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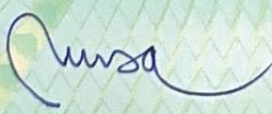
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Dr Lyabwene M. Mtahabwa
Commissioner for Education

HOUSEKEEPING SYLLABUS FOR ORDINARY SECONDARY EDUCATION
VOCATIONAL STREAM FORM I-IV

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Abbreviations and Acronyms

CBET	Competence-Based Education and Training
HACCP	Hazard Analysis Critical Control Point
HK	Housekeeping
OSHA	Occupational Safety and Health Act
VETA	Vocational Education and Training Authority
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Syndrome
TIE	Tanzania Institute of Education
ICT	Information Communication of Technology
VIP	Very Important Person
	Non-Government Organization
NGO	
SOP	Standard Operating procedures

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency have been attained/achieved.

Circumstantial knowledge: Detailed knowledge which allows the decision-making in regard to different circumstances and cross-cutting issues.

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

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

Standard: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

Assessment Knowledge: This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

Unit (specific competency): A statement of broad learning objectives, which prescribe the requirements of a 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. Anthony M. Kasore

Director General

1.0. **Introduction**

Housekeeping is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Learning Housekeeping is essential to meet the employment opportunities as per market demands, especially in government and private institutions countrywide. The students will develop housekeeping skills that enable them to create self-employment for the sake of increasing their family income and maintaining infrastructure environment.

Upon completion of the ordinary secondary education level, students will possess both theoretical and practical knowledge in relation to Housekeeping. A graduate of this occupation may be employed in both Government and private sectors such as Municipal councils, Government workshops and offices, Hospitals, Parastatal organizations, Self-employment, Private firms, Training institutions, Governmental agencies, and NGO's.

The housekeeping Syllabus is designed to guide the teaching and learning of cleaning, washing and interior decoration, and up-keeping of furniture and fittings in the Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus interprets the competences a student needs to develop while learning cleaning rooms and public area, as well as washing hotel linen, guest laundries, and staff uniforms. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences.

2.0. Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to 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 of Tanzania, 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 his or her own development and the sustainable development of the nation and the world at large.
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the 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 competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes 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, students are expected to have ability to:

- (a) Prepare and clean guestrooms, public and function areas.
- (b) Prepare and wash hotel linen, guest laundries and staff uniforms.
- (c) Maintain furniture, fixture, fabrics and environment.
- (d) Supervise housekeeping operation

5.0. **Main and Specific Competences**

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

Table 1: *Main and Specific Competences for Form I-IV*

Modules (Main Competence)	Units (Specific competences)
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

Modules (Main Competence)	Units (Specific competences)
2.0 Exercising customer care	2.1 Handling customer care 2.2 Handling complaint 2.3 Handling guest special request.
3.0 Washing hotel linen, guest laundries and staff uniforms	3.1 Washing hotel linen 3.2 Washing guest laundries 3.3 Washing staff uniforms 3.4 Performing dry-cleaning
4.0 Preparing and cleaning guest rooms	4.1 Cleaning guestroom 4.2 Restocking guestroom supplies and amenities 4.3 Updating room status and discrepancy report
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 Maintaining public and function areas	6.1 Preparing and cleaning function areas 6.2 Preparing and cleaning public areas
7.0 Managing gardens and landscape	7.1 Maintaining garden 7.2 Establishing tree nursery
8.0 Arranging interior decoration	8.1 Arranging flowers 8.2 Arranging indoor plants
9.0 Maintaining furniture, fixture and fabric.	9.1 Up-keep furniture, fixtures and fabrics 9.2 Report faults in furniture, fixtures and fabrics
10.0 Controlling energy and environment management	10.1 Maintaining energy usage 10.2 Maintaining environment
11.0 Controlling housekeeping budget, costs and requisitions	11.1 Control housekeeping budget 11.2 Initiate daily requisitions 11.3 Collect daily revenue data
12.0 Supervising housekeeping operations	12.1 Planning and organizing duties 12.2 Control tools and equipment 12.3 Compute occupancy statistics 12.4 Conduct on-job training

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

Good relationships between a teacher, student and parent, or guardian is fundamental for successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Housekeeping.

6.1. The teacher

The teacher is expected to:

Help the student to learn and develop the intended competences in Housekeeping

- (a) Use teaching and learning approaches that will allow students with different needs

and abilities to:

- (i) Develop the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process.
- (b) Use student centred instructional strategies that make him or herself think, reflect and search for information from various sources;
 - (c) Create a friendly teaching and learning environment;
 - (d) Prepare and improvise teaching and learning resources;
 - (e) Conduct formative assessment regularly by using tools and methods which take into account both theory and practice;
 - (f) Treat all the students according to their learning needs and abilities;
 - (g) Protect the student from the risky environment while he or she is at school;
 - (h) Keep track of the student's daily progress;
 - (i) Identify individual student's needs and provide the proper intervention;
 - (j) Involve parents/guardians and the society at large in the student's learning process; and
 - (k) Integrate cross-cutting issues and ICTs in the teaching and learning process.

6.2. The student

The student is expected to:

- (a) Develop the intended competences 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) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home learning environment;
- (d) Keep track of a child's progress in behaviour;

- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill 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 student's competences. This Syllabus suggests teaching and learning methods for each activity which include but 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, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should reflect on the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school-base teaching and project work supervision.

8.0. Teaching and Learning Resources

The process of teaching and learning requires different resources. In this light, both a teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly seek for 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 is important in teaching and learning of Housekeeping. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions to improve the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to demonstration, discussions, presentations, oral questions, experiments, observations, practical assignments, and projects.

Summative assessment, on the other hand, will focus on determining student's achievement

of learning. Teachers are expected to use a variety of summative assessments including Form Two National Examination 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 be 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. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student 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	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
Total	60	

10.0. Number of Periods

The Housekeeping 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 the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and six (06) for practical sessions which may require double periods (e.g., 80). 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 are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which is divided into (process assessment, products/service assessment and underpinning knowledge), suggested teaching and learning resources, and number of periods as presented in Tables 3 to 6.

Form One

Table 3: *Detailed contents for Form One*

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
1. Maintaining a safe, healthy and secure working environment	1.2 Applying personal grooming and hygiene	(a) Maintaining professional appearance.	<p>Brainstorm :</p> <p>Guide the how to define professional appearance and explain the importance of maintaining professional appearance.</p> <p>Group discussion:</p> <p>Guide the students in manageable groups to discuss how to manage and maintain professional appearance.</p> <p>Hands on activities:</p> <p>Guide students to share or discuss how to simulate different ways of maintaining professional appearance</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Ensure body cleanness. • Apply minimal body make-ups. • Wear ornaments as per specifications. • Wash uniforms. • Press uniforms. • Wear uniforms. 	Professional appearance maintained as per set standards	<p>Detailed knowledge of:</p> <p>Methods used: The student should explain how to maintain professional appearance</p> <p>Principles: The student should state principles involved in maintaining professional appearance</p> <p>Theories: The student should describe the importance of maintaining professional appearance</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Use of perfumes</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • A set of working/ professional uniforms • Washroom • Changing room • Nail cutters • Comb • Tooth brush and tooth paste • Shoe brush and polish • Body spray • Video clip 	110

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Maintaining personal grooming	<p>Brainstorm :</p> <p>Guide the student to define personal grooming and explain the importance of maintaining personal grooming</p> <p>Group discussion</p> <p>Guide the student in small groups to discuss and describe ways of maintaining personal grooming</p> <p>Simulation:</p> <p>Guide the student in manageable groups to simulate personal grooming</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Ensure body cleanness • Apply minimal body make-ups • Wear ornaments as per specifications • Wash uniforms • Press uniforms • Wear uniforms • Attend medical check-up 	Personal grooming maintained as per established guidelines	<p>Detailed knowledge of:</p> <p>Methods used: The student should explain how to maintain personal grooming</p> <p>Principles: The student should identify principles involved in maintaining personal grooming</p> <p>Theories: The student should describe the importance of maintaining personal grooming</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Use of body sprays</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • A set of working/ professional uniforms • Washroom • Changing room • Nail cutters • Comb • Tooth brush and tooth paste • Shoe brush and polish • Full length dress mirror • Video clip 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Maintaining a clean and tidy working environment	<p>Brainstorm :</p> <p>Guide the student to maintain tidy working environment</p> <p>Group discussion</p> <p>Guide the student in manageable groups to discuss different ways of maintaining clean tidy working environment</p> <p>Hands-on activities</p> <p>Guide the student in a manageable groups to clean workshop environment</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Clean different working tools after use • Store cleaning tools appropriately • Organise the workplace • Clean workshop , office 	A clean and tidy working environment correctly maintained	<p>Detailed knowledge of:</p> <p>Methods used: The student should identify the procedures of maintaining a clean and tidy working environment</p> <p>Principles: The student should list principles involved in maintaining clean and tidy working environment</p> <p>Theories: The student should explain importance of maintaining clean and tidy working environment</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about Sustainable working environment</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • A set of working/ professional uniforms • Changing room • Cleaning agent • Cleaning tools • Office workshop 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	1.2 Controlling hazards	(a) Handling physical hazards	Brainstorming: Guide the students to define, identify, mention and describe how to handle physical hazards Questions & Answers: Ask students questions related to handling physical hazards Group Work: Arrange students in groups and assign tasks related to handling physical hazards Role-Play: Guide students in small groups to simulate real-world scenarios about handling physical hazards to develop practical skills.	The student should be able to: <ul style="list-style-type: none"> Identify causes of hazards Provide guards to machines Follow the operating manual Use Material Safety Data Sheet Practice hygiene Arrange working place properly Ensure the availability of ventilation Wear protective gears 	Physical hazards handled as per established standards	Detailed knowledge of: - Methods used: The student should identify methods used in controlling hazards Principles: The student should state the principles of physical hazards Theories: The student should explain the importance of controlling physical hazards Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Sources of physical hazards. Effects of physical hazards 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer Washing machines Operating manuals Material Safety Data Sheets Refrigerators Calculator Cleaning agents Sanitizers Stationery Furniture Personal protective gear. 	120

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Handling chemical hazards	Brainstorming: Guide the students to describe how to handle chemical hazards. Questions & Answers: Ask the students to share their experiences about handling chemical hazards. Group Work: Arrange the students in groups and assign tasks related to handling chemical hazards	The student should be able to: <ul style="list-style-type: none"> Identify causes of hazards Provide guards to machines Follow operating manual Label chemicals containers Store chemicals properly Use Material Safety Data Sheet Practice hygiene Use colour coded containers Sanitize working area and tools Attend medical check-ups Arrange the working place properly Ensure availability of ventilation Wear protective gears 	Chemical hazards handled as per established standards	Detailed knowledge of: - Methods used: The student should outline methods used in controlling chemical hazards. Principles: The students should identify principles of handling chemical hazards Theories: The student should state 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 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer Washing machines Operating manuals Material Safety Data Sheets Storage containers Calculator. Cleaning agents Sanitizers Stationery Furniture Personal protective gear. 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Handling ergonomic hazards	<p>Brainstorming: Guide the students to describe how to handle ergonomic hazards.</p> <p>Questions & Answers: Probe students about the ways of handling ergonomic hazards.</p> <p>Group Work: Arrange students in groups and assign tasks to perform in relation to handling ergonomic hazards.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify causes of hazards Follow the operating manual Store chemicals properly Practice hygiene Attend medical check-ups Arrange the work place properly Ensure the availability of ventilation Wear protective gears 	Ergonomic hazards handled in accordance to the established standards	<p>Detailed knowledge of:</p> <p>Methods used: The student should list methods used in controlling ergonomic hazards.</p> <p>Principles: The students should identify the principles of handling ergonomic hazards</p> <p>Theories: The student should explain the importance of controlling ergonomic hazards.</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Sources of ergonomic hazards.</p>	<p>The following tools, equipment and safety gears are available:</p> <ul style="list-style-type: none"> Electrical system/equipment Computer Furniture Operating manuals Material Safety Data Sheets Calculator. Personal protective gear. 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(d) Handling biological hazards	<p>Brainstorming: Guide the students to illustrate how to handle biological hazards.</p> <p>Questions & Answers: Share with students about strategies on handling biological hazards</p> <p>Group Work: Arrange students in groups to discuss about how on biological hazards can be handled.</p> <p>Activity: Organize the students in small groups to perform activities related to handling biological hazards.</p>	<p>The student should be able to:</p> <p>Wear protective gears</p> <p>Identify biological hazard agents such as bacteria, viruses, fungi, parasites) that could pose risks</p> <p>Evaluate tasks or processes that may involve exposure</p> <p>Consider high-risk areas like food processing plants, and waste disposal sites</p> <p>Assess who might be exposed, how often, and to what degree.</p> <p>Assess the severity of possible infections.</p> <p>Remove the hazard, if possible (e.g., switch to a safer alternative).</p> <p>Replace hazardous agents with less harmful ones.</p> <p>Install barriers or equipment to isolate or contain hazards:</p> <p>Develop and enforce policies and procedures:</p> <p>Provide appropriate</p>	Handling biological hazards conform to established standards	<p>Detailed knowledge of:</p> <p>Methods used: The student should recognise methods used in controlling biological hazards.</p> <p>Principles: The students should identify the principles of handling biological hazards</p> <p>Theories: The student should describe the importance of controlling biological hazards</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Sources of biological hazards</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Computer • Operating manuals • Material Safety Data Sheets • Storage containers • Refrigerators. • Cleaning agents • Sanitizers • Stationery • Furniture • Personal Protective Equipment (PPE) • Inspection sheets 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(e) Handling weather related hazards	Brainstorming: Guide the students to demonstrate how to handle weather-related hazards Questions & Answers: Ask students direct questions about mechanisms of handling weather-related hazards Group Work: Arrange students in groups and assign tasks related to handling weather-related hazards	The student should be able to: <ul style="list-style-type: none"> Identify weather hazards common in your area (for example floods, hurricanes, tornadoes, wildfires, blizzards) Check weather forecasts and alerts from reliable sources like meteorological agencies or weather apps 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 meeting points Secure outdoor items 	Weather-related hazards handled as per established standards	Detailed knowledge of: Methods used: The student should state the methods used in controlling weather-related hazards Principles: The students should mention the principles of handling weather-related hazards Theories: The student should describe the importance of controlling weather-related hazards Circumstantial knowledge: Detailed knowledge about: Sources of weather-related hazards. Effects of weather-related hazards	The following tools, equipment and safety gears 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, Rake Stationery. Personal protective gears. 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	1.2	(f) Handling mechanical hazards	Brainstorming: Guide the students to identify mechanical hazards and handling mechanisms Questions & Answers: Give direct questions to the students to share their knowledge around handling mechanical hazards. Group Work: Arrange students in groups and assign tasks regarding handling mechanical hazards	The student should be able to: <ul style="list-style-type: none"> Identify causes of hazards Provide guards to machines Follow operating manual Use Material Safety Data Sheet Practice hygiene Sanitize working area and tools Attend medical check-ups Arrange work place properly Ensure availability of ventilation Wear protective gears 	Handling mechanical hazards conform to the established standards	Detailed knowledge of: Methods used: The student should explain mechanisms used in controlling mechanical hazards. Principles: The students should identify the principles of handling mechanical hazards Theories: The student should state the importance of controlling mechanical hazards. Circumstantial knowledge: Detailed knowledge about: Sources of mechanical hazards	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Electrical system/equipment Computer Washing machines Operating manuals Material Safety Data Sheets Calculator Cleaning agents Sanitizers Stationery Furniture Personal protective gears 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	1.2 Dealing with accidents and fire	(a) Removing unattended items	Discussion: Guide the students to discuss a range of strategies geared towards removing unattended items Demonstration: Show the process of removing unattended items Practical work: Guide the students in manageable groups to remove unattended items	The student should be able to: <ul style="list-style-type: none"> Identify the nature of the item Report to the security immediately Report to the police if suspicious of explosive materials Record the incident in the incident log Get the details of the guest Record the item in the lost & found log Call the guest if contact details are available 	Unattended items removed as per established standards	Knowledge evidence: Detailed knowledge of: - Methods used: The student should list the procedures involved in removing unattended items Theories: The student should explain the importance of preventing accidents. Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Knowledge of prevention of bomb threats 	This element can be achieved at the school or workplace The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Telephone Emergency reference information manual. Emergency report form. Speakers/ Public Address System Luggage Cleaning tools and equipment 	136

