

**Certificate in Hospitality Operations  
(Q1000300)**

**Unit Specifications**

## **Acknowledgements**

The Ministry of Education through the Department of Vocational Education and Training (DVET) is deeply indebted to a number of people for their active involvement towards the development of the following Programmes:

### **The Foundation Programme in Hospitality and Tourism and The Certificate Programme in Hospitality Operations**

The development of these programmes would not have been possible without the dedicated commitment from the following groups.

From the Curriculum Development Group:

Ms. M. Phefo,	Grand Palm Hotel
Mr. F. Selve,	Gaborone Sun Hotel
Mr. G. Feme,	President Hotel
Ms. G. Phutego,	Ministry of Education, Curriculum Development & Evaluation
Ms. G. Bogopa,	Ministry of Education, Department of Secondary Education
Mrs. K. Mwasekaga,	MTTC
Ms. P. Morolong,	MTTC
Mrs. M. Kalikawe,	Department of Tourism
Mr. S. Khonu,	Department of Tourism
Mr. P. Hahn,	Maun Technical College

From the Programme Advisory Committee:

Mr. T. Soutter,	President Hotel, Chairman
Ms. M. Sekororoane,	Consultant, (Vice Chair)
Mr. M. Mothoagae,	HATAB
Ms. D. Magathe	Barlow, Botswana
Dr. D. Brandon,	University of Botswana
Mr. B. Page-Wood	Gaborone Sun Hotel
Mr. A. Siddiqi,	Moghul Restaurant
Mr. M. Mangubulli,	Botswana Wildlife Training Institute

The Department would like to take this opportunity to thank members of the various sectors of the industry who responded to the research questionnaire which helped to formulate the content of the different programmes. Gratitude is also extended to all sections of the Ministry who contributed at various stages of the programmes development, quality auditing and validation.

DVET extends special thanks to the following members of the Department of Hospitality and Tourism, Maun Technical College (formerly Maun Vocational Training Centre) for spending their valuable time in reviewing the contents of these programmes and developing the learning and assessment materials.

Mrs T. Bola ane	Acting Head of Department
Ms K. Bogopa	Member of staff
Mr N. Bogwasi	Member of staff
Mrs A. Gasietsewe	Member of staff
Mr M. Mathaio	Member of staff
Mrs D. Kolobe	Member of staff

The Ministry would like to express gratitude to Ms. Mary McManus from the Scottish Qualifications Authority and to Mr. P. Mani and Mr. J. Duffield from the Department of Vocational Education and Training for their technical input and commitment to the development of these programmes.

## **Contents**

- 1. Working in the Hospitality Industry (U1004100)**
- 2. Cookery Processes 1 (U1004200)**
- 3. Introduction to Food and Beverage Service (U1004300)**
- 4. Introduction to Front Office Services and Procedures (U1004400)**
- 5. Introduction to Housekeeping Operations (U1004500)**
- 6. Hygiene and Safety for the Hospitality Industry (U1004600)**
- 7. Stock Control for Hospitality (U1004700)**
- 8. Basic Nutrition (U1004800)**
- 9. Menu Planning 1 (U1004900)**
- 10. Commodities 1 (U1005000)**
- 11. Cookery Processes 2 (U1005100)**
- 12. Laundry Services for Hospitality (U1005200)**
- 13. Food and Beverage Service Skills (U1005300)**
- 14. Interior Decoration for Hospitality – an Introduction (U1005400)**
- 15. Control of Sales and Costs (U1005500)**
- 16. Front Office Skills (U1005600)**
- 17. Cleaning Agents (U1005700)**
- 18. Introduction to Sales (U1005800)**

<b>Unit Title:</b>	<b>WORKING IN THE HOSPITALITY INDUSTRY</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>1.0</b>
<b>Access Statement:</b>	Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

<b>Unit Introduction:</b>	<b>On successful completion of this unit the candidate will be able to describe the Hospitality Industry and identify suitable career opportunities</b>
---------------------------	---

---

- |                           |  |
|---------------------------|--|
| <b>Learning Outcomes:</b> | <ol style="list-style-type: none"><li><b>1. Describe the hospitality industry in Botswana</b></li><li><b>2. Investigate career opportunities in the hospitality industry</b></li></ol> |
|---------------------------|--|

Unit Title: Working in the Hospitality Industry

---

**Learning Outcome 1:** Describe the hospitality industry in Botswana

---

**Performance Criteria:**

- (a) Outline the sectors, which make up the hospitality industry in Botswana.
  - (b) Describe effectively, with examples, the types of establishments in each sector and the facilities & services they provide.
  - (c) Identify correctly the types of customers served by each type of establishment
- 

**Range Statement**

Sectors: commercial, non-commercial

Types of establishments: hotels, motels, camps & lodges, institutional catering, industrial catering

Types of facilities: bedrooms, restaurants, leisure, conference/ banqueting

Types of services: accommodation operations, food and beverage operations

Customers: business, leisure

---

**Evidence Requirements**

Written and/ or oral evidence that the candidate can describe both commercial and non-commercial sectors within the hospitality industry in Botswana, the types of establishments in each, their facilities and services and identify types of customers served by each type of establishment.

Unit Title: Working in the Hospitality Industry

---

**Learning Outcome 2:** Investigate career opportunities in the hospitality industry

---

**Performance Criteria:**

- (a) Describe correctly a range of jobs in the hospitality industry
  - (b) Identify, from a given range of jobs, two job titles suitable for initial employment and appropriate to personal characteristics
  - (c) Describe correctly the main tasks and responsibilities of the two jobs selected
- 

**Range Statement**

Range of jobs in: housekeeping, front office, food preparation, food and beverage service

---

**Evidence Requirements**

Written and/ or oral evidence that the candidate has investigated the career opportunities in the Hospitality Industry and can describe the main tasks, responsibilities and skills required of each of the identified job appropriate to his/her personal characteristics, covering Performance Criteria (a) – (c) and the range.

Unit Title: Working in the Hospitality Industry

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit seeks to equip the candidate with knowledge and awareness of the Hospitality Industry and the nature of the work carried out in the various sectors. The candidate will be able to prepare for employment and develop a positive attitude towards the vocational field, which he/she has chosen. This unit seeks not merely to meet the candidate's needs to do well at Certificate level but also to improve competence across a range of skills incorporating elements of Personal and Interpersonal Key Skill units.

#### **Content/Context:**

Corresponding to learning outcomes 1 & 2

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Describe the nature of the Hospitality Industry taking into consideration the commercial and non-commercial sectors. This should include an examination of such outlets as hotels, motels, safari camps and lodges, and restaurants of different level as well as Institutional and Industrial catering situations. This study will identify the types of customer facilities and services each outlet is likely to offer and the type of customers such as business, leisure, industrial workers, students, patients and defence force who may use each. The facilities and services should cover Accommodation Operations and Food and Beverage Operations in their broad sense.
2. Investigate the career opportunities in the Hospitality Industry by identifying a range of jobs available in housekeeping, front office, food preparation and food and beverage service sections. Candidates are required to identify the main skill requirements for chosen jobs and investigate employment prospects in the Hospitality Industry. It is expected that areas such as reception and front office, reservations, back office, housekeeping and laundry as well as



kitchen, bar and restaurant will be covered. This will allow the candidate to select two jobs in the industry in which they have a particular interest and to match their own personal

characteristics and strengths against the task requirements, thus integrating certain Key Skills, particularly Personal and Interpersonal Skills.

### **Approaches to Generating Evidence**

Learning and teaching in 'Working in the Hospitality Industry', must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal, Communication and research skills from Investigating your Business Idea, thus integrating parts of the Key Skills Units. It is suggested that a programme of visits will be undertaken to companies or establishments from the various sectors of the industry. From these visits the candidate should be able to describe the nature of the hospitality industry and investigate job progression. From a given organisation chart candidates will be expected to identify areas of job interest which they believe match the personal characteristics identified from their Personal and Interpersonal Skills studies. He or she will then be expected to identify job titles in that area and list the skills and tasks required to meet the job requirements as well as identify initial career paths. They should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure that the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range, identifying the main job titles offered within the Hospitality Industry and the function of each. The candidate will then match his or her own personal characteristics against job requirements.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

Group work is to be encouraged as it gives the candidate practical experience of the co-operation necessary in real life, particularly in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments as far as possible generating evidence that covers the performance criteria and all of the range for each of the learning outcomes.

**Exemplars**

Following a visits programme to outline different sectors of the hospitality industry candidates could produce a chart identifying two jobs in the hospitality industry which match their personal characteristics, previously identified in the Key Skill unit 'Personal and Interpersonal Skills'. Candidates should then identify the main tasks and skills involved in each job, and suggest a career progression from a given organisation chart. Candidates will be expected to suggest why either one of these jobs would suit the candidate.

**Progression**

This unit forms part of a series that has been developed which together form the mandatory units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

**Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

**References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

**Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET.

**© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

<b>Unit Title:</b>	<b>COOKERY PROCESSES 1</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>1.0</b>
<b>Access Statement:</b>	Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

<b>Unit Introduction:</b>	<b>On successful completion of this unit the candidate will be able to demonstrate basic knowledge and skills associated with the professional kitchen, in carrying out cookery processes to set standards.</b>
---------------------------	---

---

**Learning Outcomes:**

- 1. Describe different methods of cooking and their suitability for a variety of foods**
- 2. Produce a food order and work plan in accordance with standardised recipes for the given menu**
- 3. Perform a range of food preparation techniques to meet menu specifications**
- 4. Carry out cookery processes to meet specified standards.**

Unit Title: Cookery Processes 1

---

**Learning Outcome 1:** Describe different methods of cooking and their suitability for a variety of foods

---

**Performance Criteria**

- (a) Describe correctly the principles associated with different methods of cooking and the associated terminology
  - (b) Describe correctly the use of a variety of suitable industrial equipment applicable for different methods of cookery
  - (c) Match suitable foods to appropriate methods of cooking
- 

**Range Statement**

Methods of Cooking: Moist - boiling, poaching, stewing, braising, steaming  
Dry - deep and shallow frying, grilling, roasting, baking

Industrial equipment: cooking range, steamer, oven, fryer, salamander, griddle plate, tilting pan

Suitable foods: meat, fish, fruits and vegetables, dairy produce, eggs

---

**Evidence Requirements:**

Written and/or oral evidence that the candidate can describe the principles associated with each of the methods of cooking within the range statement, the use of industrial equipment for each method and identify **two** foods suitable for cooking by each method.

Unit Title: Cookery Processes 1

---

**Learning Outcome 2:** Produce a food order and work plan in accordance with standardised recipes for the given menu

---

**Performance Criteria**

- (a) Select standardised recipes for dishes in accordance with the given menu
  - (b) Prepare an accurate food order for the given dishes
  - (c) Prepare an effective work plan for the given dishes
- 

**Range Statement**

Menu: starter, main course, potato and vegetable, dessert

Food order: ingredients, quantity

Work plan: timing, sequencing, equipment

---

**Evidence Requirement:**

Performance evidence of the candidate's ability to select standardised recipes for the dishes of the given menu as per Performance Criterion (a) and the range.

Performance evidence that the candidate can produce a work-plan and food order for the given dishes as per Performance Criteria (b) and (c), and the range. The work plan and food order should include a choice of two dishes per course as identified by the lecturer.

Unit Title: Cookery Processes 1

---

**Learning Outcome 3: Perform a range of food preparation techniques to meet menu specifications**

---

**Performance Criteria**

- (a) Collect appropriate food items in the correct quantity to meet menu specifications
  - (b) Select appropriate tools and equipment to prepare food items of the given menu in accordance with the menu specifications
  - (c) Apply appropriate food preparation techniques to produce food items to meet menu specifications
  - (d) Maintain safe and hygienic standards
- 

**Range Statement**

Food Preparation Techniques: cutting, blending, mixing, beating

Safe and hygienic standards: Safe- to others, self, equipment  
Hygienic - food, workplace, personal

---

**Evidence Requirements**

Performance evidence of the candidate's ability to hygienically and safely perform a range of food preparation techniques. Evidence must cover Performance Criteria (a) to (d) and each of the techniques in the range statement.

Unit Title: Cookery Processes 1

---

**Learning Outcome 4:** Carry out cookery processes to meet specified standards

**Performance Criteria**

- (a) Apply appropriate cooking processes correctly to a variety of food types of the given menu
  - (b) Follow accurately the work plan to meet specified standards
  - (c) Present the finished dishes in an attractive manner
  - (d) Maintain safe and hygienic standards
- 

**Range Statement**

Specified standards: standardised recipe, timing

Cooking process: Moist: boiling, poaching, stewing, braising, steaming  
Dry- deep and shallow frying, grilling, roasting, baking

Safe and hygienic standards: Safe- to others, self, equipment  
Hygienic - food, workplace, personal

---

**Evidence Requirements**

Performance evidence of the candidate's ability to safely and hygienically carry out **four** cookery processes to cover two sections of the given menu, as per Performance Criteria (a)-(d) inclusive and all of the range. Each section of the menu will include a choice of **two** dishes.

Unit Title: Cookery Processes 1

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to equip the candidate with basic knowledge and skills associated with the professional kitchen. The candidate will be expected to prepare and present a range of food items to basic standards of acceptability. The range of menu dishes will be selected by the lecturer and should contain two dishes per course. The candidate will then prepare a food order and work plan for the prescribed dishes. This evidence will be presented on two separate occasions and cover a minimum of four cooking methods. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which they have chosen. The unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

#### **Content/Context:**

Corresponding to learning outcomes 1 - 4

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Develop knowledge of the principles associated with different cooking methods, which should include: boiling, poaching, stewing, steaming, braising, deep and shallow frying, grilling, baking and roasting. The candidate will be expected to identify suitable pieces of equipment used for each cooking method outlined and match these to a variety of foods.
2. Produce a food order and work plan in accordance with standardised recipes. This will involve selecting the correct recipes, preparing the food order and work plan to correspond with the items chosen from a 3-course menu using a minimum of four methods of cooking as identified from Learning Outcome 1. The candidate will be expected to prepare the food order and work plan to correspond with the menu items from one course of the given menu. The menu will



consist of a choice of two items per course. The candidates are expected to operate on a cyclical basis working through the menu and over a period of four occasions he/she will have covered the entire menu. The extent of the range of choices should not exceed 2 per course i.e. a choice from 2 starters, 2 main courses with potato/vegetable accompaniment, 2 desserts

3. Use a variety of tools and equipment safely and hygienically to perform a range of food preparation techniques. The candidate will be expected to select the correct ingredients with the right quality and quantity in accordance with the standardised recipe and select and use necessary tools and pieces of equipment and return them to their rightful place after use. Additional support may be necessary for candidates without prior experience of safe cutting practices.
4. Carry out the cookery processes within a specified time to basic standards taking into consideration appearance, colour, texture, flavour, consistency, temperature and portion control. Using the correct cooking method for the chosen food the candidate will be expected to carry out the correct cooking processes and present the food in an attractive manner while maintaining safe and hygienic standards. This should take place over a minimum of 5 practical periods. Candidates will be expected to prepare dishes from one course from the menu on a cyclical basis.

