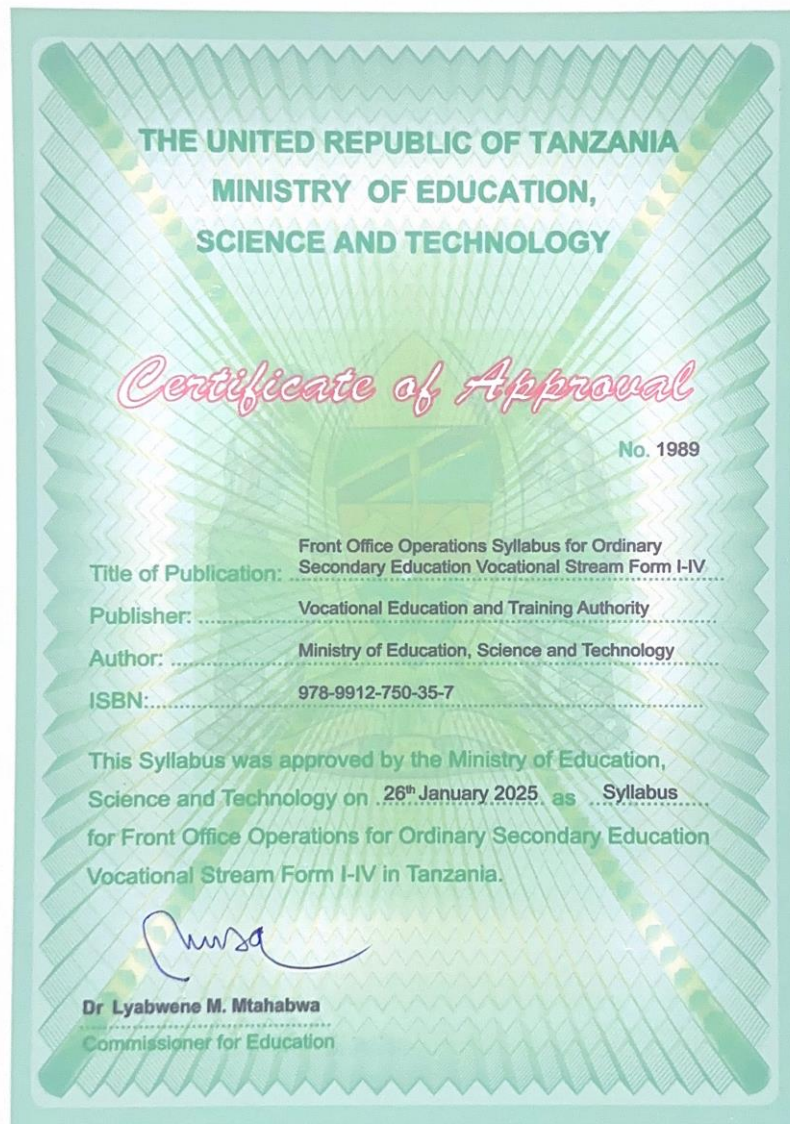


THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



**FRONT OFFICE OPERATIONS SYLLABUS FOR ORDINARY SECONDARY
EDUCATION VOCATIONAL STREAM FORM I-IV**

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Abbreviations and Acronyms

ADR	Average Daily Rate
ARR	Average Room Rate
CA	Continuous Assessment
CRS	Central Reservation System
FAQ	Frequently Asked Questions
FTNA	Form Two National Assessment
GDS	Global Distribution System
HACCP	Hazards Analysis and Critical Control Points
ICT	Information and Communication Technology
PABX	Private Automated Branch Exchange
PMS	Property Management System
PPE	Personal Protective Equipment
Rev Par	Revenue per Available Room
TIE	Tanzania Institute of Education
TTY	Teletypewriter
TV	Television
UPS	Uninterruptible Power Supply
VETA	Vocational Education and Training Authority
VIP	Very Important Person

Definition of Key Terms

Assessment: It refers to the process of collecting evidence and making judgments on whether competency has been attained or whether specific skills and knowledge have been achieved.

Circumstantial knowledge: It refers to detailed knowledge which allows the decision-making with regard to different circumstances and cross cutting issues.

Competence: It refers to the ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: This is a sub-unit (step) which reflects the learning sequence with the aim of achieving broad learning objectives of a unit.

Standard: It is a set of statements, which implies that an individual meets an expected level and type of performance if proved true under working conditions.

Unit: It refers to a statement of broad learning objectives which prescribe the requirements of the standard in form of practical skills, knowledge and appropriate attitudes.

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For and on behalf of:

Vocational Education and Training Authority



CPA. Antony M. Kasore

Director General

1.0. Introduction

Front Office Operations is one of the occupations taught in Ordinary Secondary Education Vocational Stream. The occupation involves activities in a hotel or similar establishments with administrative responsibilities for guests and potential customers before their arrival, on their arrival, their departure and after their departure. It involves the duties such as information services, guest reservations, night auditing, telephone operation, cashiering, porting, to mention a few.

Learning Front Office Operations is essential as it serves several vital purposes that align with the country's socio-economic development, tourism potential, and global competitiveness.

The following are some key reasons for teaching this subject:

Tanzania is well known for its breath-taking landscapes, wildlife, and cultural heritage. Tourist attractions such as Mount Kilimanjaro, Serengeti National Park, Zanzibar, and Ngorongoro Crater draw the visitors from around the world. Front Office Operations play a crucial role in ensuring that tourists gain positive experience as it is often the first point of contact in hotels and hospitality establishments.

The hospitality industry in Tanzania constitutes a significant source of foreign currency and employment. By teaching Front Office Operation, the students gain rich skills needed to work in hotels, resorts, and other hospitality settings. This programme provides them with opportunities to secure jobs as receptionists, reservation officers, concierge staff, porters or customer relation professionals, contributing to economic empowerment and poverty alleviation.

Upon completion of the programme, the students will possess both theoretical and practical knowledge about front office operations. They will also be capable of maintaining safe, healthy and secure working environment, exercising customer care, operating switchboards, performing reservation activities, providing basic food and beverage services, performing front desk activities, and coordinating guest services. Moreover, they will be capable of coordinating guest services, preparing and cleaning guest rooms, handling guest relations activities, performing night auditing, controlling front office budget and costs and requisitions and supervising all front office operations while adhering to safety regulations. Additionally, the students will be equipped with the business skills necessary for managing tourism and hospitality businesses.

The graduate of this occupation may be employed in both government and private sectors such as ministries or departments such as training institutions, parastatal organisations, and embassies. The private sector such as hotels, lodges, camps, airline companies, shipping or cruise companies, tour operating organisations, shops, malls and NGOs.

The Front Office Operations Syllabus is designed to guide the teaching and learning of Front Office Operations at Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus interprets the competencies that the student needs to develop while learning Front Office Operations. It contains valuable information that will enable the teachers to effectively plan their teaching process and help learners to develop the intended competencies.

2.0. Main Objectives of Education in Tanzania

The main objectives of education in Tanzania should enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions, norms and customs, cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for an individual's development and the sustainable development of the nation and world at large;
- (d) Understand and protect the national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality as well as the management and sustainable conservation of the environment and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0. General Competencies for Ordinary Secondary Education Vocational Stream

The general competencies for Ordinary Secondary Education Form 1–IV Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes that the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0. General Competences of the Occupation

Upon completion of this occupation, the students are expected to have ability to:

- (a) Handle accommodation requests;
- (b) Maintain effective customer relations;
- (c) Maintain hygiene at working place;
- (d) Provide general services to guests and
- (e) Control revenue and budgets.

5.0. Main and Specific Competences

The main and specific competencies to be developed are presented in Table 1.

Table 1: *Main and specific competencies for Form I - IV*

Modules (Main Competence)	Units (Specific Competencies)
1.0 Maintaining a safe, healthy and secure working environment	1.1 Applying personal grooming and hygiene 1.2 Controlling hazards 1.3 Dealing with accidents and fire 1.4 Administering first aid
2.0 Exercising customer care	2.1 Handling customer care 2.2 Handling complaints 2.3 Handling Special Requests
3.0 Operating switchboard	3.1 Making telephone calls 3.2 Receiving telephone calls 3.3 Recording and charging telephone calls
4.0 Performing reservation activities	4.1 Receiving and recording reservations 4.2 Performing reservation and maintenance activities
5.0 Providing basic food and beverage services	5.1 Preparing restaurant for service 5.2 Taking food and beverage orders 5.3 Serving food 5.4 Serving beverages
6.0 Performing front desk activities	6.1 Handling check-in activities 6.2 Handling check-out activities 6.3 Controlling hotel revenue 6.4 Computing forex
7.0 Coordinating guest services	7.1 Handling information services 7.2 Handling business centre activities
8.0 Preparing and cleaning guest rooms	8.1 Cleaning guest rooms 8.2 Restocking guest room supplies and amenities 8.3 Updating room status and discrepancy report
9.0 Handling guest-related activities	9.1 Handling guest special requests 9.2 Handling lobby activities
10.0 Performing night auditing	10.1 Handling departmental sales from outlets 10.2 Handling night manager activities 10.3 Producing management report
11.0 Controlling front office budget, costs and requisitioning	11.1 Controlling front office budget 11.2 Collecting daily revenue data 11.3 Initiating daily requisitioning
12.0 Supervising front office operations	12.1 Planning and organising duties 12.2 Controlling tools and equipment 12.3 Computing occupancy statistics 12.4 Conducting on-job training

6.0. Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between the teacher, student and parent or guardian are fundamental to ensure successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Front Office Operations.

6.1. The Teacher

The teacher is expected to:

- Help the student to learn and develop the intended competences in Front Office Operations;
- Use teaching and learning approaches that will allow the students with different needs and abilities to:
 - Develop the competencies needed in the 21st Century and

- (ii) Actively participate in the teaching and learning process.
- (c) Use student-centred instructional strategies that make the student a centre of learning, thus allowing him/her to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly using tools and methods which assess theory and practice;
- (g) Treat all the students according to their learning needs and abilities;
- (h) Protect the student from the risky environment when he or she is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the proper intervention;
- (k) Involve the parents/guardians and society at large in the student's learning process and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2. The student

The student is expected to:

- (a) Develop the intended competencies by participating actively in various learning activities inside and outside the classroom and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3. The parent/guardian

The parents/guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Provide a child with the needed academic support where possible;
- (c) Provide a child with a safe and friendly home environment which is conducive to learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process and
- (f) Instil in a child a sense of commitment and positive value towards education and work.

7.0. Teaching and Learning Methods

The teaching and learning methods are instrumental in developing the student's competencies. This syllabus suggests teaching and learning methods for each activity, which include but is not limited to demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research and project works. However, the teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of the students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods.

The vocational teachers act as facilitators by incorporating both school-based teaching and project work supervision.

8.0. Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Both teachers and students are expected to constantly seek information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

9.0. Assessment

Assessment aspect is important in teaching and learning Front Office Operations. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning and making decisions on improving the teaching and learning process. The teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to demonstrations, discussions, presentations, oral questions, experiments, observations, practical assignments and projects.

Summative assessment, on the other hand, will focus on determining the student's learning achievement. The teachers are expected to use a variety of summative assessments, including Form Two National Assessment, terminal examination, annual examination, mock examination and project. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60% and the National Form IV Examination shall contribute 40% as indicated in Table 2.

9.1 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "learning by doing" and "learning by living." In this context, the implementation of project work in secondary schools' vocational streams is essential. The projects in the vocational streams should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of the student's project work must be consistent with the established guidelines provided by the National Examinations Council of Tanzania (NECTA).

Table 2: *Contribution of continuous assessment and national examination in the final score*

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	
Form Three terminal examination	5.0	
Form Three annual examination	5.0	
Form Four mock examination	7.0	

Assessment Category	Weight (%)	National Examination
Project	7.0	40
Form Two practical	10.0	
Form Three practical	10.0	
Form Four practical	10.0	
Total	60.0	

10.0. Number of Periods

The Front Office Operations Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 periods will be used for practical sessions which may require double periods covering 40 minutes each. Double periods will allow sufficient time for hands-on activities.

11.0. Teaching and Learning Contents

The contents of the syllabus are organised into a matrix with seven (07) columns which indicate main competencies, specific competencies, learning activities, suggested teaching and learning methods, assessment criteria which are divided into process assessment, products/service assessment and underpinning knowledge, suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

Form One

Table 3 *Detailed contents for Form One:*

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Knowledge Assessment		
1.0 Maintaining safe, healthy and secure working environment	1.1 Applying personal grooming and hygiene	(a) Maintaining professional appearance	<p>Discussion: Guide the students to make extended conversation about maintaining professional appearance</p> <p>Practical demonstration: Demonstrate the process of maintaining professional appearance to students in a workshop</p> <p>Practical work: Guide the students to practise maintaining professional appearance while handling tools and equipment safely</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Ensure body cleanliness • Apply minimal body make-ups • Wear ornaments as per specifications • Wash uniforms • Press uniforms • Wear uniforms • Attend medical check-up 	Professional appearance maintained as per established standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain how to maintain professional appearance</p> <p>Principles: The student should be able to explain the principles involved in:</p> <ul style="list-style-type: none"> • Keeping the body clean <p>Theories: The student should be able to explain:</p> <ul style="list-style-type: none"> • Importance of using cosmetics <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p>	<p>The following tools, equipment and machines are to be available:</p> <ul style="list-style-type: none"> • A set of working/professional uniforms • Washroom • Changing room • Nail cutters • Combs • Toothbrushes • Shoe brush • Make-ups kit • Ornaments • Razor blades (electric) • Scissors • Mirror 	90

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
						Usage of chemicals and perfumes		
		(b) Maintaining personal grooming	Discussion: Guide the students to make extended conversations about maintaining personal grooming Brainstorming: Guide the students to define, identify, mention and describe the meaning of personal grooming Practical activity: Organise the students in small groups to perform activities on maintaining personal grooming	The the student should be able to: the student should be able to: <ul style="list-style-type: none"> • Ensure body cleanness • Apply minimal body makeup • Wear ornaments as per specifications • Wash uniforms 	Personal grooming and hygiene applied conform to established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to maintain personal grooming and hygiene Principles: The student should be able to explain the principles involved in keeping the body clean Theories: The students should be able to explain the importance of applying ornaments Circumstantial knowledge: Detailed knowledge about: Application of ornament	The following tools, equipment and machines are to be available <ul style="list-style-type: none"> • A set of working/professional uniforms • Washroom • Changing room • Nail cutters • Combs • Toothbrushes • Shoe brush • Make-ups kit • Ornaments • Razor blades (electric) • Scissors • Mirror 	
		(c) Maintaining a	Discussion: Guide	The student should	Clean and tidy	Knowledge	The following	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
		clean and tidy working environment	<p>students to make extended conversations about maintaining a clean and tidy working environment</p> <p>Questions and answers: Give direct questions to students and receive answers on maintaining a clean and tidy working environment</p> <p>Group work: Organise the students in groups and assign tasks to maintain a clean and tidy working environment</p>	<p>be able to:</p> <ul style="list-style-type: none"> Dust and clean workplace Organise the workplace Clean tools, equipment and store them 	working environment is maintained as per established standards	<p>evidence: Detailed knowledge of: Methods used: The student should be able to explain how to maintain a clean and tidy working environment. Theories: The student should be able to explain the importance of proper arrangement of working tools Circumstantial knowledge: Detailed knowledge about: Use of electric machines</p>	<p>tools, equipment and machines are to be available:</p> <ul style="list-style-type: none"> A set of working/professional uniforms Washroom Changing room Grass Scissors Hoe 	
	1.2 Controlling hazards	(a) Handling physical hazards	<p>Brainstorming: Guide the students to define, identify, mention and describe how to handle physical hazards</p> <p>Questions and answers: Give direct questions to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify causes of hazards Follow the operating manual Use material safety data 	Physical hazards handled as per established standards	<p>Knowledge evidence: Detailed knowledge of:- Methods used: The student should be able to explain methods used for controlling hazards</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Computer Washing machines Operating manuals Material safety data sheets Refrigerators 	90

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>students and receive answers on handling physical hazards</p> <p>Group work: Organise the students in groups and assign them tasks to handle physical hazards</p> <p>Role-play: Guide the students in small groups to simulate real-world scenarios on which a person is handling physical hazards to develop practical skills</p>	<p>sheet</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • Practice hygiene • Organise work place properly • Ensure the availability of ventilation • Wear protective gears 		<p>Principles: The student should be able to explain the principles of physical hazards</p> <p>Theories: The student should be able to explain the importance of controlling physical hazards</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Sources of physical hazards • Effects of physical hazards 	<ul style="list-style-type: none"> • Calculator • Cleaning agents • Sanitizers • Stationery • Furniture • Personal protective gear 	
		(b) Handling chemical hazards	<p>Brainstorming: Guide the students to define, identify, mention and describe how to handle chemical hazards</p> <p>Questions and answers: Give direct questions to students and receive answers on</p>	<p>The student should be able to:</p> <p>able to:</p> <ul style="list-style-type: none"> • Identify causes of hazards • Follow the operating manual • Label chemical containers • Store 	Chemical hazards handled as per established standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of: -</p> <p>Methods used: The student should be able to explain methods used in controlling chemical hazards</p> <p>Principles: The students should be able to explain the</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • Washing machines • Operating manuals • Material safety data sheets • Storage containers • Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			handling chemical hazards Group work: Organise the students in groups and assign them tasks to handle chemical hazards	chemicals properly <ul style="list-style-type: none"> • Use material safety data sheet • Practice hygiene • Use colour-coded containers • Sanitize the working area and tools • Attend medical check-ups • Organise the workplace properly • Ensure the availability of ventilation • Wear protective gears 		principles of handling chemical hazards Theories: The student should be able to explain the importance of controlling chemical hazards Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Sources of chemical hazards • Effects of chemical hazards 	<ul style="list-style-type: none"> • Cleaning agents • Sanitizers • Stationery • Furniture • Personal protective gear 	
		(c) Handling ergonomic hazards	Brainstorming: Guide the students to define, identify, mention and describe how to handle ergonomic hazards Questions and answers: Give direct	The student should be able to: <ul style="list-style-type: none"> • Identify causes of hazards • Follow the operating manual • Store chemicals 	Ergonomic hazards handled as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in controlling ergonomic	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Electrical system/equipment • Computer • Furniture • Operating manuals 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>questions to students and receive answers on handling ergonomic hazards</p> <p>Group work: Organise the students in groups and assign them tasks to handle ergonomic hazards</p>	<p>properly</p> <ul style="list-style-type: none"> • Practice hygiene • Attend medical check-ups • Organise the work place properly • Ensure the availability of ventilation • Wear protective gears 		<p>hazards</p> <p>Principles: The students should be able to explain the principles of handling ergonomic hazards</p> <p>Theories: The student should be able to explain the importance of controlling ergonomic hazards</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Sources of ergonomic hazards</p>	<ul style="list-style-type: none"> • Material Safety Data Sheets • Calculator • Stationery • Personal protective gear 	
		(d) Handling biological hazards	<p>Brainstorming: Guide the students to define, identify, mention and describe how to handle biological hazards</p> <p>Questions and answers: Give direct questions to students and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Wear protective gears • Identify agents of biological hazard such as bacteria, viruses, 	Handling biological hazards conform to establishment set standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain methods used in controlling biological hazards</p> <p>Principles: The students should be</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • Operating manuals • Material safety data sheets • Storage containers • Refrigerators • Cleaning 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>receive answers on handling biological hazards</p> <p>Group work: Organise students in groups and assign tasks on handling biological hazards</p> <p>Practical activity: Organise the students in small groups to perform activities on handling biological hazards</p>	<p>fungi, and parasites, which can pose risks</p> <ul style="list-style-type: none"> • Evaluate tasks or processes that may involve exposure • Consider high-risk areas such as food processing plants, and waste disposal sites • Assess who should be exposed, how often, and to what extent • Assess the severity of possible infections • Remove 		<p>able to explain the principles of handling biological hazards</p> <p>Theories: The student should be able to explain the importance of controlling biological hazards</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Sources of biological hazards</p>	<p>agents</p> <ul style="list-style-type: none"> • Sanitizers • Stationery • Furniture • Personal Protective Equipment (PPE) • Inspection sheets 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<p>the hazard and if possible switch to a safer alternative.</p> <ul style="list-style-type: none"> • Replace hazardous agents with less harmful ones • Install barriers or equipment to isolate or contain hazards • Develop and enforce policies and procedures • Provide appropriate PPE such as gloves, masks, 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				and goggles, and respirators for airborne pathogens				
		(e) Handling weather-related hazards	Brainstorming: Guide the students to define, identify, mention and describe how to handle weather-related hazards Questions and answers: Give direct questions to students and receive answers on handling weather-related hazards Group Work: Organise students	The student should be able to: <ul style="list-style-type: none"> Identify common weather hazards such as floods, hurricanes, tornadoes, wildfires, blizzards in your area Check 	Weather-related hazards handed as per establishments standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in controlling weather-related hazards Principles: The students should be able to explain the principles of handling weather-related hazards	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Radio TV Kit for essential requirements Hammer Nails Woods Boards Storage containers Refrigerators Hoe 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			in groups and assign them tasks on handling weather-related hazards	<p>weather forecasts and alerts from reliable sources such as meteorological agencies or weather apps</p> <ul style="list-style-type: none"> Assemble a kit with essentials such as water, non-perishable food, first aid supplies, flashlights, and others Develop and practice an evacuation plan, including routes and 		<p>Theories: The student should be able to explain the importance of controlling weather-related hazards</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Sources of weather-related hazards Effects of weather-related hazards 	<ul style="list-style-type: none"> Rake Stationery Personal protective gears 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				meeting points <ul style="list-style-type: none"> • Secure outdoor items • Reinforce windows, doors, and roofs for severe storms • Clear gutters and drains to prevent flooding • Keep vehicles fuelled, serviced, and stocked with emergency supplies • Adhere to evacuation orders or shelter-in-place guidelines • Move away from 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<p>windows to a safe location such as basement or interior room</p> <ul style="list-style-type: none"> • Monitor weather updates and instructions from authorities regularly • Stay away from flooded areas, downed power lines, and unstable structures 				
		(f) Handling mechanical hazards	<p>Brainstorming: Guide the students to define, identify, mention and describe how to handle mechanical hazards</p> <p>Questions and answers:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify causes of hazards • Follow the operating manual • Use material 	Handling mechanical hazards conform to establishments set standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in controlling</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Electrical system/equipment • Computer • Washing machines 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>Give direct questions to students and receive answers on handling mechanical hazards</p> <p>Group Work: Organise students in groups and assign them tasks on handling mechanical hazards</p>	<p>safety data sheet</p> <ul style="list-style-type: none"> Practice hygiene Sanitize the work area and tools Attend medical check-ups Organise the workplace properly Ensure availability of ventilation Wear protective gears 		<p>mechanical hazards</p> <p>Principles: The students should be able to explain the principles of handling mechanical hazards</p> <p>Theories: The student should be able to explain the importance of controlling mechanical hazards</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Sources of mechanical hazards</p>	<ul style="list-style-type: none"> Operating manuals Material safety data sheets Calculator Cleaning agents Sanitizers Stationery Furniture Personal protective gears 	
	1.3 Dealing with accidents and fire	(a) Removing unattended items	<p>Discussion: Guide students to make extended conversation about removing unattended items</p> <p>Practical demonstration: Demonstrate the process of removing</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the nature of the item Report to security people immediately Report to police if 	Unattended items removed as per established standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:-</p> <p>Methods used: The student should be able to explain the procedures involved in removing</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Telephone Emergency reference information manual Emergency report form Speakers/Publi 	120

