |  |   |   |   |   |   |

|                            |                                       |
|----------------------------|---------------------------------------|
| <b>Subject Focus:</b>      | <b>Preparing a guest's room</b>       |
| <b>Learning Outcome 2:</b> | Prepare a room for a guest's arrival. |

| Knowledge Criteria                                 |  |   | Comprehension Criteria      |                             |                             | Application Criteria   |  |   |
|--|--|---|-----------------------------|-----------------------------|-----------------------------|--|--|---|
| Assessment Criteria (MQF 1)                        | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)   | Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)                               |
| K-3. List items found in the housekeeping trolley. | K-3. Mention different room categories that one can find in a hotel. | K-3. Outline different practices used to make guests feel welcome upon entering the room. |                             |                             |                             | A-2. Set up the housekeeping trolley with the necessary equipment, linen, toiletries and detergents. | A-2. Demonstrate the correct way of towel folding to enhance room décor. | A-2. Prepare a room in preparation for a guest's arrival. |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Cooking and finishing different dishes</b> |
| <b>Learning Outcome 3:</b> | Finish different meals in an appropriate way. |

| Knowledge Criteria  |   |  | Comprehension Criteria  |  |  | Application Criteria  |  |   |
|---|---|--|---|--|--|---|--|---|
| Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1)                                       | Assessment Criteria (MQF 2)                                | Assessment Criteria (MQF 3)                          | Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)   |
| K-4. Name food elements which make up a complete dish.              | K-4. List sensory elements which should feature in a complete dish. | K-4. Outline sensory elements which should feature in a complete dish. |   |  |  | A-3. Demonstrate the correct preparation required to cook a two-course meal.  | A-3. Demonstrate appropriate preparation and cooking of a two-course meal. | A-3. Finish a two-course meal using the appropriate plating techniques. |
| K-5. Classify different cooking methods into dry, moist and frying. | K-5. List a food item for different cooking methods.                | K-5. Outline different cooking methods.                                | C-2. Describe the quality checks to consider when plating dishes. | C-2. Review meal plating through different quality checks. | C-2. Suggest ways of improving the quality of meals. |   |  |   |
| K-6. Identify food items that can be reworked.                      | K-6. State how each food item can be reworked.                      | K-6. Outline considerations to be taken during the rework process.     |   |  |  | A-4. Prepare the required ingredients and equipment to rework different food. | A-4. Demonstrate appropriate cooking of a reworked meal to reduce waste.   | A-4. Finish a reworked meal using the appropriate plating techniques.   |



|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Preparing the food outlet for hosting guests</b> |
| <b>Learning Outcome 4:</b> | Prepare the food outlets for service.               |

| Knowledge Criteria   |   |  | Comprehension Criteria   |  |  | Application Criteria  |   |  |
|--|---|--|--|--|--|---|---|--|
| Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)                                       | Assessment Criteria (MQF 3)  |
| <b>K-7. Name different types of linen used in a restaurant.</b>      | <b>K-7. Outline the use of different types of linen in a restaurant.</b>            | <b>K-7. List advantages and disadvantages of using re-usable and non-reusable linen.</b>   | <b>C-3. Outline aspects which improve the customer's experience during food service.</b> | <b>C-3. Describe how different environments in food outlets determine the customer's expectations during food service.</b> | <b>C-3. Justify how the customer's expectations are met through the food service provided in a given scenario.</b> | <b>A-5. Select the correct linen, plates, glasses and cutlery required for a formal service set-up.</b> | <b>A-5. Demonstrate the proper way of laying a formal set-up.</b> | <b>A-5. Demonstrate the proper restaurant set-up including seating arrangements according to a given scenario.</b> |
| <b>K-8. Identify different types of cutlery, plates and glasses.</b> | <b>K-8. Outline the function of different types of cutlery, plates and glasses.</b> | <b>K-8. Describe considerations to be taken when handling cutlery, plates and glasses.</b> |  |  |  |   |   |  |