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Preventing causes of falls	<p>Discussion: Guide the students to identify ways of preventing the causes of falls</p> <p>Discussion: Guide the students to discuss about the strategies of preventing the causes of falls</p> <p>Practical work: Guide the students to demonstrate how to prevent causes of falls while handling tools and equipment safely.</p> <p>Role-Play: Guide the students in small groups to simulate real-world scenarios about preventing the causes of fall</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify causes of falls Put a warning sign at the cause Remove the cause of the fall Return working tools to store Remove the warning sign allowing people to pass Handle causes of falls 	Causes of falls prevented in accordance to the set standards	<p>Detailed knowledge of: - Methods used: The student should chronologically arrange the procedures of preventing causes of falls</p> <p>Theories: The student should explain the importance of preventing causes of falls</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Prevention of accidents</p>	<p>The following tools, equipment and safety gears are to be available:</p> <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	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Preventing fire accidents	<p>Discussion: Guide the students to identify various ways of preventing fire accidents</p> <p>Role-Play: Guide students in small groups to simulate scenarios on preventing fire accidents</p> <p>Role-Playing: Guide the students in small groups to simulate real-world scenarios about preventing fire accidents</p>	<ul style="list-style-type: none"> The student should be able to: Identify fire indications. Identify types and causes of fire. Choose the specific fire-fighting equipment. Inform guests. Make people inventory. Call the fire brigade. Prepare incidental report 	Fire accident prevented as per established standards	<p>Detailed knowledge of: -</p> <p>Methods used: The student should explain steps involved in preventing fire accidents</p> <p>Principles: The student should outline the principles involved in preventing fire accidents in hotels</p> <p>Theories: The student should explain the importance of preventing fire accidents</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Precautionary measures in event of fire</p>	<p>The following tools, equipment and safety gears are to be available:</p> <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	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(d) Attending fire event	Brainstorming: Guide the students to highlight the process of attending fire events. Discussion: Guide the students to discuss about the strategies of attending fire events Role-Play: Guide the students in small groups to simulate scenarios of 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 developed standards	Detailed knowledge of:- Methods used: The student should identify the procedures involved in attending fire events Principles: The student should explain the principles involved in selecting appropriate fire extinguishers. and extinguishing the fire Theories: The student should list: <ul style="list-style-type: none"> Causes of fire Types of fire extinguishers Circumstantial knowledge: Detailed knowledge about: Precautionary measures in event of fire	The following tools, equipment and safety gears 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	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	14 Administering first aid	(a) Providing first aid to an injured and bleeding person	<p>Discussion: Guide the students to differentiate various ways of giving first aid to injured and bleeding persons</p> <p>Role-Play: Guide students in small groups to simulate scenarios on 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 a 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, apply antibiotic cream to reduce risk of infection and cover with a sterile bandage • Call a doctor for further treatment 	First aid to injured and bleeding persons provided as per set standards	<p>Detailed knowledge of:</p> <p>Methods used: The student should exemplify how to administer first aid to injured and bleeding person</p> <p>Principles: The student should identify principles involved in offering first aid to an injured and bleeding person</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Safety precautions in the provision of first aid to injured and bleeding persons</p>	<p>The following tools, equipment and safety gears 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 	180

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Providing first aid to unconscious person	Discussion: Lead the students to discuss about approaches of providing first aid to unconscious person Role-Play: Guide the students in small groups to simulate scenarios on providing first aid to unconscious persons	The student should be able to: <ul style="list-style-type: none"> • Clear the place • Open the victim air way • Perform artificial respiration • Repeat until the victim chest rises • Don't leave the victim alone • Call a doctor for further treatment 	First aid to unconscious persons provided as per set procedures	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to administer first aid to unconscious person Principles: The student should select a few principles involved in offering first aid to unconscious person Circumstantial knowledge: Detailed knowledge about: Safety precautions in the provision of first aid unconscious to persons	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Telephone. • Emergency information manual. • Emergency report form • First aid kit. • Stretcher. • Signage • Cleaning tools and equipment 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Providing first aid to a fainted person	<p>Discussion: Guide the students to share their understanding about how first aid to a fainted person is offered</p> <p>Role-Play: Guide the students in small groups to simulate scenarios of providing first aid to a faint person</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Place the person to the shade and safe environment Raise the legs above the head Let the fainting person sit in the fresh air Check for injuries Seek medical advice if needed 	First aid to a fainted person provided as per set standards	<p>Detailed knowledge of: Methods used: The student should state how to administer first aid to fainted person</p> <p>Principles: The student should specify principles involved in offering first aid to fainted person</p> <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions in the provision of first aid to a fainted person</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> First aid kit Stretcher Telephone 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(d) Providing first aid to an electrically shocked person	<p>Discussion: Ask them to demonstrate how provide first aid to an electrically shocked person.</p> <p>Role-Play: Guide the students in small groups to simulate scenarios of providing first aid to an electrically shocked person</p>	<p>The student should be able to</p> <ul style="list-style-type: none"> • Attempt to turn the power off at the main switch • Remove any cable/power tools still in contact with the causality • Protect from the ground with books new papers/rubber matting • Check whether or not the causality is conscious <ul style="list-style-type: none"> • Seek for emergency medical service 	First aid to an electrically shocked person provided as per set standards	<p>Detailed knowledge of:</p> <p>Methods used: The student should describe how to administer first aid to electrically shocked person</p> <p>Principles: The student should identify relevant principles involved in offering first aid to electrically shocked person</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about: Safety precautions in the provision of first aid to an electrically shocked person</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Wooden pole • Plastic soled shoes • First aid kit • Rubber mats • Emergency information manual • Emergency report form 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(e) Providing first aid to a burnt person	Discussion: Guide the students discuss diverse mechanisms of providing first aid to a burnt person Questions & Answers: Ask the students to illustrate the procedures for giving first aid to a burnt person Role-Play: Guide the students in small groups to simulate scenarios related to first aid provision to a burnt person.	The student should be able to: <ul style="list-style-type: none"> Flood the injured area with cold running water 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 	First aid to a burnt person provided as per stipulated standards	Detailed knowledge of: Methods used: The student should describe how to administer first aid to burnt person Principles: The student should state the principles involved in offering first aid to burnt person Circumstantial knowledge: Detailed knowledge about: Safety precautions in the provision of first aid burnt persons	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Telephone Emergency reference information manual Emergency report form First aid kit Stretcher Bed sheet. Blanket Signage Cleaning tools and equipment 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(f) Providing first aid to a person with heart attack	Discussion: Guide the students to discuss about relevant processes for giving first aid to a heart-attacked person Role-Play: Guide students in small groups to simulate scenarios providing related to first aid to a heart-attacked person	The student should be able to: <ul style="list-style-type: none"> • Not panic • Call medical assistance • Sit or lie down the patient while waiting for the ambulance and loosen the patient by any tight clothing. • Stay calm. • Give nitroglycerine if it is prescribed to you or the person you are with. Nitroglycerine helps ease chest pain by opening up blood vessel 	First aid to a heart person provided as per standards	Detailed knowledge of: Methods used: The student should explain how to administer first aid to a person with a heart attack Principles: The student should identify principles involved in offering first aid to a person with a heart attack Circumstantial knowledge: Detailed knowledge about: Safety precautions in the provision of first aid to persons with heart attack	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Telephone. • Emergency information manual • Emergency report form. • First aid kit • Stretcher • Bed sheet • Blanket. • Emergency information manual • Emergency report form 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(g) Providing first aid to a choked person	<p>Discussion: Facilitate the students to exchange ideas around how to provide first aid to a choked person</p> <p>Role-Play: Guide the students in small groups to simulate scenarios related to first aid to a choked person</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Encourage the casualty to cough out the object Stand slightly to the side behind the casualty, and allow an individual to bend slightly Forward and give sharp slaps to an individual Shoulder blades (check the mouth to see if the obstruction is realised) Stand casualty; make the first with one hand and position with thumb side against the abdomen Bend an individual slightly forward, Grasp first with the other hand, and pull sharply inwards and upwards five (5) 	First aid to a choked person provided as per standards	<p>Detailed knowledge of: Methods used: The student should indicate how to administer first aid to a choked person</p> <p>Principles: The student should outline the principles of offering a choked person first aid</p> <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions in providing first aid to choked persons</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Telephone. Emergency information manual Emergency report form First aid kit Stretcher 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(h) Providing first aid to an allergic person	<p>Discussion: Lead the students to discuss how to provide first aid to an allergic person</p> <p>Questions & Answers: Give direct questions to students and receive answers on the first aid provision procedures to an allergic person</p> <p>Role-Play: Guide students in small groups to simulate scenarios around the 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 food taken as possible causes of allergic reaction • Give any medication or treatment • Wash the contact area thoroughly with plenty of clean water if the reaction was caused by chemical exposure • Take the patient to the hospital 	First aid to an allergic person provided as per set standards	<p>Detailed knowledge of: Methods used: The student should describe how to administer first aid to an allergic person</p> <p>Principles: The student should identify principles involved in offering first aid to an allergic person</p> <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions in providing first aid to allergic persons</p>	<p>The following tools, equipment and safety gears 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	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(i) Providing first aid to drowned person	Brainstorm : Guide the student to define drowning, list signs of a drowned person and explain importance of providing First Aid to drowned person Practical work: Guide the students to provide First Aid to drowned person	The student should be able to: <ul style="list-style-type: none"> • Move the victim to a safe place. • Open the airway by tilting the head back and lifting the chin. • Pinch the nose of the victim closed • Take a normal breath, cover the victim's mouth with yours to create an airtight seal, and then give 2 one-second breaths as you watch for the chest to rise. • Give two breaths followed by 30 chest compressions • Call an ambulance or send to nearest medical facility immediately (If the artificial respiration doesn't respond) 	First aid to drowned person correctly provided	Detailed knowledge of: Methods used: The student should explain how to provide First Aid to a drowned person Principles: The student should explain principles involved in providing First Aid to drowned person Theories: The student should describe the importance of providing First Aid to a drowned person Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> •Occupational safety and Health Act •Life serving Skills 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/ professional uniforms • Appropriate work tools and equipment • Appropriate personal protective gears • Knowledge of safety signs • First Aid kit • Swimming skills 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
20 Exercising customer care	21 Exercising customer care	(a) Handling customer services	<p>Brainstorm :</p> <p>Guide the students to define customer care, customer service and explain importance of handling customer services</p> <p>Interactive simulation and animation:</p> <p>Guide the students through interactive simulation and animation to visualize how to handle customer service</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Listen attentively to the customer's concerns, questions, or complaints Allow them to fully explain their issue without interrupting Show empathy by understanding and acknowledging the customer's emotions Remain calm and professional Clarify and ask questions Provide a solution Apologize if necessary Follow up corrective measures Properly document the customer's inquiry concerns 	Customer service handled as per establishment standards	<p>Detailed knowledge of:</p> <p>Methods used: The student should explain customer service</p> <p>Principles: The student should state principles involved in handling customer services</p> <p>Theories: The student should clarify the importance of proper handling of customer services in the hotel</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Problem-solving skills</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> List of hotel services A pen A note book Video clip 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Providing an exciting service to customer	Brainstorm : Guide the student to define an exciting service and explain importance of providing it Practical demonstration: Show the process of providing an exciting service to customers to students in the workshop. Interactive simulation and animation: Guide the students through interactive simulation and animation to visualize how to provide an exciting service to a customer	The student should be able to: <ul style="list-style-type: none"> • Be proactive • Product and service knowledge • Be knowledgeable about your product and services • Deliver service timely without delays • Meet and exceed customer's satisfaction • Address customers by their names and titles • be humble when delivering service • appear presentable and well groomed • Avoid mannerism 	An exciting service to customer provided as per standards	Detailed knowledge of: Methods used: The student should explain various ways of providing exciting service to customers Principles: The student should identify principles involved in preventing occurrence of complaints Theories: The student should summarise the importance of making customers satisfied Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Problem-solving skills 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • List of hotel services • A pen • A note book • Video clip 	60

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Listening to customers for the needed service	<p>Brainstorm :</p> <p>Guide the student to define listening and explain importance of listening to customers for the needed service</p> <p>Interactive simulation and animation:</p> <p>Guide the students through interactive simulation and animation to visualize how to listen customers for the needed service</p> <p>Hands-on activities:</p> <p>Guide the student in manageable groups to demonstrate how to listen customers for the needed service</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Maintain eye contact with the customer; • Not interrupt the customer; • Listen to a customer without judging or jumping to a conclusion • Not to plan what to say next • Not to impose your opinions or solutions • Stay focused • Ask questions when you need clarification 	<p>The customers' needed service listened and identified as per set standards</p>	<p>Detailed knowledge of:</p> <p>Methods used: The student should describe how to listen to customers for the needed service</p> <p>Principles: The student should identify principles involved in active listening</p> <p>Theories: The student should list various the effects of not properly listening to customers for the needed service</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Active listening</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • List of hotel services • A pen • Video clip • A notebook 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(d) Handling special services for internal and external customers	<p>Brainstorm :</p> <p>Guide the student to define internal and external customers and explain the importance of handling special services for internal and external customers</p> <p>Practical demonstration:</p> <p>Show the process of handling special services for internal and external customers.</p> <p>Practical work:</p> <p>Guide the students to handle special services for internal and external customers</p> <p>Role playing</p> <p>Activity:</p> <p>Students to handle special services for internal and external customers by exchanging roles</p>	<p>The student should be able to:</p> <p>Special services for internal customers:</p> <ul style="list-style-type: none"> • Save meals on duty • Offer transport services • Provide laundering of uniforms • Prepare and offer incentive packages • Offer discounted staff rates • Offer employee awards <p>Special services for external customers</p> <ul style="list-style-type: none"> • Offer loyalty programs • Offer in-room check-in 	<p>Special service for internal and external customers handled as per set standards</p>	<p>Detailed knowledge of:</p> <p>Methods used: The student should identify various ways of handling special services for internal and external customers</p> <p>Principles: The student should describe principles involved in handling special services for internal customers</p> <p>Theories: The student should differentiate between special services offered to internal customers and those offered to external customers</p> <p>Circumstantial knowledge:</p> <p>Special hotel services</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Food menus • Drink lists • Washing machine • Drying machine • List of incentive packages • Discount rates • Food service utensils • Beverage service utensils 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	22 Handling complaints	(a) Recording guest complaints	Brainstorm : Guide the student to define guest complaints and explain the importance of recording guest complaints Practical work: Guide the students how to record guest complaints	The student should be able to: <ul style="list-style-type: none"> • Listen to the complaining guest with concern and empathy • Isolate the guest if possible • Stay calm, don't respond with hostility • Use the guest's name frequently • Take notes • Tell the guest what can be done while offering him or her choices • Set an approximate time for completion of corrective actions • Monitor the progress of the corrective actions • Follow-up by someone else by calling the guest or asking 	Guest complaints recorded as per set standards	Detailed knowledge of: Methods used: The student should explain various ways of handling guest complaints Principles: The student should state principles involved in receiving complaints Theories: The student should explain the importance of proper handling of guest complaints Circumstantial knowledge: Detailed knowledge about: Problem-solving skills	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Note book • Pen • Watch • Telephone 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Resolving complaints	<p>Brainstorm :</p> <p>Guide the student to define resolving complaint and explain the importance of resolving complaints</p> <p>Interactive simulation and animation:</p> <p>Guide the students through interactive simulation and animation to visualize how to resolve complaints.</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to resolve complaints</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Be an active listener • Show empathy • Always remain calm and professional • Clarify and ask questions • Provide a solution • Apologize if necessary <p>Follow up</p>	Complaints resolved as per set standards	<p>Detailed knowledge of:</p> <p>Methods used: The student should explain various ways of resolving complaints</p> <p>Principles: The student should relate principles involved in preventing recurrence of complaints</p> <p>Theories: The student should describe importance of proper resolving of guest complaints</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Customer care</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Note book • Pen • Watch • Telephone • Video clip 	60

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Handling complaints through telephone	<p>Brainstorm :</p> <p>Guide the student to identify types of complaint and explain the importance of handling complaints through telephone</p> <p>Interactive simulation and animation:</p> <p>Guide the students through interactive simulation and animation to visualize how to handle complaints through telephone</p> <p>Practical work:</p> <p>Guide the students to demonstrate on how address complaints through telephone while handling tools and equipment safely.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Be 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 solution • Apologize if necessary <p>Follow up</p>	<p>Complaints through telephone handled as per set standards</p>	<p>Detailed knowledge of:</p> <p>Methods used: The student should explain various ways of handling complaints through telephone</p> <p>Principles: The student should identify principles involved in receiving complaints from customers</p> <p>Theories: The student should explain the importance of telephone in solving guest complains</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Telephone etiquette</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Note book • Pen • Watch • Telephone • Complaint record sheet • Video clip 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(d) Following-up guest satisfaction	Brainstorm : Guide the student to list steps of following-up guest satisfaction and explain the importance of the following-up guest satisfaction Practical work: Guide the students to follow-up guest satisfaction	The student should be able to: <ul style="list-style-type: none"> • Send a “Thank you message” for staying at the hotel after departure • Use questionnaires • Make a person-to-person feedback by talking to guests directly • Analyse guest feedback 	Guest satisfaction followed-up as per set standards	Detailed knowledge of: Methods used: The student should describe various ways of following up guest satisfaction Principles: The student should illustrate principles involved in following-up guest satisfaction Theories: The student should clarify the importance of guest satisfaction to a hotel Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Customer care 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Guest satisfaction questionnaires • Feedback forms • Photocopy machine • Files 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	23 Handling guest special requests	(a) Handling dietary requests	Brainstorm : Guide the student to define dietary, dietary request, and explain the importance of handling dietary requests Hands-on activities: Guide the students in manageable groups to handle dietary requests	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 Communicate all dietary requirements to kitchen, restaurants, bar and front office 	Dietary requests handled as per set standards	Detailed knowledge of: Methods used: The student should describe how to handle dietary requests Principles: The student should identify principles involved in attending to guest with special dietary needs Theories: The student should illustrate the importance of proper and timely handling dietary requests Circumstantial knowledge: Detailed knowledge about: Food menus	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Diary Note book Telephone Food labels Buffet counter Serving utensils Food menus 	60