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			unattended items to students in the workshop Practical work: Guide the students in removing unattended items while handling tools and equipment safely	suspicious of explosive materials <ul style="list-style-type: none"> Record the incident in the incident log Get the details of the guest Record the item in the lost and found log Call the guest if contact details are available 		unattended items Theories: The student should be able to explain the importance of preventing accidents Circumstantial knowledge: Detailed knowledge about: Knowledge of prevention of bomb threats	c Address system <ul style="list-style-type: none"> Luggage Cleaning tools and equipment 	
		(b) Preventing causes of falls	Discussion: Guide students to make extended conversation about preventing causes of falls Discussion: Guide students to make extended conversation about prevention of causes of falls Practical work: Guide the students in prevention of causes of falls while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> Identify causes of falls Put a warning sign at the causes of falls Remove the causes of falls Return work tools to store Remove warning sign, allowing people to pass Handle causes of falls 	Causes of falls are prevented as per established standards	Detailed knowledge of:- Methods used: The student should be able to explain the procedures of preventing causes of falls Theories: The student should be able to explain the importance of preventing causes of falls Circumstantial knowledge: Detailed knowledge	The following tools and equipment are to be available: <ul style="list-style-type: none"> Telephone Emergency reference information manual Emergency report form First aid kit Stretcher Speakers/Public Address system Signage Cleaning tools and equipment 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			Role-play: Guide students in small groups to simulate real-world scenarios on which a person is preventing causes of falls			about: Prevention of accidents		
		(c) Preventing fire accidents	Discussion: Guide students to make extended conversations about prevention of fire accidents Discussion: Guide students to make extended conversation about prevention of fire accidents Role-play: Guide students in small groups to simulate scenarios on which a person is preventing fire accidents	The student should be able to: <ul style="list-style-type: none"> Identify fire indications Identify types and cause of fire Choose the specific fire-fighting equipment Use fire-fighting equipment Inform guests about fire accident Make people inventory Call the fire brigade Prepare incidental report 	Fire accident prevented as per established standards	Knowledge evidence: Detailed knowledge of:- Methods used: The student should be able to explain procedures involved in preventing fire accidents Principles: The student should be able to explain the principles involved in preventing fire accidents in hotels Theories: The student should be able to explain: importance of preventing fire accidents Circumstantial knowledge:	The following tools and equipment are to be available: <ul style="list-style-type: none"> Telephone Fire extinguishers Water sprinklers Smoke detectors Fire alarms Exit signs Emergency reference information manual Emergency report form First aid kit Stretcher Speakers/Public Address system Signage Cleaning tools and equipment 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
						Detailed knowledge about: Precautionary measures in event of fire		
		(d) Attending fire events	Brainstorming: Guide the students in defining, identifying, mentioning, and describing the process of attending fire events Discussion: Guide students to make extended conversation about attending fire events Role-play: Guide students in small groups to simulate scenarios on which a person is attending fire events	The student should be able to: <ul style="list-style-type: none"> Identify class of fire Pick the correct type of fire extinguishers Use a correct fire extinguisher ready for combating fire Pull the pin Aim at the fire Sweep the nozzle side to side 	Fire event attended as per established standards	Knowledge evidence: Detailed knowledge of:- Methods used: The student should be able to explain the procedures involved in attending fire events Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> Selecting appropriate fire extinguishers Extinguishing fire Theories: The student should be able to explain <ul style="list-style-type: none"> Causes of fire Types of fire 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Telephone Fire extinguishers Water sprinklers Smoke detectors Fire alarms Exit signs Emergency reference information manual Emergency report form. First aid kit Stretcher Fire blanket Speakers/Public Address system Signage Cleaning tools and equipment 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
						extinguishers Circumstantial knowledge: Detailed knowledge about: Precautionary measures in fire events		
	1.4 Administering first aid	(a) Providing first aid to injured and bleeding person	<p>Discussion: Guide students to make extended conversation about provision of first aid to injured and bleeding persons</p> <p>Questions and answers: Give direct questions to students and receive answers on provision of first aid to injured and bleeding persons</p> <p>Role-play: Guide students in small groups to simulate scenarios on which a person is providing first aid to injured and bleeding persons</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Apply direct pressure on the cut or wound with clean cloth, tissue or piece of gauze until the bleeding stops • Clean gently a cut or wound with soap and warm water • Protect the wound by applying antibiotic cream and covering it with a sterile bandage to reduce risk of infection • Call a doctor 	First aid to injured and bleeding persons provided as per standards	<p>Knowledge evidence: Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to administer first aid to injured and bleeding person</p> <p>Principles: The student should be able to explain principles involved in offering first aid to an injured and bleeding person</p> <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Telephone • Emergency information manual • Emergency report form • First aid kit • Stretcher • Signage • Cleaning tools and equipment 	120

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				for further treatment		in the provision of first aid to injured and bleeding persons		
		(b) Providing first aid to an unconscious person	<p>Discussion: Guide students to make extended conversation about provision of first aid to unconscious persons</p> <p>Questions and answers: Give direct questions to students and receive answers on provision of first aid to unconscious persons</p> <p>Role-play: Guide students in small groups to simulate scenarios on which a person is providing first aid to unconscious persons</p>	<ul style="list-style-type: none"> The student should be able to: Open the airway Place one hand on the person's forehead and gently tilt his/her head back Check breathing and where necessary, begin CPR Put a person in the recovery position Call a doctor for further treatment 	First aid to an unconscious person provided as per standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain how to administer first aid to unconscious persons</p> <p>Principles: The student should be able to explain principles involved in offering first aid to unconscious person</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions in the provision of first aid to unconscious 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Telephone Emergency information manual Emergency report form First aid kit Stretcher Bed-sheet Blanket 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
						persons		
		(c) Providing first aid to a fainted person	Discussion: Guide students to make extended conversation about provision of first aid to a fainted person Questions and answers: Give direct questions to students and receive answers on provision of first aid to a fainted person Role-play: Guide students in small groups to simulate scenarios on which a person is providing first aid to a fainted person	The student should be able to: <ul style="list-style-type: none"> Put the person in the shade and safe environment Raise the legs above the head Let the fainted person sit in the fresh air Check for injuries Seek medical advice if needed 	First aid to a fainted person provided as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to administer first aid to fainted person Principles: The student should be able explain principles involved in offering first aid to fainted person Circumstantial knowledge: Detailed knowledge about: Safety precautions against the provision of first aid to a fainted person	The following tools and equipment are to be available: <ul style="list-style-type: none"> First aid kit Stretcher Telephone 	
		(d) Providing first aid to an electrically shocked person	Discussion: Guide students to make extended conversation about provision of first aid to an electrically	The student should be able to <ul style="list-style-type: none"> Turn the power off at the main switch 	First aid to an electrically shocked person provided as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to	The following tools and equipment are to be available: <ul style="list-style-type: none"> Wooden pole Plastic soled 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>shocked person</p> <p>Questions and answers: Give direct questions to students and receive answers on provision of first aid to an electrically shocked person</p> <p>Role-play: Guide students in small groups to simulate scenarios on which a person providing first aid to an electrically shocked person</p>	<ul style="list-style-type: none"> Remove any cables/power tools still in contact with the casualty Protect himself/herself from the ground with books, newspaper s/rubber matting Check whether the casualty is conscious or not Seek for emergency medical service 		<p>explain how to administer first aid to electrically shocked person</p> <p>Principles: The student should be able explain principles involved in offering first aid to electrically shocked person</p> <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions in the provision of first aid to an electrically shocked person</p>	<p>shoes</p> <ul style="list-style-type: none"> First aid kit Rubber mats Emergency information manual Emergency report form 	
		(e) Providing first aid to a burnt person	<p>Discussion: Guide students to make extended conversation about providing first aid to a burnt person</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Flood the injured area with cold 	First aid to a burnt person provided as per standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Telephone Emergency reference 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			Questions and answers: Give direct questions to students and receive answers on provision of first aid to a burnt person Role-play: Guide students in small groups to simulate scenarios on which a person is providing first aid to a burnt person	running water to stop further burning and relieve a burnt person of pain <ul style="list-style-type: none"> Gently remove any jewellery, watches, belt or anything from injured area Cover area with sterile dressing or any non-fluffy material Bandage the area very loosely 		should be able to explain how to administer first aid to burnt person Principles: The student should be able to explain principles involved in offering first aid to burnt person Circumstantial knowledge: Detailed knowledge about: Safety precautions in the provision of first aid to burnt persons	information manual <ul style="list-style-type: none"> Emergency report form First aid kit Stretcher Bed sheet Blanket Signage Cleaning tools and equipment 	
		(f) Providing first aid to a heart-	Discussion: Guide students to make extended	The student should be able to: <ul style="list-style-type: none"> Avoid 	First aid to a heart person provided as per standards	Knowledge evidence: Detailed	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
		attacked person	<p>conversation about provision of first aid to a heart-attacked person</p> <p>Questions and answers: Give direct questions to students and receive answers on provision of first aid to a heart-attacked person</p> <p>Role-play: Guide students in small groups to simulate scenarios on which a person is providing first aid to a heart-attacked person</p>	<ul style="list-style-type: none"> panic Call medical assistance Sit or lie down the patient and loosen the patient's tight cloth while waiting for the ambulance Loosen the patient's tight cloth, belt, socks, shoes, necklaces and ornaments Stay calm Give nitro-glycerine if it is prescribed to you 		<p>knowledge of:</p> <p>Methods used: The student should be able to explain how to administer first aid to a person with a heart attack</p> <p>Principles: The student should be able to explain principles involved in offering first aid to a person with a heart attack</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Safety precautions in the provision of first aid to persons with heart attack</p>	<ul style="list-style-type: none"> Telephone Emergency information manual Emergency report form First aid kit Stretcher Bed sheet Blanket 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				or the person that you are with. Nitro-glycerine helps ease chest pain by opening up blood vessels so that the heart normal rate				
		(g) Providing first aid to a choked person	Discussion: Guide students to make extended conversation about provision of first aid to a choked person Questions and answers: Give direct questions to students and receive answers on provision of first aid to a choked person Role-play: Guide students in small groups to	The student should be able to: <ul style="list-style-type: none"> • Encourage the casualty to cough out the object • Stand slightly to the side behind the casualty and allow him/her to bend slightly • Give sharp slaps to his/her back between the shoulder blades (check 	First aid to a choked person provided as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to administer first aid to a choked person Principles: The student should be able to explain the principles of offering a choked person first aid Circumstantial knowledge:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Telephone • Emergency information manual • Emergency report form • First aid kit • Stretcher 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			simulate scenarios on which a person is providing first aid to a choked person	<p>the mouth to see if the obstruction is realised) if the back slaps fail</p> <ul style="list-style-type: none"> • Stand casualty, make the first holdwith one hand and position the thumb side against the abdomen, bend him/her slightly forward, grasp first the other hand, and pull itsharply inwards and upwards for five (5) times and check the mouth whether the obstruction is removed or not • Repeat step (2) and (3) three times • If it does not work, send the casualty to 		<p>Detailed knowledge about: Safety precautions in provision of first aid to choked persons</p>		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				hospital for further treatment				
		(h) Providing first aid to an allergic person	<p>Discussion: Guide students to make extended conversation about provision of first aid to an allergic person</p> <p>Questions and answers: Give direct questions to students and receive answers on provision of first aid to an allergic person</p> <p>Role-play: Guide students in small groups to simulate scenarios on which a person is providing first aid to an allergic person</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Give the patient total rest • Find out the type of taken food as a possible cause of allergic reaction • Give any medication or treatment and if possible, take precaution against the kind of medication • Wash the contact area thoroughly with plenty of clean water in case the reaction was caused by chemical exposure • Take the patient to the 	First aid to an allergic person provided as per standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to administer first aid to an allergic person</p> <p>Principles: The student should be able to explain principles involved in offering first aid to an allergic person</p> <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions against provision of first aid to allergic persons</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Telephone • Emergency information manual • Emergency report form • First aid kit • Water bucket 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				hospital				
2.0 Exercising customer care	2.1 Handling customer care	(a) Handling customer service	<p>Discussion: Guide students to make extended conversation about provision of first aid to injured and bleeding persons</p> <p>Questions and answers: Give direct questions to students and receive answers on provision of first aid to injured and bleeding persons</p> <p>Role-play: Guide students in small groups to simulate scenarios on which a person is providing first aid to injured and bleeding persons</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Listen attentively to customer's concerns, questions, or complaints and allow them to fully explain their issues without interrupting them • Show empathy by understanding and acknowledging the customer's emotions • Remain calm and professional • Clarify and ask questions • Provide a solution • Apologize where necessary 	Customer service handled as per establishment standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain customer service.</p> <p>Principles: The student should be able to explain principles involved in handling customer services</p> <p>Theories: The student should be able to explain the importance of proper handling of customer services in the hotel</p> <p>Circumstantial knowledge: Detailed knowledge about: Problem-solving skills</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • List of hotel services • A pen • A note book 	60

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> Follow up corrective measures Properly document the customer's inquiry concerns 				
		(b) Providing an exciting service to customer	<p>Discussion: Guide students to make extended conversation about provision of first aid to injured and bleeding persons</p> <p>Questions and answers: Give direct questions to students and receive answers on provision of an exciting service to customers</p> <p>Practical demonstration: Demonstrate the process of providing an exciting service to customers to students in the workshop</p> <p>Individual</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Demonstrate proactive behaviour Produce knowledge about his/her services Deliver service timely Meet and exceed customer's satisfaction Address customers by their names and titles Always demonstrate humble behaviour when delivering service Always 	An exciting service to customer provided as per standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain various ways of providing exciting service to customers</p> <p>Principles: The student should be able to explain principles involved in preventing occurrence of complaints</p> <p>Theories: The student should be able to explain the importance of making customers satisfied</p> <p>Circumstantial knowledge:</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> List of hotel services A pen A note book 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			assignment: Assign tasks on provision of an exciting service to customers to each student in the class/workshop Activity: Organise the students in small groups to perform activities on provision of an exciting service to customer	appear presentable and well groomed <ul style="list-style-type: none"> • Avoid mannerism as it annoys guest • Avoid eavesdropping (the act of listening secretly) • Avoid interrupting customers' conversations • Avoid over-familiarization with the customer • Ask for customer satisfaction 		Detailed knowledge about: <ul style="list-style-type: none"> • Problem-solving skills • Customer care 		
		(c) Listening to customers for the needed service	Discussion: Guide students to make extended conversation about listening to customers for the needed service Questions and answers: Give direct questions to	The student should be able to: <ul style="list-style-type: none"> • Maintain eye contact with the customer • Avoid interrupting the customer • Listen to a customer without 	The customers needed service listened and identified as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to listen to customers for the needed service	The following tools and equipment are to be available: <ul style="list-style-type: none"> • List of hotel services • A pen • A note book 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>students and receive answers on listening to customers for the needed service</p> <p>Practical Practical demonstration: Demonstrate the process of listening to customers for the needed service to students in the class/workshop</p> <p>Individual assignment: Assign each student the tasks on listening to customers for the needed service in the class/workshop</p>	<p>judging or jumping to a conclusion</p> <ul style="list-style-type: none"> • Avoid planning what to say next • Avoid imposing your opinions or solution • Stay focused • Ask questions in case he/she needs clarification 		<p>Principles: The student should be able to explain principles involved in active listening</p> <p>Theories: The student should be able to explain the effects of not listening properly to customers for the needed service</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Active listening</p>		
		(d) Handling special services for internal and external customers	<p>Discussion: Guide students to make extended conversation about handling special services for internal and external customers</p> <p>Questions and answers: Give direct questions to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Save meals for internal customers • Offer transport services for internal customers • Provide laundering of 	Special services for internal and external customers handled as per set standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain various ways of handling special services for internal and external customers</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Food menus • Drinks lists • Washing machine • Drying machine • List of 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>students and receive answers on handling special services for internal and external customers</p> <p>Practical demonstration: Demonstrate the process of handling special services for internal and external customers to students in the class/workshop</p> <p>Individual assignment: Assign each student tasks on handling special services for internal and external customers in the class/workshop</p> <p>Activity: Organise the students in small groups to perform activities on handling special services for internal and</p>	<p>uniforms for internal customers</p> <ul style="list-style-type: none"> • Prepare and offer incentive packages for internal customers • Offer discounted staff rates for internal customers • Offer employee awards for internal customers • Offer loyalty programs for external customers • Offer in-room check-in for external customers • Provide special deliveries for external customers • Give special discounts for external customers 		<p>Principles: The student should be able to explain principles involved in handling special services for internal customers</p> <p>Theories: The student should be able to differentiate special services offered to internal customers from those offered to external customers</p> <p>Circumstantial knowledge: Detailed knowledge about: Customer care</p>	<p>incentive packages</p> <ul style="list-style-type: none"> • Discount rates • Foodservice utensils • Beverage service utensils 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			external customers	<ul style="list-style-type: none"> Offer incentive plans for external customers 				
	2.2 Handling complaints	(a) Recording guest complaints	<p>Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to record guest complaints</p> <p>Practical demonstration: Demonstrate the process of recording guest complaints to students in the class/workshop</p> <p>Role-play: Guide students in small groups to simulate scenarios on which a person is recording guest complaints</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Listen to guest complaints with concern and empathy Isolate the guest if possible Stay calm and do not respond with hostility Use the guest's name frequently Take notes Tell the guest what can be done while offering him choices Set an approximate time for completion of corrective actions Monitor the 	Guest complaints recorded as per set standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain various ways of handling guest complaints</p> <p>Principles: The student should be able to explain principles involved in receiving complaints</p> <p>Theories: The student should be able to explain the importance of proper handling of guest complaints</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Problem-solving skills</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Note book Pen Watch Telephone 	60