## Assessment Criteria

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

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

## Scheme of Assessment

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

| Assignment Number | Assignment Type | Percentage distribution |
|-------------------|-----------------|-------------------------|
| 1                 | Coursework      | 24 – 42%                |
| 2                 | Coursework      | 24 – 42%                |
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## Distribution of Marks

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

## Unit 3: Guest Relations

| Unit 3                         | Guest Relations   |
|--------------------------------|---|
| <p><b>Unit Description</b></p> | <p>One of the most important aspects of providing an excellent service within the hospitality industry is the way personnel interact with guests. Assisting guests according to their needs and requests could be challenging. Having appropriate communication between the different departments in the business and good communication with guests will enable personnel to overcome such challenges, thus ensuring a wonderful guest experience.</p> <p>In this unit, the candidate has the opportunity to learn how to interact with guests within different departments. The proper cleaning routine of occupied rooms will be practised. The candidate will be proficient in the up-keeping of a hotel room and dealing with safety and security matters. Good communication skills when dealing with guests in particularly difficult situations will be taught from the front office point of view.</p> <p>The proper food preparation and cooking methods of savoury and sweet dishes will also be practised. The restaurant and bar sequence of service is an imperative skill that the candidate will acquire. The candidate will also be given the opportunity to learn sales techniques through the food and beverage service.</p> |

### Learning Outcomes

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

- LO 1.** Demonstrate housekeeping skills for the upkeep of guest rooms.
- LO 2.** Communicate effectively with different types of guests.
- LO 3.** Demonstrate cooking and baking techniques.
- LO 4.** Serve customers in the correct manner.

## Unit Content

| Subject Focus | In-house guest room upkeep  |
|---------------|---|
| LO 1.         | Demonstrate housekeeping skills for the upkeep of guest rooms.  |
|               | <p>Procedures followed by the room attendant as per daily routine: check roster; prepare the housekeeping trolley; clean allocated rooms; fill in checklist.</p> <p><b>N.B.</b> For assessment purposes, this list should also be used for MQF 3.</p>   |
| K-1.          | <p>Tasks to be included in the checklist of a room attendant: lay bed and/or change bed linen; dust/wet dust (including doors, telephone, paintings, mirrors and TV); clean bathroom fixtures, accessories and faucets; clean toilet (including flush handle and seats); replenish all bathroom items; replenish tea/coffee and minibar items; empty and clean bins; mop bathroom floor; arrange guest belongings and curtains; vacuum-clean carpets and mop floor tiles.</p>   |
| C-1.          | <p>Handling soiled linen: wash hands and wear gloves; keep soiled linen away from the body; fold linen in on itself; carry soiled linen in a separate laundry bag.</p> <p>Guests' belongings: clothes and shoes; valuables, electronics and medications; bags and luggage; glasses or cups with content.</p>  |
| A-1.          | <p>Preparation for cleaning an occupied guest's room: self-preparation (including wearing of uniform and PPEs); room cleaning supplies in adequate amounts (including equipment, linen, toiletries and detergents).</p> <p>Ways of handling soiled linen: wash hands and wear gloves; keep soiled linen away from the body; fold linen in on itself; place soiled linen in a separate laundry bag.</p> <p>Cleaning of an occupied room: lay bed and/or change bed linen; dust/wet dust (including doors, telephone, paintings, mirrors and TV); clean bathroom fixtures, accessories and faucets; clean toilet (including flush handle and seats); replenish all bathroom items (including towel folds); replenish tea/coffee and minibar items; empty, clean and line bins; mop bathroom floor; arrange guest belongings and curtains; vacuum-clean carpets and mop floor tiles.</p> |