### **Approaches to Generating Evidence**

Learning and teaching in Cookery Processes 1, must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal Skills, Communication and Numeracy, thus integrating part of the Key Skill units. The candidate will be expected to be able to explain a range of principles associated with various cooking methods, plan for and carry out the production of a three course meal using a range of tools safely and hygienically. The menus will be given to the candidates and will incorporate all the methods of cookery as identified in Learning Outcome 1, in any combination. The candidate should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and covering the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a realistic work environment.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop

attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the Performance Criteria and all of the range for each of the learning outcomes in turn.

### **Exemplars**

The candidate is able to produce dishes as per the given menus. The extent of the range of choices should not exceed 2 per course i.e. a choice from 2 starters, 2 main courses with potato/vegetable accompaniment, 2 desserts.

### **Progression**

This unit forms part of a series that has been developed which together form the mandatory units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate. Completion of this unit will allow access to the elective unit titled 'Cookery Processes 2'.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET.

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

<b>Unit Title:</b>	<b>INTRODUCTION TO FOOD AND BEVERAGE SERVICE</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>1.0</b>
<b>Access Statement:</b>	Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

<b>Unit Introduction:</b>	<b>On successful completion of this unit the candidate will be able to explain different styles of service and demonstrate basic knowledge and skills associated with table service of food and beverage.</b>
---------------------------	---

---

**Learning Outcomes:**

- 1. Describe various styles of food and beverage service offered in the hospitality sector**
- 2. Plan for the table service of a given menu**
- 3. Prepare and maintain service and ancillary areas before, during and after service**
- 4. Carry out basic table service of food and beverage to professional standards**

Unit Title: Introduction to Food and Beverage Service

---

**Learning Outcome 1:** Describe various styles of food and beverage service offered in the hospitality sector

---

**Performance Criteria**

- (a) Describe correctly different food and beverage service styles
  - (b) Match appropriate styles of service with various food and beverage establishments
- 

**Range Statement**

Styles of service: food - fast food, cafeteria, plate, buffet, a la carte, silver  
beverage - counter, table

Hospitality sector: commercial, non-commercial

**Evidence Requirements**

Written and / or oralevidence that the candidate can correctly describe various styles of service and match the styles of service with the types of food and beverage establishments to cover Performance Criteria (a) and (b) and all of the range.

Unit title: Introduction to Food and Beverage Service

---

**Learning Outcome 2: Plan for the table service of a given menu**

---

**Performance Criteria**

- (a) Interpret correctly the menu items to ensure customer understanding of their base ingredients and method of cookery
  - (b) Identify correctly cover requirements for the menu offered to carry out plated service
  - (c) Prepare an accurate work plan for the preparation and service of the menu offered
- 

**Range Statement**

Menu: 3 course, table d'hôte

Cover requirement: linen, cutlery, crockery, glassware, complementary items

---

**Evidence Requirement**

Written and/or oral evidence showing the candidate's ability to plan for the preparation and service of food and beverage covering Performance Criteria (a)-(c) inclusive and all of the range

Unit Title: Introduction to Food and Beverage Service

---

**Learning Outcome 3:** **Prepare and maintain service and ancillary areas before, during and after service**

---

**Performance Criteria**

- (a) Prepare the service and ancillary areas before service in accordance with the work plan
  - (b) Lay up the guest table with appropriate items of equipment in accordance with a given menu
  - (c) Maintain correctly the service and ancillary areas during service period
  - (d) Re-instate fully the service and ancillary areas on completion of service in accordance with given instructions
  - (e) Maintain safe and hygienic standards
- 

**Range Statement**

Service area: room lay out, sideboard

Ancillary area: still room, scullery

Safe and Hygienic Standards: safe - to others, self , equipment  
hygienic - to food, workplace, personal

---

**Evidence Requirements**

Performance evidence that the candidate can prepare and maintain service and ancillary areas before, during and after service, covering all of the Performance Criteria and range for **two** covers.

Unit Title: Introduction to Food and Beverage Service

---

**Learning Outcome 4:** Carry out basic table service of food and beverage to professional standards

---

**Performance Criteria**

- (a) Greet and seat customers courteously
  - (b) Serve customers with food and beverages as requested, to professional standards in accordance with the work plan
  - (c) Clear the table correctly to professional standards
  - (d) Assist customers in a polite and helpful manner
- 

**Range Statement**

Food and Beverages: water, bread and butter, food and drinks as per the order

Professional standards: safe working practices, hygienic standards, correct service procedures

---

**Evidence Requirements**

Performance evidence that the candidate can carry out basic table service of food and beverage to professional standards, covering Performance Criteria (a) - (d) and all of the range for a minimum of **two** covers.

To meet professional standards, the clearing of the table should include:

- the removal of, in one operation a minimum of two plates and four items of cutlery
- removal of debris on to one cover plate
- the neat stacking of cutlery on to the cover plate
- the pile of cleaned plates should be held on the lower arm and the cover plate held correctly in the same hand

Unit Title: Introduction to Food and Beverage Service

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to equip the candidate with basic knowledge and skills associated with professional food service. The candidate will be expected to identify styles of food service establishments and the services they offer, be able to prepare and maintain the service areas and perform simple service tasks. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field that they have chosen. The unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 4

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Develop an awareness of the different types of food service outlets to cover hotels, restaurants, fast food outlets, schools and college canteen, hospitals, the services each provides. This should include an investigation into the staffing structures, equipment needed, styles of service offered to include fast food, cafeterias, plate and buffet styles of service and the different types of customer catered for.
2. Plan for the table service of a given menu by interpreting the menu items in terms of its base ingredients and cooking methods, identifying correctly the cover requirements for setting two covers for a three course table d'hôte menu, which would include:
  - a) linen: table cloths, slip cloths, serviettes, waiter's cloths, glass cloths;
  - b) table ware: flat ware, cutlery and hollow ware;
  - c) complementary items such as menu and menu holder, flower vase, cruet set, ashtray
  - d) glass ware: for water and juice



The candidates are expected to prepare a work plan outlining the order or sequence of events, equipment used and any accompaniments necessary for the service. The candidates are expected to demonstrate safe and hygienic practices through out. Additional support may be required for candidates with no prior experience of food and beverage service.

3. The candidate will be expected to select and use correctly the necessary pieces of equipment appropriate to the given table d'hôte menu. This will involve correct use of the sideboard, furniture, stillroom, scullery, restaurant and reception areas. Candidates will be expected to use a variety of linen items, tableware and glassware as well as preparing items such as butter, bread and breadbaskets, water jugs, hot and cold beverages. The candidate will demonstrate correctly the lay up of a guest table for a minimum of two covers for a three course table d'hôte menu. The candidates are also expected to do the following in order to maintain the service and ancillary areas during service:
  - remove items form the service area such as dirty cutlery, crockery and glass ware, to the scullery
  - excess food items like bread and butter to the still room.
  - items for the course to follow are expected to be ready on the sideboard
  - crumbing of the table during service
  - adjusting the table with required items of equipment such as ashtray, cutlery etc.

The candidates are also expected to reinstate the service and ancillary areas correctly after service periods by removing dirty items of equipment to the wash up area and re-stacking the still room and sideboard with appropriate items.

4. Carry out the basic table service of food and beverage to professional standard. This should involve greeting and seating customer courteously, explaining the menu choice, assisting customers politely as their needs are identified, serving water, bread and butter and supplying the correct menu items efficiently to the correct guest. For the correct order of service extract relevant sections from '**Food and Beverage Service**' by Lillicrap and Cousins- fourth edition pages 255 to 257. However, alternative reference sources may be used provided the same standards are maintained.

The candidates are also expected to follow the correct procedure of clearance of the table in the following manner:

- the removal, in one operation of a minimum of two plates and four items of cutlery
- removal of debris on to one cover plate
- the neat stacking of cutlery on to the cover plate
- the pile of cleaned plates should be held on the lower arm and the cover plate held correctly in the same hand
- Maintain safe and hygienic standards at all times.

### **Approaches to Generating Evidence**

Learning and teaching in Introduction to Food and Beverage Service must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal skills, Communication, thus integrating parts of the Key Skill Units and Hygiene and Safety unit. The candidate should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a 'live' practical situation.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for the learning outcomes 2 and 4.

### **Exemplars**

The candidate should be assessed on his/her ability to develop a work plan covering the equipment required to lay up a guest table for a given table d'hôte, three course menu. Candidates should provide evidence that they can lay up the guest table in accordance with the work plan and prepare and maintain ancillary areas before, during and after the service period. The table setting should set up a table for two covers on at least two occasions.

### **Progression**

This unit forms part of a series that has been developed which together form the mandatory units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate. Completion of this unit will allow access to the elective unit titled 'Food and Beverage Service Skills'.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000.

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET.

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

**Unit Title:** **INTRODUCTION TO FRONT OFFICE SERVICES AND PROCEDURES**

**Date :** **October 2000**

**Level:** **Certificate**

**Credit Value:** **1.0**

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to explain the role and relationship of the front office with other departments and demonstrate basic front office procedures as practised in the hospitality industry.**

---

**Learning Outcomes:**

- 1. Describe the front office services provided for customers**
- 2. Describe the role of the front office in relation to other departments of the hotel**
- 3. Carry out basic front office procedures**

Unit Title: Introduction to Front Office Services and Procedures

---

**Learning Outcome 1:** Describe the front office services provided for customers

---

**Performance Criteria**

- (a) Describe accurately the functions of a reception desk in relation to customers
  - (b) Describe accurately the duties involved in the reservation section
  - (c) Describe accurately the duties involved in the billing section
- 

**Range Statement**

Reception functions: interaction with guests, answering telephones, issue and receipt of keys

Reservation: guest arrival list, guest departure list

Billing: co-ordination with other departments, processing raw data

---

**Evidence Requirements**

Written and / or oral evidence of the candidate's ability to describe front office services provided for customers as per Performance Criteria (a) - (c) inclusive and all of the range

**Unit Title:** Introduction to Front office Services and Procedures

---

**Learning Outcome 2:** Describe the role of the front office in relation to other departments of the hotel

---

**Performance Criteria**

- (a) Identify correctly the lines of communication between the Front Office and different departments within the hotel
  - (b) Describe accurately the purpose of communication between the Front Office and different departments within the hotel
  - (c) Describe correctly the benefits of transferring information accurately between the Front Office and other departments within the hotel
- 

**Range Statement**

Departments: accommodation, food and beverage, administration

Bene fits: efficiency, teamwork, job satisfaction, customer satisfaction

---

**Evidence Requirements**

Written and/ or oral evidence of the candidate’s ability to describe the role of the Front Office in relation to other departments to meet Performance Criteria (a) - (c) and the range.

**Unit Title:** Introduction to Front Office Services and Procedures

---

**Learning Outcome 3:** Carry out basic front office procedures

---

**Performance Criteria**

- (a) Attend effectively to telephone enquiries and messages
- (b) Handle effectively customer enquiries within the scope of the candidate's responsibility
- (c) Compile an accurate guest arrival and departure lists from given raw data in accordance with the organisational procedure
- (d) Draw up an accurate guest bill using given raw data in accordance with the organisational procedure
- (e) Carry out correctly all procedures in an appropriate and professional manner

**Range Statement**

Appropriate and professional manner: personal presentation, customer care, accuracy

---

**Evidence Requirements**

Performance evidence of the candidate's ability to handle customer enquiries within the scope of his/ her responsibility covering, Performance Criteria (a), (b) and (e) and the range.

Written and / or oral evidence of the candidate's ability to prepare guest arrival and departure lists and draw up an accurate guest bill to cover a minimum of two nights accommodation and food and beverage account, covering Performance Criteria (c) and (d) and the range. This should be assessed on **two** separate occasions, one covering guest arrival and second covering guest departure.

Unit Title: Introduction to Front office Services and Procedures

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to allow the candidate to demonstrate basic knowledge and skills associated with Front Office procedures as practised in the Hospitality industry. The candidate will be able to identify and practise the services the Front Office provides for customers and establish a relationship with other departments. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which they have chosen. The unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

#### **Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Describe the services the Front Office provides for customers. This will involve communication skills to deal with customers, using modern techniques of telephones, fax machines and e-mail. The duties will involve the operation of a reception and reservations desk answering telephones, issuing and receiving keys and preparing guest arrival and departure lists. The billing section should involve co-ordination with other departments, sorting raw data to compile guests' bills. Heavy reliance on communication and personal skills will be called for in this unit.
2. Describe the role of the Front Office and establish its relationship with other departments. This will involve identifying the various lines of inter-departmental communication and their purpose; to include accommodation, food and beverage and administration. The candidates will be expected to study the beneficial effects of accuracy in the transmission of information. Concepts such as teamwork, image of self and the business, customer and job satisfaction, as identified in Personal and Interpersonal Skills of the Key Skill units, should be investigated.



3. Carry out basic Front Office procedures. This will involve role-playing processing customer enquiries such as those involving personal contact, via the telephone, via fax or through the e-mail, in a professional manner taking into account personal presentation, customer care and recognising the need for accuracy while using raw data to compile arrival/departure lists. The candidate is expected to prepare guest bills from given data covering a minimum of two nights accommodation and a food and beverage account.