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Handling babysitting requests	Brainstorm : Guide the student to define babysitting and explain the importance of handling babysitting requests Hands-on activities: Guide the students in manageable groups to handle babysitting requests	The student should be able to: <ul style="list-style-type: none"> • Identify guest request for baby-sitting • Fill in the request form with the following details; <ul style="list-style-type: none"> ○ Guest name / parent name ○ Parents' mobile number ○ Room number 	Baby-sitting requests handled as per set standards	Detailed knowledge of: Methods used: The student should explain how to handle babysitting requests Principles: The student should mention principles involved in handling babysitting requests Theories: The student should describe the importance of handling babysitting requests properly Circumstantial knowledge: Detailed knowledge about: Order-taking skills	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Computer • Printer • Telephone • Photocopy machine • Files • Babysitting request form • Pen 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Attending VIP guests	Brainstorm : Guide the student to define VIP and identify categories of VIP in hotel Interactive simulation and animation: Guide the students through interactive simulation and animation to visualize how to attend VIP guests Hands-on activities: Guide the students in manageable groups to practice how to attend VIP guest	The student should be able to: <ul style="list-style-type: none"> Assign specific (front office) staff to handle the guests when arriving, Allocate best rooms for the guests suitable to their needs/status, Pre-register the guests waiting for their signatures Prepare a separate quick check-in preferably in-room check-in Prepare in-room dining 	VIP guests attended as per set standards	Detailed knowledge of: Methods used: The student should demonstrate how to attend VIP guests Principles: The student should explain principles involved in attending VIP guests Theories: The student should describe the importance of proper handling of VIP guests Circumstantial knowledge: Detailed knowledge about: VIP matrix	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Rooming list Registration forms Front desk Food menu Drinks list Mini bar Video clip 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(d) Handling guest with special need	<p>Brainstorm :</p> <p>Guide the student to define guest special needs and explain the importance of handling guest with special need</p> <p>Interactive simulation and animation:</p> <p>Guide the students through interactive simulation and animation to visualize how to handle guest with special needs</p> <p>Group discussion;</p> <p>Guide the students in manageable groups describe different ways to handle guest special request</p>	<p>The student should be able to:</p> <p>Guests on wheelchairs:</p> <ul style="list-style-type: none"> Provide accessible rooms with features such as roll-in showers, grab bars, and lowered beds Provide accessible amenities such as ramps, elevators, and accessible parking spaces Offer wheelchair rentals Assist with luggage and transportation 	<p>Guest with special needs handled as per set standards</p>	<p>Detailed knowledge of:</p> <p>Methods used: The student should illustrate how to handle guest with special needs</p> <p>Principles: The student should mention principles involved in handling guests with special needs</p> <p>Theories: The student should outline the importance of handling guests with special needs</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Customer care</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Wheel chair Telephone Roll-in showers Ramps Braille signage and raised door frames Audio menus Large-print materials Lowered beds Video clip Amplified telephones Visual 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
30 Washing hotel linen, guest laundries and staff uniforms	31 Washing hotel linen	(a) Receive hotel linen	<p>Brainstorm :</p> <p>Guide the student to define linen, identify types of hotel linen and explain importance of receiving hotel linen</p> <p>Practical demonstration:</p> <p>Show the process of receiving hotel linen to students in the workshop.</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to demonstrate how to receive hotel linen</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Receive hotel linen • Record hotel linen in the Laundry book • Inspect and sort hotel linen 	Hotel linen correctly washed as per established standard	<p>Detailed knowledge of:</p> <p>Methods: The student should explain how to receive hotel linen</p> <p>Principles: The student should identify principles involved in receiving hotel linen</p> <p>Theories: The student should explain the ways of receiving hotel linen</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <p>Store receiving procedures</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears 	80

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Washing hotel linen	Brainstorm : Guide the student to identify types of hotel linen and explain the importance of washing hotel linen Hands-on activities: Guide the students in manageable groups to wash hotel linen	The student should be able to: <ul style="list-style-type: none"> • Weigh hotel linen • Load hotel linen in washing machine • Select washing program • Prepare and pour washing detergents • Perform washing • Dry hotel linen • Press hotel linen • Fold the linen 	Hotel linen washed as per established standards	Detailed knowledge of: Methods used: The student should illustrate how to wash hotel linen Principles: The student should write principles involved in washing hotel linen Theories: The student should describe the importance of washing hotel linen Circumstantial knowledge: Detailed knowledge Hotel linen washing principles	The following tools, equipment and equipment should be available: <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • Washing machine • Washing detergent 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Issuing hotel linen	Brainstorm : Guide the student to define issuing hotel linen and explain its importance Hands-on activities: Guide the students in manageable groups to issue hotel linen	The student should be able to: <ul style="list-style-type: none"> • Handover issuing request form to linen/ laundry attendant • Verify and sign the request form • Issue clean linen as per request • Collect issued linen 	Hotel linen correctly issued as established standard	Detailed knowledge of: Methods used: The student should explain how to issue hotel linen Principles: The student should identify principles involved in issuing hotel linen Theories: The student should describe the importance of issuing hotel linen Circumstantial knowledge: Detailed knowledge about: Linen store issuing procedures	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • Hotel linen issue form 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	32 Wash guest laundries	(a) Receiving guest laundries	Brainstorm : Guide the student to define laundry and identify types of guest laundries and explain the importance of receiving guest laundries Practical demonstration: Demonstrate the steps of receiving guest laundries Hands-on activities: Guide the students in manageable groups to receive guest laundries	The student should be able to: <ul style="list-style-type: none"> Collect and deliver guest laundry bag accompanied with laundry list Handover the list to laundry attendant for verification Receive, record and sign Retain laundry list for billing and dispatch 	Guest laundries correctly received as per established standard	Detailed knowledge of: Methods used: The student should indicate steps of receiving guest laundries Principles: The student should state the principles involved in receiving guest laundries Theories: The student should explain the importance of receiving guest laundries Circumstantial knowledge: Detailed knowledge about: Linen store receiving procedures	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> A set of working/ professional uniforms Work tools and equipment Personal protective gears Laundry bags Laundry list 	100

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Washing guest laundries	<p>Group discussion;</p> <p>Guide the students in manageable groups to discuss importance of washing guest laundries</p> <p>Practical demonstration:</p> <p>Show the process of washing guest laundries to students in the workshop.</p> <p>Hands-on activities:</p> <p>Guide the student in manageable groups to wash guest laundries</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Sort and inspect • Separate against washable or non-washable • Weigh and load • Select washing program • Wash • Dry/tumble dry • Press and fold guest laundry • Charge • Dispatch the guest laundry 	Guest laundries correctly washed as per established standard	<p>Detailed knowledge of:</p> <p>Methods used: The student should describe how to wash guest laundries</p> <p>Principles: The student should identify the principles involved in washing guest laundries</p> <p>Theories: The student should describe the importance of washing guest laundries</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Sorting guest laundries • Textile care label 	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • Weigh scale • Washing machine • Drying machine 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Charging guest laundries	<p>Brainstorm :</p> <p>Guide the student to define laundry charges, list elements of laundry charges and explain the importance of charging guest laundries</p> <p>Practical demonstration:</p> <p>Show the process of charging guest laundries to students in the workshop.</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to charge guest laundries</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Arrange washed clothes as per their types • Identify washing cost of each type of washed clothes • Add the values to get a total • Post the total charges to the respective guest account 	Guest laundries correctly charged as per established standard	<p>Detailed knowledge of:</p> <p>Methods used: The student should explain how to charge guest laundries</p> <p>Principles: The student should use the principles involved in charging guest laundries</p> <p>Theories: The student should highlight the importance of charging guest laundries</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <p>Charging washed clothes</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • calculator 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	33 Washing staff uniforms	(a) Receiving staff uniforms	Brainstorm : Guide the student to list types of staff uniform and explain the importance of receiving staff uniform Hands-on activities: Guide the students in manageable groups to receive staff uniform	The student should be able to: <ul style="list-style-type: none"> • Receive staff uniforms • Sort and inspect staff uniforms 	Staff uniforms correctly received as per established standard	Detailed knowledge of: Methods used: The student should illustrate how to receive staff uniform Principles: The student should clarify the principles involved in receiving staff uniforms Theories: The student should explain the importance of receiving staff uniform Circumstantial knowledge: Detailed knowledge about: Staff uniform receiving procedures	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • Laundry humper/trolley • Laundry list 	72

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Washing staff uniforms	Brainstorm : Guide the student to list types of staff uniforms and explain the importance of washing staff uniform Hands-on activities: Guide the students in manageable groups to wash staff uniforms	The student should be able to: <ul style="list-style-type: none"> • Sort and inspect • Weigh and load • Select washing program • Wash the uniforms • Dry/tumble drying • Press and fold staff uniforms • Dispatch to staff uniform room attendant 	Staff uniforms correctly washed as per established standard	Detailed knowledge of: Methods used: The student should explain how to wash staff uniform Principles: The student should use the principles involved in washing staff uniform Theories: The student should describe the importance of washing staff uniform Circumstantial knowledge: Detailed knowledge about: Washing staff uniforms	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • Washing machine • Iron • Iron board 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Issuing staff uniforms	Brainstorm : Guide the student to list types of staff uniform and explain the importance of issuing staff uniforms Hands-on activities: Guide the students in manageable groups to issue staff uniforms	The student should be able to: <ul style="list-style-type: none"> • Receive and record soiled staff uniforms • Inspect for damages, missing buttons and stains • Tag staff uniform • Issue fresh staff uniform against soiled on • Obtain staff signature when issuing 	Staff uniforms correctly issued as per established standard	Detailed knowledge of: Methods used: The student should state how to issue staff uniform Principles: The student should identify principles involved in issuing staff uniform Theories: The student should provide the importance of issuing staff uniform Circumstantial knowledge: Detailed knowledge about: Staff uniform store —issuing procedures	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • Clothes tags 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	34 Performing dry cleaning	(a) Preparing guest laundries for dry cleaning	Brainstorm : Guide the student to define dry cleaning and explain the importance of preparing guest laundries for dry cleaning Hands-on activities: Guide the students in manageable groups to prepare guest laundries for dry cleaning	The student should be able to: <ul style="list-style-type: none"> • Receive and record guest dry cleaned items • Verify dry cleaned guest items by using laundry list • Inspect for stain, damages and sharp items and specific solvents • Mark/tag dry cleaned items 	Guest laundries for dry cleaning correctly prepared as per established standard	Detailed knowledge of: Methods used: The student should illustrate how to prepare guest laundries for dry cleaning Principles: The student should take into account principles involved in preparing guest laundries for dry cleaning Theories: The student should describe the importance of preparing guest laundries for dry cleaning Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Sustainable environmental practices • Life skills 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • Safety signs • Cloth tags 	70

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Dry-cleaning guest laundries	Brainstorm : Guide the student to explain procedures involved in dry cleaning guest laundries and explain the importance of drycleaning guest laundries Study visit: Teacher to organize study visit and guide the student to explore procedures of dry-cleaning guest laundries a nearby hotel with dry cleaning facilities for the student to learn	The student should be able to: <ul style="list-style-type: none"> • Sort and inspect • Separate against washable or non-washable • Identify solvent be used against textile care label • Weigh and load • Select washing program • Dry-cleaning • Airing • Pressing and folding • Charging • Dispatching 	Guest laundries correctly dry-cleaned as per established standard	Detailed knowledge of: Methods used: The student should describe how to dry-clean guest laundries Principles: The student should identify principles involved in dry-cleaning guest laundries Theories: The student should explain the importance of dry-cleaning guest laundries Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Sustainable environmental practices • Life skills 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/ professional uniforms • Work tools and equipment • Personal protective gears • Safety signs • Occupational safety • Weigh scale • Calculator • Dry-cleaning machine 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Charging guest laundries	Brainstorm : Guide the student to explain list elements of guest laundry charges and explain the importance of charging guest laundries Hands-on activities: Guide the students in manageable groups to charge guest laundries	The student should be able to: <ul style="list-style-type: none"> List washed laundries as per their types Identify washing cost per each type Add the cost of washing each laundry Get total Post to respective guest account 	Guest laundries correctly charged as per established standard	Detailed knowledge of: Methods used: The student should state how to charge guest laundries Principles: The student should list procedures involve in charging guest laundries Theories: The student should describe the importance of charging guest laundries Circumstantial knowledge: Detailed knowledge about: Charging of guest laundries	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> A set of working/ professional uniforms Work tools and equipment Computer skills Calculator Laundry list 	

Form Two

Table 4: Detailed Contents for Form Two

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Cleaning the bathroom	<p>Brainstorm: Guide the student to define bathroom and explain the importance of cleaning the bathroom</p> <p>Practical demonstration: Demonstrate the steps of cleaning the bathroom to students in the workshop.</p> <p>Hands-on activities: Guide the students in manageable groups to clean the bathroom</p>	<ul style="list-style-type: none"> • The student should be able to: • Gather cleaning supplies, a sponge or cloth, a scrub brush (for tough stains), a cleaning solution, and some water • Remove any items like soap dishes or toothbrush holders from around the sink • Use warm water to rinse the basin and remove any loose debris • Apply cleaner and scrub by using a sponge or brush to scrub the basin, paying special attention to 	Bathroom cleaned as per established standard	<p>Detailed knowledge of: Methods used: The student should explain how to clean the bathroom</p> <p>Principles: The student should arrange systematically principles involved in cleaning the bathroom</p> <p>Theories: The student should describe the importance of cleaning the bathroom</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Occupational health and safety • Bathroom cleaning supplies 	<p>The following tools, equipment and safety gears are to be available:</p> <p>A set of working/professional uniforms</p> <ul style="list-style-type: none"> • Work tools and equipment • Personal protective gears • Guestroom Attendant Trolley • Cleaner's caddy • SOP for cleaning bathroom • Bathroom amenities/supplies 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				any stains or build-up <ul style="list-style-type: none"> • Rinse the basin well with warm water to remove all cleaner residues and any loosened grime • Wipe the basin dry with a clean cloth or towel This helps prevent water spots and keeps it looking shiny • Replace any items you removed earlier 				
		(c) Cleaning furniture and fixtures	Discussion: Guide students in having lengthy conversations about cleaning furniture and fixtures Practical demonstration:	The student should be able to: <ul style="list-style-type: none"> • Identify high-touch areas, elevator buttons, handrails, door handles, control panels, walls • Clean surfaces • Disinfect high-touch 	Furniture and fixtures cleaned as per established standard	Detailed knowledge of: Methods used: The student should explain how to clean furniture and fixtures Principles: The student should understand principles involved in cleaning furniture and fixtures	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/professional uniforms • Work tools and equipment • Personal protective gears • Guestroom Attendant Trolley 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Service Assessment	Knowledge Assessment		
			<p>Use the process of cleaning furniture and fixtures to students in the workshop.</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to clean furniture and fixtures</p>	<p>areas</p> <ul style="list-style-type: none"> Wipe down surfaces Dispose waste Make final checks (Inspect) 		<p>Theories:</p> <p>The student should describe the importance of cleaning furniture and fixtures</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Principles of cleaning furniture Principles of cleaning fixtures 	<ul style="list-style-type: none"> Cleaner's caddy Ladder SOP for cleaning furniture and fixtures 	
		(d) Making the bed	<p>Brainstorm:</p> <p>Guide the student to define bed making and explain the importance of making the bed</p> <p>Practical demonstration:</p> <p>Apply relevant procedures of making a bed to students in the workshop.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Pull out the bed Strip the bed Inspect the bed Leave the bed on air Turn or rotate the mattress in accordance with house policy Spread under a blanket or mattress protector over the centre of the mattress and smoothen it out Spread the bottom/first sheet on the bed with the right side up, middle fold 	The bed made as per established standards	<p>Detailed knowledge of:</p> <p>Methods used:</p> <p>The student should describe how to make a bed</p> <p>Principles:</p> <p>The student should mention principles involved in making the bed</p> <p>Theories:</p> <p>The student should explain advantages of making a bed</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> A set of working/professional uniforms Work tools and equipment Personal protective gears Guestroom Attendant Trolley SOP for bed making 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Service Assessment	Knowledge Assessment		
			Hands-on activities: Guide the students in manageable groups to make the bed	along the centre of the bed, tuck in all rounds and mitre the corners neatly <ul style="list-style-type: none"> • 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 applicable Let it fall short by about 10 inches from the top edge of the mattress • Fluff and insert pillow (s) into its / their case(s): (pillow protectors and pillowcases), do not hold the pillow(s) under your chin for hygienic reasons • Push the bed back into its position 		about: Bed making skills		