| <b>Subject Focus</b> | <b>Communicating with guests during occupancy stage</b>   |
|----------------------|---|
| <b>LO 2.</b>         | Communicate effectively with different types of guests.   |
| <b>K-2.</b>          | The communication cycle: sender; idea occurs; encoding; medium selected; message sent; receiver; message received; decoding; feedback; decoding of feedback by the original sender.   |
|                      | Verbal and non-verbal communication skills: <ul style="list-style-type: none"> <li>• Verbal skills (which may include greeting/asking questions/empathy/feedback/termination);</li> <li>• Non-verbal skills (which may include facial expressions/eye contact/gestures/tone of voice/posture).</li> </ul> |
| <b>K-3.</b>          | Types of guests' requests and complaints: <ul style="list-style-type: none"> <li>• Requests: e.g. accessibility, facilities, product or service availability;</li> <li>• Complaints: e.g. disturbance, extra charges, quality of product or service.</li> </ul>   |
|                      | Ways of recording guests' requests and complaints: e.g. take notes, inform other departments about request/complaint, input data in the request/complaint file.   |
|                      | Ways of dealing with guests' requests and complaints: listen carefully; ask questions in a concerned manner; acknowledge request/complaint; suggest a way to handle request/resolve complaint.  |
| <b>A-2.</b>          | Ways of communicating with a guest: <ul style="list-style-type: none"> <li>• Verbal: greeting; asking questions;</li> <li>• Non-verbal: facial expressions; eye contact; gestures; tone of voice; posture.</li> </ul>   |
|                      | Ways to assist a guest with different requests: ask for information about the type of request; communicate with other departments about the request; follow up on the request put forward.  |
|                      | Effective communication in dealing with a guest's complaint: 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 | Cooking and baking  |
|---------------|---|
| LO 3.         | Demonstrate cooking and baking techniques.  |
| K-4.          | Cuts of beef: e.g. chuck, rib, short loin, sirloin and tenderloin, brisket, plate, flank, knuckle, shank.   |
|               | Aspects to look for when choosing a cut of beef: the use of the particular cut; freshness; price vs quality; fat content (marbling); storage of beef for purchase.  |
| K-5.          | Grades of cooking meat: blue; rare; medium; well done.  |
|               | Food safety considerations when cooking meat: e.g. type of meat, time, temperature, cross-contamination, re-heating, resting time.  |
| K-6.          | Categories of desserts: e.g. custards and puddings, frozen desserts, cakes, pastries, tarts, cookies, chocolate and candies.  |
|               | Specific properties in construction of desserts: acidity; sweetness; crunchiness; hot; cold.  |
|               | Importance of using specific properties in construction of desserts: e.g. complementing textures, complementing tastes, complementing temperatures.   |
| C-2.          | 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-3.          | Preparation required when cooking a selected meat dish: personal preparation; selecting ingredients and equipment; cleaning of working areas using clean-as-you-go approach.  |
|               | Cooking of a meat dish: correct preparation of meat for cooking (marinating/hammering/sealing); cooking method according to the cut of meat; correctly cooked to the cooking grade.   |
|               | Finish a meat dish using appropriate plating techniques: plating in odd numbers; adding height; contrasting colours; inclusion of sauce or dressing*; use of garnishes.<br><br><i>*N.B. For assessment purposes, no marks shall be awarded for the preparation of sauces or dressing, but only their inclusion in plating will be considered.</i> |
| A-4.*         | Garnishing: using fruits; using chocolate; using cream.   |
|               | Skills in preparation of a dessert: <i>mise en place</i> of ingredients and tools; including a variety of properties in dessert construction; correct cooking of dessert.   |
|               | Finishing desserts: neatness (same shape, size, piping); served at the correct temperature; portioning; use of appropriate plate and garnish.<br><br><i>*N.B. For assessment purposes, the dessert must include <b>ONE</b> cake making technique.</i>   |