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				progress of the corrective actions <ul style="list-style-type: none"> Follow-up the guest by calling him/her or asking him/her questions on the problem 				
		(b) Resolving complaints	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to resolve complaints Practical demonstration: Demonstrate the process of resolving complaints to students in the class/workshop Role-play: Guide students in small groups to simulate scenarios on which a person is resolving complaints	The student should be able to: <ul style="list-style-type: none"> Act as an active listener Show empathy Remain calm and professional Clarify and ask questions Provide a solution Apologize if necessary Follow up 	Complaints resolved as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain various ways of resolving complaints Principles: The student should be able to explain principles involved in preventing recurrence of complaints Theories: The student should be able to explain importance of proper resolving of guest	The following tools and equipment are to be available: <ul style="list-style-type: none"> Note book Pen Watch Telephone 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
						complaints Circumstantial knowledge: Detailed knowledge about: Customer care		
		(c) Handling complaints through telephone	Brainstorming: Guide the students in defining, identifying, mentioning, and describing handling complaints through telephone Practical demonstration: Demonstrate the process of handling complaints through telephone to students in the class/workshop Practical work: Guide the students to practise handling complaints through the telephone while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> • Act as an active listener • Show empathy by understanding and acknowledging the customer's emotions • Always remain calm and professional • Seek clarification to fully understand the issue • Provide a 	Complaints through telephone handled as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain various ways of handling complaints through telephone Principles: The student should be able to explain principles involved in receiving complaints from customers Theories: The student should be able to explain importance of handling guest complaints through telephone Circumstantial knowledge:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Note book • Pen • Watch • Telephone • Complaint record sheet 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> • solution • Apologize if necessary • Follow up • Record the complaint 		Detailed knowledge about: Telephone etiquette		
		(d) Following-up guest satisfaction	Brainstorming: Guide the students in defining, identifying, mentioning, and describing following-up guest satisfaction Practical demonstration: Demonstrate the process of following-up guest satisfaction to students in the class/workshop Practical work: Guide the students to practise following-up guest satisfaction while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> • Send a “Thank you” message to a guest for staying at the hotel • Use questionnaires • Make a person-to-person feedback by talking to guests directly • Analyse guest’s feedback 	Guest satisfaction followed-up as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain various ways of following-up guest satisfaction Principles: The student should be able to explain principles involved in following-up guest satisfaction Theories: The student should be able to explain the importance of following-up guest satisfaction in a hotel Circumstantial knowledge:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Guest satisfaction questionnaire • Feedback forms • Photocopy machine • Files 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
						Detailed knowledge about: <ul style="list-style-type: none"> Customer care 		
	2.3 Handling guest special requests	(a) Handling dietary requests	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle dietary requests Questions and answers: Give direct questions to students and receive answers on handling dietary requests Group Work: Organise students in groups and assign them tasks on dietary requests	The student should be able to: <ul style="list-style-type: none"> Note dietary requests from guests at a very initial stage of service by asking them about their preferences Write down all details of guests' dietary requirements Communicate all dietary requirements to kitchen, 	Dietary requests handled as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle dietary requests Principles: The student should be able to explain principles involved in attending the guest with special dietary needs Theories: The student should be able to explain the importance of proper and timely handling of dietary requests Circumstantial knowledge: Detailed knowledge about: Food menus	The following tools and equipment are to be available: <ul style="list-style-type: none"> Diary Note book Pen Telephone Food labels Buffet counter Serving utensils Food menus 	60

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				restaurant s, bar and front office <ul style="list-style-type: none"> Label all food items on the buffet counter using name tags 				
		(b) Handling babysitting requests	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle babysitting requests Questions and answers: Give direct questions to students and receive answers on handling babysitting requests Group Work: Organise students in groups and assign tasks to handle babysitting requests.	The student should be able to: <ul style="list-style-type: none"> Note guest request for baby-sitting Fill in the request form with the following details: <ul style="list-style-type: none"> Guest's name / parent's name Parent's mobile 	Babysitting requests handled as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle babysitting requests Principles: The student should be able to explain principles involved in handling babysitting requests Theories: The student should be able to explain the importance of handling babysitting	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Telephone Photocopy machine Files Babysitting request form Pen 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> ○ Room number ○ Child's / baby's name ○ Baby's service start time ○ Service end time ○ Meal time ○ Medication ○ Special instruction ○ Rate per hour ○ Total charge 		requests properly Circumstantial knowledge: Detailed knowledge about: Order-taking skills		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> es ○ Baby - sitter's name ○ Baby - sitter's signature ○ Guest's/parent's signature 				
		(c) Attending VIP guests	<p>Discussion: Guide students to make extended conversation about attending VIP guests</p> <p>Practical demonstration: Demonstrate the process of attending VIP guests to students in the class/workshop</p> <p>Practical work: Guide the students to practise</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Assign specific (front office) staff to handle the guests upon their arrival Allocate best rooms suitable for guests' 	VIP guests attended as per set standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to attend VIP guests</p> <p>Principles: The student should be able to explain principles involved in attending VIP guests</p> <p>Theories: The</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Rooming list Registration forms Front desk Food menu Drinks list Mini bar 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			attending VIP guests while handling tools and equipment safely	<ul style="list-style-type: none"> needs/stat us • Pre-register the guests as they await to sign the register book • Prepare a separate quick check-in, preferably in the room • Prepare in-room dining • Set a full bar in the room • Offer daily special amenities in the room (drinks, fruit, and others) 		student should be able to explain the importance of proper handling of VIP guests Circumstantial knowledge: Detailed knowledge about: VIP matrix		
		(d) Handling disabled guest	Discussion: Guide students to make extended	The student should be able to: Provide accessible	Disabled guests handled as per set standards	Knowledge evidence: Detailed	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>conversation about handling disabled guests</p> <p>Practical demonstration: Demonstrate the process of handling disabled guest to students in the class/workshop</p> <p>Practical work: Guide the students to practise handling disabled guests while handling tools and equipment safely</p>	<p>rooms with features such as roll-in showers, grab bars, and lowered beds for guests on wheelchairs</p> <ul style="list-style-type: none"> • Provide accessible amenities such as ramps, elevators, and accessible parking spaces for guests on wheelchairs • Offer wheelchair rentals to guest in need of wheelchair • Assist the guest on wheel chair with luggage and transporta 		<p>knowledge of:</p> <p>Methods used: The student should be able to explain how to handle disabled guests</p> <p>Principles: The student should be able to explain principles involved in handling disabled guests</p> <p>Theories: The student should be able to explain the importance of handling disabled guests</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Customer care</p>	<ul style="list-style-type: none"> • Wheel chair • Telephone • Roll-in showers • Ramps • Braille signage and raised doorframes • Audio menus • Large-print materials • Lowered beds • Amplified telephones • Visual doorbells 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> • tion Train staff on how to assist guests with mobility disabilities • Provide accessible rooms with features such as braille signage and raised door frames to guests with visual impairment • Provide accessible amenities such as talking elevators and audio menus to 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<p>guests with visual impairment</p> <ul style="list-style-type: none"> • Offer guidance services to guests with visual impairment • Provide large-print materials visual impairment • Train staff on how to interact with guests with visual impairment • Provide accessible 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				rooms with features such as amplified telephones and visual doorbells to guests with hearing impairment <ul style="list-style-type: none"> • Provide accessible amenities such as sign language interpreters and captioning for videos to guests with hearing impairment • Offer TTY telephone 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<p>s (special telecomm unications equipmen t used by people who cannot use a regular telephone due to hearing loss or speech impairme nt) the guests with hearing impairme nt</p> <ul style="list-style-type: none"> • Train staff on how to interact with guests with hearing impairme nts • Provide accessible rooms 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<p>with features such as grab bars and lowered beds to guests with balance disorders</p> <ul style="list-style-type: none"> • Provide accessible amenities such as ramps and elevators to guests with balance disorders • Avoid directing guests with balance disorders towards slippery surfaces and uneven 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				flooring				
3.0 Operating switchboard	3.1 Making telephone calls	(a) Handling Frequently Asked Questions (FAQs)	<p>Discussion: Guide students to make extended conversation about handling FAQs</p> <p>Practical demonstration: Demonstrate the process of handling FAQs to students in the class/workshop</p> <p>Practical work: Guide the students to practise handling FAQs while handling tools and equipment safely</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Inform and update the products and services offered by the organisation • Establish a record of all FAQs and get the right response for the same • Adhere to organisation policy on internal and external communication and confidentiality 	Frequently Asked Questions (FAQs) handled as per establishments standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle FAQs</p> <p>Principles: The student should be able to outline some FAQs in hotels</p> <p>Theories: The student should be able to explain importance of proper handling of FAQs</p> <p>Circumstantial knowledge: Detailed knowledge about: Telephone etiquettes</p>	<p>The following equipment and machine are to be available:</p> <ul style="list-style-type: none"> • Computer • Telephone • PABX • Telephone log book • Yellow pages • Telephone diary 	105

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> Avoid communicating information that is not supposed to be communicated at your level Protect the company's image 				
		(b) Handling PABX machine	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle PABX machine Practical demonstration: Demonstrate the process of handling PABX machine to students in the class/workshop Practical work: Guide the students to practise handling PABX	The student should be able to: <ul style="list-style-type: none"> Use PABX machine to receive telephone calls Use PABX machine to forward telephone calls Use PABX machine to retrieve telephone 	PABX Machine handled as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle PABX machine Principles: The student should be able to explain principles involved in receiving telephone calls using PABX machine Theories: The	The following equipment and machines are to be available: <ul style="list-style-type: none"> Computer Telephone PABX machine Telephone log book Yellow pages Telephone diary 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			machine while handling tools and equipment safely	<ul style="list-style-type: none"> • calls • Use PABX machine to place “wake-up calls” on the extension number • Use PABX machine to place “do not disturb” on extension number • Use PABX machine to hold telephone calls • Use PABX machine to forward telephone calls 		student should be able to explain the importance of proper handling of PABX machine Circumstantial knowledge: Detailed knowledge about Handling switchboard equipment		
		(c) Making local and international	Brainstorming: Guide the students in defining,	The student should be able to: <ul style="list-style-type: none"> • Pick the 	Local and international calls made as per	Knowledge evidence: Detailed	The following equipment and machines are to be	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
		1 calls	identifying, mentioning, and describing how to make local and international calls Practical demonstration: Demonstrate the process of making local and international calls to students in the class/workshop Practical work: Guide the students to practise making local and international calls while handling tools and equipment safely	<p>telephone receiver and get a clear tone by dialling a programmed number to get the telephone line out of the switchboard</p> <ul style="list-style-type: none"> • Dial regional code followed by a telephone number for local calls • Dial the country code followed by a telephone number for international calls • Ignore number the initial number 0 for mobile numbers when dialling international calls 	establishment's standards	<p>knowledge of: Methods used: The student should be able to explain how to make local and international telephone calls Principles: The student should explain principles involved in making local and international telephone calls Theories: The student should explain importance of preparing conversation before making a call Circumstantial knowledge: Detailed knowledge about: Telephone etiquette</p>	<p>available:</p> <ul style="list-style-type: none"> • Computer • Telephone • PABX • Telephone log book • Yellow pages • Telephone diary 	
		(d) Handling emergency calls	Brainstorming: Guide the students in defining, identifying, mentioning, and	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Pick up the call immediat 	Emergency calls handled as per establishmen standards	<p>Knowledge evidence: Detailed knowledge of: Methods used:</p>	<p>The following equipment and machines are to be available:</p> <ul style="list-style-type: none"> • Computer 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>describing how to handle emergency calls</p> <p>Practical demonstration: Demonstrate the process of handling emergency calls to students in the class/workshop</p> <p>Practical work: Guide the students to practise handling emergency calls while handling tools and equipment safely</p>	<p>ely or within the first few rings</p> <ul style="list-style-type: none"> • Introduce yourself or your organisation • Determine the type of incident and location • Ask for the caller's name and contact information • Keep the caller calm by speaking clearly and reassuringly • Repeat key details to confirm accuracy 		<p>The student should be able to explain how to make emergency calls</p> <p>Principles: The student should explain principles involved in making emergency calls</p> <p>Theories: The student should be able to explain differences between local and international calls</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Telephone etiquette</p>	<ul style="list-style-type: none"> • Telephone • PABX machine • Telephone log book • Yellow pages • Telephone diary • Emergency calls report forms 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> Relay the information to the appropriate responders (police, fire department, ambulance) Stay connected until emergency personnel arrive or the situation stabilises Confirm that help is on the way and give any final instructions End the call respectfully Record 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<p>all relevant details immediately after the call for future reference</p> <ul style="list-style-type: none"> • Check with responders or supervisors to confirm outcomes 				
		(e) Handling wake-up calls	<p>Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle wake-up calls</p> <p>Practical demonstration: Demonstrate the process of handling wake-up calls to students in the class/workshop</p> <p>Practical work:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Receive or make emergency calls calmly and humbly • Pay attention and record details of a call • Report 	Wake-up calls handled as per establishment standards	<p>Knowledge evidence</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain how to handle wake-up calls</p> <p>Theories: The student should be able to explain the importance of handling hotel wake-up calls</p> <p>Circumstantial</p>	<p>The following equipment and machines are to be available:</p> <ul style="list-style-type: none"> • Computer • Telephone • PABX machine • Telephone log book • Wake-up call record sheet • Wake-up clock • Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			Guide the students to practise handling wake-up calls while handling tools and equipment safely	the incident as per organisation standard operating procedures		knowledge: Detailed knowledge about: Telephone etiquette		
	3.2 Receive telephone calls	(a) Receiving internal calls	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to receive internal calls Practical demonstration: Demonstrate the process of receiving internal calls to students in the class/workshop Practical work: Guide the students to practise receiving internal calls while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> • Offer a salutation after picking up a call • Introduce his/her section/department • Thank the caller • Introduce his/her name • Offer for the service • Record the message • Read back the 	Internal calls received as per establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to receive internal calls Principles: The student should be able to explain principles involved in receiving internal calls Theories: The student should explain the importance of avoiding slangs and jargons in telephone conversations	The following tools and machines are to be available: <ul style="list-style-type: none"> • Computer • PABX machine • Telephone • Log book • Establishment/ service policy 	105

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				message for correctness <ul style="list-style-type: none"> • Thank the caller • Close the call 		Circumstantial knowledge: Detailed knowledge about: Telephone etiquettes		
		(b) Receiving external telephone calls	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to receive external telephone calls Practical demonstration: Demonstrate the process of receiving external telephone calls to students in the class/workshop Practical work: Guide the students to practise receiving external telephone calls while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> • Offer salutation • Introduce him/herself by name • Introduce his/her organisation • Offer for the service • Record the message in detail • Read back the message for correctness • Thank the caller 	External telephone calls transferred as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to receive external calls Principles: The student should be able to explain principles involved in receiving external calls Theories: The student should explain importance of avoiding slangs and jargons in telephone conversations Circumstantial knowledge:	The following tools and machines are to be available: <ul style="list-style-type: none"> • Computer • PABX machine • Telephone • Log book • Copies of establishment/service policy 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> Close the call 		Detailed knowledge about: Telephone etiquettes		
		(c) Making transferring calls	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to transfer calls Practical demonstration: Demonstrate the process of transferring calls to students in the class/workshop Practical work: Guide the students to practise transferring calls while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> Handle an active call online Place a transfer button Enter a requested telephone extension number Hang down the telephone 	Transferring calls conform to establishment set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to transfer calls Principles: The student should be able to explain principles involved in transferring calls Theories: The student should be able to explain the importance of proper transferring of calls Circumstantial knowledge: Detailed knowledge about: Telephone etiquette	The following tools and machines are to be available: <ul style="list-style-type: none"> Computer PABX machine Telephone Log book Copies of establishment/ service policy 	
	3.3 Recording and charging telephone calls	(a) Recording telephone calls	Brainstorming: Guide the students in defining,	The student should be able to record the following	Telephone calls recorded as per establishment	Knowledge evidence: Detailed	The following tools and machines are to be available:	75

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			identifying, mentioning, and describing how to record telephone calls Practical demonstration: Demonstrate the process of recording telephone calls to students in the class/workshop Practical work: Guide the students to practise recording telephone calls while handling tools and equipment safely	information: <ul style="list-style-type: none"> ○ Name of the person requesting the call ○ Telephone number to be dialled ○ Call start time ○ Call end time • Duration of the call • Purpose of the call (for internal calls only) • Name of the operator who facilitated the call • Signature of the telephone operator 	standards	knowledge of: Methods used: The student should be able to explain various ways of recording telephone calls Principles: The student should be able to explain principles involved in recording telephone calls Theories: The student should be able to explain contents of the telephone register book Circumstantial knowledge: Detailed knowledge about: Computation of call rates	<ul style="list-style-type: none"> • Computer • PABX machine • Telephone • Log book 	
		(b) Charging telephone calls	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to charge telephone calls	The student should be able to: <ul style="list-style-type: none"> • Fill in the following information: <ul style="list-style-type: none"> ○ Name of the person requesting 	Telephone calls charged as per establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain various	The following tools and machines are to be available: <ul style="list-style-type: none"> • Computer • PABX machine • Telephone • Log book 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			Practical demonstration: Demonstrate the process of charging telephone calls to students in the class/workshop Practical work: Guide the students to practise charging telephone calls while handling tools and equipment safely	the call ○ Telephone number to be dialled ○ Call start time ○ Call end time ○ Duration of the call ○ Purpose of the call (for internal calls only) ○ Name of the operator who facilitated the call ○ Signature of the telephone operator • Charge the call • Give receipt		ways of charging telephone calls Principles: The student should be able to explain principles involved in charging telephone calls Theories: The student should be able to explain reasons for charging telephone calls Circumstantial knowledge: Detailed knowledge About: Computation of call rates	<ul style="list-style-type: none"> • Calculator • Telephone tariffs • Copies of establishment/ service policy 	
4.0 Perform reservation activities	4.1 Receiving and record reservation	(a) Handling computer set	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle computer set Practical Practical demonstration: Demonstrate the	The student should be able to: <ul style="list-style-type: none"> • Install antivirus software • Perform regular software updates • Run computer maintena 	Computer set handled as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain procedures for maintaining computer Principles: The	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • UPS • Scanner • Flash drives/external hard drives • Digital PowerPoint 	270