### **Approaches to Generating Evidence**

Learning and teaching in Introduction to Front Office Services and Procedures must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal Skills, Communication, Customer Care and Numeracy, thus integrating parts of the Key Skill Units. The candidate is expected to describe the services offered by a Front Office and describe the functions and duties of each section of the Front Office. He/she should be able to explain the relationship of the Front Office with other departments and identify the benefits of accurately transferring information between different departments. The candidates should also be able to carry out a range of basic tasks involved in the operation of a Front Desk, for example dealing with telephone enquiries and messages, compiling arrival and departure lists, drawing up a guest bill and dealing with customer enquiries in a professional and efficient manner. He/she should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a realistic work environment.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes. It is envisaged that the use of role-plays will be adopted to cover a range of situations such as guests enquiries /messages via telephone and how candidates respond to these situations.

### **Exemplars**

A simulation exercise where the candidate draws up a guest bill accurately from the raw data supplied meeting the requirements of Learning Outcome 3.

### **Progression**

This unit forms part of a series that has been developed which together form the mandatory units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to Advanced Certificate. Completion of this unit will allow access to the elective unit titled 'Front Office Skills'.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

- 1) Guide to unit writing, SQA, 1993
- 2) Notes for unit writers, SQA, 1995
- 3) Unit Specification Checklist, MOE, 1999
- 4) House Style Guide, MOE, 1999
- 5) Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET.

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

**Unit Title:** **INTRODUCTION TO HOUSEKEEPING OPERATIONS**

**Date:** **October 2000**

**Level:** **Certificate**

**Credit Value:** **1.0**

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to describe the provision of Housekeeping services and demonstrate basic housekeeping skills for the hospitality industry.**

---

**Learning Outcomes:**

- 1. Describe the provision of housekeeping services within the hospitality industry**
- 2. Plan for housekeeping servicing within the hospitality industry**
- 3. Carry out basic housekeeping procedures**

Unit Title: Introduction to Housekeeping Operations

---

**Learning Outcome 1:** Describe the provision of housekeeping services within the hospitality industry

---

**Performance Criteria**

- (a) Describe correctly housekeeping services and their purpose
  - (b) Outline correctly the duties and responsibilities of personnel of the housekeeping department
- 

**Range Statement**

Housekeeping services: cleaning, maintenance checking, laundry, rooms' servicing

Housekeeping personnel: executive housekeeper, floor supervisor, laundry supervisor, chambermaid/room attendants, laundry assistants, linen room assistants

**Evidence Requirements**

Written and / or oral evidence that the candidate can describe the provision of housekeeping services as per Performance Criteria (a) and (b) and the range

Unit Title: Introduction to Housekeeping Operations

---

**Learning Outcome 2: Plan for housekeeping servicing within the hospitality industry**

---

**Performance Criteria**

- (a) Identify correctly different surface finishes found in a guest room and public area
  - (b) Identify appropriate equipment and materials to carry out basic servicing tasks within a guestroom and public area
  - (c) Prepare an effective work plan in accordance with the service routine for the selected area
- 

**Range Statement**

Surfaces: floor and floor coverings, furniture, fittings, walls & ceilings

Work plan: timing, sequencing

Equipment: vacuum cleaner, mops, squeegees, dusters, brushes, dustpans

Materials: water, detergents, polishes

---

**Evidence Requirements**

Performance evidence that the candidate can correctly identify different surfaces found in a guestroom and a public area and can identify appropriate equipment and materials for servicing of both, covering Performance Criteria (a) and (b) and the range

Written and/or oral evidence that the candidate can develop **two** effective work plans to service a guest bedroom and a public area, to cover Performance Criterion (c) and the range.

Unit Title: Introduction to Housekeeping Operations

---

**Learning Outcome 3:** Carry out basic housekeeping procedures

---

**Performance Criteria**

- (a) Use appropriate equipment and materials required to service a guest room and a public area
  - (b) Carry out servicing tasks according to the work plan
  - (c) Maintain safe and hygienic standards
- 

**Range Statement**

Safe and hygienic standards: safe - to others, self, equipment  
hygienic - workplace, personal, materials

---

**Evidence Requirements**

Performance evidence of the candidate's ability to carry out the servicing of both a guestroom and a public area in accordance with the work plan, to cover Performance Criteria (a) to (c) and the range.

Evidence should be gathered on **two** separate occasions, **once** covering a guestroom and **once** covering a public area.

Unit Title: Introduction to Housekeeping Operations

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to allow the candidate to plan and demonstrate basic housekeeping procedures as carried out in the Hospitality industry and to understand the importance of organisational standards. The candidate will be able to identify the various services provided in the Housekeeping department and the general duties undertaken within the department. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which he/she has chosen. The unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

#### **Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Describe the provision of housekeeping services within the Hospitality industry. This will involve describing the services and explaining the need for the provision of these services such as cleaning, maintenance checks, laundry and room servicing of guestrooms and public areas. The duties and responsibilities of personnel within the department should be clearly identified.
2. Plan for the servicing of a guestroom and a public area to professional standards. This will involve the identification of different surfaces and the equipment and materials needed to clean them. The surface areas should consist of walls [including windows and doors], ceilings, different types of floors and floor coverings, furniture and fixtures. The cleaning task for the guestroom should consist of cleaning the surface area, preparing a bed for day and night use, and preparing a bathroom. In the public area this should consist of cleaning the surfaces, furniture, fixtures and fittings. Candidates will also be expected to be able to develop effective work plans, one for each area, showing the nature of the cleaning procedures, the timing and the sequence in which the tasks should be undertaken.

3. Carry out housekeeping procedures of a guestroom and a public area to professional standards. This will involve using the appropriate equipment and materials to professional standards. Candidates should test the work plan, which he/she has previously developed and ensure that the timing and sequencing of the plan is effective and that hygiene and safety standard are maintained.

### **Approaches to Generating Evidence**

Learning and teaching in Introduction to Housekeeping Operations must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal Skills, Communication, Customer Care and Numeracy, thus demonstrating integration of parts of the Key Skill units. The candidate should be able to detail the duties of the housekeeping department, prepare and execute a work plan for the cleaning of a guestroom and a public area using basic equipment and materials found in the relevant department. He/she should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes in turn.

### **Exemplars**

In a simulated area typical within the Hospitality field the candidate select and use equipment and materials effectively in line with their work plan to clean the designated area. This should be an individual piece of work covering the evidence requirements of Learning Outcome 3.



### **Progression**

This unit forms part of a series that has been developed which together form the mandatory units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate. Completion of this unit will allow access to the elective unit titled 'Laundry Services for Hospitality'.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET.

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

<b>Unit Title:</b>	<b>HYGIENE AND SAFETY FOR THE HOSPITALITY INDUSTRY</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>2.0</b>
<b>Access Statement:</b>	Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

<b>Unit Introduction:</b>	<b>On successful completion of this unit the candidate will be able to maintain and apply the principles of hygiene, safety and security in a hospitality environment.</b>
---------------------------	--

---

**Learning Outcomes:**

- 1. Maintain hygienic and sanitary measures appropriate to the hospitality industry**
- 2. Describe the importance of controlling food poisoning within the hospitality industry**
- 3. Maintain a safe and secure environment for guests and staff**
- 4. Describe the safety procedures in the event of a fire**

Unit Title: Hygiene and Safety for the Hospitality Industry

---

**Learning Outcome 1:** **Maintain hygienic and sanitary measures appropriate to the hospitality industry**

---

**Performance Criteria**

- (a) Describe the importance of personal hygiene in the hospitality industry.
  - (b) Demonstrate appropriate hygienic practices and sanitary measures in line with current legislation in the workplace
- 

**Range Statement**

Personal hygiene: body, clothing, personal practices

Hygienic practices: pest control, garbage disposal

Sanitary measures: dish washing, surface cleaning, linen, uniform

---

**Evidence Requirements**

Written and / or oral evidence that the candidate can describe the importance of personal hygiene as per Performance Criterion (a)

Performance evidence that the candidate can apply hygienic and sanitary measures to meet the requirements of Performance Criterion (b) and all of the range. Supplementary questions may be used to gather additional evidence.

Unit Title: Hygiene and Safety for the Hospitality Industry

---

**Learning Outcome 2:** Describe the importance of controlling food poisoning within the hospitality industry

---

**Performance Criteria**

- (a) Describe accurately the factors that may lead to an outbreak of food poisoning
  - (b) Describe appropriate methods of controlling food poisoning in the workplace in line with current legislation
  - (c) State correctly the effect of food poisoning on the business
- 

**Range Statement**

Food poisoning: biological, chemical

Methods of control: proper handling, proper storage, personal hygiene, work place hygiene

---

**Evidence Requirements**

Written and / or oral evidence of the candidate's ability to describe the importance of controlling food poisoning covering Performance Criteria (a) - (c) inclusive and the range.

Unit Title: Hygiene and Safety for the Hospitality Industry

---

**Learning Outcome 3: Maintain a safe and secure environment for guests and staff**

---

**Performance Criteria**

- (a) Describe correctly the main purpose of the major health and safety regulations related to the work place
  - (b) State accurately the procedures to maintain security in the workplace
  - (c) State accurately the reporting procedures in the work place
  - (d) Demonstrate safe working procedures consistent with the nature of the work place
- 

**Range Statement**

Health and Safety Regulations: Food Control Act, Public Health Act, Trade and Liquor Act, Smoking Act

Work place: restaurant, kitchen, front office, housekeeping, public areas

Reporting procedures: of accidents, of lost and found articles

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can describe major health and safety regulations and state the procedures to be followed to maintain security in the workplace as per Performance Criteria (a) and (b) and the range

Written and/or oral evidence that the candidate can state the reporting procedures to be followed, covered in Performance Criterion (c) and the range

Performance evidence that the candidate demonstrates safe working procedures as per Performance Criterion (d)

Unit Title: Hygiene and Safety for the Hospitality Industry

---

**Learning Outcome 4:** Describe the safety procedures in the event of a fire

---

**Performance Criteria**

- (a) Describe correctly the different types and causes of fire commonly found in the hospitality industry
  - (b) Identify appropriate fire extinguisher for different types of fire
  - (c) State correctly the procedures to be followed when dealing with fires
- 

**Range Statement**

Types of fire: class A, class B, class C

**Evidence Requirements**

Written and / or oral evidence that the candidate can describe types and causes of fires, match appropriate fire extinguisher with the type of fire and state the correct procedures to be undertaken in the event of a fire, to cover Performance Criteria (a) to (c) inclusive and the range.

Unit Title: Hygiene and Safety for the Hospitality Industry

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to allow the candidate to develop an understanding of the need for adopting and maintaining safe and hygienic standards in the Hospitality Industry. The candidate will consider the importance of personal hygiene, various ways in which food poisoning can occur as well as identifying the importance of maintaining safety and security. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which he/she have chosen. The unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 4

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Maintain proper hygienic and sanitary measures by being able to demonstrate and explain the importance of maintaining personal hygiene. The underpinning principles (theory) of hygienic standards and sanitary measures to be covered in line with current legislation relevant to the workplace. Role-play exercises may be used to allow candidates the opportunity to practise these procedures.
2. Describe the various ways in which food poisoning can occur such as cross contamination, improper handling, bad storage and poor hygiene standards and procedures along with the associated symptoms and outline the importance of proper storage of various items used in the workplace. Candidates should also be aware of the potential effects on an organisation where there has been an outbreak of food poisoning.

3. Maintain a safe and secure environment for guests and staff through identifying major Health and Safety regulations relating to the Hospitality Industry. These should include the Food Control Act, The Public Health Act, The Trade and Liquor Act, The Control of Smoking Act.

The candidate will be able to state the reporting procedure for accidents and lost and found articles, demonstrate safe working procedures affecting security in areas such as unauthorised entry to restricted areas, identification of hazards, secure handling of money and keys, dealing with suspicious articles and individuals. Role-play exercises may be used to allow candidates the opportunity to practise the procedures.

4. Describe the safety procedures in the event of fire, by investigating the different types of fire to include Classes A, B C and E and the procedures to be followed. The candidate will be expected to be able to identify the different types of extinguisher available to include red, blue, cream, black, and green. The use of fire buckets, sand, fire blankets and sprinklers used to deal with the differing types of fire resulting from electrical faults, kitchen fires and smoking should also be covered. The candidate should be able to explain and carry out the correct procedures in the event of the fire alarm being raised.

The principles of hygiene and safety need to be covered in line with the standards and sanitary measures outlined in chapters 15 and 16 of 'Theory of Catering' 8<sup>th</sup> ed. by Kinton, Ceserani and Fosket. Other reference sources may be used provided that the standards are maintained.

### **Approaches to Generating Evidence**

Learning and teaching in Introduction to Hygiene and Safety in the Hospitality industry must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal Skills, Communication and Customer Care, thus integrating part of the Key Skills Units. The candidate should be encouraged to adopt the principles of personal hygiene, which should be practised in each customer contact situation. He/she should be able to identify the different forms of food poisoning and ways in which it may be prevented as well as knowing reporting procedures in case of accident, fire or other emergency. The candidate should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

It is advised that assessment in the area of personal hygiene should be undertaken somewhere near the end of the allocated study period, forming part of the summative assessment. Informal evaluations may be undertaken during each practical session and feedback given to the candidate so that improvements in performance may be made during the coming weeks.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation. Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member. The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.



During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations.

This unit should be cross-referenced with 'Cookery Processes 1', 'Introduction to Food and Beverage Service', 'Introduction to Housekeeping Operations', 'Cookery Processes 2', 'Laundry Services for Hospitality', 'Food and Beverage Service Skills', 'Interior Decoration for Hospitality – an Introduction', and 'Cleaning Agents' and 'Stock Control for Hospitality'.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the Performance Criteria and all of the range for each of the learning outcomes.

### **Exemplars**

The candidate demonstrates the correct procedures to follow in the case of fire. This could take the form of a simulation or role-play where the candidate carries out fire evacuation procedures having first closed down the working area, following the correct procedures.

### **Progression**

This unit forms part of a series that has been developed which together form the mandatory units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET.

**© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

<b>Unit Title:</b>	<b>STOCK CONTROL FOR HOSPITALITY</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>1.0</b>
<b>Access Statement:</b>	Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

<b>Unit Introduction:</b>	<b>On successful completion of this unit the candidate will be able to explain the importance of stock control for the hospitality industry and be able to apply the principles and practices involved in controlling stock turnover.</b>
---------------------------	---

---

**Learning Outcomes:**

- 1. Explain the importance of stock control for the hospitality industry**
- 2. Describe the methods of controlling stock turnover in the hospitality industry**
- 3. Describe procedures for the care and control of stock in a hospitality setting**
- 4. Apply the procedures involved in stocktaking in a hospitality setting**

Unit Title: Stock Control for Hospitality

---

**Learning Outcome 1:** Explain the importance of stock control for the hospitality industry

---

**Performance Criteria**

- (a) Describe accurately the purpose of stock control
  - (b) State reasons for holding stock correctly
  - (c) Identify correctly the costs of holding stock
  - (d) Explain correctly the importance of controlling stock loss
- 

**Range Statement**

The range for this outcome is fully expressed within the performance criteria

**Evidence Requirements**

Written and / or oral evidence that the candidate can explain the importance of stock control, covering Performance Criteria (a) - (d).

Unit Title: Stock Control for Hospitality

---

**Learning Outcome 2:** Describe the methods of controlling stock in the hospitality industry

---

**Performance Criteria**

- (a) Define correctly methods of controlling stock levels
  - (b) Identify correctly the factors affecting stock levels
  - (c) Outline correctly the procedures and documents involved in purchasing and receiving goods
  - (d) Complete correctly the documents used in purchasing and receiving goods
- 

**Range Statement**

Purchasing and receiving documents: purchase specifications, purchase order form, delivery note, goods received note, goods returned note, invoice

---

**Evidence Requirements**

Written and / or oral evidence that the candidate can describe methods of controlling stock and factors affecting stock levels covering Performance Criteria (a) and (b).

Performance evidence that the candidate can outline and complete documents purchasing and receiving documents covering Performance Criteria (c) and (d).

Unit Title: Stock Control for Hospitality

---

**Learning Outcome 3: Describe procedures for the care and control of stock in a hospitality setting**

---

**Performance Criteria**

- (a) Describe correctly the documents used for the care and control of stock
  - (b) Describe effective procedures involved for the care of goods in store
  - (c) Describe accurately the methods of stocktaking
- 

**Range Statement**

Documents: requisition form, bin card

Procedures: checking, documentation, storing, security

Stocktaking methods: continuous, periodic

---

**Evidence Requirements**

Written and /or oral evidence that the candidate can describe procedures for the care and control of stock, covering Performance Criteria (a) to (c) and all of the range

Unit Title: Stock Control for Hospitality

---

**Learning Outcome 4:** Apply the procedures involved in stock control in a hospitality setting

**Performance Criteria**

- (a) Demonstrate accurate periodic stocktaking
  - (b) Complete correctly the documents used for the care and control of stock
- 

**Range Statement**

Documents: requisition form, bin card

---

**Evidence Requirements**

Performance evidence of the candidate's ability to apply the procedures involved in stock control in a hospitality setting , as per Performance Criteria (a) and (b) and the range.

A written stock report provides evidence for Performance Criterion (a)

Unit Title: Stock Control for Hospitality

**SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

**Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

**Purpose**

The unit is expected to enable the candidate to explain the importance of stock control and its principles as well as the practices involved in controlling stock. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which he/she has chosen. This unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 4

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Explain the importance of stock control. This will involve describing accurately the purpose of stock control, giving accurate reasons for holding stock correctly, identifying correctly the costs of holding stock and describing correctly the importance of controlling stock loss
2. Describe the methods of controlling stock turnover which will include an examination of the factors affecting stock levels, calculation of stock turnover and identifying methods used to control stock levels. Candidates are expected to identify the factors affecting the levels of stock holding such as industrial disputes, poor weather, theft, storage space, availability of supplies and management policy. Candidates should be able to analyse correctly the stock turnover from a given raw data
3. Describe procedures for the care and control of stock will involve describing the use of business documents such as bin card, order form, delivery note, invoice, goods received note, return form, debit note, credit note and requisition form. Candidates are expected to describe effective process involved in the issue and receipt of goods such as checking for the quality, storing the right way, requisitioning and issuing correctly. Candidates will be expected to describe

procedures such as temperature, space, security, safe handling of goods in a storeroom.

4. Application of stock taking procedures will involve description of methods of stocktaking, demonstrating stocktaking methods and preparing a stock report. The candidate will be expected to identify the reasons for stocktaking accurately, apply the procedures and explain stocktaking reconciliation using either continuous or periodic methods. The candidate will be expected to undertake, safely and hygienically, a stocktaking exercise and receive and issue goods as part of their store room duties.



**Approaches to Generating Evidence**

Learning and teaching in Stock Control for Hospitality, must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Communication and Numeracy, thus integrating elements of Key Skills and the Hygiene and Safety units. The candidate will need to explain the reasons for holding and controlling the supply of stock, analyse factors affecting stock levels. He/she should be able to explain documentation involved in the receipt and issue of goods and describe the importance of and demonstrates procedures involved in stocktaking. The candidate should have the opportunity to plan and make decisions, show initiative and independence and work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation. It is suggested that each candidate undertakes a weeks secondment to work with the storekeeper in order to achieve the tasks outlined in Learning Outcome 4.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations.

**Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes.

**Exemplars**

For the Learning Outcome 3 the candidate should research on the documentation involved in caring for and controlling stock. This will involve description of documentation from ordering through to internal requisitioning and should include sections on order forms, delivery notes, goods received notes, return forms, invoices, debit notes, credit notes, requisition forms, and bin cards.

**Progression**

This unit forms part of a series that has been developed which together form the mandatory units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET.

© **Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged

<b>Unit Title:</b>	<b>BASIC NUTRITION</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>1.0</b>
<b>Access Statement:</b>	Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to identify the major nutrients, their sources in relation to food groups and calculate nutritive values of given menus. Candidates will have a basic knowledge of nutrition and its affect on health.**

---

**Learning Outcomes:**

- 1. Describe the importance of different nutrients for good health**
- 2. Describe how a balanced diet relates to the well being of an individual**
- 3. Calculate the nutritive value of given menus**

Unit Title: Basic Nutrition

---

**Learning Outcome 1:** Describe the importance of different nutrients for good health

---

**Performance Criteria**

- (a) Identify correctly the different basic nutrients and their sources
  - (b) State correctly the functions of the various nutrients in a menu
  - (c) Match accurately locally available food items with each nutrient and its functions
- 

**Range Statement**

The range for this outcome is fully expressed in the performance criteria

**Evidence Requirements**

Written and / or oral evidence that the candidate can describe the importance of different nutrients for good health by identifying the **five** basic nutrients, their functions, sources and local availability covering all of the Performance Criteria (a) – (c).

Candidates should identify at least **three** food items for each category of nutrient.

Unit Title: Basic Nutrition

---

**Learning Outcome 2:** Describe how a balanced diet relates to the well being of an individual

---

**Performance Criteria**

- (a) Outline correctly the importance of maintaining a balanced diet for the well being of an individual
  - (b) State correctly the food groups that should appear in a balanced diet
  - (c) State accurately how a balanced diet varies for different sections of the community
  - (d) Identify correctly the effects of an imbalanced diet in society
- 

**Range Statement**

Sections of the community: children, pregnant women, elderly people, manual workers, vegetarians

---

**Evidence Requirements**

Written and / or oral evidence that the candidate can describe how a balanced diet relates to the well being of an individual, covering Performance Criteria (a) - (d) and the range

Unit Title: Basic Nutrition

---

**Learning Outcome 3: Calculate the nutritive value of given menus**

**Performance Criteria**

- (a) Calculate accurately the nutritive value of each dish within the given menus
  - (b) Compile accurately the total nutritive value of the given menus
- 

**Range Statement**

Nutritive value: proteins, fats, carbohydrates, calories

---

**Evidence Requirements**

Performance evidence of the candidate's ability to calculate the nutritive value of each of the given menu and dishes within each menu, covering Performance Criteria (a) and (b) and the range.

Unit Title: Basic Nutrition

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to enable the candidate to develop basic knowledge of nutrition related to the maintenance of good health. The candidate will consider the importance of different nutrients and be able to explain how a balanced diet relates to the well being of an individual. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which He/she have chosen. This unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Describe the importance of different nutrients for good health. This will involve identifying the different nutrients namely vitamins, carbohydrates, proteins, minerals and fats and their sources, explaining the various functions of each nutrient and matching food items with nutrients and their functions. The importance of water for good health should also be taught during the lesson.
2. Describe how a balanced diet relates to the well being of the individual. This will involve the understanding the importance of a balanced diet and a description of the different food groups, which constitute a balanced diet. Consideration should be given to different dietary needs e.g. Babies to old age, manual workers, vegetarians and requirements through pregnancy and the effects of imbalance on the diet in the society. The effects of an imbalanced diet should include conditions such as marasmus, kwashiorkor, anaemia, coronary diseases and diabetes.
3. Calculate the nutritive value of given menus by selecting an appropriate menus for identified sections of the community, calculating accurately the nutritive value of each dish from the

menus in terms of proteins, fat, carbohydrates, calories. The menus should be 3 course and to contain 1/3<sup>rd</sup> of the total daily nutritional requirement for the identified section of the community. The candidate is expected to compile accurately the total nutritive value of the menus. Sections of the community should include children, pregnant women, elderly people, manual workers and vegetarians

### **Approaches to Generating Evidence**

Learning and teaching in Basic Nutrition must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal skills and Communication, thus integrating part of the Key Skill units. The candidate should provide evidence that he/she can explain the different functions of nutrients and match them to foods giving that nutrient. This could be presented in the form of a chart detailing the relationship between nutrients, their functions and their source. The candidate should identify at least 3 food items for each category. He/she should also be able to describe a balanced diet and what it is designed to achieve and what happens when this is not achieved. Effects of imbalance diet on different members of the community should be identified. He/she should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation. For Learning Outcome 3 the calculation of nutritive values will be carried out in a menu record card with specified columns for each of the nutrient to be calculated.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be able to be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the Performance criteria and all of the range for each of the learning outcomes.



### **Exemplars**

The candidate could provide evidence of the different nutrients involved in a balanced diet, their functions and cross match with foods in which they are contained for Learning Outcome 1.

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET.

© **Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

**Unit Title:** MENU PLANNING 1

**Date:** October 2000

**Level:** Certificate

**Credit Value:** 0.5

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

**Unit Introduction:** On successful completion of this unit the candidate will be able to apply the principles of menu planning to devise simple table d'hôte menus

---

**Learning Outcomes:**

1. Describe the principles of balanced menu compilation
2. Compile menus for specific meal occasions

Unit title: Menu Planning 1

---

**Learning Outcome 1:** Describe the principles of balanced menu compilation

---

**Performance Criteria**

- (a) Define accurately the term menu as it relates to a hospitality operation
  - (b) Describe correctly the importance and functions of a menu.
  - (c) Describe accurately the importance of balance in menu compilation
- 

**Range Statement**

Balance: commodities, cooking methods, texture, taste, colour, flavour, nutritional value

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can define the term menu and describe the principles of balanced menu compilation principles, as covered in Performance Criteria (a) - (c) and all of the range

Unit title: Menu Planning 1

---

**Learning Outcome 2:** Compile menus for specific meal occasions

---

**Performance Criteria**

- (a) Describe correctly the different menu styles
  - (b) Describe accurately the various courses applicable to a simple table d'hôte menu for breakfast, lunch and dinner
  - (c) Select appropriate dishes to compile a balanced 3 course table d'hôte menu for breakfast, lunch and dinner
- 

**Range Statement**

Menu styles: à la carte, table d'hôte

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can describe different styles of menus and compile **three**, 3-course table d'hôte menus, **one** suitable for each meal occasion stated, as covered in Performance Criteria (a) - (c).

Unit Title: Menu Planning 1

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to enable the candidate to demonstrate application and principles associated with the planning of simple menus. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which they have chosen. This unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

#### **Content/Context:** Corresponding to learning outcomes 1 - 2

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Describe the principles of balanced menu compilation which will involve defining the term as used in the Hospitality / Catering area. It is expected that the importance of the menu as an image creator and as a marketing and sales tool in the Food and Beverage department and the associated planning principles will be covered.
2. Compile different menus for specific meal occasions. This will involve distinguishing the different styles of menu, covering both a la carte and table d'hôte, describing the courses most suitable for the types of menu under consideration and compiling suitable table d'hôte menus for breakfast, lunch and dinner meal experience.

#### **Approaches to Generating Evidence**

Learning and teaching in Menu Planning 1, must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Communication, Personal and Interpersonal skills, thus integrating elements of the Key Skills units as well as Food and Beverage Service and Cookery Processes 2 units.

The candidate should explain the importance and functions of a menu and be able to demonstrate an understanding of the principles concerned with menu planning. He/she should be able to correctly identify different types of menu and their suitability for different occasions. The candidate should have the opportunity to plan and make decisions, show initiative and independence and work co-operatively in groups to produce balanced, 3-course, table d'hôte menus suitable for breakfast, lunch and dinner. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be able to be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes.

### **Exemplars**

In Learning Outcome 2, the candidate is able to produce sample menus for different simple meal occasions. They should be able to follow the principles of menu compilation and suggest a range of appropriate dishes to be offered at breakfast, lunch and dinner on a table d'hôte style menu.