| Subject Focus | Food and beverage service   |
|---------------|---|
| LO 4.         | Serve customers in the correct manner.  |
| K-7.          | <p>Types of menus: e.g. à la carte, table d'hôte, du jour, cyclical, beverage menu, wine list.</p> <p>Importance of knowing menu content before service: knowledge about allergens present in dishes; ability to assist guests on their choices; keep up good service; motivation for upselling.</p>  |
| K-8.          | <p>Cold and hot beverages:</p> <ul style="list-style-type: none"> <li>• Cold beverages: water; juices; squashes; soft drinks; non-alcoholic cocktails (After Eight <b>or</b> Passion <b>or</b> Sunset);</li> <li>• Hot beverages: leaf and herbal teas; espresso; cappuccino; latte; hot chocolate.</li> </ul> <p>Considerations when preparing and serving beverages: correct cups or glasses; method of preparation (pouring, built-in, shaken, frothing); temperature of serving; correct use of equipment and utensils.</p> <p><b>N.B.</b> For assessment purpose, <b>TWO</b> cold and <b>TWO</b> hot beverages are to be considered.</p>   |
| C-3.          | <p>Factors for a waiter to consider when serving customers at a table: customers at table (age/needs/dietary requirements); use of etiquette; upselling techniques; information on each dish's ingredients and methods of preparation.</p> <p>Different techniques that increase sales: e.g. knowing about the speciality of the day, beverage pairing, encouraging guests to take full meals (starter, platter to share, extra sides, extra sauces), proper pronunciation of dishes/beverages names, suggesting favourite dish on the menu, offering complimentary items (drink, appetizers, soups).</p> <p>Benefits of trained staff for upselling: e.g. motivated staff, better service, more profit to the business, a good tip, continuous professional development training to staff, loyal customers, word-of-mouth promotion.</p> |
| A-5.          | <p>Preparation of items in waiter's station: clean and folded napkins; order pads; EPOS; table cleaning equipment; cutlery; tip wallets or trays; extra pencils and guest satisfaction sheet; clean placemats; children's bibs and favours; lined bins (within the waiter's station).</p> <p>Assisting customers to make a choice to maximise sales: e.g. offering the speciality of the day, beverage pairing, encouraging guests to take full meals, proper pronunciation of dishes/beverages names, suggesting favourite dish on the menu, offering complimentary items.</p>   |

The sequence of formal service:

1. Greet and seat;
2. Glass and napkin;
3. Present menu;
4. Take beverage order;
5. Offer complementary nibbles/bread and butter;
6. Serve beverages;
7. Take food order;
8. Adjust cutlery according to the order of the guest;
9. Serve starter, condiments and accompaniments;
10. Clear starter and relative crockery and check customer satisfaction;
11. Top-up bread and butter, water or wine when necessary;
12. Serve main course, condiments and accompaniments;
13. Clear the main course, unused cutlery, side plates, cruets and butter dish;
14. Crumb down;
15. Adjust sweet cover;
16. Present sweet/dessert and coffee menu from the right;
17. Take sweet/dessert and coffee order;
18. Serve sweet/dessert and coffee;
19. Present bill and guest satisfaction sheet;
20. Collect payment and usher guests on their way out.

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



## Learning Outcomes and Assessment Criteria

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>In-house guest room upkeep</b>                              |
| <b>Learning Outcome 1:</b> | Demonstrate housekeeping skills for the upkeep of guest rooms. |

| Knowledge Criteria   |   |  | Comprehension Criteria   |   |   | Application Criteria  |  |  |
|--|---|--|--|---|---|---|--|--|
| Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)   | Assessment Criteria (MQF 1)   | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)  |
| K-1. Name the procedures that the room attendant must follow as per daily routine. | K-1. State the tasks which should be included in a checklist followed by the room attendant when cleaning an occupied room. | K-1. Describe the procedures that the room attendant must follow as per daily routine. | C-1. Outline ways of handling soiled linen in a safe and secure way. | C-1. Explain the procedure to follow when handling guests' belongings in a safe and secure way. | C-1. Justify the procedure followed when handling guests' belongings in a given scenario. | A-1. Demonstrate the necessary preparation for cleaning an occupied guest's room. | A-1. Demonstrate ways of handling soiled linen in a safe and secure way. | A-1. Complete the cleaning of an occupied guest room using the appropriate detergents and linen. |

|                            |   |
|----------------------------|---|
| <b>Subject Focus:</b>      | <b>Communicating with guests during occupancy stage</b> |
| <b>Learning Outcome 2:</b> | Communicate effectively with different types of guests. |