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			process of handling computer set to students in the class/workshop Practical work: Guide the students to practise handling computer sets while handling tools and equipment safely	<ul style="list-style-type: none"> • Backup files • Keep your keyboard crumb-free • Wipe the screen • Remove dust from vents and fans • Use a surge protector 		student should be able to explain principles involved in scanning virus Theories: The student should be able to explain the importance of proper handling of computers Detailed knowledge about: Using Equipment Operations Manuals	<ul style="list-style-type: none"> • projectors • Digital camera • Tablets/smartphones • Room key card reader • Magnetic card reader • Hotel operating software 	
		(b) Handling printer	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle printers Practical demonstration: Demonstrate the process of handling printers to students in the class/workshop Practical work: Guide the students to handle printer	<p>The student should be able to:</p> <p>Handling/operating a printer</p> <ul style="list-style-type: none"> • Plug it into a computer or smartphone. It will connect automatically. Your personal computer (PC) will download 	Printer is handled as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain procedures for handling printer. Principles: The student should be able to explain principles involved in scanning and caring for the	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer set • Printer • UPS • Flash drives/external hard drives 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			while handling tools and equipment safely	<p>the right drivers and you can use it immediately</p> <ul style="list-style-type: none"> • Load pieces of paper into a paper tray • Select start button • Select settings • Insert the number of copies and press OK • Switch it off 		<p>printer</p> <p>Theories: The student should be able to explain the importance of proper handling of printer</p> <p>Detailed knowledge about: Using operational manuals</p>		
		(c) Handling photocopy machine	<p>Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle photocopy machine</p> <p>Practical demonstration: Demonstrate the process of</p>	<p>The student should be able to:</p> <p>In handling a photocopy machine</p> <ul style="list-style-type: none"> • Turn on the photocopier • Let the photocopier warm- 	Photocopy machine handled and cared as per set standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain procedures for handling photocopy machine</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Photocopy machine • Photocopy toner • Photocopy pieces of paper • Electrical extension 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>handling the photocopy machine to students in the class/workshop</p> <p>Practical work: Guide the students to practise handling photocopy machines while handling tools and equipment safely</p>	<ul style="list-style-type: none"> • up • Place your document on the photocopier • Choose the number of copies • Choose the colour preferences • Choose the paper size • Press the copy button <p>In caring for a photocopy machine</p> <ul style="list-style-type: none"> • Read the instruction manual • Clean the glass • Remove dust from inside too • Do not forget about ink 		<p>Theories: The student should be able to explain the importance of proper handling of photocopy machine</p> <p>Detailed knowledge about: Using operational manuals</p>	<ul style="list-style-type: none"> • cable • Photocopy machine cover 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				cartridge head <ul style="list-style-type: none"> • Maintain the paper rollers • Use the right paper and parts • Clean the drum In caring and maintenance of printer <ul style="list-style-type: none"> • Always keep the printer clean • Turn off the printer when not in use • Do not overprint • Use the correct and recommended ink cartridges • Check and replace ink before 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				it runs out				
		(d) Receiving and recording reservations using telephone	<p>Discussion: Guide students to make extended conversation about receiving and recording reservations using telephone</p> <p>Practical demonstration: Demonstrate the process of receiving and recording reservations using telephone to students in the class/workshop</p> <p>Practical work: Guide the students to practise receiving and recording reservations using telephone while handling tools and equipment safely</p>	<p>The student should be able to use telephone and receive and record:</p> <ul style="list-style-type: none"> • Guest name, preferably three names and his/her title • Contact details – telephone number, email, postal address, and physical address • Company's /agent's name • Room type requested • Number of rooms requested • Number of guests 	Receiving and recording reservation by telephone conform to establishment set standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain the process of receiving and recording reservations using telephone</p> <p>Principles: The students should be able to explain principles involved in recording and receiving reservations using telephone</p> <p>Theories: The student should be able to explain the importance of recording and recording reservations using telephone</p> <p>Circumstantial knowledge: Detailed knowledge</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • Printer • Photocopy machine • Scanner • Reservation diary • Reservation chart • Room rates sheet • Room availability chart • Pencil • Pen 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				per room (single/double/triple) <ul style="list-style-type: none"> • Arrival date • Departure date • Arrival time • Methods of payment • Nationality • Room rate agreed • Special requests if any 		about: Reservations operating software		
		(e) Receiving and recording reservations by email and hotel websites	Discussion: Guide students to make extended conversation about receiving and recording reservations by email and hotel websites Practical demonstration: Demonstrate the process of receiving and	The student should be able to: <ul style="list-style-type: none"> • Receive emails from guests requesting rooms with their desired dates, room type, and any 	Reservations by email and hotel websites received and recorded as per establishments standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to receive and record reservations by email and hotel websites Principles: The student should be	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Internet service • Establishment website • Telephone • Photocopy machine 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			recording reservations by email and hotel websites to students in the class/workshop Practical work: Guide the students to practise receiving and recording reservations by email and hotel websites while handling tools and equipment safely	special requests <ul style="list-style-type: none"> • Confirm the booking with the guest • Send the guest confirmation with details about the booking 		able to explain principles involved in receiving and recording reservations by email and hotel websites Theories: The student should be able to explain importance of receiving and recording reservations by email and hotel websites Circumstantial knowledge: Detailed knowledge about: Reservations operating software	<ul style="list-style-type: none"> • Scanner • Reservation form • Files • File tray 	
		(f) Receiving and recording reservations using Global Distribution System (GDS) and Central Reservation	Discussion: Guide students to make extended conversation about receiving and recording reservations using GDS and CRS Practical demonstration: Demonstrate the	The student should be able to: <ul style="list-style-type: none"> • Log into GDS account • Check for new reservations made • Update the PMS 	Reservations by GDS (Global Distribution System) and CRS (Central Reservation System) received and recorded as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to receive and record reservations using GDS and CRS	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Internet service • Establishment website • Telephone • Printer 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
		System (CRS)	process of receiving and recording reservations using GDS and CRS to students in the class/workshop Field trips and industrial tour: Lead the students to visit a hotel/establishment in order to learn about receiving and recording reservations using GDS and CRS by observing the operations and interacting with professionals Practical work: Guide the students to practise receiving and recording reservations using GDS and CRS while handling tools and equipment safely	(hotel software)		Principles: The student should be able to explain principles involved in receiving and recording reservations using GDS and CRS Theories: The student should explain importance of receiving and recording reservations using GDS and CRS Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Global Distribution Systems (GDS) Central Reservation System (CRS) 	<ul style="list-style-type: none"> Photocopy machine Scanner Reservation form Files File tray 	
		(g) Receiving and recording	Discussion: Guide students to make extended	The student should be able to: <ul style="list-style-type: none"> Access 	Block/allotment booking received and recorded as	Knowledge evidence: Detailed	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
		block/allotment bookings	<p>conversation about receiving and recording block/allotment bookings</p> <p>Practical demonstration: Demonstrate the process of receiving and recording block/allotment bookings to students in the class/workshop</p> <p>Field Trips and industrial tour: Lead students to visit a hotel/establishment to learn about receiving and recording block/allotment bookings by observing the operations and interacting with professionals</p> <p>Practical work: Guide the students to practise receiving and recording block/allotment</p>	<p>the group profile to create the allotment block</p> <ul style="list-style-type: none"> • Set allotment block name and status • Set allotment block rates and availability • Add allotment block dates 	per standards	<p>knowledge of:</p> <p>Methods used: The student should be able to explain how to receive and record block allotment bookings</p> <p>Principles: The student should be able to explain the principles involved in receiving and recording block allotment bookings</p> <p>Theories: The students should be able to explain importance of block allotment bookings to hotels</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Reservation system</p>	<ul style="list-style-type: none"> • Computer • Printer • Internet service • Telephone • Printer • Photocopy machine • Scanner • Reservation form • Room tariffs • Files • File tray 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			bookings while handling tools and equipment safely					
		(h) Receiving and recording group reservations	<p>Discussion: Guide students to make extended conversation about receiving and recording group reservations</p> <p>Practical demonstration: Demonstrate the process of receiving and recording group reservations to students in the class/workshop</p> <p>Field trips and industrial tour: Lead students to visit a hotel/establishment to learn about receiving and recording group reservations by observing the operations and interacting with professionals</p> <p>Practical work: Guide the students to practise</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Gather basic details (date, group size, purpose) • Confirm specific needs (rooms, food, facilities) • Clarify pricing, payment, and cancellation policies • Secure a deposit or confirmation • Reconfirm details and final headcount • Coordinate logistics 	Group reservations received and recorded as per standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to receive and record group reservations</p> <p>Principles: The student should be able to explain principles involved in receiving and recording group reservations</p> <p>Theories: The student should be able to explain importance of recording group reservations</p> <p>Circumstantial knowledge: Detailed knowledge about: Reservations operating software</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • Printer • Internet service • Establishment website • Telephone • Printer • Photocopy machine • Scanner • Reservation form • Files • File tray 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			receiving and recording group reservations while handling tools and equipment safely	with internal teams				
		(i) Receiving and recording reservations manually	<p>Discussion: Guide students to make extended conversation about receiving and recording reservations manually</p> <p>Practical demonstration: Demonstrate the process of receiving and recording reservations manually to students in the class/workshop</p> <p>Practical work: Guide the students to practise receiving and recording reservations manually while handling tools and equipment safely</p>	<p>The student should be able to record:</p> <ul style="list-style-type: none"> • Guest name, preferably three names and his/her title • Contact details – telephone number, email, postal address and physical address • Company 's /agent's name • Room type requested • Number of rooms requested 	Reservations received and recorded in manually as per set standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how receive and record reservations manually</p> <p>Principles: The student should be able to explain principles involved in receiving and recording reservations manually</p> <p>Theories: The student should be able to explain importance of receiving and recording reservations manually</p> <p>Circumstantial knowledge:</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • Printer • Internet service • Telephone • Printer • Photocopy machine • Scanner • Reservation form • Reservation diary • Reservation chart • Room rates Sheet • Room availability chart • Pencil and eraser • Pen • Box files • Folders 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> Number of guests per room (Single/ double/ triple etc.) Arrival date Departure date Arrival time Methods of payment Room rate agreed Special requests if any 		Detailed knowledge about: Reservations operating software		
		(j) Receiving and recording reservations in an automated system	Discussion: Guide students to make extended conversation about receiving and recording reservations in an automated system Practical demonstration: Demonstrate the process of receiving and recording	The student should be able to enter the following details into the automated system: <ul style="list-style-type: none"> Guest's name preferably three names and his/her title Contact 	Reservations received and recorded in automation system as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to receive and record reservations in automated system Principles: The student should be able to explain	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Internet service Telephone Printer Property Management System (PMS) Photocopy 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			<p>reservations in an automated system to students in the class/workshop</p> <p>Practical work: Guide the students to practise receiving and recording reservations in an automated system while handling tools and equipment safely</p>	<p>details – telephone number, email, postal address, physical address</p> <ul style="list-style-type: none"> • Company 's/agent's name • Room type requested • Number of rooms requested • Number of guests per room (single/double/triple and others) • Arrival date • Departure date • Arrival time • Methods of payment • Room rate 		<p>principles involve in receiving and recording reservations in automated system</p> <p>Theories: The student should explain importance of recording reservations using automated process</p> <p>Circumstantial knowledge: Detailed knowledge about: Reservations operating software</p>	<p>machine</p> <ul style="list-style-type: none"> • Scanner • Pencil and eraser • Pen • Box files • Folders 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> agreed Special requests if any 				
	4.2 Performing reservation maintenance activities	(a) Confirming reservations	<p>Discussion: Guide students to make extended conversation about confirming reservations</p> <p>Practical demonstration: Demonstrate the process of confirming reservations to students in the class/workshop</p> <p>Practical work: Guide the students to practise confirming reservations while handling tools and equipment safely</p>	<p>The student should be able to:</p> <p>In confirming individual reservations</p> <ul style="list-style-type: none"> Pick a correct reservation to be confirmed Reconfirm all details on reservation sheet Confirm and generate confirmation number Move documents from tentative files to confirmed files Update room availability 	Reservations confirmed as per establishments standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain how to confirm reservations</p> <p>Principles: The student should be able to explain principles involved in confirming reservations</p> <p>Theories: The student should be able to explain reasons for sending confirmation letter to guests</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Reservations operating</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Computer Printer Internet service Telephone Printer Photocopy machine Scanner Reservation form Reservation diary Reservation chart Room availability chart Pencil and eraser Pen Box files Folders 	150

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<p>y chart</p> <p>In confirming groups and blocks/allotment reservations</p> <ul style="list-style-type: none"> • Pick a correct reservation to be confirmed • Go through the contract • Reconfirm all details on the contract • Confirm if the contract is signed and generate a confirmation number • Move documents from tentative files to confirmed files 		software.		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> Update room availability chart 				
		(b) Amending reservations	<p>Discussion: Guide students to make extended conversation about amending reservations</p> <p>Practical demonstration: Demonstrate the process of amending reservations to students in the class/workshop</p> <p>Practical work: Guide the students to practise amending reservations while handling tools and equipment safely</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Confirm receipt of reservation amendment from a correct booker or genuine source on behalf of the booker Group and block booking amendment in writing Take and record all amendments correctly to avoid overbooking Updated reservation 	Reservations amended as per establishment standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should be able to explain how to amend reservations</p> <p>Principles: The student should be able to explain principles involved in amending reservations</p> <p>Theories: The student should be able to explain reasons for sending confirmation letters to guests</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Reservations operating software</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Computer Printer Internet service Telephone Photocopy machine Scanner Reservation amendment form Reservation diary Reservation chart Room availability chart Pencil and eraser Pen Box files Folders 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				n availabilit y chart correctly				
		(c) Cancelling reservations	Discussion: Guide students to make extended conversation about cancelling reservations Practical demonstration: Demonstrate the process of cancelling reservations to students in the class/workshop Practical work: Guide the students to practise cancelling reservations while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> Check the Reservation Details: Note key details like the reservation number, date, and cancellation policy. Review the Cancellation Policy: Look for refund eligibility, cancellation deadlines, and potential fees. 	Reservations cancelled as per establishment standards	knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to cancel reservations Principles: The student should explain principles involved in cancelling reservations Theories: The student should explain reasons for sending cancellation letters to guests Circumstantial knowledge: Detailed knowledge about: Reservations operating software	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Internet service Telephone Photocopy machine Scanner Reservation cancellation form Reservation diary Reservation chart Room availability chart Pencil and eraser Pen Box files Folders 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> • Log in to the account used to make the reservation and locate Your Reservation • Find the reservation you wish to cancel. • Confirm your intent to cancel and review any charges or refunds. • Cancel the reservation 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<ul style="list-style-type: none"> Save the Cancellati on details Contact and inform the customer about the cancellati on 				
		(d) Filing reservations	<p>Discussion: Guide students to make extended conversation about filing reservations.</p> <p>Practical demonstration: Demonstrate the process of filing reservations to students in the class/workshop</p> <p>Practical work: Guide the students to practise filing reservations while handling tools and equipment safely</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Collect worked-out (complete d) reservatio n forms and sort them according to status Date or stamp the complete d reservatio n forms according ly Staple 	Reservations felt as per establishments standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to file reservations Principles: The student should be able to explain principles involved in filing reservations Theories: The student should be able to explain reasons for filing reservations alphabetically Circumstantial</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Computer Printer Internet service Telephone Photocopy machine Scanner Filing cabinet Box files Folders Separators Staplers Paper clips Stamp pads Stamps 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				reservation documents <ul style="list-style-type: none"> Punch the reservation forms ready for filing File reservation documents that need to be filed in box files Put or insert files in the filing cabinet according to filing procedure, date/month/year, etc. 		knowledge: Detailed knowledge about: Reservations operating software		
		(e) Dealing with no-show bookings	Discussion: Guide students to make extended conversation about dealing with no-show bookings	The student should be able to: <ul style="list-style-type: none"> Give a grace period based on 	No-show booking dealt with as per establishments standards	Knowledge evidence: Detailed knowledge of: Methods used: The student	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Internet 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
			Practical demonstration: Demonstrate the process of dealing with no-show bookings to students in the class/workshop Practical work: Guide the students to practise dealing with no-show bookings while handling tools and equipment safely	the establishment policy <ul style="list-style-type: none"> • Attempt to reach the customer via phone or email to confirm if they are delayed or unable to attend • Record the booking as a no-show in the system if there is no response or update is received • Charge any applicable no-show fees or retain 		should be able to explain how to deal with no-show bookings Principles: The student should be able to explain principles involved in handling no-show bookings Theories: The student should be able to explain importance of controlling no-show bookings in hotels Circumstantial knowledge: Detailed knowledge about: Reservations operating software	service <ul style="list-style-type: none"> • Telephone • Photocopy machine • Scanner • Property operating system • Reservation diary • Reservation chart • Room availability chart • Pencil and eraser • Pen • Box files • Folders • Files • File tray 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				<div>deposits per establishment cancellation policy</div> <ul style="list-style-type: none"> • Update availability to accommodate walk-ins or last-minute bookings • Send a polite message that acknowledges the missed booking • Provide details of any charges and, if applicable, offer options to reschedule booking • Keep a log of no- 				

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				shows for tracking purposes				

Form Two

Table 4: Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
1.0 Providing basic food and beverage services	1.1 Preparing restaurant for service	(a) Arranging tables, sideboards and buffet tables	<p>Discussion: Guide students to make extended conversation about arranging tables, sideboards and buffet tables</p> <p>Practical demonstration: Demonstrate process of arranging tables, sideboards and buffet tables to students in a restaurant</p> <p>Practical work: Guide the students to practise arranging tables, sideboards and buffet tables</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Check restaurant furniture for cleanliness and safety • Check reservation list or consult the supervisor for special table and seating arrangements • Re-inspect the restaurant area and table settings for cleanliness 	Tables, sideboards and buffet tables arranged for services conform to establishment standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain different methods of:</p> <ul style="list-style-type: none"> • Arranging tables • Arranging sideboards • Arranging buffet tables <p>Principles: The student should be able to explain procedures involved in</p> <ul style="list-style-type: none"> • Arranging tables • Arranging sideboards • Arranging buffet tables <p>Theories: The student should explain the importance of</p> <ul style="list-style-type: none"> • Arranging tables • Arranging sideboards • Arranging buffet tables <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Standards of safety and hygiene in food service areas • Standard operating procedures on restaurant set up • Space maximization through 	<p>The following utensils, tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Restaurant tables • Restaurant chairs • Side tables • Crockeries • Cutlery • Linen • Glassware 	53