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate. Success in Menu Planning 1 is mandatory for progression to Menu Planning 2 of the advanced programme.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

## **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

## **Special Needs**

In certain cases, modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

## **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

**Unit Title:** **COMMODITIES 1**

**Date:** **October 2000**

**Level:** **Certificate**

**Credit Value:** **1.0**

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to describe the major food commodity groups, their uses, storage and correct quality points for selection of meats, fruits and vegetables, dairy produce, eggs and fish**

---

**Learning Outcomes:**

- 1. Describe meats as used in the hospitality industry**
- 2. Describe fruits and vegetables as used in the hospitality industry**
- 3. Describe dairy produce and eggs as used in the hospitality industry**
- 4. Describe fish as used in the hospitality industry**
- 5. Describe the storage conditions for a range of food commodities**



Unit Title: Commodities 1

---

**Learning Outcome 1:** Describe meats as used in the hospitality industry

---

**Performance Criteria**

- (a) Identify correctly the joints or cuts of meats used for cooking
  - (b) Describe correctly the structure of meat
  - (c) State the acceptable quality points for the selection of meats
  - (d) Match correctly suitable examples of joints or cuts of meats with appropriate cooking methods
- 

**Range Statement**

Meats: beef, veal, lamb and mutton, pork, poultry

Cooking methods: Moist- boiling, poaching, stewing, braising, steaming  
Dry - grilling, deep and shallow frying, roasting, baking

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can describe meats in relation to cooking methods used in the hospitality industry as covered in Performance Criteria (a) to (d) inclusive and all of the range.

**Two** appropriate cooking methods for each joint or cut of each of the meats and offal mentioned in the range should be identified.

Unit Title:

---

**Learning Outcome 2:**                      **Describe fruits and vegetables as used in the hospitality industry**

---

**Performance Criteria**

- (a)    Classify fruits and vegetables correctly
  - (b)    State the acceptable quality points for the selection of a range of classified fruits and vegetables
  - (c)    Match correctly suitable examples of classified fruit and vegetables for each cooking method
  - (d)    Identify accurately locally available fruits and vegetables for each classification
- 

**Range Statement**

Cooking methods:                              Moist- boiling, poaching, stewing, braising, steaming  
    Dry - grilling, deep and shallow frying, roasting, baking

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can describe fruits and vegetables that are commonly used in the hospitality industry as covered in Performance Criteria (a) to (d) inclusive and the range.

**Six** classifications of vegetables and **four** fruit classifications must be identified giving **two** locally available examples of each.

Unit Title:

---

**Learning Outcome 3:**                      **Describe dairy produce and eggs that are commonly used in the hospitality industry**

---

**Performance Criteria**

- (a)    Describe accurately a range of locally available dairy produce
  - (b)    State the acceptable quality points for the selection of eggs and dairy produce
  - (c)    Identify correctly appropriate cooking methods suitable for eggs
  - (d)    Select appropriate dishes where dairy produce are used as an ingredient
- 

**Range Statement**

Dairy produce:                                      butter, milk, cream, cheese

**Evidence Requirements**

Written and/or oral evidence that the candidate can describe eggs and dairy produce that are commonly used in the hospitality industry as covered in Performance Criteria (a) to (d) inclusive and all of the range.

For Performance Criteria (c), the candidate should identify **three** suitable cooking methods for eggs and three suitable dishes, which use dairy produce

Unit Title:

Commodities 1

**Learning Outcome 4: Describe fish as used in the hospitality industry**

---

**Performance Criteria**

- (a) Describe accurately types of fish
  - (b) State correctly the acceptable quality points for the selection of fish
  - (c) Describe accurately the cuts of fish
  - (d) Match correctly appropriate cooking methods suitable for each type and cut of fish
- 

**Range Statement**

- Fish: white, oily, shellfish, cephalopods
  - Cuts of fish: fillet, darne, tronçon, paupiettes, goujons, suprême
  - Cooking methods: Moist - poaching, steaming  
Dry - grilling, deep and shallow frying,
- 

**Evidence Requirements**

Written and/or oral evidence that the candidate can describe fish in relation to cooking methods used in the hospitality industry as covered in Performance Criteria (a) to (d) inclusive and all of the range.

**Three** appropriate cooking methods suitable for the cuts of fish in the range covering Performance Criteria. All cookery methods must be incorporated.

Unit Title:

---

**Learning Outcome 5:**                      **Describe the storage conditions for a range of food commodities**

---

**Performance Criteria**

- (a)    Describe correctly the storage criteria for meats
  - (b)    Describe correctly the storage criteria for fruits and vegetables
  - (c)    Describe correctly the storage criteria for eggs and dairy produce
  - (d)    Describe correctly the storage criteria for fish
- 

**Range Statement**

Storage criteria:                              dry, refrigerated, frozen

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can describe the storage conditions for a range of food commodities as covered in Performance Criteria (a) to (d) inclusive and all of the range.

Unit Title: Commodities 1

**SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

**Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

**Purpose**

The unit is expected to enable the candidate to develop awareness of the major food groups, their uses and the correct handling procedures. The candidate will consider the importance of different food groups and be able to match each food to specified cooking methods. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which they have chosen. The unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 5

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Describe meats in relation to methods of cooking commonly used in the industry. This will involve identifying the animal source of meats, describing the structure of meat, a range of meats such as beef, veal, lamb and mutton, pork, poultry and game, stating the quality points to look for the selection of meat. Candidates are expected to identify various cuts of the respective meat and offal mentioned in the range, matching these with an appropriate cooking method from the list outlined in the range statement. The cooking methods using moist methods should be taken from boiling, stewing poaching, steaming and braising, and using dry methods from grilling, roasting, baking, deep and shallow frying.
2. Describe fruits and vegetables that are commonly used in the industry will involve identifying fruits and vegetables available locally, stating the quality points and identifying various fruits and vegetables suitable for each of the specified cooking methods. The list for classified vegetables should include : roots, tubers, bulb, leaves, flowers, pods and seeds, vegetable fruits, stems and shoots and fungi. Fruits classification should include: soft, hard, citrus, stones, berries and tropical varieties. The moist cooking methods should be taken from: boiling,

stewing, poaching, steaming and braising, and dry methods from grilling, roasting, baking, deep and shallow frying.

3. Describe the dairy produce and eggs that are commonly used in the industry will involve identifying the range of dairy produce and eggs available in the market. The range of dairy produce will be the different types of milk such as whole, pasteurised, UHT, homogenised, skimmed, condensed, evaporated and powder milk, yoghurt and milk products such as, cream, cheese. Candidates are also expected to identify one example of a dish using eggs and two examples of dishes using dairy produce for each specified method of cooking. The moist cooking methods should be taken from boiling, stewing poaching, steaming and braising, and using dry methods from grilling, roasting, baking, deep and shallow frying.
4. Describe fish that are commonly used for cooking in the industry will involve describing the different types of fish such as white, oily, shellfish and cephalopods, giving two examples under each type and stating the quality points to look for when selecting each respective type. Candidates are expected to identify various types and cuts of fish mentioned in the range, matching these with an appropriate cooking method from the list outlined in the range statement. The cooking methods using moisture should be taken from boiling, stewing, poaching, steaming and braising, and using dry methods from grilling, roasting, baking, deep and shallow frying.
5. Describe the storage conditions for a range of food commodities to include the criteria for the storage of meats (beef, veal, lamb and mutton, pork, poultry and game, and their offal), various types of fish, classified fruits and vegetables, eggs and dairy produce. This learning outcome may be taught while dealing with the above mentioned food commodities under learning outcomes 1 to 4 and applied in practical Cookery Processes 1 and 2

### **Approaches to Generating Evidence**

Learning and teaching in Commodities 1 must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Communication and Personal and Interpersonal Skills, thus integrating elements of the Key Skills units and Food Preparation units to cover both the mandatory and elective unit. The candidate should provide evidence covering each type of specified commodity, the types of cuts or joints available and suggest suitable cooking methods for each.

The candidate should have the opportunity to plan and make decisions, show initiative and independence and work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member. The provision of opportunities for re-writing,

reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes.

### **Exemplars**

Visits to the local market should be encouraged in order to describe various food commodities as mentioned in the Learning Outcomes. Candidates should be encouraged to produce a detailed list of different types of commodities available in the market, examples of joints and cuts of meats, fish and poultry, and examples of egg and dairy produce dishes for each of the specified cooking method.

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate. Success in this unit will allow progression to Commodities 2 offered in the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases, modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET



© **Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

**Unit Title:** **COOKERY PROCESSES 2**

**Date:** **October 2000**

**Level:** **Certificate**

**Credit Value:** **1.5**

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed **Cookery Processes 1 and Menu Planning 1** units or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to compile menus, develop work plans and apply cookery processes to a wide range of dishes as per the menu specifications**

---

**Learning Outcomes:**

- 1. Compile a balanced 3-course table d'hôte menu**
- 2. Plan for the production of table d'hôte menu items**
- 3. Carry out cookery processes to menu specifications**

Unit Title: Cookery Processes 2

---

**Learning Outcome 1: Compile a balanced 3-course table d'hôte menu**

---

**Performance Criteria**

- (a) Choose appropriate dishes from a given list for menu production of a balanced table d'hôte meal, incorporating a range of cooking methods
  - (b) Identify standardised recipes and appropriate garnishes for each selected dish
  - (c) Justify the final selection of dishes in terms of menu balance
- 

**Range Statement**

Table d'hôte meal: choice of 2 dishes for each of starters, main courses, vegetables and desserts, one dish for potato

Balance: commodity, colour, flavour, texture, cooking method, nutrition

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can develop a balanced menu and justify the selection of dishes for each 3-course table d'hôte meal, covering Performance Criteria (a) to (c) and the range.

Unit Title: Cookery Processes 2

---

**Learning Outcome 2:** Plan for the production of table d'hôte menu items

**Performance Criteria**

- (a) Prepare accurate food orders for the selected menu items
  - (b) Prepare accurate work plans for the selected menu items
- 

**Range Statement**

Work plan: timing, sequencing

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can prepare food orders and work plans for the production of a selected menu, to cover Performance Criteria (a) and (b) and the range.

Unit Title: Cookery Processes 2

---

**Learning Outcome 3: Carry out cookery processes to meet menu specifications**

**Performance Criteria**

- (a) Select appropriate tools and equipment correctly to prepare food items of the given menu in accordance with the menu specifications
  - (b) Collect appropriate food items in the correct quality and quantity to meet menu specifications
  - (c) Carry out correctly the appropriate cookery processes for the selected menu items in accordance with the work plan
  - (d) Present dishes in an attractive manner in accordance with the work plan
  - (e) Maintain safe and hygienic standards
- 

**Range Statement**

Safe and hygienic standards: safe - to others, self, equipment  
hygienic - food, workplace, personal

---

**Evidence Requirements**

Performance evidence that candidates can carry out cookery processes on **three** separate occasions with each occasion covering a different course, to meet menu specifications for a minimum of **four** covers in accordance with the work-plan, as outlined in Performance Criteria (a) to (e), and the range.

Unit Title: Cookery Processes 2

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 60 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to extend and develop food production skills to incorporate a wider range of dishes being offered to customers. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which they have chosen. This unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Compile balanced 3-course table d'hôte menus from a given list of dishes. The candidate will be expected to apply the principles of menu planning to select a nutritionally balanced meal from a range of given dishes covering a selection of identified cooking methods.
2. Prepare a food order and work plan for the production of the given menu items. This will involve the candidate preparing an accurate food order in accordance with the standardised recipe.
3. Carry out the cookery processes in accordance with the approved plan of work. The candidate will be expected to select the appropriate tools and equipment necessary to produce the chosen menu. He/ she will also collect the right type of food items in the right amount for preparing the dishes and apply the appropriate cooking method to a variety of foods in order to meet the specifications of the selected menus. This should take place over a minimum of 10 practical periods. Candidates will be expected to prepare dishes for one course from the menus on a cyclical basis. Dishes should be presented in an attractive manner and the principles of hygiene and safety should be applied.

**Approaches to Generating Evidence**

Learning and teaching in Cookery Processes 2, must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal Skills, Communication, and Numeracy, thus integrating elements of the Key Skills units, and Hygiene and Safety for the Hospitality Industry. He/she will be able to select a balanced variety of dishes to form a suitable menu for different meal occasions, prepare a work plan and carry it through to meet the menu requirements to professional standards. The candidates should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidates will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a realistic work situation.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidates and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

**Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes in turn

**Exemplars**

The candidate is able to compile sample menus for different meal occasions covering the evidence requirements of Learning Outcome 1. He or she should be able to follow the principles of menu compilation and suggest a range of appropriate dishes to be offered for lunch or dinner on a table d'hôte style menu. The extent of the range of choices should include three items per course i.e. a choice from three starters, three main courses with potato and vegetable accompaniment, and three desserts. Breads should be offered, based on the menu selections.

**Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

### **ã Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.



<b>Unit Title:</b>	<b>LAUNDRY SERVICES FOR HOSPITALITY</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>1.5</b>
<b>Access Statement:</b>	Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed <b>Introduction to Housekeeping Operations</b> unit or an equivalent qualification or level of experience.

---

<b>Unit Introduction:</b>	<b>On successful completion of this unit the candidate will be able to describe the general characteristics of a laundry section, explain proper care of fabrics and carry out simple stain removal and laundry procedures as practised in a hotel laundry.</b>
---------------------------	---

---

**Learning Outcomes:**

- 1. Describe the general characteristics of the laundry section of a Housekeeping Department**
- 2. Explain the proper care of a range of fabrics**
- 3. Remove a range of stains from a range of fabrics**
- 4. Carry out simple laundry procedures for a range of fabrics**

Unit Title: Laundry Services for Hospitality

---

**Learning Outcome 1:** Describe the general characteristics of the laundry section of a Housekeeping Department

---

**Performance Criteria**

- (a) Outline correctly the importance of the laundry section of a housekeeping department
  - (b) Describe accurately the different equipment used in the laundry section
  - (c) Describe accurately simple cleaning materials used within the laundry section
- 

**Range Statement**

Equipment: Washing, drying, ironing

Cleaning materials: detergents, fabric conditioners, stain removers, alkaline cleaners, stiffening agents, correct method of storage

---

**Evidence Requirements**

Written and / or oral evidence that the candidate can describe the general characteristics of the laundry section of a housekeeping department, covering Performance Criteria (a) – (c) and all of the range.