| Knowledge Criteria  |   |   | Comprehension Criteria      |                             |                             | Application Criteria   |  |   |
|---|---|---|-----------------------------|-----------------------------|-----------------------------|--|--|---|
| Assessment Criteria (MQF 1)                                   | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)   | Assessment Criteria (MQF 1) | Assessment Criteria (MQF 2) | Assessment Criteria (MQF 3) | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)                                      | Assessment Criteria (MQF 3)   |
| K-2. Label the communication cycle.                           | K-2. Outline the communication cycle                                      | K-2. Describe verbal and non-verbal communication skills.           |                             |                             |                             | A-2. Demonstrate the appropriate ways of communicating with a guest. | A-2. Demonstrate ways to assist a guest with different requests. | A-2. Demonstrate effective communication in dealing with a guest's complaint. |
| K-3. List different types of guests' requests and complaints. | K-3. Outline different ways of recording guests' requests and complaints. | K-3. Describe ways of dealing with guests' requests and complaints. |                             |                             |                             |  |  |   |

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>Cooking and baking</b>                  |
| <b>Learning Outcome 3:</b> | Demonstrate cooking and baking techniques. |

| Knowledge Criteria                               |  |  | Comprehension Criteria                              |  |  | Application Criteria   |  |   |
|--|--|--|---|--|--|--|--|---|
| Assessment Criteria (MQF 1)                      | Assessment Criteria (MQF 2)                                | Assessment Criteria (MQF 3)  | Assessment Criteria (MQF 1)                         | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)                  | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)                          | Assessment Criteria (MQF 3)                                   |
| K-4. Name different cuts of beef.                | K-4. Outline the use of different cuts of beef.            | K-4. Describe aspects to look for when choosing a cut of beef.         |   |  |  | A-3. Demonstrate the correct preparation required when cooking a selected meat dish. | A-3. Demonstrate appropriate cooking of a meat dish. | A-3. Finish a meat dish using appropriate plating techniques. |
| K-5. State the different grades of cooking meat. | K-5. Outline the different grades of cooking meat.         | K-5. Describe food safety considerations when cooking meat.            | C-2. Describe the different cake making techniques. | C-2. Explain the properties of the main ingredients used in cake making. | C-2. Explain possible faults of baked cakes. |  |  |   |
| K-6. Match desserts to the different categories. | K-6. State specific properties when constructing desserts. | K-6. Describe the importance of using specific properties in desserts. |   |  |  | A-4. Prepare garnishes for a dessert.  | A-4. Demonstrate skills in preparation of a dessert. | A-4. Finish a dessert using appropriate plating techniques.   |

|                            |  |
|----------------------------|--|
| <b>Subject Focus:</b>      | <b>Food and beverage service</b>       |
| <b>Learning Outcome 4:</b> | Serve customers in the correct manner. |

| Knowledge Criteria                                   |  |   | Comprehension Criteria   |   |  | Application Criteria   |   |   |
|--|--|---|--|---|--|--|---|---|
| Assessment Criteria (MQF 1)                          | Assessment Criteria (MQF 2)  | Assessment Criteria (MQF 3)   | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)                                      | Assessment Criteria (MQF 1)  | Assessment Criteria (MQF 2)   | Assessment Criteria (MQF 3)   |
| <b>K-7. List different types of menus.</b>           | <b>K-7. Outline different types of menus.</b>                            | <b>K-7. Describe the importance of knowing menu content before service.</b> | <b>C-3. Outline factors that a waiter has to consider when serving customers at a table.</b> | <b>C-3. Describe different techniques that increase sales in a food outlet.</b> | <b>C-3. Explain the benefits of trained staff for upselling.</b> | <b>A-5. Prepare the waiter's station with the necessary items.</b> | <b>A-5. Assist customers in making a choice to maximise sales using the correct techniques.</b> | <b>A-5. Serve customers following the formal sequence of service.</b> |
| <b>K-8. List examples of hot and cold beverages.</b> | <b>K-8. Outline considerations when preparing and serving beverages.</b> | <b>K-8. Describe the method used in preparing hot and cold beverages.</b>   |  |   |  |  |   |   |