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Service Assessment	Knowledge Assessment		
		(e) Cleaning guestroom	Brainstorm: Guide the student to list different cleaning methods involved in guestroom cleaning and explain the importance of cleaning guestroom Hands-on activities: Guide the students in manageable groups to clean guestroom	The student should be able to: <ul style="list-style-type: none"> Remove all soiled beddings and trash Dust all surfaces from top to bottom Wipe down hard surfaces Restock/replenish amenities/supplies Vacuum/mop the floor Perform final check for cleanliness Remove all used cleaning equipment/tools and agents Close the door Update the cleaned room status 	Guestroom cleaned as per established standards	Detailed knowledge of: Methods used: The student should explain how to clean a guestroom Principles: The student should specify principles involved in cleaning a guestroom Theories: The student should explain advantages of cleaning a guestroom Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Occupational health and safety Professional handling of guest properties 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> A set of working/professional uniforms Work tools and equipment Personal protective gears Guestroom Attendant Trolley Cleaner's caddy SOP for guestroom cleaning 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Service Assessment	Knowledge Assessment		
	1.2 Restocking guest room supplies and amenities	(a) Replenishing guestroom supplies and amenities	Brainstorm: Guide the student to define guest room supplies, guestroom amenities and explain the importance of replenishing guestroom supplies and amenities Practical demonstration: Apply the procedures of replenishing guestroom supplies and amenities to students in the workshop. Hands-on activities: Guide the students in manageable groups to replenish guestroom	The student should be able to: <ul style="list-style-type: none"> Gather supplies by collecting all necessary items to restock the room, such as fresh towels, toiletries, and amenities Enter the room by knocking and announcing yourself Clear out used items Remove used supplies and dispose of trash (Empty any trash bins in the room) Restock basic supplies (toiletries, towels, toilet paper, coffee/tea supplies, and stationery) Check and restock other 	Guestroom supplies and amenities replenished as per established procedures	Detailed knowledge of: Methods used: The student should explain how to replenish guestroom supplies and amenities Principles: The student should summarise principles involved in replenishing guest room supplies and amenities Theories: The student should summarise advantages of replenishing guestroom supplies and amenities Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Occupational safety Maintenance policy Professional 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> A set of working/professional uniforms Work tools and equipment Personal protective gears Guestroom Attendant Trolley Cleaner's caddy Guest room key/key card Rubbish bin Humper Room supplies check list SOP for replenishing guestroom supplies and amenities 	177

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			supplies and amenities in a guestroom	amenities (Bed linens, minibar, safety items) <ul style="list-style-type: none"> • Tidy and clean • Make final checks, inspect the room and verify supplies • Update room status report 		skills		
		(b) Inspecting and reporting lost/ found and damages	Discussion: Guide students in having lengthy conversations about inspecting and reporting lost/found and damages Practical demonstration: Guide the students to show the	The student should be able to: <ul style="list-style-type: none"> • Receive found item • Report the found item and take the item to the lost and found unit • Inspect the item • Check the condition of the item, identify features of the item • Document the item 	Lost/ found and damages item inspected and reported as per established procedures	Detailed knowledge of: Methods used: The student should illustrate how to inspect and report lost and found and damages Principles: The student should use principles involved in inspecting and reporting lost and found and damaged item Theories: The student should explain	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/professional uniforms • Appropriate work tools and equipment • Appropriate personal protective gears • Guestroom Attendant Trolley • Cleaner's caddy • SOP for 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>process of inspecting and reporting lost/found and damages to students in the workshop.</p> <p>Hands-on activities:</p> <p>Guide the student in manageable groups to demonstrate how to report lost/found item and damages by role playing</p>	<ul style="list-style-type: none"> Record the description, date and time when the item was found Record the location where the item was found and label the found item, this will identify it once needed Report and notify the owner Check guest lost report and contact guest on his/her found item, often done by the front office department Secure and store the item Protect the stored item for not more than six months. Thereafter, the item which is not claimed will be released to the founder 		<p>importance of inspecting and reporting lost and found /damaged item</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <p>Safety procedures involved in inspection</p>	<p>inspecting and reporting lost and found item</p> <ul style="list-style-type: none"> Assorted lost/found items Telephone 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(c) Restoring fresh guest room supplies and amenities	<p>Brainstorm:</p> <p>Guide the student to list different guestroom supplies and explain the importance of restoring guestroom supplies and amenities</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to restore fresh guest room supplies and amenities</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Gather supplies by collecting all necessary items to restock the room, such as fresh towels, toiletries, and amenities Enter the room by knocking and announcing yourself Clear out used items. Remove used supplies and dispose of trash. Empty any trash bins in the room Restock basic supplies, (Toiletries, towels, toilet paper, coffee/tea supplies, and stationery) Check and restock 	Fresh guest room supplies and amenities restored as per established procedure	<p>Detailed knowledge of:</p> <p>Methods used: The student should illustrate how to restore fresh guest room supplies and amenities</p> <p>Principles: The student should apply principles involved in restoring fresh guest room supplies and amenities</p> <p>Theories: The student should describe importance of restoring fresh guestroom supplies and amenities</p> <p>Circumstantial knowledge: Detailed knowledge about: Principles of restoring supplies</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> A set of working/professional uniforms Work tools and equipment Personal protective gears Guestroom Attendant Trolley Cleaners caddy SOP for restoring fresh guestroom supplies and amenities Assorted fresh guestroom supplies and amenities 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<p>other amenities (Bed linens, minibar, safety items)</p> <ul style="list-style-type: none"> • Tidy and clean • Make final checks, inspect the room and verify supplies • Update room status report 				
	1.3	(a)	<p>Brainstorm:</p> <p>Guide the student to define room status, identify different types of room status and explain the importance of comparing current and previous status of the room</p> <p>Hands-on</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Gather information, review current room status and check for updates: • Inspect rooms, perform a walkthrough and note any issues: • Complete the report by filling in-room details such as room number, status, date and time, special notes 	Current and previous status of the room correctly compared as per established procedures	<p>Detailed knowledge of:</p> <p>Methods used: The student should compare current and previous status of the room</p> <p>Principles: The student should describe principles involved in comparing current and previous status of the room</p> <p>Theories: The student</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Working/professional uniforms • Work tools and equipment • Personal protective gears • Room status report form • Guestroom Attendant Trolley • Cleaner's caddy 	150

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Service Assessment	Knowledge Assessment		
			activities: Guide the students in manageable groups to compare current and previous guestroom status	<ul style="list-style-type: none"> Review and verify the report Submit the report to management for further actions 		should explain the importance of comparing the current and previous status of the room Circumstantial knowledge: Detailed knowledge: Room status		
		(b) Reporting on room discrepancy status	Brainstorm: Guide the student to define room discrepancy status, identify causes of room discrepancy status and explain the importance of reporting room discrepancy status Hands-on activities: Guide the students in manageable groups to report on room discrepancy status	The student should be able to: <ul style="list-style-type: none"> Gather information, review and current room status Inspect rooms, perform a walkthrough, and note any issues Complete the report by filling in-room details such as room number, status, date, time, and special notes Review and verify the report Submit the report to management for further actions 	Room discrepancy status reported as per established standard	Detailed knowledge of: Methods used: The student should explain how to report on room discrepancy status Principles: The student should apply principles involved in reporting room discrepancy status Theories: The student should describe the importance of reporting on room discrepancy status Circumstantial knowledge: Detailed	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> A set of working/professional uniforms Work tools and equipment Template for reporting room discrepancy status 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						knowledge Room status		
		(c) Updating room status	Brainstorm: Guide the student to define room discrepancy status, identify causes of room discrepancy status and explain the importance of reporting room discrepancy status Group discussion: Guide the students in groups to describe importance of updating room status Hands-on activities: Guide the students in manageable groups to update	The student should be able to: <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 the room was updated Notify housekeeping: If the room status is updated to "Need Cleaning," inform the housekeeping team Inform front desk/reception. Let the front desk know if the room is ready for check-in or if there are any special instructions Alert maintenance, especially if there are 	Room status correctly updated as per established procedures	Detailed knowledge of: Methods used: The student should describe how to update room status Principles: The student should illustrate principles involved in updating room status Theories: The student should explain importance of updating room status Circumstantial knowledge: Detailed knowledge of; Room status	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> A set of working/professional uniforms Appropriate work tools and equipment Computer Telephone Room status forms/sheet In house list Room discrepancy report forms 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			room status	maintenance issues				

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
2.0 Providing basic food and beverage service	2.1 Preparing restaurant for service	(a) Arranging tables, side board and buffet tables	<p>Brainstorm:</p> <p>Guide the student to define side board, buffet table, and explain the importance of arranging tables, side board and buffet tables</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to arrange tables, side board and buffet tables</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Clean the sideboard • Check inventory • Organise items in the sideboard, utensils, serving utensils, condiments, glassware and crockery • Set up napkins • Add decorative elements • Check for cleanliness and orderliness 	Tables, side board, buffet tables arranged as per set standards	<p>Detailed knowledge of:</p> <p>Methods used: The student should explain how to arrange tables, side board and buffet tables</p> <p>Principles: The student should identify principles involved in arranging tables, side board and buffet tables</p> <p>Theories: The student should mention the importance of arranging tables, side board and buffet tables</p> <p>Circumstantial</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • A set of working/professional uniforms • Restaurant tables • Restaurant chairs • Table linen • Table mats • Crockeries • Cutleries • Glassware • Ashtrays • Napkins • Flower vase • Menu and wine lists • Promotional material • Booking diary • Trays • Cruet set • Table number • Computer • Telephone • Room status 	130

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge of; Restaurant standard furniture arrangement	forms/sheet • In house list • Room discrepancy report forms	
		(b) Setting up tables for continental breakfast	Brainstorm: Guide the student to define continental breakfast and explain the importance of setting up tables for continental breakfast Hands-on activities: Guide the students in manageable groups to set up tables for continental breakfast	The student should be able to: <ul style="list-style-type: none"> • Prepare the table, clean it, and cover the table with table cloth followed by the table top • Put napkin as per the number of covers • Arrange cutlery on the table; meat fork and knife, dessert fork and spoon, teaspoons on each tea cup and butter knife • Arrange crockery side plate for each person on the table • Arrange cruet including salt and pepper shakers at the centre of the table 	Tables for continental breakfast arranged as per established standard	Detailed knowledge of: Methods used: The student should explain how to set up tables for continental breakfast Principles: The student should use principles involved in setting up tables for continental breakfast Theories: The student should describe the importance of in setting up tables for Continental breakfast Circumstantial knowledge: Detailed knowledge of; Restaurant standard furniture	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • A set of working/professional uniforms • Restaurant tables • Restaurant chairs • Table linen • Table mats • Crockeries • Cutleries • Glassware • Ashtrays • Napkins • Flower vase • Menu and wine lists • Promotional material • Booking diary • Trays • Cruet set 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Add decorative elements (Optional); place flower vessel and table number at the centre of the table Make a final check of the table 		arrangement		
		(c) Setting up table for Table d'hôte menu	<p>Discussion:</p> <p>Guide the students about to discuss the how to set up table for Table d'hôte menu</p> <p>Practical demonstration:</p> <p>Organise the students in manageable groups to illustrate the process of setting up table for Table d'hôte menu</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Clean the table Cover table with tablecloth followed by table top Arrange the cutlery on the table Arrange crockery on the table Put glasses on the table Arrange condiments Place cruets 	Tables for Table d'hôte menu arranged as per established standard	<p>Detailed knowledge of:</p> <p>Methods used: The student should state how to set up table for Table d'hôte menu</p> <p>Principles: The student should use principles involved in setting up table for Table d'hôte menu</p> <p>Theories: The student should summarise the importance of setting up table for Table d'hôte</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> A set of working/professional uniforms Restaurant tables Restaurant chairs Table linen Table mats Crockeries Cutleries Glassware Ashtrays Napkins Flower vase Menu and wine lists Promotional material Booking diary Trays Cruet set 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>n</p> <p>Hands on activities:</p> <p>Guide student in manageable groups to set up tables for Table d'hôte menu</p>	<ul style="list-style-type: none"> Set Napkins as per number of people Place decorative items, put flower vessel Make the final check, ensure that everything is neatly arranged, Make adjustments where necessary 		<p>menu</p> <p>Circumstantial knowledge: Detailed knowledge of;</p> <p>Table set ups</p>		
		(d) Setting up tables for Ala carte menu	<p>Brainstorm:</p> <p>Guide the student to define Ala carte menu, identify characteristics of Ala carte menu, and explain the importance of setting up table for Ala Carte menu</p> <p>Hands-on activities:</p> <p>Guide the students in manageable</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Clean the table Cover table with tablecloth followed by table top Arrange cutlery Arrange crockery Put water glasses on the table Arrange condiments Place 	Tables for Ala carte menu correctly set up as per established standard	<p>Detailed knowledge of:</p> <p>Methods used: The student should explain how to set up tables for a la carte menu</p> <p>Principles: The student should use principles involved in setting up tables for a la carte menu</p> <p>Theories:</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> A set of working/professional uniforms Restaurant tables Restaurant chairs Table linen Side board Table mats Crockeries Cutlery Glassware Ashtrays Napkins 	si

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			groups to set up tables for Ala Carte menu	cruet set <ul style="list-style-type: none"> Set napkins as per number of people Place decorative items, put flower vessel Make the final check, ensure that everything is neatly arranged, Make adjustments where necessary 		The student should clearly state the importance of setting up tables for ala carte menu Circumstantial knowledge: Detailed knowledge of; Table set ups	<ul style="list-style-type: none"> Flower vase Menu and wine lists Promotional material Booking diary 	
	22 Take food and beverages orders	(a) Taking food order	Brainstorm: Guide the student to define food order and explain the importance of taking food order Practical demonstration: Facilitate the students to show to take food orders to students in the workshop.	The student should be able to: <ul style="list-style-type: none"> Receive and greet the guests Lead the guests to the table and sit them, pull out chairs, ladies first Present the food menu to guests Leave the guests for some time to make decisions on their food choices 	Food orders taken as per established standards	Detailed knowledge of: Method used: The student should illustrate how to take food order Principles: The student should show procedures involved in taking food order Theories: The student should describe the importance of taking	The following tool, equipment and safety gears are to be available: <ul style="list-style-type: none"> Menu card Beverage list Glassware Salver Service cloth Table Chairs Crockeries Cutleries Order book Receipt book Linen Computer (linked to 	105

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Hands-on activities: Guide the students in manageable groups to take food order by role play	<ul style="list-style-type: none"> Take food order Confirm the Orders to the guests Handle special requests Inform the guest of the timeline for their food to be served Thank the guests 		food order Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Food and wine harmony Selling techniques 	point of sale) <ul style="list-style-type: none"> Flower vase Cruet set Side board 	
		(b) Taking beverage order	Brainstorm: Guide the student to define food order and explain the importance of taking food order Hands-on activities: Guide the students in manageable groups to take beverage order by role play	The student should be able to: <ul style="list-style-type: none"> Receive and greet the guests Lead the guests to the table and sit them, pull out chairs, ladies first Present the drink lists to guests Take drinks order Confirm the orders to the guests Thank the guests and go for the drinks to bar 	Beverage orders taken as per established procedures	Detailed knowledge of: Method used: The student should describe how to take beverage order Principles: The student should demonstrate procedures involved in taking beverage order Theories: The student should explain the importance of taking beverage	The following tool, equipment and safety gears are to be available: <ul style="list-style-type: none"> Menu card Beverage list Glassware Salver Service cloth Table Chairs Crockeries Cutlery Order book Receipt book Linen Computer (linked to point of sale) Flower vase 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>order</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Wine knowledge Selling techniques 	<ul style="list-style-type: none"> Cruet set Side board 	
		(c) Taking breakfast order	<p>Brainstorm:</p> <p>Guide the student to define breakfast, identify types of breakfast and explain the importance of taking breakfast order</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to take breakfast order by role play</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Receive and greet the guests Lead the guests to the table and sit them, pull out chairs, ladies first Present the breakfast menu to guests Give guests up to three minutes to make decisions on their choices Take breakfast order Confirm the orders to the 	Breakfast order taken as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should illustrate how to take breakfast order</p> <p>Principles: The student should indicate procedures involved in taking breakfast order</p> <p>Theories: The student should illustrate the importance of taking breakfast order</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Menu card Beverage list Glassware Salver Service cloth Table Chairs Crockeries Cutleries Order book Receipt book Linen Flower vase Cruet set 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<p>guests</p> <ul style="list-style-type: none"> • Thank the guests and present the order to the kitchen 		<p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Types of breakfast</p>		
		(d) Taking function and Banqueting order	<p>Brainstorm:</p> <p>Guide the student to define function, Banqueting, identify different types of Banqueting and explain the importance of taking function and Banqueting order</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to take function and Banqueting order</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Gather initial details about the event, such as date, time, number of guests, and type of event (eg, wedding, corporate function, birthday party) • Check your venue or service availability for the requested date and time • Meet the client to discuss their needs in detail • Discuss the specifics, including menu preferences, 	Function and Banqueting order correctly taken as per established procedures	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how to take function and Banqueting order</p> <p>Principles: The student should identify procedures involved in taking function and Banqueting order</p> <p>Theories: The student should illustrate the importance of taking function and banqueting order</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Menu card • Beverage list • Glassware • Salver • Service cloth • Table • Chairs • Crockeries • Cutleries • Order book • Receipt book • Function booking form/sheet • Linen • Flower vase • Cruet set 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				dietary restrictions, and seating arrangements, <ul style="list-style-type: none"> • Draft a detailed proposal that includes the event details, • Share and discuss the proposal with the client • Prepare a contract that outlines all terms and conditions • Collect a deposit to secure the booking 		Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Food menu • Beverage menu 		
	23 Serving food	(a) Serving breakfast	Brainstorm: Guide the student to identify types of breakfast and explain the importance of serving breakfast Hands-on	The student should be able to: Receive and greet the guests warmly Lead the guests to the table and sit them, pull out chairs, ladies first Present the breakfast menu to guests Give guests up to	Breakfast served as per established standard	Detailed knowledge of: Method used: The student should describe how to serve breakfast order Principles: The student should point	The following tool, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Menu card • Beverage list • Glassware • Salver • Service cloth • Table • Chairs 	90 150