Unit Title: Laundry Services for Hospitality

---

**Learning Outcome 2: Explain the proper care of a range of fabrics**

**Performance Criteria**

- (a) Identify correctly the use of common fabrics in the hotel and catering industry
  - (b) Explain correctly the methods of laundering common fabrics
  - (c) Interpret accurately care labels for a range of fabrics
- 

**Range Statement**

Fabrics: cotton, linen, wool, silk, polyester, acrylics

Laundry methods: hand wash, machine wash hot, machine wash cold, dry clean

---

**Evidence Requirements**

Written and/ or oral evidence that the candidate can identify **two** uses of common fabrics in the hotel catering industry, interpret accurately the care labels and explain the methods of laundering common fabrics, covering Performance Criteria (a) - (c), and all of the range

Unit Title: Laundry Services for Hospitality

---

**Learning Outcome 3: Remove a range of stains from a range of fabrics**

**Performance Criteria**

- (a) Identify correctly commonly found stains in a range of stain categories
  - (b) Outline correctly the procedure for the removal of commonly found stains from a range of fabrics
  - (c) Select the correct stain removal agents for each of the identified stains
  - (d) Demonstrate the correct procedure for the removal of commonly found stains
- 

**Range Statement**

Stain categories: water soluble, solvent soluble, mixture of water and solvent soluble

Fabrics: cotton, linen, wool, silk, polyester, acrylic

---

**Evidence Requirements**

Written and/ or oral evidence that the candidate can identify correctly **two** commonly found stains in each stain category and outline correctly the procedure for their removal, covering Performance Criteria (a) – (b), and all of the range.

Performance evidence of the candidate being able to select the correct stain removal agents for **three** identified stains and demonstrate the correct procedure for removal of the stains on any **three** types of fabrics mentioned in the range, covering Performance Criteria (c) and (d).

Supplementary questions may be used to gather additional evidence to cover the remaining types of stains and fabrics.

Unit Title: Laundry Services for Hospitality

---

**Learning Outcome 4:** Carry out simple laundry procedures for a range of fabrics

---

**Performance Criteria**

- (a) Describe accurately the correct procedures for dealing with laundry
  - (b) Select correct laundry agents and equipment for a range of fabrics
  - (c) Carry out effectively the appropriate simple laundry procedure for a range of fabrics
  - (d) Maintain safe and hygienic standards
- 

**Range Statement**

Laundry procedure: sorting, marking, washing, drying, ironing, folding, storage

Fabrics: cotton, linen, wool, silk, polyester, acrylic

Safe and Hygienic standards: safe - to others, self, equipment  
 hygienic - workplace, personal

---

**Evidence Requirements**

Written and/ or oral evidence that the candidate can describe the correct procedures for dealing with laundry to meet PC (a) and the range

Performance evidence of the candidate's ability to carry out simple laundry procedures on **three** separate occasions on any **three** fabrics, as per Performance Criteria (b) - (d) and the range. Supplementary questions may be used to gather additional evidence to cover the remaining fabrics.

Unit Title: Laundry Services for Hospitality

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 60 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to introduce the candidate to the operations within the laundry service. The candidate will be able to practice the various processes involved, demonstrate the correct use of equipment and cleaning agents required. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which they have chosen. This unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Describe the general characteristics of a laundry section. This will involve understanding the functions and importance of the laundry section and its relationship within the Housekeeping department. There should be some discussion on the merits of both in-house/on site and contract laundry services for hospitality. The types of laundry services offered should include organisational laundry (such as uniforms), food and beverage linen (waiters cloths, tablecloths, slip cloths and napkins) and accommodation linen (bed linen, towels) and customer laundry (such as personal clothing). The candidate will be able to use different pieces of equipment such as washing machines, roller irons, hand irons and boards, drying facilities, scrubbers and brushes. Candidates should also be familiar with the various cleaning materials such as detergents, fabric conditioners, stain removers, alkaline cleaners and stiffening agents used in the laundry section, the quantity of agents to be used and the correct method of handling.
2. Explain the proper care of fabrics involving identification of common fabrics and their use. These fabrics should be cotton, wool, silk, linen, polyester and acrylic. The candidate will also be expected to interpret correctly the fabric labels in terms of type of fabric and care.

3. Remove a range of stains from a variety of fabrics. The candidates are expected to identify three commonly found stains on various fabrics, classify these stains under its respective heading such as water soluble, solvent soluble, mixture of water and solvent, and others. Candidates are expected to correctly outline the procedure for the removal of stains and select the correct stain removal agents for each identified stains and also able to demonstrate the correct procedure for its removal.
4. Carry out simple laundry procedures involving selecting the correct laundry agent such as detergents, fabric conditioners, stain removers, alkaline cleaners, stiffening agents, and equipment to correspond with the fabric labels. Candidates are expected to carry out the procedures such as sorting, marking, washing, drying, ironing, folding and storing while maintaining safe and hygienic standards. The sorting of laundry into separate loads, whites, colours, hot and cold wash is expected.

### **Approaches to Generating Evidence**

Learning and teaching in Laundry Services for Hospitality must be active and candidate - centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Communication, Personal and Inter - personal Skills, Numeracy, thus integrating elements of Key Skill and Food and Beverage Service Units. The candidate should supply evidence of an understanding of the features, roles and duties of the laundry section of the Housekeeping department. Evidence of knowledge of cleaning agents, fabrics and cleaning instructions must be given and candidates should be able to demonstrate their ability to follow simple laundry procedures. They should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcome.

### **Exemplars**

Performance evidence that the candidate can interpret laundry label correctly by sorting items of clothing into loads for one hot wash, one medium wash and 1cold wash and follow the correct procedures for each wash covering evidence requirements for Learning Outcome 4.

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

### **ã Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged



<b>Unit Title:</b>	<b>FOOD AND BEVERAGE SERVICE SKILLS</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>1.5</b>
<b>Access Statement:</b>	Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed <b>Introduction to Food and Beverage Service</b> unit or an equivalent qualification or level of experience.

---

<b>Unit Introduction:</b>	<b>On successful completion of this unit the candidate will be able to carry out the table service of food and beverage in a professional manner by preparing for table service, processing customers orders, demonstrating proper clearance procedures and maintaining good customer relations</b>
---------------------------	---

---

**Learning Outcomes:**

- 1. Prepare for table service of food and beverage**
- 2. Process customers' orders for table service**
- 3. Carry out simple food and beverage service procedures**
- 4. Carry out the clearance procedures of table service**
- 5. Maintain good customer relations throughout the service period**

Unit Title: Food and Beverage Service Skills

---

**Learning Outcome 1: Prepare for table service of food and beverage**

---

**Performance Criteria**

- (a) Ensure the restaurant area is cleaned effectively prior to service
- (b) Ensure all relevant cutlery, crockery, hollowware, glassware and linen are placed on the table in accordance with the given table d'hôte menu.
- (c) Ensure all relevant complementary items are correctly placed in accordance with the given menu
- (d) Prepare ancillary areas for service in accordance with the given menu.
- (e) Maintain safe and hygienic standards

**Range Statement**

Ancillary areas: stillroom, scullery, reception

Safe and hygienic standards: Safe- to others, self, equipment  
Hygienic - food, workplace, personal

---

**Evidence Requirements**

Performance evidence that the candidate can prepare for table service of food and beverage, covering Performance Criteria (a) - (e) inclusive, for a minimum of **four** covers using a given three-course table d'hôte menu.

Unit Title: Food and Beverage Service Skills

---

**Learning Outcome 2: Process customers' orders for table service**

---

**Performance Criteria**

- (a) Introduce the given menu to the customer in a polite and helpful manner
  - (b) Give an accurate, brief description of the given menu items to the customer
  - (c) Record customers order accurately in accordance with the seating arrangement
  - (d) Process effectively orders through the appropriate sections/ departments
- 

**Range Statement**

Appropriate sections /departments: kitchen, bar, cashier

---

**Evidence Requirements**

Performance evidence that the candidate informs the guest of the menu choices, accurately records and processes customers' order, covering Performance Criteria (a), (c) and (d) inclusive, for a minimum of **four** covers using a given three course table d'hôte menu.

Written and/ or oral evidence that the candidate can give an accurate, brief description of the given menu items covering Performance Criterion (b)

Unit Title: Food and Beverage Service Skills

---

**Learning Outcome 3: Carry out simple food and beverage service procedures**

---

**Performance Criteria**

- (a) Prepare correctly service equipment in accordance with menu choices
  - (b) Effect accurately the changes of cutlery for all of the choices in accordance with customer selection of menu items
  - (c) Collect the accurate menu choices from the kitchen and deliver to the correct customer
  - (d) Collect accurate beverage choices from the bar and deliver to the correct customer
  - (e) Maintain safe and hygienic standards
- 

**Range Statement**

Safe and Hygienic Standards: safe- to others, self, equipment  
hygienic- food, workplace, personal

---

**Evidence Requirements**

Performance evidence of the candidate's ability to hygienically and safely perform simple food and beverage service procedures, covering Performance Criteria (a)-(e), and the range, for a minimum of **four** covers using a given three course table d'hôte menu.

Unit Title: Food and Beverage Service Skills

---

**Learning Outcome 4: Carry out the clearance procedures of table service**

---

**Performance Criteria**

- (a) Identify accurately when all customers have finished eating
  - (b) Remove appropriate cutlery, flatware, crockery and glassware at the end of each course to professional standards
  - (c) Deliver dirty cutlery, crockery and glassware to the appropriate area at the end of each course
  - (d) Ensure the restaurant area is restored to its original state at the end of the service period
  - (e) Maintain safe and hygienic standards
- 

**Range Statement**

Safe and Hygienic Standards: safe- to others, self, equipment  
hygienic- food, workplace, personal

---

**Evidence Requirements**

Performance evidence of the candidate's ability to perform correct clearance procedures hygienically and safely, covering Performance Criteria (a)-(e) for a minimum of **four** covers

To meet professional standards, the clearing of the table should include:

- the removal, in one operation of a minimum of two plates and four items of cutlery
- removal of debris on to one cover plate
- the neat stacking of cutlery on to the cover plate
- the pile of cleaned plates should be held on the lower arm and the cover plate held correctly in the same hand

Unit Title: Food and Beverage Service Skills

---

**Learning Outcome 5: Maintain good customer relations throughout the service period**

---

**Performance Criteria**

- (a) Greet and seat customers courteously and in an appropriate manner
  - (b) Anticipate customer requirements during the service
  - (c) Handle simple customer enquiries and requests promptly and co-operatively during the service
  - (d) Process the bill accurately at the end of the meal
- 

**Range Statement**

The range for this outcome is fully expressed in the Performance Criteria

---

**Evidence Requirements**

Performance evidence that the candidate can maintain good customer relations throughout the service, covering Performance Criteria (a)-(e) for a minimum of **four** covers. Supplementary questions may be used to gather additional evidence.

Unit Title: Food and Beverage Service Skills

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 60 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to develop the candidate service skills to incorporate taking orders and carrying out the service of food and beverage in a confident, professional manner. This unit will attempt not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 5

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Prepare for table service of food and beverage, involving cleaning the general service area, collection of the relevant cutlery, crockery, hollow ware and glassware and laying up of the table to meet the needs of the menu. All complementary items are expected to be in evidence and ancillary areas prepared in accordance with standard procedures. The candidates are expected to ensure that the restaurant is cleaned effectively prior to service. This will help the candidates to perform duties in an efficient way, thereby bringing professionalism to their approach.
2. Process customers' orders for table service, using triplicate order pads according to seating arrangements and process the customer's orders. This will involve taking the top copy to the kitchen, the middle copy to the restaurant and the bottom copy to the cashier. The candidate will be expected to present and introduce of the menu with a brief description of menu items.
3. Carry out food and beverage service procedures involving preparing cutlery and flatware according to the menu and changing covers to accord with customer dish selection. The correct items should be collected from the kitchen or bar and delivered and served to the correct customer while maintaining proper hygiene and safety standards.

4. Carry out the correct clearance procedures involving correctly assessing when all customers at the table have finished eating. Candidates are expected to identify when all customers have finished eating, remove appropriate cutlery, flatware, crockery and glassware at the end of each course and restoring the restaurant area to its original state.

The candidates are also expected to follow the correct procedure of clearance of the table in the following manner:

- the removal, in one operation of a minimum of four plates and eight items of cutlery
  - removal of debris on to one cover plate
  - the neat stacking of cutlery on to the cover plate
  - the pile of cleaned plates should be held on the lower arm and the cover plate held correctly in the same hand
  - Maintain safe and hygienic standards at all times.
5. Maintain good customer relations at all times involving communicating promptly and courteously to customer requests and anticipating their requirements for items such as changing cutlery, filling water glasses, replacing ashtrays. After service of the meal the bill will be presented to the customer according to house style. Processing of the bill should include checking for accuracy, presenting, accepting payment and delivering the change.

For the correct order of service extract relevant sections from **‘Food and Beverage Service’** by Lillicrap and Cousins- (fourth edition) pages 255 to 257. However, alternative reference sources may be used provided the same standards are maintained.

### **Approaches to Generating Evidence**

Learning and teaching in Food and Beverage Service Skills must be active and candidate – centred and should be conducted in a realistic work environment. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Communication, Personal and Inter - personal Skill and Numeracy, thus integrating part of the Key Skill Units and Hygiene and Safety. He/she should be able to extend their skills to preparing the work area, taking customer orders accurately, serve the correct food to the right guest and return all items to their correct place safely and hygienically. Supplementary questioning may also be used. The candidate should have the opportunity to plan and make decisions, show initiative and independence and yet work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a realistic work environment.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.



The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes in turn.

### **Exemplars**

Performance evidence that the candidate can explain the menu accurately, take customers orders, process them accurately and process and present the bill for payment at the end of a meal. This will need to be undertaken in a practical workshop.