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
						table arrangements		
		(b) Setting up tables for continental breakfast	Discussion: Guide students to make extended conversation about setting up tables for continental breakfast Practical demonstration: Demonstrate the process of setting up tables for continental breakfast to students in a restaurant Practical work: Guide the students to practise setting up tables for continental breakfast	The student should be able to: <ul style="list-style-type: none"> • Select necessary utensils and materials for laying tables • Lay over tables • Place decorations and promotional materials on the table 	Tables for continental breakfast set for services conform to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain different methods of <ul style="list-style-type: none"> • Lying table cover • Folding napkin Principles: The student should be able to explain procedures involved in <ul style="list-style-type: none"> • Polishing crockeries and cutlery • Arranging crockery and cutlery on a table • Laying table cloth Theories: The student should be able to explain the importance of laying table cover as per menu Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Standards of safety and hygiene in food service areas • Standard operating procedures on laying table covers 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Table linen • Table mats • Crockery • Cutlery • Glassware • Ashtrays • Napkins • Condiment containers • Flower vase • Cruet set • Table number 	
		(c) Setting up the table for table	Brainstorming: Guide the students in defining, identifying,	The student should be able to:	Tables for table d'hôte menu service set conform to	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain	The following utensils, tools and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		d'hôte menu	mentioning, and describing setting up the table for table d'hôte menu Practical demonstration: Demonstrate the process of setting up tables for table d'hôte menu to students in a restaurant Practical activity: Organise the students in small groups to perform activities on setting up the table for table d'hôte menu	<ul style="list-style-type: none"> Select necessary utensils and materials for laying tables Lay over tables Place decorations and promotional materials on the table 	establishment standards	different methods of <ul style="list-style-type: none"> Lying table cover for different table d'hôte menu Folding napkin Principles: The student should be able to explain procedures involved in <ul style="list-style-type: none"> Polishing crockeries and cutlery Arranging crockery and cutlery on a table Laying table cloth Theories: The student should be able to explain the importance of laying table cover as per menu Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standards of safety and hygiene in food service areas Standard operating procedures on laying table covers 	available: <ul style="list-style-type: none"> Table linen Table mats. Crockery Cutlery Glassware Ashtrays Napkins Condiment containers Flower vase Cruet set Table number 	
		(d) Setting up tables for à la carte menu	Brainstorming: Guide the students in defining, identifying, mentioning, and describing setting up tables for à la carte menu.	The student should be able to: <ul style="list-style-type: none"> Select necessary utensils and materials for laying tables 	Tables for table d'hôte menu services set conform to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain different methods of <ul style="list-style-type: none"> Lying table cover for different table d'hôte menu Folding napkin 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Table linen Table mats 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			Practical demonstration: Demonstrate the process of setting up tables for table à la carte menu to students in a restaurant Practical work: Guide the students to practise setting up tables for à la carte menu	<ul style="list-style-type: none"> • Lay over tables • Place decorations and promotional materials on the table 		Principles: The student should be able to explain procedures involved in <ul style="list-style-type: none"> • Polishing crockeries and cutlery • Arranging crockery and cutlery on a table • Laying table cloth Theories: The student should be able to explain the importance of <ul style="list-style-type: none"> • Laying table cover for à la carte menu • Adjusting covers as per food items ordered Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Standards of safety and hygiene in food service areas • Standard operating procedures on laying table covers 	<ul style="list-style-type: none"> • Crockery • Cutlery • Glassware • Ashtrays • Napkins • Condiment containers • Flower vase • Cruet set • Table number 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
	2.2 Taking food and beverage orders	(a) Taking food orders	Discussion: Guide students to make extended conversation about taking food orders Practical demonstration: Demonstrate the process of taking food orders to students in a restaurant Role-play: Guide students in small groups to simulate real-world scenarios on which a person is taking food orders to develop practical skills	The student should be able to: <ul style="list-style-type: none"> • Welcome a guest • Escort him/her to table • Sit guest down • Give him/her food menu • Take food order 	Food orders taken conform to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain different methods of taking food orders Principles: The student should be able to explain procedures involved in <ul style="list-style-type: none"> • Receiving guests • Sitting down guests • Taking food orders Theories: The student should be able to explain the importance of taking food orders Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Standards of safety and hygiene in food service areas • Standard operating Procedures on taking food orders • Upselling of food 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Food menu • Order book/captain order book • Pen 	180
		(b) Taking beverage orders	Brainstorming: Guide the students in defining, identifying, mentioning, and describing taking	The student should be able to: <ul style="list-style-type: none"> • Welcome a guest 	Beverage orders taken conform to establishment standards	Detailed knowledge of: Methods used: The student should be able to explain different methods of taking beverage orders Principles: The student should	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Drinks list 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			beverage orders Practical demonstration: Demonstrate the process of taking beverage orders to students in a restaurant Role-play: Guide students in small groups to simulate real-world scenarios on which a person is taking beverage orders to develop practical skills	<ul style="list-style-type: none"> Escort him/her to table Sit guest down Give him/her drinks list Give him/her wine list Take beverage order Take wine order 		be able to explain procedures involved in <ul style="list-style-type: none"> Receiving guests Sitting down guests Taking beverage orders Theories: The student should be able to explain the importance of <ul style="list-style-type: none"> Taking beverage orders Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standards of safety and hygiene in food service areas Standard operating procedures on taking beverage orders Upselling of beverage 	<ul style="list-style-type: none"> Wine list Order book/captain order book Pen 	
		(c) Taking breakfast orders	Brainstorming: Guide the students in defining, identifying, mentioning, and describing taking breakfast orders Practical demonstration: Demonstrate the process of taking breakfast orders to	The student should be able to: <ul style="list-style-type: none"> Welcome a guest Escort him/her to table Sit guest down Give 	Breakfast orders taken conform to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain different methods of taking breakfast orders Principles: The student should be able to explain procedures involved in <ul style="list-style-type: none"> Receiving guests Sitting down guests Taking breakfast orders 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Breakfast Menu Hot beverage list Order book/captain order book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			students in a restaurant Role-play: Guide students in small groups to simulate real-world scenarios on which a person is taking breakfast orders to develop practical skills	him/her breakfast menu <ul style="list-style-type: none"> Take breakfast order 		Theories: The student should be able to explain the importance of taking breakfast orders Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standards of safety and hygiene in food service areas Standard operating procedures on taking breakfast orders <ul style="list-style-type: none"> Upselling of food 	<ul style="list-style-type: none"> Pen 	
		(d) Taking function and banqueting orders	Discussion: Guide students to make extended conversation about taking function and banqueting orders Practical demonstration: Demonstrate the process of taking function and banqueting orders to students in a restaurant Role-play: Guide students in small groups to simulate real-world scenarios on which	The student should be able to: <ul style="list-style-type: none"> Receive client order Determine client needs Discuss menu options 	Function and banqueting orders taken conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain different methods of taking function and banqueting orders Principles: The student should be able to explain procedures involved in taking function and banqueting orders Theories: The student should be able to explain the importance of taking function and banqueting orders Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Techniques in business negotiation Standard operating 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Conference package price list Food Menu Hot beverage list Diary Pen 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			a person is taking function and banqueting orders to develop practical skills			procedures on function and banqueting orders <ul style="list-style-type: none"> Upselling of function and banqueting spaces 		
	1.3 Serving food	(e) Serving breakfast	Brainstorming: Guide the students in defining, identifying, mentioning, and describing serving breakfast Practical demonstration: Show the process of serving breakfast to students in a restaurant. Role-play: Guide students in small groups to simulate real-world scenarios on which a person is serving breakfast to develop practical skills	The student should be able to: <ul style="list-style-type: none"> Serve breakfast according to the order taken 	Breakfast served conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to serve breakfast Principles: The student should be able to explain procedures involved in <ul style="list-style-type: none"> Serving breakfast by guéridon service Serving breakfast by French service Serving breakfast by silver service Serving breakfast by platter service Theories: The student should be able to explain importance of each type of service Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Breakfast menu knowledge Hazard Analysis Critical Control Point (HACCP) 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Crockeries Service trays Service gears 	150
		(f) Serving à la carte	Discussion: Guide students to	The student should be able	À la carte menu is served to	Knowledge evidence: Detailed knowledge of:	The following utensils, tools	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		menu	make extended conversation about serving à la carte menu Practical demonstration: Demonstrate the process of serving à la carte menu to students in a restaurant Role-play: Guide students in small groups to simulate real-world scenarios on which a person is serving a la carte menu to develop practical skills	to: <ul style="list-style-type: none">Serve food according to the order taken from à la carte menu	conform to established standards	Method used: The student should be able to explain how to serve à la carte menu Principles: The student should be able to explain the procedures involved in serving food ordered from an à la carte menu Theories: The student should be able to explain the importance of this type of service Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none">Menu knowledgeHazard Analysis Critical Control Point (HACCP)	and equipment are to be available: <ul style="list-style-type: none">CrockeriesService traysService gears	
		(g) Serving table d'hôte menu	Brainstorming: Guide the students in defining, identifying, mentioning, and describing serving table d'hôte menu Practical demonstration: Demonstrate the process of serving	The student should be able to: Serve food according to table d'hôte menu	Table d'hôte menu served conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to serve food Principles: The student should be able to explain procedures involved in serving table d'hôte menu Theories: The student should be able to explain importance of	The following utensils, tools and equipment should be available: <ul style="list-style-type: none">CrockeriesService traysService gears	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			table d'hôte menu to students in a restaurant Role-play: Guide students in small groups to simulate real-world scenarios on which a person is serving table d'hôte menu to develop practical skills			this type of service Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Menu knowledge Hazard Analysis Critical Control Point (HACCP) 		
	1.4 Serving beverages	(a) Serving hot beverages	Discussion: Guide students to make extended conversation about serving hot beverages Practical demonstration: Demonstrate the process of serving hot beverages to students in a restaurant Practical work: Guide the students to serve hot beverages	The student should be able to: <ul style="list-style-type: none"> Serve hot beverage according to the order taken from beverage list 	Hot beverages served conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to serve hot beverages Principles: The student should be able to explain procedures involved in serving different types of hot beverages Theories: The student should be able to explain importance of serving beverages Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Hot beverage knowledge Hazard Analysis Critical Control Point (HACCP) 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Crockeries Beverage trays 	120
		(b) Serving soft drinks	Brainstorming: Guide the students in defining,	The student should be able to:	Hot drinks served conforms to establishment	Knowledge evidence: Detailed knowledge of: Method used: The student	The following utensils, tools and equipment	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			identifying, mentioning, and describing serving soft drinks Practical demonstration: Demonstrate the process of serving soft drinks to students in a restaurant Practical work: Guide the students to serve soft drinks	<ul style="list-style-type: none"> Serve soft drinks according to the order taken from beverage list 	standards	<p>should be able to explain how to serve soft drinks</p> <p>Principles: The student should be able to explain procedures involved in serving different types of soft drinks</p> <p>Theories: The student should be able to explain importance of serving soft drinks</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Soft drinks knowledge Hazard Analysis Critical Control Point (HACCP) 	<p>are to be available:</p> <ul style="list-style-type: none"> Glassware Beverage trays 	
		(c) Serving beer	<p>Brainstorming: Guide the students in defining, identifying, mentioning, and describing serving beer</p> <p>Practical demonstration: Demonstrate the process of serving beer to students in a restaurant</p> <p>Practical work: Guide the students to serve beer</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Serve beer according to the order taken from beverage list 	Beers is served to conform to establishment standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should be able to explain how to serve beer</p> <p>Principles: The student should be able to explain procedures involved in serving different types of beers</p> <p>Theories: The student should be able to explain importance of serving beer</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Beer knowledge Hazard Analysis Critical Control Point (HACCP) 	<p>The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> Glassware Beverage trays 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		(d) Serving still wines	Brainstorming: Guide the students in defining, identifying, mentioning, and describing serving still wines Practical demonstration: Demonstrate the process of serving still wines to students in a restaurant Practical work: Guide the students to serve still wine	The student should be able to: <ul style="list-style-type: none"> • Serve still wines according to the order taken from wine list 	Still wines served conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to serve still wines Principles: The student should be able to explain the procedures involved in serving different types of still wines Theories: The student should be able to explain the importance of serving still wines Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Still wine knowledge • Hazard Analysis Critical Control Point (HACCP) 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Glassware • Beverage trays 	
		(e) Serving sparkling wines	Brainstorming: Guide the students in defining, identifying, mentioning, and describing serving sparkling wines Practical demonstration: Demonstrate the process of serving sparkling wines to students in a restaurant	The student should be able to: <ul style="list-style-type: none"> • Serve sparkling wines according to the order taken from a wine list 	Sparkling wines served conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to serve sparkling wines Principles: The student should be able to explain the procedures involved in sparkling wines Theories: The student should be able to explain the importance of serving sparkling wines Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Sparkling wine knowledge 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Glassware • Beverage trays 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			Practical work: Guide the students to serve sparkling wines			<ul style="list-style-type: none"> Hazard Analysis Critical Control Point (HACCP) 		
		(f) Serving spirits	Discussion: Guide students to make extended conversations about serving spirits Practical demonstration: Demonstrate the process of serving spirits to students in a restaurant Practical work: Guide the students to serve spirits	The student should be able to: <ul style="list-style-type: none"> Serve spirits according to the order taken from the beverage list 	Spirits served conform to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to serve spirits Principles: The student should be able to explain the procedures involved in serving different types of spirits Theories: The student should be able to explain the importance of serving spirits Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Spirits knowledge Hazard Analysis Critical Control Point (HACCP) 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Glassware Beverage trays 	
2. Performing front desk activities	2.1 Handling check-in activities	(a) Checking in individual guests	Brainstorming: Guide the students in defining, identifying, mentioning, and describing checking in individual guests Practical demonstration: Demonstrate the	The student should be able to: <ul style="list-style-type: none"> Receive and greet individual guests warmly Identify individual 	Individual guests checked in service conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The students should be able to explain how to perform individual guest check-in activities Principles: The students should be able to explain the principles involved in <ul style="list-style-type: none"> Registering individual 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Photocopy machine Registration 	210

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			process of checking in individual guests to students Role-play: Guide students in small groups to simulate real-world scenarios on which a person is checking in individual guests to develop practical skills	guest needs <ul style="list-style-type: none"> • Register individual guests • Receive payments • Provide hotel information to guests • Escort individual guests to rooms 		guests <ul style="list-style-type: none"> • Opening individual guest account Theories: The students should be able to explain types of guest registrations Circumstantial knowledge: Detailed knowledge about: Room sales techniques	form <ul style="list-style-type: none"> • Magnetic card reader • Guest door card reader • Calculator • Key or key card • UPS • Scanner • Pen • Registration cards • Arrival list • Guest account • Folio tray • Internet service • Hotel operating software 	
		(b) Checking-in of group guests	Brainstorming: Guide the students in defining, identifying, mentioning, and describing checking-in of	The student should be able to: <ul style="list-style-type: none"> • Receive and greet group guests 	Group guests checked in service conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to perform group guests check-in activities Principles: The student should	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			group guests Practical demonstration: Demonstrate the process of checking-in of group guests to students Role-play: Guide students in small groups to simulate real-world scenarios on which a person is checking in the group guests to develop practical skills	warmly <ul style="list-style-type: none"> Identify group guests needs Register guests Provide group guests hotel information Escort group guests to rooms 		be able to explain principles involved in <ul style="list-style-type: none"> Registering group guests Opening group guest account Theories: The student should be able to explain types of group guest registrations Circumstantial knowledge: Detailed knowledge about: Room sales techniques	<ul style="list-style-type: none"> Photocopy machine Registration form Magnetic card reader Guest door card reader Calculator Key or key card UPS Scanner Pen Rooming list Guest account Folio tray Internet service Hotel operating software 	
		(c) Registering customers in foreigner book	Brainstorming: Guide the students in defining, identifying, mentioning, and describing	The student should be able to: <ul style="list-style-type: none"> Identify foreign 	Customers registered in foreign book conform to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to register customers in foreigner book	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			registering customers in the foreigner book Practical demonstration: Demonstrate the process of registering customers in foreigner book to students Activity: Organise the students in small groups to perform activities on registering customers in foreigner book	guests <ul style="list-style-type: none"> Retrieve foreign guests details required by the law Record foreign guests details in the foreigner book 		Principles: The student should be able to explain principles involved in <ul style="list-style-type: none"> Registering guests Opening guest account Theories: The student should be able to explain importance of registering guests in foreigner book Circumstantial knowledge: Detailed knowledge about: Legal aspects of maintaining data for foreigners' residing in a hotel	<ul style="list-style-type: none"> Registration form Pen Internet service Hotel operating software 	
		(d) Opening guest accounts and posting deposits	Brainstorming: Guide the students in defining, identifying, mentioning, and describing opening guest accounts and posting deposits Practical demonstration: Demonstrate the process of opening	The student should be able to: <ul style="list-style-type: none"> Receive payments Open guest accounts Post deposits and produce receipt 	Guest accounts opened and deposits posted conform to established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to open guest accounts and post deposits Principles: The student should explain the principles involved in. <ul style="list-style-type: none"> Opening guest account Posting deposits Theories: Students should	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer Registration form Pen Internet service Hotel 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			guest accounts and posting deposits to students Activity: Organise students in small groups to perform activities on Opening guest accounts and posting deposits			explain the types of guest accounts Circumstantial knowledge: Detailed knowledge about: Basic bookkeeping knowledge on double entry	operating software	
		(e) Updating systems in the computer	Brainstorming: Guide the students in defining, identifying, mentioning, and describing updating systems in the computer Practical demonstration: Demonstrate the process of updating systems in the computer to students Activity: Organise the students in small groups to perform activities on updating systems in the computer	The student should be able to: <ul style="list-style-type: none"> Confirm that all details have been filled in on the registration card/form Update the system using a computer Save all updates 	System updated in the computer conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to update systems in the computer Principles: The student should be able to explain principles involved in updating systems in the computer Theories: The student should be able to explain the importance of updating systems in the computer Circumstantial knowledge: Detailed knowledge about: Database maintenance knowledge	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer Registration form Pen Internet service Hotel operating software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		(f) Scheduling, maintaining and updating appointment calendar	<p>Discussion: Guide students to make extended conversations about scheduling, maintaining and updating appointment calendar</p> <p>Practical demonstration: Demonstrate the process of scheduling, maintaining and updating appointment calendar to students</p> <p>Activity: Organise the students in small groups to perform activities on scheduling, maintaining and updating appointment calendar</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Perform daily review of appointment calendar • Update appointment calendar regularly • Set and adjust reminders of appointments • Prioritize flexibility of appointments • Schedule appointments fairly to avoid overloading the appointment schedule • Communicate 	Appointment calendars maintenance and updates conforms to establishment standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to schedule, maintain and update appointment calendar</p> <p>Principles: The student should be able to explain principles involved in</p> <ul style="list-style-type: none"> • Scheduling appointments • Maintaining appointment calendar • Updating appointment calendar <p>Theories: The student should be able to explain the importance of scheduling, maintaining and updating appointment calendar</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Time management • Self-organisation 	<p>The following utensils, tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • Diary • Pen • Internet service • Hotel operating software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
				e changes as they happen				
	2.2 Handling check-out activities	(a) Producing and presenting invoice	Discussion: Guide students to make extended conversations about producing and presenting the invoice Practical demonstration: Demonstrate the process of handling check-out activities to students Role-play: Guide students in small groups to simulate real-world scenarios on which a person is checking out to develop practical skills	The student should be able to: <ul style="list-style-type: none"> • Receive check-out requests • Help guests with luggage • Balance guest's accounts • Present guest's account for settlement 	Guest check-out performed conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to produce and present invoices Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> • Producing invoices • Presenting invoices Theories: The student should be able to explain types of guest invoices Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Basic accounting transactions tallying 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Hotel operating software 	210
		(b) Collecting payment and issuing receipt	Discussion: Guide students to make extended conversation about collecting payment and issuing receipt Practical	The student should be able to: <ul style="list-style-type: none"> • Collect payment and produce receipt 	Hotel bill settlement performed conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to attend various modes of payments Principles: The student should	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			demonstration: Demonstrate the process of collecting payment and issuing receipt activity to students Role-play: Guide students in small groups to simulate real-world scenarios on which a person is collecting payment and issuing receipt activity to develop practical skills	<ul style="list-style-type: none"> Effect banking Wish guest safe journey 		be able to explain principles involved in <ul style="list-style-type: none"> Receiving payments Issuing receipts Theories: The student should be able to explain different modes of payments Circumstantial knowledge: Detailed knowledge about: Legal aspect of issuing legal receipts knowledge	<ul style="list-style-type: none"> Hotel operating software Receipt book/Electronic Fiscal Device (EFD) 	
		(c) Updating room status	Discussion: Guide students to make extended conversation about updating room status Practical demonstration: Demonstrate the process of updating room status to students	The student should be able to: <ul style="list-style-type: none"> Identify different types of room status Change room status 	Rooms status updates performed conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to update room status Principles: The student should be able to explain principles involved in updating room status Theories: The students should be able to explain different types of room status Circumstantial knowledge: Detailed knowledge about: Rooms inventory control	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer Hotel operating software 	
		(d) Creating	Brainstorming:	The student	Guest history	Knowledge evidence:	The following	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		guest history	Guide the students in defining, identifying, mentioning, and describing the creation of guest history Practical demonstration: Demonstrate the process of creating guest history to students Practical activity: Organise the students in small groups to create guest history	should be able to: <ul style="list-style-type: none"> Retrieve guest personal information Retrieve guest preferences Retrieve guest statistical information Track guest transactions Monitor guest feedback Retrieve guest loyalty and membership information Update guest history 	created conforms to established standards	Detailed knowledge of: Methods used: The student should be able to explain how to create a guest history Principles: The students should be able to explain the principles involved in creating guest history Theories: The student should be able to explain the importance of creating guest history Circumstantial knowledge: Detailed knowledge about: Database maintenance knowledge	utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer Hotel operating software 	
	2.3 Controlling hotel revenue	(a) Posting guest charges into guest room	Discussion: Guide students to make extended conversations about posting guest	The student should be able to: <ul style="list-style-type: none"> Receive dockets 	Guest charges posted into the guest room account conform to establishment	Knowledge evidence: Detailed knowledge of:- Methods used: The student should be able to explain how to control hotel	The following utensils, tools and equipment are to be available:	150