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			activities: Guide the students in manageable groups to serve breakfast order by role playing	three minutes to make decisions on their choices Take breakfast food orders (e.g., eggs, breads, pastries, meats and beverages) Confirm the food orders to the guests Thank the guests and present the order to the kitchen		out procedures involved in serving breakfast order Theories: The student should explain the importance of serving breakfast order Circumstantial knowledge: <ul style="list-style-type: none"> • Detailed knowledge: • Personal hygiene and grooming • Selling techniques • Interpersonal skills 	<ul style="list-style-type: none"> • Crockeries • Cutleries • Order book • Receipt book • Linen • computer (linked with point of sale) • Flower vase • Cruet set 	
		(b) Serving a la carte menu	Brainstorm: Guide the student to define a la carte menu and explain the importance of serving a la carte	The student should be able to: Greet and welcome guests Offer menu to the host Take food order and thank the guests for ordering Confirm the order	Ala carte menu served as per established standards	Detailed knowledge of: Method used: The student should explain how to serve a la carte menu Principles:	The following tool, equipment are to be available: <ul style="list-style-type: none"> • Menu card • Beverage list • Glassware • Salver • Service cloth • Table 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>menu</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to serve ala carte menu by the use of role play</p>	<p>by re-reading it loud to the guests</p> <p>Take the order to the kitchen</p> <p>Take food to the guest table according to their orders</p> <p>Clear the table after the guests have finished their meal</p> <p>Present the bill to the host Receive payment</p> <p>Thank guests and bid them farewell</p>		<p>The student should illustrate procedures involved in serving a la carte menu</p> <p>Theories: The student should describe the importance of serving ala carte menu</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge:</p> <ul style="list-style-type: none"> Personal hygiene and grooming Selling techniques 	<ul style="list-style-type: none"> Chairs Crockeries Cutleries Order book Linen Flower vase Cruet set 	
		(c) Serving Table d'hote menu	<p>Brainstorm:</p> <p>Guide the student to define Table d'hote menu and explain the importance of serving Table d'hote menu</p>	<p>The student should be able to:</p> <p>Greet and welcome guests</p> <p>Usher guests to the table</p> <p>Offer menu to the host</p> <p>Take food orders</p> <p>Serve starter (Soup/salad)</p>	Table d'hote menu served as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should how to serve Table d'hote menu</p> <p>Principles: The student should explain</p>	<p>The following tools equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Menu card Beverage list Glassware Salver Service cloth Table Chairs 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Hands-on activities: Guide the students in manageable groups to serve Table d'hôte menu by role playing	Serve main course Clear the table Crumb down the table Take dessert order Serve dessert Ask the guests if they would like tea and serve Clear the table after the guests have finished their meal Present the bill to the host Receive payment Thank guests and bid farewell		procedures involved in serving Table d'hôte menu Theories: The student should describe the importance of serving Table d' hôte menu Circumstantial knowledge: Detailed knowledge: <ul style="list-style-type: none"> • Personal hygiene and grooming • Special features of Table d'hôte menu 	<ul style="list-style-type: none"> • Crockeries • Cutleries • Order book • Receipt book • Linen • computer (linked with point of sale) • Flower vase • Cruet set 	
	24 Serving beverages	(a) Serving hot beverages	Discussion: Guide the students to discuss how serve hot beverages Practical demonstration: Lead the students to	The student should be able to: Make preparations Choose a variety of teas based on the restaurant's offerings, Set up for tea Arrange teapots, cups, saucers, and any additional items (like milk, sugar, lemon, or honey) on a table	Hot beverages served as per established standards	Detailed knowledge of: Method used: The student should illustrate how to serve hot beverages Principles: The student should use	The following tool, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Menu card • Beverage list • Glassware • Salver • Service cloth • Table • Chairs • Crockeries 	74

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>show process involved in serving hot beverages to students in the workshop.</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to serve hot beverages by role playing</p>	<p>Take tea orders</p> <p>Greet the guest, present the tea menu if available, and, record the order</p> <p>Brew the Tea Boil water to the required temperature and add tea</p> <p>Serve the Tea</p> <p>Pour the brewed tea into the preheated cups and serve any additional items like milk, sugar, lemon, or honey on the side,</p> <p>Keep refilling the cup</p> <p>Be attentive to refill requests and offer to bring additional hot water if needed</p> <p>Clear the table</p> <p>Remove empty cups, teapots, and any used condiments when the guest has finished</p> <p>Ask if the guest enjoyed their tea and if there is anything else you can do to improve their experience</p>		<p>procedures involved in serving hot beverages</p> <p>Theories: The student should explain the importance of serving hot beverages</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge:</p> <ul style="list-style-type: none"> Personal hygiene and grooming Selling techniques 	<ul style="list-style-type: none"> Cutlery Order book Receipt book Linen computer (linked to point of sale) Flower vase Cruet set 	
		(b) Serving	Brainstorm:	The student should be able to:	Soft drinks served	Detailed knowledge	The following tool, equipment safety gears are	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		soft drinks	<p>Guide the student to define soft drinks, identify types of soft drinks and explain the importance of serving soft drinks.</p> <p>Practical work:</p> <p>Guide the students in serving soft drinks while handling tools and equipment safely.</p>	<p>Welcome and greet the guests warmly</p> <p>Take order listen carefully to the guest's cola order, including any preferences for ice or other additions</p> <p>Serve cola from a bottle or can, ensure the cola is well-chilled before serving Offer ice if needed so.</p> <p>Give bill and accept payment Handle payments promptly and accurately, provide receipts</p> <p>Clear and wash used glasses promptly to ensure a clean and efficient service area</p> <p>Dispose empty bottles or cans</p>	as per established standard	<p>of:</p> <p>Method used: The student should explain how to serve soft drinks</p> <p>Principles: The student should follow procedures involved in serving soft drinks</p> <p>Theories: The student should Describe the importance of serving soft drinks</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge:</p> <p>Characteristics of soft drinks</p>	<p>to be available:</p> <ul style="list-style-type: none"> Menu card Beverage list Glassware Salver Service cloth Table Chairs Crockeries Cutlery Order book Receipt book Linen computer (linked to point of sale) Flower vase Cruet set 	
		(c) Serving beers	<p>Brainstorm:</p> <p>Guide the student to define beer, identify different types of beer and explain the importance of serving</p>	<p>The student should be able to:</p> <p>Welcome and greet the guests warmly</p> <p>Give drink lists to the guests</p> <p>Take beer order by listening carefully and confirming the beer order with the</p>	Beers served as per established standard procedures	<p>Detailed knowledge of:</p> <p>Method used: The student should exemplify how to serve beer order</p> <p>Principles:</p>	<p>The following utensils, tools and equipment should be available:</p> <ul style="list-style-type: none"> Menu card Beverage list Glassware Salver Service cloth 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>beer</p> <p>Practical demonstration:</p> <p>Show the process of serving beers to students in the workshop.</p> <p>Practical work:</p> <p>Guide the students in handling complaints through the telephone while handling tools and equipment safely.</p>	<p>guest</p> <p>Serve the beer Present the beer bottle with the label facing the guest Ensure that the beer bottle is adequately chilled before serving</p> <p>Open the beer bottle using a bottle opener Use a smooth, controlled motion to open the bottle to prevent spillage</p> <p>Pour the beer Hold the glass at a slight angle (about 45 degrees) and pour the beer slowly to minimize excessive foam</p> <p>Hand the bill to the guest, receive payment and provide a receipt</p> <p>Clean up the table, remove empty beer bottles and clean up any spills or residues</p>		<p>The student should Describe procedures involved in serving beer</p> <p>Theories: The student should explain the importance of serving beer orders</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge</p> <p>Beers serving requirements</p>	<ul style="list-style-type: none"> • Table • Chairs • Crockeries • Cutleries • Opener • Bar order book • Receipt book • Linen • Flower vase • Cruet set 	
		(d) Serving still wines	<p>Brainstorm:</p> <p>Guide the student to define wine, still</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Welcome and greet the guests warmly 	Still wines are served as per establish	<p>Detailed knowledge of :</p> <p>Method used: The student</p>	<p>The following tool, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Menu card 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>wine, identify different types of still wines and explain the importance of serving still wine</p> <p>Group discussion:</p> <p>Guide the students in manageable groups to discuss different types of wines and their importance</p> <p>Interactive simulation and animation:</p> <p>Guide the students through interactive simulation and animation to visualize how to serve wine</p> <p>Hands-on activities:</p> <p>Guide the student in manageable groups to serve wines by role playing</p>	<ul style="list-style-type: none"> • Give a drink list to the guests • Take wine order from a guest (Host) by listening carefully • Present the bottle of red wine to the host to verify if it is the wine, he/she ordered • Open the wine in front of the guests • Pour a little wine into the host's glass for tasting • Serve the wine starting with ladies on the table finished up with the host • Place the bottle of wine on the table label facing the host, • Keep topping the glasses 	ed standard procedures	<p>should demonstrate how to serve still wines</p> <p>Principles:</p> <p>The student should mention the procedures involved in serving still wine</p> <p>Theories:</p> <p>The student should explain the importance of serving still wines</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Still wine serving requirements</p>	<ul style="list-style-type: none"> • Wine list • Wine glasses • Salver • Service cloth • Table • Chairs • Crockeries • Cutleries • Bar order book • Receipt book • Wine opener • Wine cooler (white wine) • Linen • Flower vase • Cruet set • Video clip 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(e) Serving sparkling wines	<p>Brainstorm:</p> <p>Guide the student to define sparkling wine and explain the importance of serving sparkling wine</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups through diverse activities to serve sparkling wines by role playing</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take sparkling wine order • Present the bottle to the host • Hold the bottle at the base and show the label to the guest • Open the wine • If appropriate, offer the first guest a taste to ensure the wine is to their liking • Serve promptly After pouring, place the bottle back in the ice • bucket or on a service tray to • keep the bottle cool throughout the meal • Keep refilling glasses. Be attentive to guests' needs and refill their glasses if they are running low 	Sparkling wines served as per established standard	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how to serve sparkling wine</p> <p>Principles: The student should describe the procedures involved in serving sparkling wine</p> <p>Theories: The student should point out the importance of serving sparkling wines</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> • Food and wine harmony • Sparkling wines serving requirements 	<p>The following tool, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Menu card • Beverage list • Glassware • Wine bucket • Wine opener • Sparkling wine glasses • Salver • A bottle of wine • Service cloth • Ice bucket • Table • Chairs • Crockeries • Cutlery • Order book • Receipt book • Linen • Computer (linked with point of sale) • Flower vase • Cruet set 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(f) Serving spirits	Brainstorm: Guide the student to define spirits and explain the importance of serving spirits Hands-on activities: Guide the students in manageable groups to serve spirits by role playing	The student should be able to: <ul style="list-style-type: none"> Greet and welcome the guests Take whisky order Serve the whisky neat Measure amount of tots the guest wants, pour in a whisky glass and give the guest Serve with ice (If the guest prefers) Serve with other beverages/water (If the guests prefers) Keep refilling the glass Clear empty glass once the guest has finished their whisky 	Spirits served as per established standards procedures	Detailed knowledge of: Method used: The student should explain how to serve spirits Principles: The student should differentiate various the procedures involved in serving spirits Theories: The student should explain the importance of serving spirits Circumstantial knowledge: Detailed knowledge about: Spirit serving requirements	The following tool, equipment and safety gears are to be available: <ul style="list-style-type: none"> A bottle of whisky Mineral water Soda water Tot Measure r Whisky glass Glass coaster Ice bucket Ice tong Table Chairs Linen 	
30 Maintaining public and	31 Preparing and cleaning function	(a) Preparing and cleaning	Brainstorm: Guide the student to define	The student should be able to: <ul style="list-style-type: none"> Gather supplies 	Function areas prepared and cleaned as per	Detailed knowledge of : Method used: The	The following utensils, tools and equipment should be available:	195

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
function areas	n areas	function areas	<p>function areas, list function areas in a hotel and explain the importance of preparing and cleaning function areas</p> <p>Group discussion:</p> <p>Guide the students in manageable groups to discuss importance of preparing function of areas</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to prepare and clean function areas</p>	<ul style="list-style-type: none"> • Clear the area • Remove any furniture, rugs, or other items from the floor • Sweep or vacuum the tiled floor • Mop the tiled floor • Spot-clean all the stains on the floor • Scrub the tiled floor • Rinse the tiled floor. After mopping, rinse the floor with clean water to remove any leftover and cleaning solution. Dry the floor • Replace items • Replace any furniture, rugs, or other items you removed • Inspect the floor • Check for any missed spots or stains and address them as needed. 	established standard procedures	<p>student should illustrate how to prepare and clean function areas</p> <p>Principles:</p> <p>The student should use the procedures involved in preparing and cleaning function areas</p> <p>Theories:</p> <p>The student should explain the importance of preparing and cleaning function areas</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Requirements for cleaning a function area</p>	<ul style="list-style-type: none"> • Mop and mop bucket • Soft broom • Vacuum machine • Tiles cleaner solution • Squeegee • Scrubbing machine • Warning signpost • Rags or Towels • Scrub Brush 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Clean conference hall and board room	Brainstorm: Guide the student to define conference hall, board room and explain the importance of cleaning conference and boardroom Hands-on activities: Guide the student in manageable groups through activities to clean conference and boardroom	The student should be able to: Gather supplies Clear the area Remove any furniture, rugs, or other items from the floor Sweep or vacuum the tiled floor Mop the tiled floor Spot-clean all the stains on the floor Scrub the tiled floor Rinse the tiled floor. After mopping, rinse the floor with clean water to remove any leftover and cleaning solution. You can use a clean mop or cloth to help with rinsing Dry the floor Replace items Replace any furniture, rugs, or other items you removed Inspect the floor	Conference hall and board room cleaned as per set standards	Detailed knowledge of: Method used: The student should explain how to clean conference hall and boardroom Principles: The student should apply the procedures involved in cleaning conference hall and boardroom Theories: The student should explain the importance of cleaning conference hall and boardroom Circumstantial knowledge: Detailed knowledge about: Occupational health and safety involved in cleaning	The following utensils, tools and equipment should be available: <ul style="list-style-type: none"> • Mop and mop bucket • Soft broom • Vacuum machine • Tiles cleaner solution • Squeegee • Scrubbing machine • Warning signpost • Rags or Towels • Scrub Brush • Step ladder 	190

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
30 Maintain public and function areas	32 Preparing and cleaning public areas	(a) Cleaning hallways, lobbies and lounges	<p>Brainstorm:</p> <p>Guide the student to define hallway, lobby, lounge and explain the importance of cleaning hallway, lobby and lounge</p> <p>Practical work:</p> <p>Guide the students to clean hallways, lobbies and lounges while handling tools and equipment safely.</p> <p>Show the process of cleaning hallways, lobbies and lounges to students in the workshop</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Collect tools, equipment, and cleaning supplies Remove clutter and tidying-up Arrange furniture and check for any personal items left behind by guests Dust and clean high-touch areas. clean windows and glass surfaces Make a final inspection by checking for missed spots, repositioning Clean the floor as per its type Restock supplies Make final inspection 	Hallways, lobbies and lounges cleaned as per standards	<p>Detailed knowledge of:</p> <p>Method used: The student should clarify how to clean hallways, lobbies and lounges</p> <p>Principles: The student should describe the principles involved in cleaning hallways, lobbies and lounges</p> <p>Theories: The student should mention the importance of cleaning hallways, lobbies and lounges</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Occupational 	<p>The following tools and equipment should be available:</p> <ul style="list-style-type: none"> Sponge cloths Rags Wet and dry mops Mop bucket Rubber squeezers Scrubbing machine Dusters Glass rubber squeegees Lined garbage bin Floor rubber squeegee Vacuum cleaner High duster Step ladder Cobweb brushes Soft and hard broom Safety/Warning sign 	148

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						Safety and Health Act <ul style="list-style-type: none"> Preventative maintenance 		
		(b) Cleaning restrooms and changing rooms	Brainstorm: Guide the student to define restrooms, changing rooms and explain the importance of cleaning restrooms and changing rooms Hands-on activities: Guide the students in manageable groups to clean restrooms and changing rooms	The student should be able to: <ul style="list-style-type: none"> Make preparations. Ensure the area is well-ventilated Apply cleaner on toilets and urinals Clean the toilet bowl and urinal with a toilet brush, scrub the entire bowl, make sure to get into all the nooks and crannies Disinfect the toilet and urinal bowls then rinse with water Disinfect the seat and lid then dry off the surfaces Clean the exterior of the toilet and 	Restrooms and changing rooms cleaned as per standards	Detailed knowledge of: Method used: The student should explain how to clean restrooms and changing rooms Principles: The student should use the principles involved in cleaning restrooms and changing rooms Theories: The student should illustrate the importance of cleaning restrooms and changing rooms Circumstantial knowledge: Detailed	The following tools and equipment should be available: <ul style="list-style-type: none"> Toilet brush Liquid soap Polishing cloth or paper towels Disinfectant All-purpose cleaner Soft broom and dustpan Mop and mop bucket Scraper Sponge cloths Rags Wet and dry mops Mop bucket Scrubbing machine Dusters Glass rubber squeegees Lined garbage bin Floor rubber squeegee Vacuum cleaner High duster Step ladder Cobweb brushes 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				urinal bowls <ul style="list-style-type: none"> Dispose of waste, and dispose of any used paper towels of papers 		knowledge <ul style="list-style-type: none"> Principles of cleaning rest rooms Principles of cleaning changing rooms 	<ul style="list-style-type: none"> Soft and hard broom Safety/Warning sign Supplies 	
		(c) Cleaning elevators, stairways, and lift	Brainstorm: Guide the student to define elevators, stairways, lift and explain the importance of cleaning elevators, stairways and lift Hands-on activities: Guide the students in manageable groups to clean elevators, stairways and lift	The student should be able to: <ul style="list-style-type: none"> Gather supplies Ensure safety Make an initial inspection of the elevator Inspect the elevator and stairways before cleaning for maintenance reasons Empty the dust bin Collect all dirt from dust bins and sanitary bins Clean the bins then put new underliners and 	Elevators, stairways and lifts cleaned as per established standards	Detailed knowledge of: Method used: The student should explain how to clean elevators, stairways, and lift Principles: The student should apply principles involved in cleaning elevators, stairways, and lift Theories: The student should describe the importance of cleaning elevators, stairways	The following tools and equipment should be available: <ul style="list-style-type: none"> Sponge cloths Rags Wet and dry mops Mop bucket Rubber squeezers Scrubbing machine Dusters Glass rubber squeegees Lined garbage bin Floor rubber squeegee Vacuum cleaner High duster Step ladder Cobweb brushes Soft and hard broom Safety/Warning sign 	