## Assessment Criteria

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

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

## Scheme of Assessment

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

| Assignment Number | Assignment Type | Percentage distribution |
|-------------------|-----------------|-------------------------|
| 1                 | Coursework      | 24 – 42%                |
| 2                 | Coursework      | 24 – 42%                |
| 3                 | Controlled      | 24 – 42%                |

## Distribution of Marks

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

## Appendix 1 – Minimum required resources

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

### Generic Resources (for all units)

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- Classroom area (maximum of 16 students).
- Availability of internet access connection.
- Book cabinet in class with hospitality, front office, housekeeping 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.
- Fire extinguishers and fire blankets.
- Fully equipped First Aid box.
- Safety (Warning) signs and notices.

### Front Office

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- Simulation of a reception area including:
  - Filing cabinet;
  - Telephone system;
  - Laptop/all-in-one PC system.

### Housekeeping

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- Simulation of a hotel room or access to real one including:
  - Bed with linen;
  - Bathroom area.
- Housekeeping equipment including:
  - Housekeeping trolley;
  - Linen;
  - Toiletries;
  - Detergents;
  - Vacuum cleaner;
  - Towels;
  - Laundry bags.
- Simulation of a laundry area including:
  - An iron and iron board;
  - Washing machine;
  - Tumble dryer;
  - Shelving.

## Food Preparation

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- Adequately-sized Food Lab equipped with at least 4 work stations including:
  - Preparation area;
  - Sink;
  - Oven;
  - 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:
  - Different types of pots and pans;
  - Casserole;
  - Roasting dishes;
  - Pie dishes;
  - Food probe.
- Kitchen Equipment – Baking:
  - Sandwich tin;
  - Bun tin;
  - Flan dish;
  - Baking tray.
- Kitchen Equipment – Cutting:
  - Set of chef's knife;
  - Peelers cutters.
- Kitchen Equipment – Food preparation:
  - Colour coded chopping boards;
  - Rolling pin;
  - Sieve;
  - Stainless steel mixing bowls.
- Kitchen Equipment – Measuring:
  - Measuring jugs;
  - Measuring spoons and cups.
- Kitchen Equipment – Mechanical:
  - 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:
  - Plates;
  - Serving dishes;
  - Ramekins;
  - Saucer;
  - Ladle;
  - Slotted spoon;
  - Fish server.
  
- Windows insect screens.
  
- Insect killer.
  
- Personal protective equipment including:
  - Gloves;
  - Chef's coat;
  - Cap.
  
- Cleaning items including:
  - Dishwashing soap;
  - Sponges;
  - Cleaning cloths;
  - Tea towels, etc.

## **Restaurant Service Area**

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- Linen:
  - Square and/or round table cloth;
  - Slip cloth;
  - Napkin;
  - Waiter's cloth;
  - Glass cloth;
  - Tea towel;
  - Banquet cloth.
  
- Square and/or round tables for restaurant area.
  
- Restaurant and Bar Equipment – Cutlery:
  - Side knife;
  - Joint knife;
  - Fish knife;
  - Joint fork;
  - Fish fork;
  - Sweet fork;
  - Sweet spoon.



- Restaurant and Bar Equipment – Serving plates:
  - Fish plate;
  - Joint plate;
  - Soup plates;
  - Sweet plate.
  
- Restaurant and Bar Equipment – Serving equipment:
  - Different salt & pepper shakers;
  - Peppermill grinder;
  - Oil & vinegar bottles sets;
  - Serving dishes;
  - Ice tongs;
  - Sauce bowls.
  
- Restaurant and Bar Equipment – Glassware:
  - Pint or half pint beer glass;
  - Champagne flute;
  - Paris goblet;
  - Water glass,
  - Slim jim;
  - Brandy balloon;
  - Martini glass;
  - Different types and sizes of jugs;
  - Tea set;
  - Cappuccino cups and saucers;
  - Espresso cups and saucers;
  - Mocha cups and saucers;
  - Cocktail shaker;
  - Cocktail measure;
  - Bar spoon.
  
- A restaurant simulation setup including:
  - Waiter's station;
  - Food trolley.