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		account	charges into guest room account Practical demonstration: Demonstrate the process of posting guest charges into guest room account to students Practical work: Guide the students to post guest charges into guest room account while handling tools and equipment safely	from outlet cashiers <ul style="list-style-type: none"> Verify guest details on dockets against guest details at the front desk Post precisely outlet charges in respective guest room account File the dockets in their respective pit files	standards	revenue Principles: The student should be able to explain principles involved in posting charges from dockets into guest room account Theories: The student should be able to explain the importance of outlet dockets and confirm guest room rates Circumstantial knowledge: Detailed knowledge about: Basic audit knowledge attained from tallying dockets and room rates before posting guest charges into guest room account	<ul style="list-style-type: none"> Telephone Computer Calculator Outlet dockets Hotel operating software Internet service 	
		(b) Posting departmental cash and credits	Discussion: Guide students to make extended conversation about posting departmental cash and credits Practical demonstration: Demonstrate the process of posting departmental cash	The student should be able to: <ul style="list-style-type: none"> Receive cash and credit reports from sales outlets Tally hard cash and credits with the outlet 	Departmental cash and credit posted conform to establishment standards	Knowledge evidence: Detailed knowledge of:- Methods used: The student should explain how to post departmental cash and credits Principles: The student should explain the principles involved in. <ul style="list-style-type: none"> Receiving departmental cash and credits Posting departmental cash 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer Calculator Outlet dockets Hotel operating 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			and credits to students Practical work: Guide the students to post departmental cash and credits while handling tools and equipment safely	<ul style="list-style-type: none"> report Post precisely outlet cash and credit in respective outlet accounts Establish discrepancies, if any File the report to be used by the night auditor and cash to be dropped at the end of shift 		and credits <ul style="list-style-type: none"> Converting foreign currencies Theories: The student should understand the importance of tallying transactions before posting departmental cash and credits Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Basic guest accounting FOREX convention 	<ul style="list-style-type: none"> Software internet service 	
		(c) Producing discrepancy report	Discussion: Guide students to make extended conversation about producing discrepancy report Practical demonstration: Demonstrate the process of producing discrepancy report to students.	The student should be able to: be able to: <ul style="list-style-type: none"> Identify types of room statuses Prepare discrepancy report 	Discrepancy report produced conforms to establishment standards	Knowledge evidence: Detailed knowledge of:- Methods used: The student should be able to explain how to produce discrepancy report Principles: The students should be able to explain principles involved in <ul style="list-style-type: none"> Producing discrepancy report Resolving room discrepancy report 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer Housekeeping rooms status report Hotel operating software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			Practical work: Guide the students to produce discrepancy reports while handling tools and equipment safely	<ul style="list-style-type: none"> Resolve room discrepancies 		Theories: The student should be able to explain importance of resolving room discrepancy Circumstantial knowledge: Detailed knowledge about: Basic auditing knowledge	<ul style="list-style-type: none"> Internet service 	

	2.4 Computing forex	(d) Calculati ng local currency	Discussion: Guide students to make extended conversations about the process of calculating local currency Individual assignment: Assign each student in the class/workshop tasks on calculation local currency	The student should be able to: <ul style="list-style-type: none">• Receive local currencies• Check the validity of local currencies	Calculation of local currency performed conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to calculate local currency Principles: The student should be able to explain the principles involved in in calculating local currency Theories: The student should be able to explain the importance of verifying validity of currencies before accepting them Circumstantial knowledge: Detailed knowledge about: Guest accounting	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none">• Calculator• Counterfeit machine	53
		(e) Calculati ng foreign currency	Brainstorming: Guide the students in defining, identifying, and describing how to calculate foreign currency Individual assignment: Assign each student in the class/workshop tasks on calculation of foreign currency	The student should be able to: <ul style="list-style-type: none">• Receive foreign currencies• Check the validity of foreign currencies• Effect foreign currencies conventions	Foreign currency calculations performed conforms to establishment standards	Detailed knowledge of: Methods used: The student should be able to explain how to compute foreign currency Principles: The student should be able to explain principles involved in computing foreign currency value Theories: The student should be able to explain importance of verifying validity of currencies before accepting them Circumstantial knowledge: Detailed knowledge about:	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none">• Computer• Calculator• Counterfeit machine• Foreign Currency Exchange Rate list• Internet service	

						<ul style="list-style-type: none"> • Guest accounting FOREX convention 		
		(a) Calculating exchange rate	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to calculate exchange rates Individual assignment: Assign each student in the class/workshop tasks on calculation of exchange rate	The student should be able to: <ul style="list-style-type: none"> • Receive foreign currencies • Check the validity of currencies • Effect foreign currencies conventions • Produce receipts • Produce FOREX summary report 	Exchange rate calculated conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to compute foreign currency Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> • Computing exchange rate value • Sourcing for forex rates Theories: Students should be able to explain the importance of verifying validity of currencies before accepting them Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Guest accounting • FOREX convention 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Calculator • Counterfeit machine • Foreign Currency Exchange Rate list • Internet service 	
3. Coordinating guest services	3.1 Handling information services	(a) Providing information on excursion activities	Discussion: Guide students to make extended conversations about provision of information on excursion activities Role-play: Guide students in small groups to simulate real-world	The student should be able to: <ul style="list-style-type: none"> • Provide information on excursions • Provide information on attraction 	Information on excursion activities provided conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle information services Principles: The student should explain principles involved in providing information on attractions and events Theories: The student should be	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Hotel brochures • Telephone • Tourist destination information 	90

			<p>scenarios on which a person is providing information on excursion activities to develop practical skills</p> <p>Field trips and industrial tour: Lead students to visit a hotel/company to exchange experience on the provision of information on excursion activities</p>	<p>sites</p> <ul style="list-style-type: none"> • Provide information on events 		<p>able to explain importance of proper handling of information to guests</p> <p>Circumstantial knowledge: Detailed knowledge about Policies involved in the provision of information</p>	<ul style="list-style-type: none"> • Travel information brochures • Theatre information 	
		(b) Providing information on travel requirements	<p>Discussion: Guide students to make extended conversations about providing information on travel requirements</p> <p>Role-play: Guide students in small groups to simulate real-world scenarios on which a person is providing information on travel requirements</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Provide information on travels and tours 	Information on travel requirements provided conforms to establishment standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to provide information on travel requirements</p> <p>Principles: The student should be able to explain the principles involved in providing information on travel requirements</p> <p>Theories: The student should be able to explain the importance of providing proper travel information to guests</p>	<p>The following utensils, tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Hotel brochures • Telephone • Tourist destination information • Travel information brochures 	

			to develop practical skills			Circumstantial knowledge: Detailed knowledge about Policies involved in the provision of travel information		
		(c) Handling airport/surface/ferry transfers	<p>Discussion: Guide students to make extended conversations about handling airport/surface/ferry transfers</p> <p>Role-play: Guide students in small groups to simulate real-world scenarios on which a person is handling airport/surface/ferry transfers to develop practical skills</p> <p>Field trips and industrial tours: Lead students to visit airports/ferry stations/train stations in order to observe operations and logistics in handling transfers</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Receive airport transfer requests • Receive ferry transfer requests • Receive and effect bus/taxi transport requests • Effect the transfer requests 	Airport/surface/ferry transfers handled to conform to established standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle airport/surface/ferry transfer services</p> <p>Principles: The student should be able to explain the principles involved in handling airport/surface/ferry transfers</p> <p>Theories: The student should be able to explain the importance of proper handling of airport/surface/ferry transfer services</p> <p>Circumstantial knowledge: Detailed knowledge about Policies involved in provision of airport/surface/ferry transfers services</p>	<p>The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> • Telephone • Flight schedules • Ferry schedules • Train/buse schedules • Travel information brochures 	
	3.2 Handling business	(a) Providing internet	<p>Discussion: Guide students to</p>	The student should be able	Internet services for guests	<p>Knowledge evidence: Detailed knowledge of:</p>	The following utensils, tools	90

	centre activities	services for guests	make extended conversations about provision of internet services for guests Practical demonstration: Demonstrate the process of providing internet services for guests to students	to: <ul style="list-style-type: none"> • Receive internet service requests from guest • Access internet documents for guest 	provided to conform to established standards	Methods used: The student should be able to explain how to provide internet service to guests Principles: The student should be able to explain the principles involved in providing internet services to guests Theories: The students should be able to explain the importance of providing internet services to guests Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Privacy related to guests' information handling • Internet 	and equipment are to be available: <ul style="list-style-type: none"> • Computer • Internet cables • Internet connectivity 	
		(b) Handling secretarial designing	Brainstorming: Guide the students in defining, identifying, mentioning, and describing handling secretarial designing Practical demonstration: Demonstrate the process of handling secretarial designing to students Individual	The student should be able to: <ul style="list-style-type: none"> • Download documents for guest • Print documents • Design documents for guest • Laminate documents for guest • Bind documents 	Secretarial designing handled conforms to established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to provide secretarial designing services to guests Principles: The student should be able to explain the principles involved in providing secretarial designing services to guests Theories: The student should be able to explain the importance of providing secretarial designing services to guests Circumstantial knowledge:	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • telephone • Photocopy machine • Scanner • Laminating machine • Binding machine • Internet 	

			assignment: Assign students the tasks on handling secretarial designing	for guest <ul style="list-style-type: none"> • Scan documents for guest 		Detailed knowledge about: <ul style="list-style-type: none"> • Privacy related to guest information handling • Secretarial designing 	services <ul style="list-style-type: none"> • Stationery 	
		(c) Writing the guest's documents	Discussion: Guide students to make extended conversations about writing the guest's documents Practical demonstration: Demonstrate the process of handling secretarial designing to students Practical work: Guide the students to write the guest's documents while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> • Type guest's document • Print the guest's document 	Guest's documents wrote conform to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to write guests' documents Principles: The student should explain the principles involved in writing guests' documents Theories: The students should explain the importance of writing the guests' documents Circumstantial knowledge: Detailed knowledge about: Privacy related to guests' information handling	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Telephone • Photocopy machine • Scanner • Laminating machine • Binding machine • Internet services • Stationery 	

Form Three

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment			
1. Preparing and cleaning guest rooms	1.1 Cleaning guest room	(a) Preparing a guest room for cleaning	<p>Discussion: Guide students to make extended conversations about cleaning guest room</p> <p>Practical demonstration: Demonstrate the process of cleaning guest room to students in the workshop</p> <p>Practical work: Guide the students in</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Enter the guest room • Ventilate the room • Check for maintenance requirements • Check for pests • Organise supplies 	Guest room prepared for cleaning as per set standards	<p>Detailed knowledge of: Method used: The student should be able to explain how to prepare a guest room for cleaning</p> <p>Principles: The student should be able to explain the principles of checking for pests and maintenance requirements</p> <p>Theories: The</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Room cleaning check list • Pen • Hamper • Housekeeping trolley 	270

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment			
			cleaning guest room through the telephone while handling tools and equipment safely			student should be able to explain importance of organising supplies Circumstantial knowledge: Detailed knowledge about: Arranging housekeeping trolley		
		(b) Cleaning the bathroom	Discussion: Guide students to make extended conversations about cleaning the bathroom Brainstorming: Guide the students in defining, identifying, mentioning, and describing how	The student should be able to: <ul style="list-style-type: none"> • Switch on lights to make the bathroom visible • Remove used items like dirty towels and mats • Flush the WC using the toilet cleanser and leave it for a while 	The bathroom cleaned conforms to establishment's set standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain different methods used to clean the bathroom Principles: The student should	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Housekeeping trolley • Hamper • Cleaning tools • Cleaning materials 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment			
			to clean the bathroom Practical demonstration: Demonstrate the process of cleaning the bathroom to students in the workshop Practical work: Guide the students in cleaning the bathroom while handling tools and equipment safely	<ul style="list-style-type: none"> • Dust the water tap • Clean the vanity area, including the sink and mirror • Scrub and dry the shower wall, clean the soap dish out of moisture and dust the shower head • Clean the water closet 		be able to explain principles involved in removing used items like dirty towels and mats Theories: The student should be able to explain different types of surfaces and cleaning methods Circumstantial knowledge: Detailed knowledge: about: Using housekeeping trolley		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Cleaning furniture and fixtures	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to clean furniture and fixtures Practical demonstration: Demonstrate the process of cleaning furniture and fixtures to students in the workshop Practical work: Guide the students in cleaning furniture and fixtures while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> • Select tools and materials • Disinfect the high-touch areas • Clean wooden furniture • Handle upholstery • Clean leather furniture 	Furniture and fixtures cleaned as per establishment set standards	Detailed knowledge of: Method used: The student should be able to clean furniture and fixtures Principles: The student should be able to explain principles involved in cleaning furniture and fixtures Theories: The student should be able to explain the differences between cleaning furniture and cleaning fixtures. Circumstantial knowledge: Detailed knowledge: about: Furniture cleaning agents	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Furniture • Fixture • Upholstery 	
		(d) Making the bed	Lecture: Deliver knowledge about making the	The student should be able to: <ul style="list-style-type: none"> • Inspect the mattress for 	The bed made as per set standards	Detailed knowledge of: Method used: The	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			bed to students in class Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to make the bed Practical demonstration: Demonstrate the process of making the bed to students in the workshop Practical work: Guide the students in handling complaints through the telephone while handling tools and equipment safely	any stains, tears, or other damage <ul style="list-style-type: none"> • Leave the bed on air • Turn or rotate the mattress • Spread under blanket or mattress protector over the centre of the mattress and smoothen it out • Spread the first sheet on the bed accordingly • Spread the top/second sheet reaching the top edge of the mattress, the wrong side up with the middle fold along the centre of the bed • Spread the blanket on top of the sheet and cover it with a third sheet if necessary • Fluff and insert pillow (s) into its/their case(s) and place them on the bed • Push the bed back into its position 		student should be able to explain different methods used to make bed Principles: The student should be able to explain the principles of turning and rotating the mattress Theories: The student should be able to explain the importance of proper bed making in hotels Circumstantial knowledge: Detailed knowledge about: Bed making skills	<ul style="list-style-type: none"> • Mattress • Bed linen 	
		(e) Cleaning	Discussion: Guide students to	The student should be able to:	Guest room cleaned as per	Knowledge evidence:	The following tools and equipment are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		guest room	make extended conversation about cleaning guest room Questions and answers: Give direct questions to students and receive answers on maintaining clean and tidy working environment Practical demonstration: Demonstrate the process of cleaning guest room to students in the workshop Practical work: Guide the students in cleaning guest room while handling tools and equipment safely	<ul style="list-style-type: none"> Place Cleaners trolley on either side of the guest room Enter in the room (unoccupied) Put on lights, inspect the room, establish missing or damaged items Strip off the beddings and bathroom linen Clean the bathroom Dust/wipe furniture, fixtures and fittings Make the bed Restock bathroom and guest room supplies Clean the guest room according to type Update room status Close the door Clean tools, equipment and machines after cleaning operation 	set standards	Detailed knowledge of: Method used: The student should be able to explain different methods used to clean guest room Principles: The student should be able to explain the principles of making the bed Theories: The student should be able to explain reasons of cleaning bathroom before guestroom Circumstantial knowledge: Detailed knowledge about: Personal protective equipment (PPE)	available: <ul style="list-style-type: none"> Cleaner trolley Check list Bed linen Guest room supplies Cleaning supplies 	
	1.2 Restocking guest room supplies and amenities	(a) Replenishing guest supplies and amenities	Lecture: Deliver knowledge about replenishing guest supplies and	The student should be able to: <ul style="list-style-type: none"> Gather supplies by collecting all necessary 	Guest supplies and amenities replenished conform to the	Knowledge evidence: Detailed knowledge of:	The following tools and equipment are to be available: <ul style="list-style-type: none"> Room keys 	90

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			amenities Brainstorming: Guide the students in defining, identifying, mentioning, and describing the meaning of guest supplies and amenities Practical demonstration: Demonstrate the process of replenishing guest supplies and amenities to students in the workshop Practical work: Guide the students in replenishing guest supplies and amenities while handling tools and equipment safely	items such as fresh towels, toiletries, and amenities to restock the room <ul style="list-style-type: none"> • Enter the room by knocking and announcing yourself • Clear out used items • Remove used supplies and dispose of the trash properly: Empty any trash bins in the room • Restock basic supplies, (toiletries, towels, toilet paper, coffee/tea supplies, and stationery) • Check and restock other amenities (bed linens, minibar, safety items) • Make the tidy and clean • Make final checks, inspect the room and verify supplies • Update room status report 	establishment set standards	Method used: The student should be able to explain the procedures involved in replenishing guest supplies and amenities Principles: The student should be able to explain the principle of replenishing guest supplies and amenities Theories: The student should be able to explain the importance of making final checks of the room after replenishing guest supplies and amenities Circumstantial knowledge: Detailed knowledge about: Safety precautions when replenishing guest supplies and	<ul style="list-style-type: none"> • Trash bins • Guest supplies • Housekeeping trolley 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						amenities		
		(b) Inspecting and reporting lost and found items and damages	Discussion: Guide students to make extended conversation about inspecting and reporting lost and found items and damages Practical demonstration: Demonstrate the process of inspecting and reporting lost and found items and damages to students in the workshop Group Work: Organise students in groups and assign them tasks on inspecting and reporting lost and found items and damages	The student should be able to: <ul style="list-style-type: none"> • Receive found items • Inspect the items in the presence of the security personnel • Document the items • Report and notify the owner • Secure and store the item 	Lost and found items and damages inspected and reported as per set standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures involved in re-stocking guest supplies and amenities Principles: The student should be able to explain the principle of inspecting and reporting lost and found items and damages Theories: The student should be able to explain the importance of inspecting lost items in the presence of security personnel Circumstantial knowledge: Detailed knowledge	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Item • Lost item log book • Lost and found report format • Storage facility 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						about: Safety precautions to be taken in inspecting lost items		
		(c) Restoring fresh guest supplies and amenities	<p>Discussion: Guide students to make extended conversations about restoring fresh guest supplies and amenities</p> <p>Practical demonstration: Demonstrate the process of restoring fresh guest supplies and amenities to students in the workshop</p> <p>Group Work: Organise students in groups and assign them tasks on restoring fresh guest supplies and amenities</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Inspect and identify the replacement requirement of the room Collect amenities and supplies to be replenished Replenish supplies and amenities Replace empty or used bottles of water with fresh ones Replace linens and bedding Check and replenish miscellaneous supplies Make the final inspection 	Fresh guest supplies and amenities restored conform to establishment set standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain the procedures involved in restoring fresh guest supplies and amenities</p> <p>Principles: The student should be able to explain the principle of restoring fresh guest supplies and amenities</p> <p>Theories: The student should be able to explain the differences between supplies and amenities</p> <p>Circumstantial knowledge: Detailed knowledge</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Guest supplies Guest amenities Housekeeping trolley Amenities checklist Supplies checklist 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						about: Guest supplies and amenities		
	1.3 Updating room status and discrepancy reports	(a) Comparing the current and previous statuses of the room	<p>Discussion: Guide students to make extended conversations about comparing the current and previous status of the room</p> <p>Practical demonstration: Demonstrate the process of comparing the current and previous status of the room to students in the workshop</p> <p>Group Work: Organise students in groups and assign them tasks on comparing the current and previous status of the room</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Print out room status • Inspect cleaned guestrooms • Report ready cleaned rooms by phone or through computer system • Prepare room discrepancy report • Report and follow up on maintenance of faults 	Current and previous status of the room compared as per establishment set standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain different ways of comparing the current and previous status of the room</p> <p>Principles: The student should be able to explain principles of comparing the current and previous status of the room</p> <p>Theories: The student should be able to compare the current and previous status of the room</p> <p>Circumstantial knowledge: Detailed knowledge</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer • printer • Telephone • Room status forms/sheet • In house list • Room discrepancy report forms 	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						about: Report preparation		
		(b) Reporting room discrepancy status	Discussion: Guide students to make extended conversations about reporting room discrepancy status Practical demonstration: Demonstrate the process of reporting room discrepancy status to students in the workshop Group Work: Organise students in groups and assign them tasks on reporting room discrepancy status	The student should be able to: <ul style="list-style-type: none"> Obtain the most recent room status report from the property management system (PMS) Collect the updated housekeeping status report Compare the front office's room status with housekeeping's status (e.g., clean, dirty, inspected) Look for inconsistencies such as room cleanliness status Verify guest check-in and check-out details in the PMS Inspect rooms with discrepancies to confirm their actual status 	Room discrepancy status reported as per set standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain different ways of reporting room status to front desk. Principles: The student should be able to explain the principles of reporting room status to front desk. Theories: The student should be able to explain importance of sharing updated room status with front desk Circumstantial knowledge: Detailed knowledge about: Report preparation	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Photocopy machine Scanner Property Management System (PMS) Telephone 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
				<ul style="list-style-type: none"> Collaborate with housekeeping and front desk staff to determine the cause of discrepancies Adjust the room status in the PMS and housekeeping system to reflect the correct status Add notes about any unusual occurrences Share the report with relevant teams, including front office, housekeeping, and management team 				
		(c) Updating room statuses	<p>Discussion: Guide students to make extended conversation about updating room status</p> <p>Brainstorming: Guide the students in defining, identifying, mentioning, and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Inspect the room for cleanliness, maintenance issues, and if it is ready for the next guest or occupant Review previous notes and look at any notes or logs from the last time when the room was 	Updated room status conforms to establishment set standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to update room status Principles: The student should be</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Checklists Inspection forms 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			describing the process of updating room status Practical demonstration: Demonstrate the process of updating room status to students in the workshop Practical work: Guide the students in updating room status while handling tools and equipment safely	updated <ul style="list-style-type: none"> Notify housekeeping team if the room status is updated to “Need Cleaning” 		able to explain the principles of reporting room status to the front desk Theories: The student should be able to explain the importance of sharing updated room status with the front desk Circumstantial knowledge: Detailed knowledge about: Room statuses		
2. Handling guest relations activities	2.1 Handling guests special requests	(a) Handling VIP and related amenities	Discussion: Guide students to make extended conversation about handling VIP and related amenities Field trips and industrial tours: Lead students to visit a hotel/establishment to learn about handling VIP and	The student should be able to: <ul style="list-style-type: none"> Assign specific (front office) staff to handle the guests when upon arrival Allocate best rooms suitable to guests’ needs/status Pre-register the guests waiting for their signatures or Prepare a separate 	VIP and related amenities handled as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle VIP and related amenities requests Principles: The student should be able to explain	The following tools and equipment are to be available: <ul style="list-style-type: none"> Telephone Computer Special request forms Log book Laundry forms VIP matrix form Food menu Beverage menu VIP matrix 	180