Module Title	Unit Title	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				sanitize them <ul style="list-style-type: none"> • Clean and disinfect ceilings and walls • Clean the floor • Make final touches 		and lift Circumstantial knowledge: Detailed knowledge Principles of cleaning elevators and stairways		

Form Three

Table 5: Detailed Contents for Form Three

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
Managing gardens and landscape	Maintaining garden	(a) Applying farm manure and mulching	Brainstorm: Guide the student to define manure, mulching and explain the importance of applying farm manure and mulching Hands-on activities: Guide the students in manageable groups to apply manure and mulching	The student should be able to: <ul style="list-style-type: none"> • Select and collect tools, equipment and machine • Trim old branches and hedges • Spread dry leaves as mulch • Mow grass • Clean the yard and collect the rubbish • Dispose garbage • Apply manure to young seedlings • Water plants • Water plants and grass 	Farm manure and mulching applied as per established procedures	Detailed knowledge of: Method used: The student should explain how to apply farm manure and mulching Principles: The student should illustrate the principles involved in applying farm manure and mulching Theories: The student should describe the importance of applying farm manure and mulching Circumstantial knowledge: Detailed knowledge Gardening and Landscaping practices	The following tools, equipment, and safety gears are to be available: <ul style="list-style-type: none"> • Hard broom • Garden rake • Watering can • Water sprinklers • Water hose pipe • Lined garbage • Farm manure • Straws/ dead leaves • Garden cutting shears • Protective gears • Spade • Small garden hoe/rack • Garden mower • Slasher • Garden saw • Wheel barrow • Yard broom • Panga • File • Pruner 	195

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
							• Step ladder	
		(b) Watering plants/grass	Brainstorm: Guide the student to define plant, grass and explain the importance of plants and water plants and grasses Group discussion: Guide the students in manageable groups to discuss importance watering plants and grasses Hands on activities : Guide the students in manageable	The student should be able to: <ul style="list-style-type: none"> • Select and collect tools, equipment and machine • Water young seedlings • Water large plants • Water grass 	Plants/grasses watered as per established procedures	Detailed knowledge of: Method used: The student should explain how to water plants and grasses Principles: The student should specify the principles involved in watering plants and grasses Theories: The student should describe the importance of watering plants and grasses Circumstantial knowledge: Detailed knowledge Sustainable environmental practices	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Water can • Water • Sprinklers • Water hose pipe 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			ble groups to clean water plant and grass					
		(c) Pruning/trimming trees/hedges	Brainstorm: Guide the student to define prune and trim, explain importance the of pruning and trimming trees Hands-on activities : Guide the students in manageable groups to prune/trim trees	The student should be able to: <ul style="list-style-type: none"> • Select and collect tools, equipment and machine • Trim old branches and hedges • Clean the yard and collect the rubbish • Dispose garbage • Store cleaned tools, equipment and machines 	Tree/hedges trimmed/pruned as per establishments set standards	Detailed knowledge of: Method used: The students should explain how to trim/prune dead branches/hedges Principles: The student should use the principles involved in pruning/trimming old branches and hedges Theories: The student should explain the importance of trimming /pruning of plants and hedges Circumstantial knowledge: Detailed knowledge Garden safety practices	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Hard broom • Garden rake • Garden cutting shears • Protective gears • Spade • Garden mower • Slasher 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(d) Weeding out unwanted plants	Brainstorm: Guide the student to define weed and explain the importance of weeding out of unwanted plants Hands on activities : Guide the students in manageable groups to prune/trim trees weed out unwanted plants	The student should be able to: <ul style="list-style-type: none"> • Select and collect tools, equipment and machine • Weed out unwanted plants • Clean the yard and collect the rubbish • Dispose weed out plant/grass • Uproot unwanted plants • Store cleaned tools, equipment and machines 	Unwanted plants weeded out as per established standards	Detailed knowledge of: Method used: The students should describe how to weed out unwanted plants Principles: The student should use the principles involved in weeding out unwanted plants Theories: the student should describe importance of weeding out unwanted plants Circumstantial knowledge: Detailed knowledge Factors to be considered when weeding plants	The following tools, equipment and safety gears are to be available. <ul style="list-style-type: none"> • Garden rake • Garden cutting shears • Protective gears • Spade • Small garden hoe/rack • Refuse sack • Wheel barrow • Personal protective gears 	
		(e) Applying	Brainstorm:	The student should be able	Pesticides applied as per	Detailed knowledge	The following tools, equipment and	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		pesticides	<p>Guide the student to define pesticides, explain the importance of applying pesticides</p> <p>Hands on activities :</p> <p>Guide the students in manageable groups through hands-on activities to apply pesticides</p>	<p>to:</p> <ul style="list-style-type: none"> Select and collect tools and equipment Identify type of pest and pesticide required Apply pesticides Dispose garbage Dispose of pesticide containers correctly Clean tools used Store cleaned tools and equipment 	established standards	<p>of:</p> <p>Method used: The student should explain how to apply pesticides</p> <p>Principles:</p> <p>The student should use the principles involved in applying pesticides</p> <p>Theories:</p> <p>The student should state the importance of applying pesticides</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge</p> <ul style="list-style-type: none"> Types of pesticides Sustainable environmental practices 	<p>safety gears are to be available:</p> <ul style="list-style-type: none"> Pesticide Spray pump Protective gears Spray bottle Wheel barrow 	
		(f) Cleaning garden yard	<p>Brainstorm:</p> <p>Guide the student to define</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select and collect tools and 	Garden yard cleaned as per establishment set standards	<p>Detailed knowledge of:</p> <p>Method used: The student should</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Hard 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			garden yard, explain the importance of cleaning garden yard Hands-on activities : Guide the students in manageable groups to clean garden yard	equipment <ul style="list-style-type: none"> • Clean garden yard • Collect the rubbish • Dispose garbage • Scrub and clean the yard • Clean and sterilize garbage bins • Store cleaned tools and equipment 		explain how to clean garden yard Principles: The student should apply the principles involved in cleaning garden yard Theories: The student should outline the importance of cleaning garden yard Circumstantial knowledge: Detailed knowledge Sterilizing garbage bins	broom <ul style="list-style-type: none"> • Garden rake • Protective gears • Spade • Small garden hoe/rack • Slasher • Yard broom • Step ladder • Refuse bag 	
		(g) Planting new trees	Brainstorm: Guide the student to define tree seedling and explain the importance of planting new tree seedling Hands-	The student should be able to: <ul style="list-style-type: none"> • Select and collect tools and equipment • Select new tree seedlings • Plant new trees • Dispose garbage • Dig out holes • Apply 	New trees planted as per established set standards	Detailed knowledge of: Method used: The student should explain how to plant new tree seedling Principles: The student should specify the principles involved in planting new	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Watering can • Water hose pipe • Protective gears • Spade • Refuse bag • New tree seedlings • Garden hoe 	195

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			on activities : Guide the students in manageable groups to plant new tree seedling	manure to the holes • Water plant seedlings • Provide shade to new planted seedlings		tree seedling Theories: The student should explain the importance of planting new tree seedling Circumstantial knowledge: Detailed knowledge about: Selection of trees		
		(h) Mowing grass	Brainstorm: Guide the student to define mowing, identify types of mowing machine and explain the importance mowing a pitch/field Hands-on	The student should be able to: • Select and collect tools, equipment and machine • Collect all large pieces of wood/stones • Set the mowing machine according height required • Mow grasses • Clean the yard and collect the rubbish • Dispose	Grasses mowed as per established set standards	Detailed knowledge of: Method used: The student should show how to mow grasses Principles: The student should identify the principles involved in mowing grasses Theories: The student should explain the importance of mowing grasses	The following tools, equipment and safety gears are to be available: • Hard broom • Garden rake • Garden cutting shears • Small garden hoe/rake • Garden mower • Slasher • Wheel barrow • Yard broom • Personal protective equipment	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			activities : Guide the student in manageable groups to mow grasses	<ul style="list-style-type: none">garbageStop and dust off the mowing machineStore cleaned tools, equipment and machines		Circumstantial knowledge: Detailed knowledge about: Sustainable environmental practices		
	22 Establishing tree nursery	(a) Establishing tree nursery	Discussion: Guide students in having lengthy conversations about establishing tree nursery Study visit; Organise study tour and guide the students to explore how to establish	The student should be able to: <ul style="list-style-type: none">Select the areaPrepare seed bedDid out the top soilMix top soil with manureSow seed/plant young seedlingsProvide shade and mulchingWater sowed seeds/young seedlings	Tree nursery as per established standards	Detailed knowledge of: Method used: The student should illustrate how to establish tree nursery Principles: The student should apply principles involved in establishing tree nursery Theories: The student should explain the importance of establishing tree nursery Circumstantial	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none">Hard broomGarden rakeHoeSpadeSisal twineChicken wire meshWatering can and hose pipesWater sprinklersGarbage tins and plastic bagsPersonal	195

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			tree nursery study tour (nearby horticultural unit) Individual assignment: Assign tasks on how to establish tree nursery to each student in the class/workshop			al knowledge: Detailed knowledge about: Horticulture	Protective gears	
		(b) Preparing nursery site	Brainstorm: Guide the student to define tree nursery and explain the importance of preparing nursery site Study visit; Organise	The student should be able to: <ul style="list-style-type: none"> • Select nursery site • Clear the area and collect all rubbish • Demarcate and fence the area • Dig, level and apply manure • Select and sow seeds/seedlings/cuttings • Provide 	Nursery site prepared as per established standards	Detailed knowledge of: Method used: The student should explain how to prepare nursery site Principles: The student should use principles involved in preparing nursery site Theories: The student should explain the	Place The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Garden rake • Hoe • Spade • Garden hose pipe • Watering can • Sisal twine • Chicken wire mesh • Personal Protective 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			study tour and guide the student to explore how to prepare nursery site study tour (nearby horticultural unit) Hands-on activities : Guide the students in manageable groups to prepare nursery site	shade and mulching • Water new seedlings		importance of preparing nursery site Circumstantial knowledge: Detailed knowledge about: Horticulture	gears	
		(c) Sowing seeds and planting seedlings	Brainstorm: Guide the student to define seed and how to sow seeds, plant seedling and explain	The trainee should be able to: • Dig, level and apply manure • Select and sow seeds/seedlings/cuttings • Provide shade and mulching • Water	Seeds sowed and seedlings planted as per established procedures	Detailed knowledge of: Method used: The student should illustrate how to sow seeds and plant seedlings Principles: The student should use principles	The following tools, equipment and safety gears are to be available: • Garden rake • Watering can and hose pipes • Water sprinklers • Garbage tins and	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>the importance of sowing seed and plant seedlings</p> <p>Practical demonstration:</p> <p>Show the process of sowing seeds and planting seedlings to students in the workshop.</p> <p>Hands on activities :</p> <p>Guide the students in manageable groups to sow seeds and plant seedling</p>	sowed seeds/new seedlings		<p>involved in sowing seed and plant seedlings</p> <p>Theories: The student should describe the importance of sowing seeds and plant seedlings</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Seedlings</p>	<p>plastic bags</p> <ul style="list-style-type: none"> • Personal Protective gears • New seedlings • Seeds • Small garden hoe/rake 	
		(d)	Brainstorm:	The student should be able	Seedlings transplanted as per	Detailed knowledge	The following tools, equipment and	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		Transplanting seedlings	<p>Guide the student to define transplant and explain the importance of transplanting seedlings</p> <p>Hands-on activities :</p> <p>Guide the students in manageable groups to transplant seedling</p>	<p>to:</p> <ul style="list-style-type: none"> • Dig, level, and apply manure • Select seedlings/cuttings • Transplant to new dug out hole • Provide shade and mulching • Water new seedlings 	established procedures	<p>of:</p> <p>Method used: The student should practice how to transplant seedling</p> <p>Principles: The student should use principles involved in transplanting seedlings</p> <p>Theories: The student should explain importance of transplanting seedling</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge</p> <p>Plant transplanting</p>	<p>safety gears are to be available:</p> <ul style="list-style-type: none"> • Watering can and hose pipes • Water sprinklers • Garbage tins and plastic bags • Personal Protective gears • Seedlings 	
20 Arranging interior decorations	21 Arranging flowers	(a) Selecting flowers	<p>Brainstorm:</p> <p>Guide the student to define flower and explain the importance</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify flowers • Select flowers as per theme occasion • Identify tools 	Flowers selected as per established procedures	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how to select flowers</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Flower vase • Cutting shears • Secateurs • Candle 	200

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>ce of selecting flowers</p> <p>Interactive simulation and animations:</p> <p>Guide the students through interactive simulation and animation to visualize selecting of flowers</p> <p>Hands-on activities :</p> <p>Guide the students in manageable groups to select flowers</p>	<p>required</p> <ul style="list-style-type: none"> • Arrange flowers • Clean tools and store them 		<p>Principles:</p> <p>The student should describe principles involved in selecting flowers</p> <p>Theories:</p> <p>The student should mention the importance of selecting flowers</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Matching colours with themes</p>	<p>holder</p> <ul style="list-style-type: none"> • Oasis floral foam • Plate • Small bucket • Colour scheme • Video clip 	
		(b) Arranging flowers	<p>Brainstorm:</p> <p>Guide the student to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Arrange tools required 	Flowers arranged as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should</p>	The following tools, equipment and safety gears are to be available:	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			arrange flowers and explain the importance of arranging flowers Hands-on activities : Guide the students in manageable groups to arrange flowers	<ul style="list-style-type: none"> • Arrange flowers • Display arranged flowers • Distribute flowers • Refresh arranged flowers • Store unused flowers • Clean tools used and store them 		exemplify how to arrange flowers as theme Principles: The student should use procedures involved in arranging flowers Theories: The student should describe the importance of arranging flowers Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Flower arrangements • Customer s/staff allergic to flower scent 	<ul style="list-style-type: none"> • Flower vase • Cutting shears • Candle holder • Oasis floral foam • Spray bottle • Cocktail sticks • Plate • Container(bucket) • Gloves • Pins • Ribbons • Wrapping paper • Personal Protective Gears 	
		(c) Displaying and distribute arranged flowers	Brainstorm: Guide the student to display	The student should be able to: <ul style="list-style-type: none"> • Identify tools required • Arrange 	Arranged flowers displayed and distributed as per established	Detailed knowledge of: Method used: The student should describe how	The following tools, equipment and safety gears are available: <ul style="list-style-type: none"> • Flower vase 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>the flowers and explain the importance of displaying and distributing arranged flowers</p> <p>Hands-on activities :</p> <p>Guide the students in manageable groups to display and distribute arranged flowers</p>	<p>tools required</p> <ul style="list-style-type: none"> • Arrange flowers • Display and distribute flowers • Refresh arranged flowers • Clean tools and store them 	standards	<p>to display and distribute arranged flowers as per theme</p> <p>Principles: The student should outline procedures involved in displaying and distributing arranged flowers</p> <p>Theories: The student should explain the importance of displaying and distributing arranged flowers</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p> <p>Flowers displays</p>	<ul style="list-style-type: none"> • Ribbon • Candle holder • Oasis floral foam • Chicken wire mesh • Wire cutter • Plate • Floral tape • Gloves • Spray bottle • Pins • Ribbons • Wrapping paper gloves • Flower storage facility • Working table • Wiping cloth 	
		(d) Refreshing arranged flowers	<p>Brainstorm:</p> <p>Guide the student to refresh</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select flowers as per theme occasion 	Arranged flowers refreshed as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how</p>	<p>The following tools, equipment and safety gears are to available:</p> <ul style="list-style-type: none"> • Flower vase 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>arranged flowers and explain the importance of refreshing arranged flowers</p> <p>Practical demonstration:</p> <p>Show the process of refreshing arranged flowers to students in the workshop.</p> <p>Hands-on activities :</p> <p>Guide the students in manageable groups to refresh arranged flowers</p>	<ul style="list-style-type: none"> • Arrange tools required • Refresh arranged flowers • Clean used tools and store them 		<p>to refresh arranged flowers as per theme</p> <p>Principles: The student should illustrate procedures involved in refreshing arranged flowers</p> <p>Theories: The student should mention the importance of refreshing arranged flowers</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> • Matching colours with themes • Customer s/staff allergic to flower scent 	<ul style="list-style-type: none"> • Secateurs • Candle holder • Oasis floral foam • Watering can • Chicken wire mesh • Cocktail sticks • Wire cutter • Floral pins • Plate • Floral tape • Container(bucket) • Gloves • Spray bottle • Pins • Ribbons • Wrapping paper gloves • Flower storage facility • Working table • Wiping cloth 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	22 Arranging indoor plants	(a) Selecting indoor plants	Brainstorm: Guide the student to define indoor plants and explain the importance of selecting indoor plants Hands-on activities : Guide student in manageable to select indoor plants	The student should be able to: <ul style="list-style-type: none"> Obtain the order for flowers to fit the occasion plans Identify and prepare indoor plants Distribute/display indoor plants Arrange indoor plants as desired 	Indoor plants selected as per established standards	Detailed knowledge of: Method used: The student should describe how to select indoor plants Principles: The student should use principles involved in selecting indoor plants Theories: The student should explain the importance of selecting indoor plants Circumstantial knowledge: Detailed knowledge about Factors for selecting indoor plants	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Potted flowers Flower pots, jugs and vases Buckets, baskets Potted flower stands Flower hanging basket 	179
		(b) Arranging indoor plants	Brainstorm: Guide the student to arrange indoor plants	The student should be able to: <ul style="list-style-type: none"> Identify and prepare indoor plants Arrange indoor 	Indoor plants arranged as per established standards	Detailed knowledge of: Method used: The student should explain how to arrange	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Potted flowers Flower pots, jugs 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			and explain the importance of arranging indoor plants Hands-on activities : Guide the students in manageable groups through hands-on activities to arrange indoor plants	plants as desired • Distribute/display indoor plants • Clean tools and store them		indoor plants Principles: The student should identify principles involved in arranging indoor plants Theories: The student should describe the importance of arranging indoor plants Circumstantial knowledge: Detailed knowledge about Different arrangements of indoor plants	and vases • Buckets, baskets and scissors • Potted flower stands • Flower hanging basket • Gloves • Flower storage facility • Watering can • Step ladder • Wiping cloth	
		(c) Up-keeping	Brainstorm:	The student should be able	Indoor plants up-kept and	Detailed knowledge	The following tools, equipment and	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		and maintaining indoor plants	<p>Guide the student to up-keep and maintain indoor plants and explain the importance of up-keeping and maintaining indoor plant</p> <p>Hands on activities :</p> <p>Guide the students in manageable groups to up-keep and maintain indoor plants</p>	<p>to:</p> <ul style="list-style-type: none"> Place order for indoor plants Arrange indoor plants as desired Maintain indoor plants Pick dead leaves from indoor plants Keep records Clean used tools and store them 	maintained as per established standards	<p>of:</p> <p>Method used: The student should illustrate how to up-keep and maintain indoor plants</p> <p>Principles: The student should list principles involved in up-keeping and maintaining of indoor plants</p> <p>Theories: The student should explain the importance of up-keeping and maintaining indoor plants</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p> <p>Upkeeping of plants</p>	<p>safety gears are to be available:</p> <ul style="list-style-type: none"> Potted flowers Flower pots, jugs and vases Buckets, baskets and scissors Potted flower stands Flower hanging basket Gloves Flower storage facility Watering can Personal protective Gears 	
30 Maintaining furniture, fixtures and	31 Up-keeping furniture, fixtures and	(a) Maintaining furniture	<p>Brainstorm:</p> <p>Guide the student to define furniture</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment required 	Furniture maintained as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Chandeliers 	140