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

**ã Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged

**Unit Title:** **INTERIOR DECORATION FOR HOSPITALITY – AN INTRODUCTION**

**Date:** **October 2000**

**Level:** **Certificate**

**Credit Value:** **1.0**

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to describe factors that influence the ambience of a setting and select and create a decoration to enhance ambience.**

---

**Learning Outcomes:**

- 1. Describe the factors that influence the ambience of a setting**
- 2. Describe different types of decoration that enhance ambience**
- 3. Create a decoration to enhance ambience**

Unit Title: Interior Decoration for Hospitality – An Introduction

---

**Learning Outcome 1:** Describe the factors that influence the ambience of a setting

---

**Performance Criteria**

- (a) Describe correctly the effect created by colour
  - (b) Describe correctly the effect created by pattern and texture
  - (c) Describe correctly the effect of different types of lighting
  - (d) Describe accurately the effect created by different types of decoration
- 

**Range Statement**

Effect: enlarge, reduce, heighten, lengthen, sooth, brighten, warm, cool

Pattern: vertical, horizontal, diagonal, zigzag, curves

Texture: smooth, rough

Types of lighting: direct, indirect, diffused, semi-indirect, natural, artificial

Types of decoration: pictures, prints, and wall hangings, mirrors, artefacts, fresh floral arrangements, dried floral arrangements

---

**Evidence Requirements**

Product evidence supported by written and /or oral evidence that the candidate can describe the factors that influence the ambience of a setting, covering Performance Criteria (a) - (d) inclusive and the range

Unit Title: Interior Decoration for Hospitality – An Introduction

---

**Learning Outcome 2:** Describe different types of decoration that enhance ambience

---

**Performance Criteria**

- (a) Describe accurately different types of decoration
  - (b) Describe different floral arrangements with reference to style, shape and colour
  - (c) Describe accurately different types of locally available artefacts used in decoration
- 

**Range Statement**

Types of decoration: pictures, prints, and wall hangings, mirrors, artefacts, fresh floral arrangements, dried floral arrangements

**Evidence Requirements**

Written and /or oral evidence that the candidate can describe different types of decoration that enhance ambience, covering Performance Criteria (a) and (c) and the range.

Product evidence supported by written and /or oral evidence that the candidate can describe different floral arrangements with reference to style, shape and colour, covering Performance Criterion (b).

Unit Title: Interior Decoration for Hospitality – An Introduction

---

**Learning Outcome 3: Create a decoration to enhance ambience**

---

**Performance Criteria**

- (a) Plan an appropriate table arrangement to enhance a given setting
  - (b) Create an arrangement according to the plan
  - (c) Maintain safe and hygienic standards
- 

**Range Statement**

Arrangement: flowers, local artefacts, equipment

Safe and Hygienic standards: safe - to others, self , equipment  
hygienic- workplace, personal

---

**Evidence Requirements**

Performance evidence of the candidate’s ability to create a decoration to enhance ambience of a given setting by using flowers, local artefacts and equipment safely and hygienically covering Performance Criteria (a) to (c) and the range.

Unit Title: Interior Decoration for Hospitality – An Introduction

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

This unit is designed to introduce the candidate to elementary principles of decoration. This will involve a study of the effects of texture, light, colour, pattern, temperatures and types of decoration to enhance space. This unit seeks not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Describe the factors that influence the ambience of a setting involving the use of colour, patterns, texture, lighting and hot, cold or warm temperatures to affect perception. Candidates are expected to be able to describe basic colours such as black, white, warm and cold; patterns such as vertical, horizontal, diagonal, zigzag, curves, strong and bold; texture such as smooth and rough; types of light: such as direct, indirect, diffused and semi-indirect, natural and artificial
2. Describe different types of decorations that enhance ambience by describing accurately different types of decoration, different types of floral arrangements (fresh or dried) of different styles and shapes, locally available artefacts such as carved wood and bone, baskets, painting, animal skins, pottery, tapestry, sculptures and leather curios
3. Candidates are expected to create a decoration to enhance the ambience in a given setting by selecting different types of locally available artefacts used as decoration. They should demonstrate the effects of simple floral decorations, which will involve applying the basic principles of flower arrangement, using basic equipment such as wire, tape, secateurs, scissors, appropriate containers, pin holders, raffia and oasis to produce a simple arrangement. The

simple arrangement should include front facing, all round low, fan shaped and angular. Safe and hygienic practices. Candidates should be encouraged to preserve the decorations.

Study visits to nearby craft shop, workshops and florists could be undertaken for the completion this unit

### **Approaches to Generating Evidence**

Learning and teaching in Interior Decoration for Hospitality – An Introduction, must be active and candidate -centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Communication, Personal and Interpersonal Skill, thus integrating part of Key Skill and Hygiene and Safety units. He/she should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate have a clear understanding of the nature and purpose of the work.

The candidate will have to perform a series of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation. The choice and use of basic equipment could include the use of appropriate containers, trellis mountings for display, stabilising wire and oasis for dry or moist mounting required for the production of a table decoration. These activities should be undertaken keeping safety to self and others clearly in mind, particularly when using items like the secateurs.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for his/her actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes

### **Exemplars**

The candidate provides written evidence in the form of a chart comparing the effects of colour, pattern and texture, different lighting and types of ventilation for the Learning outcome 1. For Learning Outcome 3 candidates demonstrate ability to prepare simple table decorations using plant - flower arrangements; local artefacts and equipment on an identified area within the college. This could be supported by a visits programme report.



### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the pre-vocational Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases, modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged.

**Unit Title:** **CONTROL OF SALES AND COSTS**

**Date:** **October 2000**

**Level:** **Certificate**

**Credit Value:** **1.0**

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to recognise the relationship between sales and costs by operating a cash register, relate the elements of cost to the net sales of the trading session and demonstrate the effect of control procedures on profit and loss**

---

**Learning Outcomes:**

- 1. Demonstrate the use of a cash register in a trading session**
- 2. Relate the elements of cost to net sales of the trading session**
- 3. Demonstrate the effect of control procedures on profit and loss**

Unit Title: Control of Sales and Costs

---

**Learning Outcome 1: Demonstrate the use of a cash register in a trading session**

---

**Performance Criteria**

- (a) Prepare correctly a cash register for a trading session
  - (b) Carry out cash transactions in accordance with given organisational procedures
  - (c) Close down the cash register correctly after taking the 'X' reading
  - (d) Prepare correctly the cash summary sheet in accordance with given organisational procedures
  - (e) Explain correctly reasons for any possible discrepancies
- 

**Range Statement**

The range for this outcome is fully expressed in the Performance Criteria

---

**Evidence Requirements**

Performance evidence that the candidate can operate a cash register, covering Performance Criteria (a) - (e) inclusive.

Supplementary questions may be used to gather evidence for Performance Criterion (e)

Unit Title: Control of Sales and Costs

---

**Learning Outcome 2: Relate the elements of cost to net sales of the trading session**

---

**Performance Criteria**

- (a) Describe correctly the elements of costs
- (b) Calculate the food cost of the given table d’hôte menu of the trading session
- (c) Calculate the selling price of the given table d’ hôte menu of the trading session
- (d) Calculate correctly the gross profit and net profit of the trading session for the given table d’ hôte menu, considering the labour cost and overhead costs as a pre-determined value
- (e) Calculate the elements of costs as a percentage of sales

**Range Statement**

The range for this outcome is fully expressed in the Performance Criteria

---

**Evidence Requirements**

Written and/ or oral evidence that the candidate can describe the elements of costs, covering Performance Criterion (a) and calculate the food cost, gross profit and net profit of the given table d’hôte menu, and the elements of cost as a percentage of net profit covering Performance Criteria (b) – (e).



Unit Title: Control of Sales and Costs

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to enable the candidate to recognise the relationship between sales and costs and demonstrate the effect of control procedures on profit and Loss. Candidates will be able to prepare for employment and develop a positive attitude towards the vocational field, which they have chosen. The unit seeks not merely to meet the candidate's needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Demonstrate the use of a cash register in a hospitality setting is carried out by identifying the features of a either a computerised or a manual cash register. This should include the keyboard, the visual display unit, the money drawer, the on-off switch and the network. Candidate should arrange cash float of a pre-arranged value and gain experience of correctly handling money, carry out cash transactions either in a real situation or in a simulation exercise by keying in appropriate data, receiving money and issuing of correct change. Candidates should be able to total the amount of takings after a service period – either of breakfast, lunch or dinner and give a breakdown of the transactions. They should be able to explain any discrepancies if the cash does not correspond to the till printout. Candidates are also expected to complete the cash summary sheet accurately
2. Candidates are expected to describe the elements of costs and calculate correctly the food cost of the given table d' hôte menu of the trading session. Candidates are expected to calculate correctly the gross profit and net profit considering the labour cost and materials cost at a pre-determined value, and calculate elements of cost as a percentage of the net profit. It is envisaged that candidates will be able to sample various outlets' actual or simulated figures to

add realism to the exercises. This may involve figures from a variety of sectors including fast food operations, cafes, restaurants, hotels and safari camps. This exercise should be carried out so that the candidate gains sufficient skills in calculating various elements of costs.

3. Demonstrate the effect of sales and costs on profit and loss. This may be achieved by calculating the effect of an increase or decrease in the elements of cost on profits and loss. Candidates should be able to give possible reasons why increases or decreases in costs or sales could happen and explain the possible reasons for any discrepancies such as lack of control and supervision.

### **Approaches to Generating Evidence**

Learning and teaching in Control of Sales and Costs must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Communication, Information Communications Technology and Numeracy, thus integrating part of Key Skill. The candidates will be able to use either a computerised or a manual cash register, relates the elements of costs to net sales and demonstrate the effect of control procedures on profit and loss. They should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate have a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a practical situation.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes. Candidates will carry out cash transactions either in a real situation or in a simulation exercise by keying in appropriate data, receiving money and issuing of correct change. Candidates should be able to total the amount of takings after a service period – either of breakfast, lunch or dinner and give a breakdown of the transactions. Exercise relating to elements of costs to net sales should be undertaken to gain sufficient skills in costing.

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the pre-vocational Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate.

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases, modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction;
- ii. If reproduction; in part, the source is acknowledged



**Unit Title:** **FRONT OFFICE SKILLS**

**Date:** **October 2000**

**Level:** **Certificate**

**Credit Value:** **1.5**

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed **Introduction to Front office Services and Procedures** unit or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to carry out check-in and check-out procedures for guests and handle payments by a variety of methods.**

---

**Learning Outcomes:**

- 1. Carry out checking -in procedures**
- 2. Carry out checking -out procedures**
- 3. Process different methods of non-cash payments and foreign currencies**

Unit Title: Front Office Skills

---

**Learning Outcome 1: Carry out checking-in procedures**

---

**Performance Criteria**

- (a) Describe accurately the procedures for checking-in of guests
  - (b) Register accurately guests in accordance with the organisational procedures
  - (c) Carry out all procedures in an appropriate and professional manner
- 

**Range Statement**

Procedures:: with advanced bookings, chance guests

Register: filling a registration card, allocations of rooms, issuing of keys, direct guests, open guest accounts

Appropriate and professional manner: personal presentation, customer care, accuracy

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can correctly describe the methods for checking in of guests as per performance Criterion (a)

Performance evidence that the candidate can prepare for checking-in of guests, register accurately incoming guests and complete the check-in procedures in an appropriate and professional manner, as per Performance Criteria (b) and (c) and the range.

Unit Title: Front Office Skills

---

**Learning Outcome 2:** Carry out checking-out procedures

---

**Performance Criteria**

- (a) Describe accurately the procedures involved in checking-out of guests
  - (b) Check-out guests in accordance with the organisational procedures
  - (c) Carry out all procedures in an appropriate and professional manner
- 

**Range Statement**

Appropriate and professional manner: personal presentation, customer care, accuracy

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can describe accurately procedures involved in checking-out of guests to cover Performance Criterion (a).

Performance evidence of the candidate's ability to check-out guests effectively, to cover Performance Criteria (b) and (c) and the range.

Unit Title: Front Office Skills

---

**Learning Outcome 3 :** **Process different methods of non-cash payments and foreign currencies**

---

**Performance Criteria**

- (a) Describe accurately different methods of non-cash payments
  - (b) Describe accurately the procedure for accepting non-cash payments
  - (c) Convert accurately a range of foreign currencies to Botswana Pula value
- 

**Range Statement:**

Non-cash payments: credit card, cheques, traveller's cheques, travel agents vouchers, city ledger accounts

Foreign currencies: German Marks, South African Rand, American Dollars, British Pounds Sterling, French Francs and Australian Dollars

---

**Evidence Requirements:**

Written and/or oral evidence that the candidate can describe accurately different methods of and procedures for accepting non-cash payments to cover Performance Criteria (a) and (b) and all of the range

Performance evidence through simulation, of the candidate's ability to identify and convert a range of foreign currencies to Botswana Pula value, covering Performance Criterion (d) for each of the range for foreign currencies.

Unit Title: Front Office Skills

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 60 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to extend and develop candidate's Front Office skills when dealing with guest arrival and departure procedures as practised in the Hospitality industry. Candidates will be able to carry out check-in and check-out procedures and process different methods of non-cash payments and foreign currencies. The candidate will be able to prepare for employment and develop a positive attitude towards the vocational field, which he/she has chosen. It will attempt not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Carry out check - in procedures where guests have arrived without an advanced booking and where they arrive with an advanced booking. This will involve checking the booking if appropriate, identifying room availability, any special requirements, knowledge room rates, the registration procedure, taking a deposit if appropriate, issuing the key and giving the guest directions as to where the allocated room is situated. Candidates should be able to describe the different types of reservation methods such as the traditional methods and computerised method.
2. Carry checking-out procedures. This will involve preparing a customer account involving the correct rate charged for the room, charges for items used deducting any deposit, giving refunds if appropriate and any extra charges. Procedures for the return of the key, identifying the levels of customer satisfaction or comments, further booking and presenting the bill will be covered. Getting the candidate to deal with unexpected situations should also be covered.

3. Process different methods of non-cash payments such as cheques, traveller's cheques, credit and debit cards and vouchers. Access to credit card payment systems [either roller or swipe machines], to be made available either at the College or in work environment. Conversion of a range of commonly used foreign currencies such as German Marks, South African Rand, American Dollars, British Pounds Sterling, French Francs and Australian Dollars to Botswana Pula value should be undertaken by the candidate. This exercise could be carried out either in a real situation or in simulation exercise.

### **Approaches to Generating Evidence**

Learning and teaching in Front Office Skills must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal skills, Communication, Customer Care and Numeracy, thus integrating parts of the Key Skill units. The candidate is expected to be able to deal with customers wishing to check in and out and should be able to deal effectively with a range of methods of payments. He/she should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a realistic work environment.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes in turn.