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			related amenities by observing the operations and interacting with professionals Group Work: Organise students in groups and assign them tasks on handling VIP and related amenities	quick check-in preferably in the room <ul style="list-style-type: none"> • Prepare in-room dining • Set a full bar in the room • Offer daily special amenities in the room (drinks, fruits, etc.) 		importance of pre-registering VIP guest prior arrival Theories: The student should be able to explain the importance of assigning specific (front office) staff to handle the VIP guests upon arrival Circumstantial knowledge: Detailed knowledge about: VIP matrix		
		(b) Handling health-related issues	Discussion: Guide students to make extended conversation about handling health-related issues Field trips and industrial tours: Lead students to visit a hotel/establishment to learn about handling health-related issues by	The student should be able to: <ul style="list-style-type: none"> • Administer first aid if required • Respect the guest's privacy and minimize disruptions • Call local emergency services immediately if the condition becomes severe • Organise for an in- 	Healthy-related issues handled as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle health-related issues Principles: The student should be able to explain principles involved in attending the	The following tools and equipment are to be available: <ul style="list-style-type: none"> • First aid kit • Telephone • Transportation • Food menu 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			observing the operations and interacting with professionals Role-play: Guide students in small groups to simulate scenarios on which a person is handling health-related issues	house or on-call doctor if the hotel provides this service <ul style="list-style-type: none"> • Provide information or arrange transportation to the nearest clinic or hospital • Ensure provision of meals suitable to the guest's dietary restrictions • Offer room service or other amenities to minimize movements • Assist with transportation if the guest needs to visit a medical facility 		guest with special needs Theories: The student should be able to explain the importance of offering room service to a guest with health-related problems Circumstantial knowledge: Detailed knowledge about: Special menus		
		(c) Handling butler services	Discussion: Guide students to make extended conversation about handling butler services Field trips and industrial tours: Lead students to visit a	The student should be able to: <ul style="list-style-type: none"> • Manage budgets and household expenses • Oversee maintenance and repairs • Organise schedules and appointments • Coordinate events or 	Butler services handled as per establishments set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle butler services. Principles: The	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Activity schedule forms • Telephone • Computer • Printer • Photocopy machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			hotel/establishment to learn about handling butler services by observing the operations and interacting with professionals Role-play: Guide students in small groups to simulate scenarios on which a person is handling butler services	special occasions <ul style="list-style-type: none"> • Pack and unpack for travel • Greet and host guests • Manage dining services and formal settings • Provide concierge-style assistance • Ensure security and discretion 		student should be able to explain principles involved in coordinating events or special occasions Theories: The student should be able to explain the importance of handling butler services Circumstantial knowledge: Detailed knowledge about: Event planning		
		(d) Handling dietary requests	Brainstorming: Guide the students in defining, identifying, mentioning, and describing handling dietary requests Questions and answers: Give direct questions to students and	The student should be able to: <ul style="list-style-type: none"> • Identify dietary requests from guests at a very initial stage of service by asking them • Write down all details of guests' dietary requirements 	Dietary requests handled as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle dietary requests Principles: The student should be able to explain principles involved	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Food menu • Special diet request form • Pen • Telephone • Buffet counter • Food containers • Food labels 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			receive answers on handling dietary requests Individual assignment: Assign each student in the class/workshop tasks on handling dietary requests	<ul style="list-style-type: none"> Communicate all dietary requirements to kitchen, restaurants, bar and front office Label all food items on the buffet counter using name tags 		in identifying dietary requests from guests Theories: The student should be able to explain the importance of handling dietary requests Circumstantial knowledge: Detailed knowledge about: Special menus		
		(e) Handling babysitting requests	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle babysitting requests Questions and answers: Give direct questions to students and receive answers on handling babysitting requests	The student should be able to: <ul style="list-style-type: none"> Identify guest request for babysitting Fill in the request form with the following details: <ul style="list-style-type: none"> Guest's/parent's name Parents mobile number Room number Child's/baby's name Baby's age Service start 	Babysitting requests handled as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle babysitting requests Principles: The student should be able to explain principles involved in filling the babysitting request form Theories: The	The following tools and equipment are to be available: <ul style="list-style-type: none"> Babysitting request form Pen Pencil 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			Role-play: Guide students in small groups to simulate scenarios on which a person is handling babysitting requests	time <ul style="list-style-type: none"> ○ Service end time ○ Meal time ○ Medication ○ Special instruction ○ Rate per hour ○ Total charges ○ Baby-sitter's name ○ Baby-sitter's signature ○ Guest's/ Parent's signature 		student should be able to explain the importance of proper handling of babysitting requests Circumstantial knowledge: Detailed knowledge about: Children's games		
		(f) Handling guests with special needs	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to handle guests with special needs Questions and answers: Give direct questions to students and receive answers on	The student should be able to: <ul style="list-style-type: none"> • Identify type of special need • Record the need • Address the need if within your capability • Communicate the special need to respective areas • Make follow-up of provision of the guest need 	Guests with special needs handled as per establishedment s set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle guest with special requests Principles: The student should be able to explain principles involved in attending to guest	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Log sheet • Pen • Telephone • List of hotel services • List of hotel amenities 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			handling guests with special needs Individual assignment: Assign each student in the class/workshop tasks on handling guests with special needs	prepared report		with special needs Theories: The student should be able to explain the importance of identifying guest with special needs during check-in Circumstantial knowledge: Detailed knowledge about: Disabled guest facilities		
	2.2 Handling lobby activities	(a) Handling lobby area safety and security issues	Discussion: Guide students to make extended conversation about handling lobby area safety and security issues Practical demonstration: Demonstrate the process of handling lobby area safety and security issues to students in the workshop Activity:	The student should be able to: <ul style="list-style-type: none"> Identify potential safety and security risks such as theft in the lobby Evaluate high-risk areas like reception desks and entrances Use key card systems or staff-managed access points to restrict unauthorized entry Identify suspicious behaviour 	Lobby area safety and security issues handled as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to handle lobby area safety issues Principles: The student should be able to explain the principles involved in maintaining safety in the lobby area Theories: The	The following tools and equipment are to be available: <ul style="list-style-type: none"> Telephone Radio calls Stationery Computer Printer 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			Organise the students in small groups to perform activities on handling lobby area safety and security issues	<ul style="list-style-type: none"> Respond effectively to emergencies Display safety tips for guests Provide safety information to guests at check-in Establish relationships with local police, fire departments, and emergency services 		student should be able to explain the importance of controlling lobby activities Circumstantial knowledge: Detailed knowledge about Hotel security operations		
		(b) Providing public relations-related issues to guests	Discussion: Guide students to make extended conversation about provision of public relations-related issues to guests Practical demonstration: Demonstrate the process of providing public relations-related issues to guests in the workshop Activity: Organise the students in small	The student should be able to: <ul style="list-style-type: none"> Greet guests warmly and assure them that they are there to help Let the guests express their concern fully Show empathy and validate their feelings or concerns Create press releases, social media posts or blog articles if needed. Identify and connect with relevant 	Public relations-related issues to guests conform to establishments set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to provide public relations-related issues to guests Principles: The student should be able to explain principles involved in handling public relations activities in the lobby	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Photocopy machine Scanner Internet services Telephone 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			groups to perform activities on provision of public relations-related issues to guests	journalists and media outlets <ul style="list-style-type: none"> • Use platforms like Face Book, X, Instagram, or others to share news and updates with guests • Coordinate press conferences • Run public relations campaigns • Stay connected with the guest 		Theories: The student should be able to explain the importance of public relations to guests and hotel Circumstantial knowledge: Detailed knowledge about: Customer care		
3.0 Performing night auditing	3.1 Handling departmental sales from outlets	(a) Posting dockets from all sales outlets	Discussion: Guide students to make extended conversations about posting dockets from all sales outlets Questions and answers: Give direct questions to students and receive answers on posting dockets from all sales outlets Practical	The student should be able to: <ul style="list-style-type: none"> • Receive dockets from sales outlets and post the same into respective accounts • Post dockets from sales outlets into respective departmental accounts • Collect cash transactions of posted sales • Produce sales discrepancy report 	Dockets from all sales outlets posted as per establishment set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to post dockets from all sales outlets Principles: The student should be able to explain principles involved in checking correctness of posted entries from sales outlets	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Calculator • Photocopy machine • Guest accounts/folio • Folio tray • Hotel operating software • Daily sales Summaries • Stationery 	90

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			demonstration: Demonstrate the process of posting dockets from all sales outlets to students in the classroom/workshop Practical work: Guide the students in posting dockets from all sales outlets while handling tools and equipment safely			Theories: The student should be able to explain importance of producing sales discrepancy reports Circumstantial knowledge: Detailed knowledge about: Guest accounting procedures		
		(b) Checking the correctness of the summary	Discussion: Guide students to make extended conversation about checking the correctness of the summary Questions and answers: Give direct questions to students and receive answers on checking the correctness of the	The student should be able to: <ul style="list-style-type: none"> Produce sales summary Balance accounts Check correctness of the summary 	Correctness of the summary checked as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to check the correctness of the summary Principles: The student should be able to explain principles involved in checking the	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Calculator Photocopy machine Guest accounts/folio Folio tray Hotel operating software Daily sales summaries Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			summary Practical demonstration: Demonstrate the process of checking the correctness of the summary to students in the classroom/workshop Group Work: Organise students in groups and assign them tasks on checking the correctness of the summary			correctness of posted entries from sales outlets Circumstantial knowledge: Detailed knowledge about: Guest accounting procedures		
		(c) Producing discrepancy reports	Discussion: Guide students to make extended conversation about producing discrepancy reports Questions and Answers: Give direct questions to students and receive answers on	The student should be able to: <ul style="list-style-type: none"> • Produce sales summary • Balance accounts • Check the correctness of posted sales • Produce discrepancy report 	A discrepancy report conforms to establishment set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to produce discrepancy reports. Principles: The student should be able to explain	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Calculator • Photocopy machine • Guest accounts/folio • Folio tray • Hotel operating software • Daily sales summaries 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			maintaining and producing discrepancy reports Practical demonstration: Demonstrate the process of producing discrepancy reports to students in the classroom/workshop Group Work: Organise students in groups and assign them tasks on producing discrepancy reports			principles involved in checking correctness of posted sales Theories: The student should be able to explain importance of discrepancy report to a hotel Circumstantial knowledge: Detailed knowledge about: Guest accounting procedures	<ul style="list-style-type: none"> Stationery Discrepancy report form 	
	3.2 Handling night manager activities	(a) Supervising night shift staffing	Discussion: Guide students to make extended conversation about supervision of night shift staffing Questions and answers: Give direct questions to students and receive answers on	The student should be able to: <ul style="list-style-type: none"> Check rosters from all departments Record absentees Check staff health conditions Make spot check on staff discipline Check security posts Produce night shift log book report 	Night shift staffing supervised as per establishment set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to supervise night shift staffing Principles: The student should be able to explain	The following tools and equipment are to be available: <ul style="list-style-type: none"> Duty roster Telephone Radio call Log book report form 	180

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			supervision of night shift staffing Practical demonstration: Demonstrate the process of supervising night shift staffing to students in the workshop Group Work: Organise students in groups and assign them tasks on supervising night shift staffing			principles involved in checking staff discipline Theories: The student should be able to explain the importance of checking night staff health Circumstantial knowledge: Detailed knowledge about: Hotel security procedures		
		(b) Managing night shift safety and security	Discussion: Guide students to make extended conversation about managing night shift safety and security Practical demonstration: Demonstrate the process of managing night shift safety and security to students	The student should be able to: <ul style="list-style-type: none"> • Check rosters from all departments • Record absentees • Check staff healthy conditions • Make spot check on staff discipline • Check security posts • Check accuracy of guest registrations 	Night shift safety and security managed as per set standards	Detailed knowledge of: Methods used: The student should be able to explain how to manage night shift safety and security Principles: The student should be able to explain principles involved in checking security posts	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Photocopy machine • Night alarm systems • Internal radio call • Internet service • Night shift safety and security summary sheet • Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			in the classroom/workshop Individual assignment: Assign each student in the class/workshop tasks on managing night shift safety and security			Theories: The student should be able to explain the importance of making spot checks on staff discipline Circumstantial knowledge: Detailed knowledge about: Hotel security procedures		
		(c) Managing night shift transport requirements	Discussion: Guide students to make extended conversation about managing night shift transport requirements Questions and answers: Give direct questions to students and receive answers on managing night shift transport requirements Practical	The student should be able to: <ul style="list-style-type: none">• Arrange for late shift outgoing staff transportation• Arrange for late shift incoming staff transportation• Check car safety	Night shift transport requirements managed as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to manage night shift transport requirements Principles: The student should be able to explain principles involved in arranging for late shift outgoing and incoming staff	The following tools and equipment are to be available: <ul style="list-style-type: none">• Computer• Printer• Photocopy machine• Night alarm systems• Internal radio call• Internet service• Stationery• Night shift staff inventory list• Night shift transport summary sheet	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			demonstration: Demonstrate the process of managing night shift transport requirements to students in the workshop/workshop Group Work: Organise students in groups and assign them tasks to manage night shift transport requirements			transportation Theories: The student should be able to explain importance of checking car safety Circumstantial knowledge: Detailed knowledge about: Hotel security procedures		
		(d) Producing night shift log book report	Discussion: Guide students to make extended conversation about producing night shift log book report Questions and answers: Ask direct questions to students and receive answers on producing night	The student should be able to: <ul style="list-style-type: none"> • Prepare a night shift safety and security summary • Compile night shift transport details summary • Compile the two summaries • Produce night shift log book report 	A produced night shift log book report conforms to the establishment set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain how to produce night shift log book report Principles: The student should be able to explain principles involved in preparing a night	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Photocopy machine • Internet service • Reporting log book • Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			shift log book report Practical demonstration: Demonstrate the process of producing night shift log book report to students in the classroom/workshop Practical work: Guide the students in producing night shift log book report			shift safety and security summary Theories: The student should be able to explain importance of night shift log book report to hotel Circumstantial knowledge: Detailed knowledge about: Hotel report formats		
	3.3 Producing management report	(a) Producing arrival, departure, and stay-on reports	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to produce arrival, departure and stay-on reports Questions and answers: Give direct questions to	The student should be able to: <ul style="list-style-type: none"> Trace arrival details Trace departure details Prepare arrival and departure summary Calculate occupancy statistics 	A produced night shift log book report conforms to the establishment set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in producing arrival, departure and stay-on reports Principles: The student should be	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer calculator Photocopy machine Arrival details form Departure details form Inventory details form Revenue report form Occupancy statistic summary form 	90

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			students and receive answers on producing arrival, departure and stay-on report Practical demonstration: Demonstrate the process of producing arrival, departure and stay-on reports to students in the workshop Practical work: Guide the students in cleaning guest room while handling tools and equipment safely			able to explain principles involved in tracing arrival and departure details Theories: The student should be able to explain the importance of arrival, departure and stay-on reports Circumstantial knowledge: Detailed knowledge about Property report format policy	<ul style="list-style-type: none"> Stationery 	
		(b) Producing inventory reports	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to produce inventory reports Questions and	The student should be able to: <ul style="list-style-type: none"> Record tools and equipment Record materials used Compile the recorded tools, equipment and materials used 	A produced inventory reports conforms to the establishment set standards	Detailed knowledge of: Methods used: The student should be able to explain methods used in producing inventory reports Principles: The	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer calculator Photocopy machine Inventory details form Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			answers: Ask direct questions to students and receive answers on producing inventory reports Practical demonstration: Demonstrate the process of producing inventory reports to students in the workshop Practical work: Guide the students in producing inventory reports	<ul style="list-style-type: none"> Produce inventory report 		student should be able to explain principles involved in recording tools, equipment and materials Theories: The student should be able to explain contents of an inventory report Circumstantial knowledge: Detailed knowledge about: Hotel tools and equipment		
		(c) Producing revenue reports	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to produce revenue reports Discussion: Guide students to make extended	The student should be able to: <ul style="list-style-type: none"> Record sales from restaurant Record sales from bar Record room sales Record conference sales Record sales from all other sales outlets Compile sales from all the sales points and 	A produced revenue report conforms to the establishment set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in producing revenue reports Principles: The	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Calculator Photocopy machine Revenue report form Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			conversation about producing revenue reports Practical demonstration: Demonstrate the process of producing revenue reports to students in the workshop Practical work: Guide the students to produce revenue reports	produce revenue report		student should be able to explain the principles involved in recording restaurant and room sales Theories: The student should be able to explain the importance of revenue reports to a hotel Circumstantial knowledge: Detailed knowledge about: Hotel accounting systems		
		(d) Producing statistics report	Discussion: Guide students to make extended conversations about producing statistics report Practical demonstration: Demonstrate the process of producing statistics reports to students	The student should be able to: <ul style="list-style-type: none"> Record daily number of rooms sold Record daily number of bed Record room sales per each type of room Calculate the percentage of room occupancy Calculate the percentage of bed occupancy 	A produced statistics report conforms to the establishment set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in producing statistics report Principles: The student should be	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Calculator Photocopy machine Room sales summary Occupancy statistics summary form Stationery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			in the classroom/workshop Practical work: Guide the students to produce a statistics report	<ul style="list-style-type: none"> • Calculate the average room rate • Calculate room revenue • Calculate yield • Compile and produce statistics report 		able to explain the principles involved in calculating room occupancy Theories: The student should be able to explain the importance of calculating yield Circumstantial knowledge: Detailed knowledge about: Computation of hotel statistics		