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
fabrics	fabrics		and explain the importance of maintaining furniture Hands-on activities : Guide the students in manageable groups to maintain furniture	<ul style="list-style-type: none"> • Clean furniture regularly • Keep furniture in favourable conditions (in shades and dry areas) • Inspect furniture for loose joints • Repair furniture when required 		to maintain furniture Principles: The student should use principles involved in maintaining furniture Theories: The student should illustrate the importance of maintaining furniture Circumstantial knowledge: Detailed knowledge about: Cleaning furniture Storing furniture	<ul style="list-style-type: none"> • Lamps • Wardrobe • Tables • Chairs 	
		(b) Maintaining fixtures	Brainstorm: Guide the student to define fixtures and explain the importance of	The student should be able to: <ul style="list-style-type: none"> • Identify fixtures • Identify broken fixtures • Inspect broken fixtures 	Fixtures maintained as per established standards	Detailed knowledge of: Method used: The student should demonstrate how to maintain fixtures Principles:	The following tools equipment and safety gears are be available: <ul style="list-style-type: none"> • Computer • Telephone • Logbook • Chandeliers • Lamps 	118

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			maintaining fixtures Hands-on activities : Guide the students in manageable groups to maintain fixtures	<ul style="list-style-type: none"> Report broken fixtures Keep maintenance records 		The student should mention principles involved in maintaining fixtures Theories: The student should explain the importance of fixtures Circumstantial knowledge: Detailed knowledge about: Safety measures in up keeping fixtures	<ul style="list-style-type: none"> Carpets Curtains Wardrobe 	
		(c) Maintaining fabrics	Discussion: Guide the students in groups to discuss about maintaining fabric persons Practical	The student should be able to: <ul style="list-style-type: none"> Identify nature of fabric damages Select suitable material/agent to restore the fabric maintain fabrics 	Fabrics are maintained as per established procedures	Detailed knowledge of: Method used: The student should illustrate how to maintain fabrics Principles: The student should apply principles involved in maintaining fabric Theories: The student should explain the	The following tools equipment and safety gears are to be available: <ul style="list-style-type: none"> Log book Lamps Carpets Curtains Wardrobe Sofa Upholstered furniture 	130

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>Lead demonstration:</p> <p>Lead students to show the process of maintaining fabrics to students in the workshop.</p> <p>Hands-on activities :</p> <p>Guide the students in manageable groups to maintain fabrics</p>			<p>importance of maintaining fabrics</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <p>Safety measures in up keeping fabrics</p>		
	32 Reporting faults in furniture, fixture and fabrics	(a) Inspecting and reporting broken furniture	<p>Brainstorm:</p> <p>Guide the student to identify types of broken furniture and explain</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Inspect and record furniture defects on maintenance report form /log book Forward maintenance 	Broken furniture inspected and reported as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should demonstrate how to inspect and report broken furniture</p> <p>Principles:</p>	<p>The following tools, equipment safety gears are to be available:</p> <ul style="list-style-type: none"> Maintenance report form Job card Log book Painting 	119

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>the importance of inspecting and reporting broken furniture</p> <p>Practical demonstration:</p> <p>Organise the students to show the procedures of inspecting and reporting broken furniture</p> <p>.</p> <p>Hands-on activities :</p> <p>Guide the students in manageable groups to inspect and report broken furniture</p>	<p>ce reports form to maintenance section</p> <ul style="list-style-type: none"> Record remedies done on the job card Update furniture status 		<p>The student should use principles involved in inspecting and reporting broken furniture</p> <p>Theories: The student should describe the importance of inspecting and reporting broken furniture</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Reporting procedures for broken furniture</p>	<ul style="list-style-type: none"> wardrobe Table Chair Curtain rail Bed side lamp shade Writing desk Luggage rack 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(b) Inspecting and reporting broken fixtures	Brainstorm: Guide the student to inspect and report broken fixtures and explain the importance of inspecting and reporting broken fixtures Hands-on activities : Guide the students in manageable groups to inspect and report broken fixtures	The student should be able to: <ul style="list-style-type: none"> • Identify broken fixtures • Inspect broken fixtures • Report broken fixtures • Keep maintenance records 	Broken fixtures are inspected and reported as per established procedures	Detailed knowledge of: Method used: The student should explain how to inspect and report broken fixtures Principles: The student should mention principles involved in inspecting and reporting broken fixtures Theories: The student should describe the importance of inspecting and reporting broken fixtures Circumstantial knowledge: Detailed knowledge about: Reporting procedures for broken fixtures	The following tools equipment and safety gears are to be available: <ul style="list-style-type: none"> • Computer • Telephone • Log book • Chandeliers • Lamps • Carpets • Curtains 	

Module Title	Unit Title	Elements	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Inspecting and reporting worn out fabrics	<p>Discussion:</p> <p>Guide students in having lengthy conversations about inspecting and reporting worn out fabrics</p> <p>Group Work:</p> <p>Arrange the students in groups and assign tasks to inspect and report worn out fabrics</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Inspect and record worn out fabrics Forward maintenance reports form to maintenance section Repair fabrics Record remedies done on the job card 	Worn out fabrics inspected and reported as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should show how to inspect and report worn out fabric</p> <p>Principles: The student should apply principles involved in inspecting and reporting worn out fabric</p> <p>Theories: The student should describe the importance of inspecting and reporting worn out fabrics</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Hotel fabrics</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> Maintenance report form Job card Log book Lamp bracket Carpets Curtains Wardrobe Sofa Upholstered furniture 	

Form Four

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
10 Controlling energy and environment management	11 Maintaining energy	(a) Dealing with energy usage on lighting	<p>Brainstorm:</p> <p>Guide the student to define energy and explain the importance of dealing with energy usage in lighting</p> <p>Role-Play:</p> <p>Guide the students in small groups to simulate scenarios around dealing with energy usage on lighting</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to demonstrate how to deal with different sources of energy usage on lighting</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify lights ON in unoccupied room Identify fan/A/C in unoccupied area Identify electrical heater in unoccupied area Identify TV set which is ON in unoccupied area Identify the hair dryer which is ON in 	Energy usage on lighting dealt with as per house established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should demonstrate how to deal with energy usage on lighting</p> <p>Principles: The student should practice procedures involved in dealing with energy usage on lighting</p> <p>Theories: The student should describe the importance of dealing with energy usage on lighting</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Environment</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Fan Air conditioner Heater Television set Electric kettle Lights Hair dryer Electric tester Voltmeter 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
				unoccupied <ul style="list-style-type: none"> Put off all electrical appliances which are ON in unoccupied areas 		ntal sustainability practices		
		(b) Dealing with energy usage on cooling/heating systems	Brainstorm: Guide the student to identify different energy usage on cooling and heating and explain the importance of dealing with energy usage on cooling/heating systems Hands-on activities: Guide the students in manageable groups to identify different energy usage on cooling and heating systems	The student should be able to: <ul style="list-style-type: none"> Identify lights ON in unoccupied room Identify working fan/A/C in unoccupied area Identify electrical heater in unoccupied area 	Energy usage on cooling/heating systems dealt with as per established standards	Detailed knowledge of: Method used: The student should explain how to deal with energy usage on cooling or heating system Principles: The student should use procedures for dealing with energy usage on cooling or heating system Theories: The student should explain the importance	The following tools, equipment, and safety measures are to available: <ul style="list-style-type: none"> Refrigerator Air conditioner Heater Freezer Electric kettle Oven/Cooking ranges Electric food warmer Electric tester Voltmeter 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
				<ul style="list-style-type: none"> Identify TV set which is ON in unoccupied area Identify the hair dryer which is ON in unoccupied Put off all electrical appliances which are ON in unoccupied areas 		<p>of dealing with energy usage on cooling or heating system</p> <p>Circumstantial knowledge :</p> <p>Detailed knowledge about:</p> <p>Common cooling and heating energies</p>		
		(c) Dealing with energy usage on machines	<p>Brainstorm:</p> <p>Guide the student to brainstorm how to identify energy usage on machines and explain the importance of dealing with energy usage</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify lights ON in unoccupied room Identify fan/A 	Energy usage on machines dealt with as per established procedures,	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how to deal with energy usage on machines</p> <p>Principles: The student</p>	<p>The following tools, equipment and safety measures are to be available:</p> <ul style="list-style-type: none"> Refrigerator Air conditioner Heater Freezer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>on machines</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to deal with energy usage on machines</p>	<p>C in unoccupied area</p> <ul style="list-style-type: none"> Identify electrical heater in unoccupied area Identify TV set which is ON in unoccupied area Identify the hair dryer which is ON in unoccupied Put off all electrical appliances which are ON in unoccupied areas 		<p>should describe procedures for dealing with energy usage on machines</p> <p>Theories: The student should illustrate the importance of dealing energy usage on machines</p> <p>Circumstantial knowledge :</p> <p>Detailed knowledge about: Energy using machines in hotels</p>	<ul style="list-style-type: none"> Electric kettle Oven/Cooking ranges Electric food warmer Electric tester Voltmeter 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	12 Maintaining environment	(a) Dealing with water leakage	Brainstorm: Guide the student to define water leakage, identify possible causes of water leakage and explain the importance of dealing with water leakage Role-Play: Guide the students in small groups to simulate scenarios with regard to dealing with water leakage Hands-on activities: Guide the students in manageable groups to demonstrate how to deal with water leakage	The student should be able to: <ul style="list-style-type: none"> Identify water leakage areas Report to maintenance unit the identified water leakages Follow-up corrective measures 	Water leakage dealt with according to established standards	Detailed knowledge of: Method used: The student should explain how to deal with water leakage Principles: The student should explain the procedures involved in dealing with water leakage Theories: The student should describe the importance of dealing with water leakage Circumstantial knowledge: Detailed knowledge about: Water leakage reporting procedures	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Shower tap Drains Pipe range Personal Protective equipment (PPE) 	63
		(b) Disposing	Brainstorm: Guide the student to	The student should be	Garbage correctly disposed as per	Detailed knowledge of:	The following tools, equipment and safety	109

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		garbage	<p>define garbage and explain the importance of disposing of garbage</p> <p>Hands-on activities:</p> <p>Guide student in manageable groups to demonstrate how to dispose garbage</p>	<p>able to:</p> <ul style="list-style-type: none"> Identify uncollected garbage dispose of uncollected waste Identify missing and replace litter bins 	established standards	<p>Method used:</p> <p>The student should describe how to dispose garbage</p> <p>Principles:</p> <p>The student should use principles involved in disposing garbage</p> <p>Theories:</p> <p>The student should explain the importance of disposing garbage</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Environmental sustainability practices</p>	<p>gears are to be available:</p> <ul style="list-style-type: none"> Garbage bins Garbage (plastic) bag Trolley Personal protective equipment (PPE) 	
		(c) Recycling grey water	<p>Brainstorm:</p> <p>Guide the student to define recycle, grey water and explain the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify grey 	Grey water recycled as per established procedures	<p>Detailed knowledge of:</p> <p>Method used: The student should</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Sewage 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>importance of recycling grey water</p> <p>Role-Play:</p> <p>Guide the students in small groups to simulate scenarios on recycling grey water</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to demonstrate the ways of recycling grey water</p>	<ul style="list-style-type: none"> water Recycle grey water for another use 		<p>show how to recycle grey water</p> <p>Principles: The student should identify principles involved in recycling grey water</p> <p>Theories: The student should explain the importance of recycling grey water</p> <p>Circumstantial knowledge :</p> <p>Detailed knowledge about:</p> <p>Waste recycling procedures</p>	<p>pond</p> <ul style="list-style-type: none"> Personal protective equipment (PPE) Water pump 	
20 Controlling housekeeping budget, costs and requisitions	21 Controlling housekeeping budget	(a) Identifying housekeeping operating budget	<p>Brainstorm:</p> <p>Guide the student to define budget, and explain the importance of housekeeping operating budget</p> <p>Hands-on</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify and monitor housekeeping 	Housekeeping operating budget identified as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how to identify housekeeping</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Daily revenue files Telephone 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			activities: Guide the students in manageable groups to demonstrate how to identify housekeeping operating budget	operating costs • Prepare budget sales		ng operating budget Principles: The student should apply the principles involved to housekeeping operating budget Theories: A student should describe the importance of identifying housekeeping operating budget Circumstantial knowledge : Detailed knowledge about: Budgeting	• Printer • Stationery • Calculator	
		(b) Monitoring housekeeping operating costs	Brainstorm: Guide the student to brainstorm how to explain the importance of monitoring housekeeping operating	The student should be able to: • Identify housekeeping budget	Housekeeping operating costs monitored as per established standards	Detailed knowledge of: Method used: The student should explain how to	The following tools, equipment and safety gears are to be available: • Daily revenue files • Telephone	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			costs Hands-on activities: Guide the students in manageable groups to exemplify how monitoring of housekeeping operating costs is undertaken	t • Monitor housekeeping operating costs		monitor housekeeping operating costs Principles: The student should use the principles involved in monitoring housekeeping operating costs Theories: A student should explain the importance of monitoring housekeeping operating costs Circumstantial knowledge: Detailed knowledge about: Operating budget	e • Printer • Stationery • Calculator • Previous budget	
		(c) Monitoring Housekeeping Sales budget	Brainstorm: Guide the student to explain the importance of	The student should be able to: • Identify	Housekeeping sales budget monitored as per established	Detailed knowledge of: Method used: The	The following tools, equipment and safety gears are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			<p>monitoring housekeeping sales budget</p> <p>Practical demonstration:</p> <p>Guide the students to show the process of monitoring housekeeping sales budget to students in the workshop.</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to illustrate how to monitor housekeeping sales budget</p>	<p>fy house keeping operating costs</p> <ul style="list-style-type: none"> • Monitor house keeping operating costs • Monitor house keeping sales budget summary 	procedures	<p>student should explain how monitor housekeeping sales budget</p> <p>Principles: The student should apply the principles involved in monitoring housekeeping sales budget</p> <p>Theories: The student should describe the importance of monitoring housekeeping sales budget</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Arithmetic Calculations</p>	<p>available:</p> <ul style="list-style-type: none"> • Computer set • Daily revenue files • Telephone • Printer • Stationery • Calculator • Previous sales budget 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	22 Initiating daily requisitions	(a) Conducting physical count of available stock level	Brainstorm: Guide the student to define stocktaking and explain the importance of conducting physical count of available stock level Hands-on activities: Guide the students in manageable groups to conduct physical count of available stock level	The student should be able to: <ul style="list-style-type: none"> Conduct daily physical count of stock levels 	Physical count of available stock levels conducted as per established procedures	Detailed knowledge of: Method used: The student should illustrate how to conduct physical count of available stock level Principles: The student should identify the principles involved in conducting physical counting of available stock level Theories: The student should describe the importance of conducting physical count of available stock count Circumstantial knowledge: Detailed knowledge	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Daily revenue files Telephone Printer Stationery Calculator Inventory list Ledger 	90