### **Exemplars**

A simulation exercise where the candidate undertakes a check-in and checking-out procedure in line with Learning Outcomes 1 & 2

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate: Rooms Division Operations

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction
- ii. If reproduction; in part, the source is acknowledged

**Unit Title:** **CLEANING AGENTS**

**Date:** **October 2000**

**Level:** **Certificate**

**Credit Value:** **0.5**

**Access Statement:** Access is at the discretion of the centre. However, it would be beneficial if the candidate had successfully completed **Introduction to Housekeeping Operations** unit or an equivalent qualification or level of experience.

---

**Unit Introduction:** **On successful completion of this unit the candidate will be able to identify a range of cleaning agents available for use in the maintenance of surface finishes, demonstrate a knowledge of their applications and correct handling procedures.**

---

**Learning Outcomes:**

- 1. Classify a range of cleaning agents to maintain a variety of surface finishes**
- 2. Use a variety of cleaning agents**
- 3. Control a range of cleaning agents**



Unit Title: Cleaning Agents

---

**Learning Outcome 1:** Classify a range of cleaning agents to maintain a variety of surface finishes

---

**Performance Criteria**

- (a) Classify cleaning agents in terms of composition and properties
  - (b) Match correctly cleaning agents to a variety of surface finishes
- 

**Range Statement**

Cleaning agents: water, detergents, abrasives, solvents, bleaches, acids, emulsifiers, polishes

Surfaces: floor and floor coverings, furniture, fittings, walls & ceilings

---

**Evidence Requirements**

Written and/or oral evidence of the candidate's ability classify a range of cleaning agents to maintain a variety of surface finishes to cover Performance Criteria (a - (b) and all of the range.

Unit Title: Cleaning Agents

---

**Learning Outcome 2:** Use a variety of cleaning agents

**Performance Criteria**

- (a) Explain correctly the industrial labelling symbols of cleaning agents
  - (b) Select correctly cleaning agents in relation to the type of soilage and surface finish
  - (c) Use cleaning agents with appropriate care in accordance with manufacturer's instructions
  - (d) Maintain safe and hygienic standards
- 

**Range Statement**

Labelling symbols: irritant, harmful, corrosive, toxic, flammable, oxidising

Soilage: dust, loose dry dirt, water based dirt, fat based dirt, tarnishing

Safe and Hygienic standards: safe - to others, self , equipment  
hygienic - workplace, personal

---

**Evidence Requirements**

Performance evidence of the candidate's ability to select correct cleaning agents in relation to the type of soilage and surface finish, and use the cleaning agents appropriately in a safe and hygienic manner, covering Performance Criteria (a) – (c) and the range.

Use of **five** cleaning agents must be demonstrated through performance evidence with written and /or oral evidence for the other **three** agents

Unit Title: Cleaning Agents

---

**Learning Outcome 3 :** Control a range of cleaning agents

---

**Performance Criteria**

- (a) Store cleaning agents in accordance with manufacturer's instructions
  - (b) Issue cleaning agents in line with manufacturer's instructions
  - (c) Monitor the movement of cleaning agents in accordance with given organisational procedures
  - (d) Maintain safe and hygienic standards
- 

**Range Statement:**

Storage of cleaning agents: stacking, rotating stock

Issue of cleaning agents: decanting from bulk containers, dilution rate, labelling of containers

Safe and Hygienic standards: safe - to others, self, equipment  
hygienic - workplace, personal

---

**Evidence Requirements:**

Performance evidence of the candidate's ability to store, issue and monitor cleaning agents correctly as per the manufacturer's instruction in a safe and hygienic manner, covering Performance Criteria (a) – (d).

Unit Title: Cleaning Agents

### **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

#### **Notional design length:**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and time tabling is advisory only.

#### **Purpose**

The unit is expected to extend and develop candidate's awareness of the selection and use of cleaning agents in the maintenance of surface finishes. This unit will introduce candidates to the classifications of cleaning agents, their use and safe handling and the requirements for storage, control and issue. The candidate will be able to prepare for employment and develop a positive attitude towards the vocational field, which he/she has chosen. It will attempt not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

#### **Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Classify a range of cleaning agents available to maintain a variety of surface finishes. Candidates are expected to provide a wide variety of cleaning agents for identification and classification. Samples of cleaning agents including water, detergents, abrasives, solvents, bleaches, acids, emulsifiers and polishes should all be available. As the type of soilage found and the nature of floor and wall coverings and the surface finishes will determine the cleaning agent used, explanation of the different types of soilage and examples of surface finishes should be given. Candidates should be able to explain the meaning of hazard warning symbols used by manufacturers on labels of products.
2. Use a range of cleaning agents involve selecting the correct cleaning agent for the removal of soilage, once the different types of soilage and surface finishes are identified. Practical activities using cleaning agents should be available. The handling of cleaning agents is governed by manufacturer's instructions and current legislation. The ability to work tidily and

safely should be demonstrated in practical activities. Candidates are also expected to follow oral and written procedures and instructions for the use of cleaning agents.

3. Control a range of cleaning agents involves the issue and storage of cleaning agents. Procedures associated with decanting from bulk containers and diluting rates should be outlined. Candidates are also expected to follow oral and written procedures and instructions for the issue of cleaning agents. The storage of cleaning agents should be undertaken in a safe and tidy manner. Candidate should also be able to detail out the physical requirements of storage area and the procedures to be employed. Candidates are also expected to be aware of the importance of controlling the storage and issue of cleaning agents and the documentation associated with this.

### **Approaches to Generating Evidence**

Learning and teaching in Cleaning Agents must be active and candidate-centred. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal skills, Communication, and Numeracy, thus integrating parts of the Key Skill and Hygiene and Safety units. Candidates are expected to undertake practical activities using a number of cleaning agents. It is important that during practical activities safe and hygienic working methods are observed. He/she should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a realistic work environment.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes.

### **Exemplars**

Trade magazines and manufacturing information should also be used to aid categorisation and use of cleaning agents. Candidate should observe manufacturer's instruction in relation to storage, issuing and monitoring of cleaning agents.

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate:- Rooms Division Operations

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000
6. SCOTVEC unit 'Cleaning Agents' number 5140026 [1996 – 1997]

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction
- ii. If reproduction; in part, the source is acknowledged

<b>Unit Title:</b>	<b>INTRODUCTION TO SALES</b>
<b>Date:</b>	<b>October 2000</b>
<b>Level:</b>	<b>Certificate</b>
<b>Credit Value:</b>	<b>0.5</b>
<b>Access Statement:</b>	Access is at the discretion of the Centre. However it would be beneficial if the candidate had successfully completed BGCSE or a Foundation Programme or had BGCSE or equivalent qualification or level of experience.

---

**Unit Introduction:**                    **On successful completion of this unit the candidate will be able to outline the role of a sales person in the selling process, describe the processes involved in making a sale and identify the needs of a customer.**

---

**Learning Outcomes:**

- 1. Outline the role of a sales person in the selling process**
- 2. Describe the processes involved in making a sale**
- 3. Identify the needs of a customer**

Unit Title: Introduction to Sales

---

**Learning Outcome 1:** Outline the role of a sales person in the selling process

---

**Performance Criteria**

- (a) List accurately the qualities required of sales staff
  - (b) Identify correctly the functions of sales staff in a hospitality organisation
  - (c) Explain accurately the importance of establishing good customer relations
  - (d) Identify accurately the factors which increase sales and customer base
- 

**Range Statement**

The range for this outcome is fully expressed in Performance Criteria

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can outline the role of a sales person in the selling process as per Performance Criteria (a) –(d).



Unit Title: Introduction to Sales

---

**Learning Outcome 2:** Describe the processes involved in making a sale

---

**Performance Criteria**

- (a) List the stages of the selling process correctly
  - (b) Describe accurately the different sales approaches in relation to customer types
  - (c) Identify correctly methods of presenting a hospitality product for sale
  - (d) Identify correctly techniques for closing a sale
  - (e) List appropriate after sales services offered in the hospitality industry
- 

**Range Statement**

Customer types: talkative, quiet, informed, uninformed, potential, existing

---

**Evidence Requirements**

Written and/or oral evidence that the candidate can correctly describe the processes involved in making a sale as per Performance Criteria (a) – (e) and the range

Unit Title: Introduction to Sales

---

**Learning Outcome 3: Identify the needs of a customer**

---

**Performance Criteria**

- (a) Approach customer in the correct manner for the situation
  - (b) Establish customer needs in a polite and appropriate manner
- 

**Range Statement**

Establish: listening, observing, questioning-(open, closed), seeking affirmation

---

**Evidence Requirements**

Performance evidence that the candidate can identify the needs of a customer as per Performance Criteria (a) and (b) and the range.

Supplementary questions may be used to gather additional evidence.

Unit Title: Introduction to Sales

## **SUPPORT NOTES**

This part of the unit specification is offered as guidance. It is at the lecturer's discretion to exercise flexibility as and when required.

### **Notional design length**

The Botswana Technical Education Programme (BTEP) allocates a notional design length to a unit on a basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and time tabling is advisory only.

### **Purpose**

The unit 'Introduction to Sales' is expected to enable candidates to develop necessary skills of dealing with customers in a professional manner in the hospitality industry. This unit enables candidates in developing the underpinning knowledge and understanding by outlining the role of a sales person, describing the process involved in selling and identifying the needs of a customer. The candidate will be able to prepare for employment and develop a positive attitude towards the vocational field, which he/she has chosen. It will attempt not merely to meet the candidate's technical needs to do well at Certificate level but also to improve competence across a range of skills.

**Content/Context:** Corresponding to learning outcomes 1 - 3

This unit maintains a balance between what is educationally desirable and the realities of the classroom and creates situations and activities through which the skills related to the outcomes are developed.

This unit should provide opportunities to:

1. Outline the role of a sales person in the selling process. Appropriate appearance of staff, attitude, sincerity, enthusiasm, communication skills, manners, acknowledgement, greeting of customer, the body language, asking questions appropriately to establish purpose of visit and listening attentively to customers' inquiries. Friendly welcome, assistance in selection of goods/service, good listening skills, avoid pestering, interest in customers displayed. Adaptability to varying circumstances, ie. differing customer needs, types of customers, interpersonal relationships, verbal and non-verbal communications. Importance of gaining customer loyalty, company profitability, potential to introduce associated products or alternative products, monitoring of performance of sales/promotions to feedback to company aiming to improve sales, legal rights and obligations of industry and customers. The candidate not only be able to list the qualities of a sales staff but also identify the functions, explain the importance of establishing good customer relations and identify factors which increases sales and customer base.

2. Describe the processes involved in making a sale by listing the stages of selling process, describing the types of approach and identifying methods of presenting a hospitality product, identify techniques for closing a sale and list after sales services offered in the hospitality industry. Approach, opening, describing goods/services and overcoming objections. Customers - talkative, quiet, knowledgeable, uninformed, aggressive, browsing.
3. Identify the needs of a customer. Characteristics of customers. First impressions, appropriate observation; customer signals. Approach - attitude, manner, rapport building. Importance of observation, listening/questioning open questions, closed questions, seeking affirmation. Provision of information and advice to customers/ visitors. Candidates should be able to confirm customer needs, take action where necessary, use information sources effectively to meet customer needs and presenting information related to customer needs.

### **Approaches to Generating Evidence**

Learning and teaching in 'Introduction to Sales' must be active and candidate-centred. This unit should be delivered in a participative manner, where possible, candidates should gain experience in a real or simulated environment. This should be supported by theoretical input, group discussion or visiting speakers. The use of videos, trade journals etc should be used as appropriate. The candidate will have to perform a broad range of tasks and activities, which will contain elements of Personal and Interpersonal skills, Communication, and Numeracy, thus integrating parts of the Key Skill. It is important that during practical activities safe and hygienic practices are observed particularly aspects of personal hygiene. He/she should have the opportunity to plan and make decisions, to show initiative and independence and to work co-operatively in groups. Induction to the activities should ensure the candidate has a clear understanding of the nature and purpose of the work.

The candidate will have to perform a broad range of tasks and activities relating to the performance criteria and to cover the range. The range of tasks and activities undertaken should provide opportunities to develop skills in a realistic work environment.

Teaching groups should be small enough to facilitate the practical activities involved to ensure involvement as an individual and as a group member.

The provision of opportunities for re-writing, reviewing and evaluating by the candidate, peers and instructors/lecturers should be seen as an essential feature of all formative activities.

During practical exercises individual work is to be encouraged as it gives the candidate practical experience and an opportunity to be responsible and accountable for their actions and helps develop attitudes to productivity in vocational situations. However, work completed by the candidate as a member of a group or in a group project should be identified as individual work.

### **Assessment Procedures**

The assessment method should be through practical exercises and assignments generating evidence that covers the performance criteria and all of the range for each of the learning outcomes.

The candidates should achieve an understanding of the importance of interacting with customers and visitors as well as show knowledge of how to deal with the customers in hospitality industry requirements.

Candidates will be observed while establishing contacts on two separate customer situations , providing these with information and dealing with their queries.

Guidance for each performance criterion and for the range may be gathered from simulated role-plays, observations and from written or oral answers to questions.

The candidate will participate in short answer questions and an assignment, which will allow evidence to be generated for all performance criteria and the full range.

### **Progression**

This unit forms part of a series that has been developed which together form the elective units of the Certificate Programme in Hospitality Operations. Successful completion of this programme will allow access to the Advanced Certificate: Rooms Division Operations

### **Recognition**

This unit is recognised for entry/recruitment requirements into the Advanced Certificate Level and is part of a Vocational Programme endorsed by the Scottish Qualifications Authority.

### **References**

1. Guide to unit writing, SQA, 1993
2. Notes for unit writers, SQA, 1995
3. Unit Specification Checklist, MOE, 1999
4. House Style Guide, MOE, 1999
5. Curriculum Development Procedures for the BTEP, MOE, 2000
6. SCOTVEC module no: 5120047 [1997- 1998]

### **Special Needs**

In certain cases modified Evidence Requirements may be proposed for certification. In all cases this is subject to pre-approval by DVET

### **© Copyright MOE 2000**

Please note that this publication may be reproduced wholly or in part for educational purposes, provided that:

- i. No profit is derived from the reproduction
- ii. If reproduction; in part, the source is acknowledged