Form Four

Table 6: Detailed Contents for Form Four

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/ Service Assessment	Underpinning Knowledge		
1.0 Controlling front office budget, costs and requisitions	1.1 Controlling front office budget	(a) Identifying front office operating costs	Brainstorming: Guide the students to define and identify front office operating costs Practical demonstration: Demonstrate the process of identifying front office operating costs to students in the classroom/workshop Practical work: Guide the students to identify front office operating costs	The student should be able to: <ul style="list-style-type: none"> Collect and record front office material costs Record labour costs Record Overhead costs 	Front office operating costs identified conform to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures involved in identifying front office operating costs Principles: The student should be able to explain the principles of collecting and recording operating costs Theories: The student should be able to explain <ul style="list-style-type: none"> Material costs Labour costs Overhead costs Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Costing calculations Budgeting process 	The following utensils, tools and equipment are to be available: <ul style="list-style-type: none"> Computer with operating software Daily material requisitioning forms Telephone Printer Stationery 	180
		(b) Monitoring	Discussion:	The student	Front Office	Knowledge evidence:	The following tools	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		front office operating costs	Guide students to make extended conversations about monitoring front office operating costs Practical Practical demonstration: Demonstrate the process of monitoring front office operating costs to students Practical work: Guide the students to monitor front office operating costs while handling tools and equipment safely	should be able to: <ul style="list-style-type: none"> Collect and record daily sales summary Collect and record front office requisition details 	operating costs monitored conform to establishment standards	Detailed knowledge of: Method used: The student should be able to explain procedures involved in controlling front operating costs Principles: The student should be able to explain the principles of <ul style="list-style-type: none"> Collecting and recording sales Collecting and recording operating costs Theories: The student should be able to explain <ul style="list-style-type: none"> Material costs Labour costs Overhead costs Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Costing calculations Budgeting process 	and equipment are to be available: <ul style="list-style-type: none"> Computer with operating software Daily consumables inventory sheet Telephone Printer Stationery 	
		(c) Monitoring front office	Discussion: Guide students to	The student should be able	Front Office sales budget	Knowledge evidence: Detailed knowledge of:	The following tools and equipment are	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		sales budget summary	<p>make extended conversation about monitoring front office sales budget summary</p> <p>Practical Practical demonstration: Demonstrate the process of monitoring front office sales budget summary to students</p> <p>Brainstorming: Guide the students to define and identify various ways of monitoring the front office sales budget summary</p> <p>Case Studies: Guide students to study multiple cases from open sources on monitoring front office sales budget to expose themselves to industry best practices</p>	<p>to:</p> <ul style="list-style-type: none"> • Compare operation costs with cost budget • Compare daily sales with sales budget • Make adjustments • Prepare budget forecast report 	summary monitored conforms to establishment standards	<p>Method used: The student should be able to explain procedures involved in controlling front office budget</p> <p>Principles: The student should be able to explain the principles of</p> <ul style="list-style-type: none"> • Collecting and recording sales • Collecting and recording operating costs <p>Theories: The student should be able to explain</p> <ul style="list-style-type: none"> • Material costs • Labour costs • Overhead costs <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Costing calculations • Budgeting process 	<p>to be available:</p> <ul style="list-style-type: none"> • Computer with operating software • Daily revenue files • Telephone • Printer • Stationery 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
	1.2 Collecting daily revenue data	(a) Checking the correctness of daily sales summaries	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to check the correctness of daily sales summaries Practical demonstration: Demonstrate the process of checking the correctness of daily sales summaries to students Practical work: Guide the students to check the correctness of daily sales summaries while handling tools and equipment safely	The student should be able to: <ul style="list-style-type: none"> • Access room sales summaries • Access restaurant sales summaries • Verify sales summaries • Reconcile sales details • Produce sales discrepancy 	Correctness of daily sales checked conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to collect revenue data Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> • Collecting data • Compiling discrepancy report Theories: The student should be able to explain the importance of collecting daily revenue data Circumstantial knowledge: Detailed knowledge about: Accounting ethics	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer with operating software • Printer • Restaurant sales summary • Bar sales summary • Laundry sales summary • Business centre sales summary • Room service sales summary • Pool bar sales summary • Banquet sales summary • Other operated outlets sales 	150

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
				cy report			summary	
		(b) Producing daily shift revenue data	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to produce daily shift revenue data Practical demonstration: Demonstrate the process of producing daily shift revenue data for students Activity: Organise the students in small groups to produce daily shift revenue data	The student should be able to: <ul style="list-style-type: none"> • Access room sales summaries • Access restaurant sales summaries • Verify sales summaries • Reconcile sales details • Produce discrepancy report 	Daily shift revenue data produced conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain how to collect revenue data Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> • Collecting data • Compiling discrepancy report Theories: The student should be able to explain the importance of collecting daily revenue data Circumstantial knowledge: Detailed knowledge about Accounting ethics	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer with operating software • Printer • Restaurant sales summary • Bar sales summary • Laundry sales summary • Business centre sales summary • Room service sales summary • Pool bar sales summary • Banquet sales summary 	
		(c) Computing discrepancy	Brainstorming: Guide the students in	The student should be able	Discrepancy report	Knowledge evidence: Detailed knowledge of:	The following tools and equipment are	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		report	defining, identifying, mentioning, and describing how to compute discrepancy report Practical demonstration: Demonstrate the process of computing discrepancy report to students Activity: Organise the students in small groups to compute discrepancy report	to: <ul style="list-style-type: none"> Access room sales summaries Access restaurant sales summaries Verify sales summaries Reconcile sales details Produce discrepancy report 	computed conforms to establishment standards	Method used: The student should be able to explain how to collect revenue data Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> Collecting data Compiling discrepancy report Theories: The student should be able to explain the importance of collecting daily revenue data Circumstantial knowledge: Detailed knowledge about: Accounting ethics	to be available: <ul style="list-style-type: none"> Computer with operating software Printer Restaurant sales summary Bar sales summary Laundry sales summary Business centre sales summary Room service sales summary Pool bar sales summary Banquet sales summary 	
	Initiating daily requisitions	(a) Conducting physical count of available stock level	Discussion: Guide students to make extended conversations about conducting physical	The student should be able to: <ul style="list-style-type: none"> Conduct daily 	Physical count of available stock level conducted	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures of	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer with operating 	45

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			count of available stock level Practical demonstration: Demonstrate the process of conducting physical count of available stock level to students Activity: Organise the students in small groups to perform activities on conducting physical count of available stock level	physical count of stock levels <ul style="list-style-type: none"> • Verify business volume forecast • Prepare list of items to be ordered • Fill budget requisition forms • Seek authorization signature 	conforms to establishment standards	controlling daily requisition Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> • Monitoring expenditures • Verifying business volume forecast Theories: The student should be able to explain <ul style="list-style-type: none"> • Stock taking • Budget control measures Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Market prices of items 	software <ul style="list-style-type: none"> • Budget control forms • Requisition books • Printer • Forecast reports • Stationery 	
		(b) Matching	Discussion:	The student	Requisitions	Knowledge evidence:	The following tools	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		requisitions in line with business forecasts	<p>Guide students to make extended conversation about matching requisitions in line with business forecasts</p> <p>Practical demonstration: Demonstrate the process of matching requisitions in line with business forecasts to students</p> <p>Activity: Organise the students in small groups to perform activities on matching requisitions in line with business forecasts</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Conduct daily physical count of stock levels • Verify business volume forecast • Prepare list of items to be ordered • Fill budget requisition forms • Seek authorization signature 	in line with business forecasts matched to establishment standards	<p>Detailed knowledge of: Method used: The student should be able to explain procedures of controlling daily requisition</p> <p>Principles: The student should be able to explain the principles involved in</p> <ul style="list-style-type: none"> • Monitoring expenditures • Verifying business volume forecast <p>Theories: The student should be able to explain</p> <ul style="list-style-type: none"> • Stocktaking • Budget control measures <p>Circumstantial knowledge: Detailed knowledge about: Market prices of items</p>	<p>and equipment are to be available:</p> <ul style="list-style-type: none"> • Computer with operating software • Budget control forms • Requisition books • Printer • Forecast reports • Stationery 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		(c) Requesting daily requisitions	<p>Discussion: Guide students to make extended conversation about requesting daily requisitions</p> <p>Practical demonstration: Show the process of requesting daily requisition</p> <p>Activity: Organise the students in small groups to perform activities on requesting daily requisition</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Conduct daily physical count of stock levels Verify business volume forecast Prepare list of items to be ordered Fill in budget requisition forms Seek authorization 	Daily requisitions requested conforms to establishment standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures of controlling daily requisition</p> <p>Principles: The student should be able to explain the principles involved in</p> <ul style="list-style-type: none"> Monitoring expenditures Verifying business volume forecast <p>Theories: The student should be able to explain</p> <ul style="list-style-type: none"> Stock taking Budget control measures <p>Circumstantial knowledge: Detailed knowledge about Market prices of items</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Computer with operating software Budget control forms Requisition books Printer Forecast reports Stationery 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
				ion signature				
2.0 Supervising front office operations	2.1 Planning and organising duties	(a) Planning annual leave	Brainstorming: Guide the students in defining, identifying, mentioning, and describing planning annual leave Practical demonstration: Demonstrate the process of planning annual leave to students. Group Work: Organise students in groups and assign them tasks on planing annual leave	The student should be able to: <ul style="list-style-type: none"> Plan annual leaves Distribute annual leave schedule 	Annual leave planned conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures of planning and organising duties Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> Planning annual leave Allocating duties to staff Theories: The student should be able to explain <ul style="list-style-type: none"> Duty roster Leave schedule Circumstantial knowledge: Detailed knowledge about: Human resources aspects	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Duty roster Staff register book Stationery 	150

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		(b) Planning duty roster	Brainstorming: Guide the students in defining, identifying, mentioning, and describing planning duty roster Practical demonstration: Demonstrate the process of planning duty roster to students Individual assignment: Assign the students tasks on planning duty roster	The student should be able to: <ul style="list-style-type: none"> Plan duty roster Distribute duty roster 	Duty roster planned conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures of planning and organising duties Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> Planning annual leave Allocating duties to staff Theories: The student should be able to explain <ul style="list-style-type: none"> Duty roster Leave schedule Circumstantial knowledge: Detailed knowledge about: Human resources aspects	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Duty roster Staff register book Stationery 	
		(c) Allocating daily duties	Discussion: Guide students to make extended	The student should be	Daily duties allocated conforms to	Knowledge evidence: Detailed knowledge of: Method used: The	The following tools and equipment are to be available:	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			conversation about allocation of daily duties Practical demonstration: Demonstrate the process of allocating daily duties to students Practical activity: Organise the students in small groups to perform activities on allocating daily duties	able to: <ul style="list-style-type: none"> Allocate duties to staff 	establishment standards	student should be able to explain procedures of planning and organising duties Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> Job valuation Allocating duties to staff Theories: The student should be able to explain <ul style="list-style-type: none"> Staff appraisal Circumstantial knowledge: Detailed knowledge about: Human resources aspects	<ul style="list-style-type: none"> Computer with operating software Printer Duty roster Leave schedules Staff register book Stationery 	
		(d) Preparing shift reports	Discussion: Guide students to make extended conversation about preparation of shift reports Practical demonstration: Demonstrate the	The student should be able to: <ul style="list-style-type: none"> Prepare shift reports 	Shift reports prepared conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures of planning and organising duties Principles: The student should be able to explain	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Duty roster Leave schedules Staff register 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			process of preparing shift reports to students Practical work: Guide the students to prepare shift reports while handling tools and equipment safely			the principles involved in <ul style="list-style-type: none"> Planning annual leave Allocating duties to staff Theories: The student should be able to explain <ul style="list-style-type: none"> Duty roster Leave schedule Staff appraisal Circumstantial knowledge: Detailed knowledge about: Human resources aspects	book <ul style="list-style-type: none"> Stationery 	
	2.2 Control tools and equipment	(a) Ordering and recording tools and equipment	Discussion: Guide students to make extended conversation about ordering and recording tools and equipment Practical demonstration: Demonstrate the process of ordering and recording tools	The student should be able to: <ul style="list-style-type: none"> Design tools storage system Keep record of tools and equipment 	Tools and equipment ordered and recorded conform to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures involved in <ul style="list-style-type: none"> Maintaining tools and equipment ledger Maintain tools and equipment inventory 	The following utensils and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Telephone Photocopier 	120

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			and equipment to students Practical work: Guide the students in ordering and recording tools and equipment while handling tools and equipment safely	<ul style="list-style-type: none"> Record tools and equipment issued Record damaged tools and equipment Record cost of tools and equipment Seek authorization to discard damaged tools and equipment Order new tools and equipment 		<p>Principles: The student should be able to explain the principles involved in</p> <ul style="list-style-type: none"> Ordering tools and equipment Discarding damaged tools <p>Theories: The student should be able to explain</p> <ul style="list-style-type: none"> Properties of tools and equipment <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions while controlling tools and equipment Waste disposal of damaged tools 		

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		(b) Conducting stock taking	<p>Discussion: Guide students to make extended conversation about conducting stock taking</p> <p>Practical demonstration: Demonstrate the process of conducting stock taking to students</p> <p>Group Work: Organise students in groups and assign them tasks on conducting stock taking</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Access list of tools and equipment procured and received in the store Access a list of tools and equipment issued to users Conduct physical counting of tools and equipment 	Stock taking conducted conforms to establishment standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures involved in</p> <ul style="list-style-type: none"> Maintaining tools and equipment ledger Conducting stock taking Maintaining tools and equipment inventory <p>Principles: The student should be able to explain the principles involved in conducting stock taking</p> <p>Theories: The student should be able to explain</p> <ul style="list-style-type: none"> Properties of tools and equipment Importance of stock taking <p>Circumstantial</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Computer Printer Telephone Photocopier 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
				<ul style="list-style-type: none"> Establish status of each tool and equipment Attach depreciation cost of each tool and equipment Establish tools and equipment to be disposed 		knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Inventory management Waste disposal of damaged tools 		
		(c) Producing report on tools and equipment	Discussion: Guide students to make extended conversation about producing report on tools and equipment	The student should be able to: <ul style="list-style-type: none"> Produce discrepancy report 	Reports on tools and equipment produced conforms to establishment	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures involved in	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Printer Telephone 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			Practical demonstration: Demonstrate the process of producing report on tools and equipment to students Practical work: Guide the students to produce report on tools and equipment while handling tools and equipment safely	<ul style="list-style-type: none"> Produce final stock taking report 	standards	<ul style="list-style-type: none"> Maintaining tools and equipment ledger Conducting stock taking Maintaining tools and equipment inventory Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> Producing discrepancy report Producing final stock taking report Theories: The student should be able to explain: <ul style="list-style-type: none"> Importance of stock taking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Inventory management Waste disposal of 	<ul style="list-style-type: none"> Photocopier 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
						damaged tools		
	2.3 Computing occupancy statistics	(a) Calculating daily room occupancy	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to calculate daily room occupancy Practical demonstration: Demonstrate the process of calculating daily room occupancy to students Practical activity: Organise the students in small groups and assign them tasks on calculating daily room occupancy	The student should be able to: <ul style="list-style-type: none"> • Collect necessary data on number of rooms sold in a particular day • Collect data on rooms with single occupancy • Collect data on rooms with double occupancy • Collect 	Daily room occupancy calculated conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in calculating occupancies Principles: The student should be able to explain principles of <ul style="list-style-type: none"> • Collecting figures • Computing occupancy (room/bed) • Computing yield Theories: The student should be able to explain <ul style="list-style-type: none"> • Data collection • Formulas applicable Circumstantial knowledge: Detailed knowledge about: Hotel revenue management	The following, tools and equipment are to be available: <ul style="list-style-type: none"> • Computer with front office software • Booking dairy • Room sales report • Rooming list • Hotel tariffs • Calculator • Tabular ledger • Stationery 	135

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
				data on rooms which are out of order <ul style="list-style-type: none"> • Collect data on rooms which are out of service • Establish total number of rooms • Compute daily room occupancy 				
		(b) Calculating average room rate	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to calculate average room rate	The student should be able to: <ul style="list-style-type: none"> • Collect data on room rates, 	Average room rate calculated conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in calculating occupancies Principles: The student	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer with front office software • Booking dairy 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			Practical demonstration: Demonstrate the process of calculating average room rate to students Practical activity: Organise the students in small groups and assign them tasks on calculating average room rate	special rates and types of discounts <ul style="list-style-type: none"> Collect data on actual room sales Compute average room rate 		should be able to explain principles of <ul style="list-style-type: none"> Collecting figures Computing yield Computing average room rate (ARR / ADR) Computing revenue per available room (RevPar) Theories: The student should be able to explain <ul style="list-style-type: none"> Data collection Formulas applicable Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Computing figures Yield management 	<ul style="list-style-type: none"> Room sales report Rooming list Hotel tariffs Calculator Tabular ledger Stationery 	
		(c) Calculating yield reports	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to calculate yield reports	The student should be able to: <ul style="list-style-type: none"> Collect necessary data on 	Yield reports calculated conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should be able to explain methods used in calculating occupancies	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer with front office software 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			Practical demonstration: Demonstrate the process of calculating yield reports to students Practical activity: Organise the students in small groups and assign them tasks on calculating yield reports	number of rooms sold on a particular day <ul style="list-style-type: none"> Collect data on room rates, special rates and types of discounts Collect data on actual room sales Compute potential room sales Compute daily room occupancy 		Principles: The student should be able to explain principles of <ul style="list-style-type: none"> Collecting figures Computing occupancy (room/bed) Computing yield Computing average room rate (ARR/ADR) Computing revenue per available room (RevPar) Theories: The student should be able to explain <ul style="list-style-type: none"> Data collection Formulas applicable Circumstantial knowledge: Detailed knowledge about: Hotel revenue management	<ul style="list-style-type: none"> Booking dairy Room sales report Rooming list Hotel tariffs Calculator Tabular ledger Stationery 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/ Service Assessment	Underpinning Knowledge		
				<ul style="list-style-type: none"> • Compute average room rate • Compute yield 				
	2.4 Conduct on job training	(a) Assessing training needs	<p>Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to assess training needs</p> <p>Practical demonstration: Demonstrate the process of assessing training needs to students</p> <p>Group Work: Organise students in groups and assign them tasks to assess training needs</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Assess training needs 	Training needs assessed conforms to establishment standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures involved in conducting on job training</p> <p>Principles: The student should be able to explain the principles involved in</p> <ul style="list-style-type: none"> • Preparing training needs assessment • Preparing training programme <p>Theories: The student should be able to explain importance of job training</p> <p>Circumstantial knowledge: Detailed knowledge about: Appraisal aspects</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Staff performance appraisal reports • Guest service feedback reports • Personal employees files • Guest services satisfaction index report 	300

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
		(b) Preparing training programme	Brainstorming: Guide the students in defining, identifying, mentioning, and describing how to prepare training programme Practical demonstration: Demonstrate the process of preparing training programme to students Individual assignment: Assign individual student tasks on preparing training programme	The student should be able to: <ul style="list-style-type: none"> • Prepare training programme 	Training programme prepared conforms to establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures involved in conducting on job training Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> • Preparing needs assessment • Preparing training programme Theories: The student should be able to explain the importance of job training Circumstantial knowledge: Detailed knowledge about: Staff career development	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Training needs assessment report 	
		(c) Conducting on job training	Brainstorming: Guide the students in defining, identifying, mentioning, and	The student should be able to: <ul style="list-style-type: none"> • Conduct 	On job training conducted conforms to	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer with 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/ Service Assessment	Underpinning Knowledge		
			describing how to conduct on job training Practical demonstration: Demonstrate the process of conducting on job training to students Individual assignment: Assign individual students tasks on conducting on job training	on job training	establishment standards	explain procedures involved in conducting on job training Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> Preparing training needs assessment Preparing training programme Theories: The student should be able to explain importance of on job training Circumstantial knowledge: Detailed knowledge about: Staff career development	operating software <ul style="list-style-type: none"> Stationary Printer Telephone Photocopy machine Training materials on subject matter 	
		(d) Assessing staff performance and discipline	Discussion: Guide students to make extended conversation about assessing staff performance and discipline	The student should be able to: <ul style="list-style-type: none"> Assess staff performance. 	Staff performance and discipline assessed conforms to establishment	Knowledge evidence: Detailed knowledge of: Method used: The student should be able to explain procedures involved in conducting on job training	The following tools and equipment are to be available: <ul style="list-style-type: none"> Staff job description Daily staff performance 	

Module Title (Main Competencies)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Service Assessment	Underpinning Knowledge		
			Practical demonstration: Demonstrate the process of assessing staff performance and discipline to students Case studies: Guide students to study multiple cases on assessing staff performance and discipline from open sources to expose themselves to industry best practices		standards	Principles: The student should be able to explain the principles involved in <ul style="list-style-type: none"> Preparing need assessment Preparing training programme Theories: The student should be able to explain importance of on job training Circumstantial knowledge: Detailed knowledge about: Staff career development	report <ul style="list-style-type: none"> Guest services feedback reports Employee personal files 	

References:

1. Vocational Education and Training Authority. (2022). Curriculum fo Front Office Operations
2. Ministry of Education, Science and Technology. (2023). Curriculum for Ordinary Secondary Education, Form I-IV. Dar Es Salaam: Tanzania Institute of Education