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						about: Arithmetic Calculations		
		(b) Matching requisitions in-line with business forecast	<p>Discussion: Guide the students in conversations to share about matching requisitions in-line with business forecast</p> <p>Hands-on activities: Guide the students in manageable groups to match requisitions in-line with business forecast</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Prepare list of items to be ordered • Fill requisition forms • Seek authorization signature 	Requisitions in-line with business forecast matched as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should explain how to match requisition in line with business forecast</p> <p>Principles: The student should summarise the principles involved in matching requisitions in-line with business forecast</p> <p>Theories: The student should describe how to match requisitions in-line with business</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Computer set • Daily revenue files • Telephone • Printer • Stationery • Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						forecast Circumstantial knowledge: Detailed knowledge about: Arithmetic Calculations		
		(c) Requesting daily requisitions	Brainstorm: Guide the student to explain the importance of daily requisitions Hands-on activities: Guide the students in manageable groups to exemplify how request daily requisitions are performed	The student should be able to: <ul style="list-style-type: none"> • Fill requisition forms • Seek authorization signature 	Daily requisitions requested as per established standards	Detailed knowledge of: Method used: The student should explain how to develop request daily requisitions Principles: The student should use the principles involved in request daily requisition Theories: The student should highlight the importance of request daily requisition Circumsta	The following tools, equipment and safety measures are to be available: <ul style="list-style-type: none"> • Computer set • Daily revenue files • Telephone • Requisition Book • Printer • Stationery • Calculator • Budget control forms • Assorted requested item 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						Initial knowledge: Detailed knowledge about: Requisition procedures		
	33 Collecting daily revenue data	(a) Checking correctness of sales summaries	Brainstorm: Guide the student to explain the importance of checking correctness of sales summaries Hands-on activities: Guide the students in manageable groups to check correctness of sales summaries	The student should be able to: <ul style="list-style-type: none"> Access room sales summaries Verify sales summaries 	Correctness of sales summaries checked as per established procedures	Detailed knowledge of: Method used: The student should show how to check correctness of sales summaries Principles: The student should apply principles involved in checking correctness of sales summaries Theories: The student should illustrate the importance of checking correctness of sales summaries Circumstances:	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Daily revenue files Telephone Printer Stationery Calculator 	81

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						Initial knowledge : Detailed knowledge about: Arithmetic Calculations		
		(b) Producing daily shift revenue data	Brainstorm: Guide the student to explain the importance of producing daily shift revenue data Practical demonstration: Show the process of producing daily shift revenue data . Hands-on activities: Guide the students in manageable groups to produce daily shift revenue data	The student should be able to : <ul style="list-style-type: none"> Access room sales summaries Verify sales summaries Reconcile sales details 	Daily shift revenue data produced as per established standards	Detailed knowledge of: Method used: The student should describe how daily shift revenue data are produced Principles: The student should use principles involved in producing daily shift revenue data Theories: The student should explain the importance of producing daily shift revenue data Circumstantial	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Daily revenue files Telephone Printer Stationery Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						knowledge : Detailed knowledge about: Hotel revenue		
		(c) Compiling and Reconciling discrepancy report	Brainstorm: Guide the student to explain the importance of compile and reconcile discrepancy report Practical demonstration: Guide the students to show the process of compiling and reconciling discrepancy report in the workshop. Group Work: Arrange students in groups and assign tasks related to maintaining a clean and tidy working environment.	The student should be able to: <ul style="list-style-type: none"> • Access sales summaries • Verify the sales summaries • Reconcile the sales details 	Discrepancy report compiled and reconciled as per established standards	Detailed knowledge of: Method used: The student should demonstrate how to compile and reconcile discrepancy report Principles: The student should specify the principles involved in compile and reconcile discrepancy report Theories: The student should illustrate the importance of compiling and reconciling	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Computer set • Daily revenue files • Telephone • Printer • Stationery • Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						discrepancy report Circumstantial knowledge: Detailed knowledge about: Arithmetic Calculations		
30 Supervising housekeeping operations	31 Planning and organizing duties	(a) Planning annual leave roster	Brainstorm: Guide the student to define annual leave and explain its importance on plan annual leave roster Hands-on activities: Guide the students in manageable groups to plan annual leave roster	The student should be able to: <ul style="list-style-type: none"> Identify and record names of staff Meet and discuss with staff about their preferences on leaves Plan duty roster Distribute duty roster Plan annual 	Annual leave roster planned as per established standards	Detailed knowledge of: Method used: The student should demonstrate how to plan annual leave roster Principles: The student should explain the principles involved in planning annual leave roster Theories: The student should describe the importance of planning annual leave roster Circumsta	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Daily revenue files Telephone Printer Stationery Calculator 	136

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
				leave		ntial knowledge : Detailed knowledge about: Human Relations aspects		
		(b) Planning duty roster	Discussion: Guide the students in conversations about planning duty roster. Individual assignment: Assign tasks on planning duty roster to each student in the class/workshop.	The student should be able to: <ul style="list-style-type: none"> Identify and record names of staff Meet and discuss with staff about their preferences on working shifts Plan duty roster Distribute duty roster Allocate duties 	Duty roster planned as per established standards	Detailed knowledge of: Method used: The student should show how to plan duty roster Principles: The student should identify the principles involved in planning duty roster Theories: The student should explain the importance of planning duty roster Circumstantial knowledge : Detailed knowledge about Human	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Daily revenue files Staff work sheet Telephone Printer Job description Stationery Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
				to staff		Relations aspects		
		(c) Allocating daily duties	Brainstorm: Guide the student to explain the importance of allocating daily duties Hands-on activities: Guide the students in manageable groups to allocate daily duties	The student should be able to: <ul style="list-style-type: none"> • identify duties of each staff • Identify daily skills requirements • Identify number and skills of each staff • Allocate duties to staff 	Daily duties allocated as per established standard procedures	Detailed knowledge of: Method used: The student should summarise procedures of allocating daily duties Principles: The student should explain the principles involved in allocating daily duties Theories: The student should clearly state the importance of allocating daily duties Circumstantial knowledge : Detailed knowledge about Human		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						Relations aspects		
		(d) Preparing shift report	Brainstorm: Guide the student to define shift report and explain the importance of preparing shift report Hands on activities: Guide student in manageable groups through hands on activities to prepare shift report	The student should be able to: <ul style="list-style-type: none"> Plan duty roster Distribute duty roster Allocate duties to staff Prepare shift reports 	Shift report prepared as per established standards	Detailed knowledge of: Method used: The student should explain how to prepare shift report Principles: The student should apply the principles involved in preparing shift report Theories: The student should illustrate the importance of preparing shift report Circumstantial knowledge : Detailed knowledge about: Preparation of reports	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Shift Handing over file/book Telephone Printer Stationery Calculator 	
		(a)	Discussion: Guide the	The student	Staff briefing	Detailed knowledge	The following tools,	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		Conducting staff briefing	<p>students to share about how to conduct staff briefing.</p> <p>Role-Play:</p> <p>Guide the students in small groups to simulate scenarios related to giving first aid to injured and bleeding persons</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Convene staff at a designated area • Prepare points /issues to be discussed in the briefing • Conduct staff briefing 	conducted as per established standards	<p>of:</p> <p>Method used: The student should explain how to conduct staff briefing</p> <p>Principles: The student should describe the principles involved in conducting staff briefing</p> <p>Theories: The student should explain the importance to conducting staff briefing</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <p>Group discussion skills</p>	<p>equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Computer set • Daily revenue files • Telephone • Daily staff briefing report file/book • Printer • Stationery • Calculator 	
	32 Control tools and	(b) Ordering and	Brainstorm: Guide the student to	The student should be	Tools and equipment ordered	Detailed knowledge of:	The following tools, equipment	136

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
	equipment	recording tools and equipment	<p>explain the importance of ordering and recording tools and equipment</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to order and record tools, and equipment</p>	<p>able to:</p> <ul style="list-style-type: none"> Keep record of tools and equipment Record tools on 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 	and recorded as per established standards	<p>Method used: The student should explain how to order and record tools and equipment</p> <p>Principles: The student should point out the principles involved in ordering and recording tools and equipment</p> <p>Theories: The student should describe the importance of ordering and recording tools and equipment</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p> <p>Procedures of ordering tools and equipment</p>	<p>and safety gears are to be available:</p> <ul style="list-style-type: none"> Computer set Ledger book Telephone Printer Stationery Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(c) Conducting stock taking	Brainstorm: Guide the student to define stock taking and explain the importance of conducting it Group discussion: Guide the student in manageable groups to discuss the importance of conducting stock taking Hands-on activities: Guide the students in manageable groups to conduct stock taking	The student should be able to: <ul style="list-style-type: none"> Carry out physical counting of all inventories Keep record tools and equipment Record tools on equipment issued Record damaged tools and equipment Record cost of tools and equipment Seek authorization to discard 	Stock taking conducted as per established standards	Detailed knowledge of: Method used: The student should explain how to conduct stock taking Principles: The student should classify the principles involved in conducting stock taking Theories: The student should describe the importance of conducting stock taking Circumstantial knowledge: Detailed knowledge about: Tools and equipment	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Ledger book Telephone Printer Stationery Calculator Stock taking sheet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
				damaged tools and equipment <ul style="list-style-type: none"> Order new tools and equipment 				
		(d) Producing stock taking report	Brainstorm: Guide the student to define stock taking and explain the importance of producing stock taking report Hands-on activities: Guide students in manageable groups to produce stock taking report	The student should be able to: <ul style="list-style-type: none"> Keep record tools and equipment counted Record damaged tools and equipment Record cost of tools and equipment Seek authorization to discard 	Stock taking report produced as per established standards	Detailed knowledge of: Method used: The student should demonstrate how to produce stock taking report Principles: The student should identify the principles involved in producing stock taking report Theories: The student should explain the importance of producing stock taking report	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Ledger book Telephone Printer Stationery Calculator Stock taking sheet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
				damaged tools and equipment <ul style="list-style-type: none"> Produce stock taking report 		Circumstantial knowledge: Detailed knowledge of: Tools and equipment report formats		
	33 Computing occupancy statistics	(a) Calculating room occupancy	Brainstorm: Guide the student to define room occupancy and explain the importance of calculating room occupancy Individual assignment: Assign tasks to the student on calculating room occupancy in the class/workshop.	The student should be able to: <ul style="list-style-type: none"> Collect necessary data on number of rooms sold on a particular day Collect data on room rates, special rates and types of discounts Collects 	Room occupancy calculated as per established standards	Detailed knowledge of: Method used: The student should show how room occupancy is calculated Principles: The student should use the principles involved in calculating room occupancy Theories: The student should describe the importance of calculating room occupancy Circumstantial knowledge	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Printer Stationery Calculator 	136

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
				<p>data on actual room sales</p> <ul style="list-style-type: none"> • Compute potential room sales • Compute daily room occupancy • Compute average room rate 		<p>:</p> <p>Detailed knowledge of:</p> <ul style="list-style-type: none"> • Room tariffs • Arithmetic computation • Numerical skills 		
		(b) Calculating bed occupancy	<p>Brainstorm:</p> <p>Guide the student to define bed occupancy and explain the importance of calculating bed occupancy</p> <p>Individual assignment:</p> <p>Assign tasks to the student on calculating</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Collect data on room rates, special rates and types of disco 	Bed occupancy calculated as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should demonstrate how to calculate bed occupancy</p> <p>Principles: The student should use the principles</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> • Computer set • Printer • Stationery • Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			bed occupancy to each student in the class/workshop.	units <ul style="list-style-type: none"> • Collects data on actual bed sales • Compute potential bed sales • Compute daily bed occupancy 		involved in calculating bed occupancy Theories: The student should explain the importance of calculating bed occupancy Circumstantial knowledge : Detailed knowledge about <ul style="list-style-type: none"> • Room tariffs • Arithmetic computation • Numerical skills 		
		(c)	Brainstorm: Guide the student to define average room rate and explain the importance of calculating it Individual	The student should be able to: <ul style="list-style-type: none"> • Collect data on room rates 	Average room rate calculated as per established standards	Detailed knowledge of: Method used: The student should show the average room rate	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> • Computer set • Printer • Stationer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
			assignment: Assign tasks on calculating average room rate to each student in the class/workshop.	<ul style="list-style-type: none"> Compute average room rate 		calculation procedures Principles: The student should apply the principles involved in calculating average room rate Theories: The student should explain the importance of calculating average room rate Circumstantial knowledge : Detailed knowledge about: <ul style="list-style-type: none"> Room tariffs Arithmetic computation Numerical skills 	y <ul style="list-style-type: none"> Calculator 	
		(d)	Brainstorm: Guide the	The student should be	Room revenue calculated	Detailed knowledge	The following tools, equipment	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		Calculating room revenue	<p>student to define room revenue and explain the importance of calculating it</p> <p>Hands on activities:</p> <p>Guide the students in manageable groups to calculate room revenue</p>	<p>able to:</p> <p>Collect data on room rates</p> <p>Compute room revenue</p>	ads per established procedures	<p>of:</p> <p>Method used: The student should demonstrate how to calculate room revenue</p> <p>Principles: The student should apply the principles involved in calculating room revenue</p> <p>Theories: The student should explain the importance of calculating room revenue</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> Room tariffs Arithmetic computation Numerical skills 	<p>and safety gears are to be available:</p> <ul style="list-style-type: none"> Computer set Printer Stationery Calculator Photocopier 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
		(e) Calculating yield	Brainstorm: Guide the student to define yield and explain the importance of calculating yield Hands-on activities: Guide the students in manageable groups to calculate yield	The student should be able to: <ul style="list-style-type: none"> Collect data on room rates Compute average room rate Calculate yield 	Yield calculated as per established standards	Detailed knowledge of: Method used: The student should show how yield is calculated Principles: The student should apply the principles involved in calculating yield Theories: The student should describe the importance of calculating yield Circumstantial knowledge: Detailed knowledge of: <ul style="list-style-type: none"> Room tariffs Arithmetic computation 	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Printer Stationery Calculator Rooming list In house list Room sales daily report 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						<ul style="list-style-type: none"> Numerical skills 		
	34 Conducting on-job training	(a) Assessing training needs	<p>Brainstorm:</p> <p>Guide the student to define training needs assessment and explain the importance of assessing them</p> <p>Hands-on activities:</p> <p>Guide the students in manageable groups to demonstrate how to assess training needs</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Assess training needs Prepare training programme Conduct on job training Assess staff performance 	Training needs assessed as per established standards	<p>Detailed knowledge of:</p> <p>Method used: The student should show step-by-step how to assess training needs</p> <p>Principles: The student should use the principles involved in assessing training needs</p> <p>Theories: The student should explain importance of assessing training needs</p> <p>Circumstantial knowledge:</p>	<p>The following tools, equipment and safety gears are to be available:</p> <ul style="list-style-type: none"> Computer set Printer Stationery Calculator 	136

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						Detailed knowledge of: Needs assessment		
		(b) Preparing training programme	Brainstorm: Guide the student to define training programme and explain its importance Group discussion: Guide the students in manageable groups to discuss the importance of assessing training needs Hands-on activities: Guide the students in manageable groups to prepare training programme	The student should be able to: <ul style="list-style-type: none"> Assess staff performance Assess training needs Prepare training programme Conduct on job training 	Training programme prepared as per established standards	Detailed knowledge of: Method used: The student should explain how to prepare training programme Principles: The student should apply the principles involved in preparing training programme Theories: The student should explain the Importance of preparing training programme Circumstantial knowledge	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Printer Stationery Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						: Detailed knowledge of: Contents of training programme		
	1.1.	(c) Conducting on-job training	Brainstorm: Guide the student to define on –job training and explain its importance Group discussion: Guide the students in manageable groups to discuss the importance of assessing training needs end conduct on-job training Hands-on activities: Guide the students in manageable groups to conduct on-job training	The student should be able to: <ul style="list-style-type: none"> Assess training needs Prepare training programme Conduct on job training 	On-job training conducted as per established standards	Detailed knowledge of: Method used: The student should illustrate how to conduct on-job training Principles: The student should apply principles involved in conducting on –job training Theories: The student should explain the importance of conducting on –job training Circumstantial knowledge	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Computer set Printer Stationery White board Marker pen Pointer Photocopy machine Projector 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Knowledge Assessment	Training Requirements / Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment			
						: Detailed knowledge about: Principles of conducting training		

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