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Dr Lyabwene M. Mtahabwa
Commissioner for Education

**FOOD AND BEVERAGE SERVICES AND SALES SYLLABUS FOR ORDINARY
SECONDARY EDUCATION VOCATIONAL STREAM FORM I-IV**

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Vocational Education and Training Authority (VETA)

12 VETA Road,

41104 Tambukareli,

PO BOX 802,

Dodoma - Tanzania,

Telephone: +255 26 2963661

Website: www.vetagotz

Email: info@vetagotz

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Abbreviations and Acronyms

CBET	Competency Based Education and Training
F&B	Food and Beverage
KPI	Key Performance Indicators
LCD	Liquid Crystal Display
LPO	Local Purchase Order
OSHA	Occupational Safety and Health Administration
OUS	Occupational Unit Standards
PBX	Private Branch Exchange
PPE	Personal Protective Equipment
TIE	Tanzania Institute of Education
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
VIP	Very Important Person

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competence has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

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

Performance criteria: indicate the expected end results or outcome in form of evaluative statements

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

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

Unit: 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 (T) Anthony M Kasore

Director General

1.0. Introduction

Food and Beverage Services and Sales is one of the occupations taught in the Ordinary Secondary Education Vocational Stream Learning Food and Beverage Services and Sales is essential as it aligns with Tanzania's rich cultural and natural diversity The country's vibrant cuisine and locally sourced ingredients provide a strong foundation for developing the food and beverage industry By teaching these skills, students can develop their ability in food and beverage hygiene, safety, preparation and serving various food and beverage items ranging from local to ethnic However, these skills influence entrepreneurial mindsets and promote healthy eating habits

Upon completion of the program, students will possess both theoretical and practical knowledge of food and beverage services and sales, from menu planning and ingredient sourcing to advanced service techniques and sales strategies They will be capable of managing food and beverage operations, providing exceptional customer service, and implementing sustainable practices in the industry, all while adhering to health and safety regulations Additionally, students will be equipped with the business acumen necessary for managing food and beverage enterprises, ensuring high standards of quality, innovation, and customer satisfaction in all aspects of the industry

A graduate in this field can find employment in various sectors Graduates may be employed in both government and private sectors such as hospitality establishments, catering companies, restaurants, hotels, training institutions, research organizations, and food service projects Opportunities also exist for self-employment, small, medium, and large food service enterprises, and in Non-Governmental Organizations (NGOs) involved in food security and nutrition programs

The Food and Beverage Services and Sales Syllabus is designed to guide the teaching and learning of this field at Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania The syllabus outlines the competences students need to develop while learning food and beverage services and sales It provides valuable information to enable teachers to effectively plan their lessons and help learners achieve 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 Competences 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 including cross cutting issues;
- (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) Appreciate procedures and safety rules in using technical tools correctly; and
- (g) 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) Maintaining a safe and healthy working environment
- (b) Handling customer service
- (c) Providing food services
- (d) Providing beverages services

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 and healthy working environment	1.1. Maintaining professional and hygienic appearance 1.2. Handling emergencies and injuries 1.3. Handling hazards in kitchen and restaurant 1.4. Administering first aid 1.5. Handling kitchen and restaurant sanitation

Modules (Main Competence)	Units (Specific competences)
1.0. Handling Customer Service	1.1. Handling customer service 1.2. Handling complaints 1.3. Handling guest special requests
3.0. Providing food services	3.1. Performing mis en place and mis en scene 3.2. Serving breakfast dishes 3.3. Serving main dishes 3.4. Serving dessert dishes 3.5. Providing room service
1.0. Providing beverage services	1.1. Taking restaurant reservations 1.2. Serving alcoholic beverages 1.3. Serving non-alcoholic beverages 1.4. Preparing cocktails and mocktails
2.0. Providing outside catering services	2.1. Preparing service equipment, tools and accessories for outside catering 2.2. Laying outside catering area 2.3. Handling outside catering services
1.0. Preparing and cooking bakery and pastry products	1.1. Preparing and cooking yeast dough products 1.2. Preparing and cooking pastry products 1.3. Preparing and cooking desserts
2.0. Preparing and cooking breakfast dishes	2.1. Preparing and making breakfast beverages 2.2. Preparing cold items for breakfast 2.3. Preparing and cooking hot items for breakfast
1.0. Providing banquet services	1.1. Preparing services for professional functions 1.2. Preparing services for social functions 1.3. Preparing services for state functions
2.0. Supervising services of food and beverages	2.1. Planning and organizing food and beverage service work flow 2.2. Operating bar
3.0. Budgeting, costing and controlling food and beverage materials	3.1. Planning, designing, and writing menu 3.2. Controlling and costing food and beverage materials 3.3. Budgeting of food and beverage materials

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

Good relationship between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Food and Beverage Services and Sales.

6.1. The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Food and Beverage Services and Sales
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develops the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process
- (c) Use student centered instructional strategies that make the student a centre of learning

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

6.2. The student

The student is expected to:

- (a) Develop the intended 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;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (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 includes but not limited to Practical Demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits 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 be integrated with 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 that regard, both 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 Food and Beverage Services and Sales. 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 on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to Practical 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 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.

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 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)	60	400
Form Three Terminal Examination	50	
Form Three Annual Examination	50	
Form Four Mock Examination	70	
Project	70	
Form Two Practical	100	
Form Three Practical	100	
Form Four Practical	100	
Total	600	

1.0. Number of Periods

The Food and Beverage Services and Sales Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provide 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 6 for practical sessions which may

require double periods (e.g., 80) Double periods will allow sufficient time for hands-on activities.

1.1. 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 knowledge assessment), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

Form One

Table 3: Detailed contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0 Maintaining a safe and healthy working environment	1.1 Maintaining Professional and Hygienic Appearance	(a) Maintaining professional appearance	Brainstorming: Guide the students to define, identify and mention things to consider when maintaining professional appearance Group Discussions: Guide students in exploring how to maintain professional appearance Practical Demonstration: Show students the process of practicing professional appearance	The student should be able to: <ul style="list-style-type: none"> • Press uniforms properly • Take a shower • Wear proper uniform • Apply deodorants and cosmetics lightly • Follow the company's dress code or uniform guidelines • Keep your uniform clean and tidy 	Professional appearance maintained as per professional standards	Knowledge evidence: Detailed knowledge of: Methods used: Student should explain methods used in maintaining professional appearance Principles: The student should explain procedures involved in: Maintaining professional appearance Theories: The student should explain the importance of: Maintaining professional appearance Circumstantial knowledge Detailed knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Professional uniforms • Washrooms • Bath kit • Hand washing sinks • Soap dispensers • Tooth brush and paste • Nail cutter • Towels • Changing room • Shoe brush 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						about: Professional ethics		
		(b) Maintaining personal grooming	Brainstorming: Guide the students to define, identify and mention things to consider when maintaining personal grooming Group Discussions: Guide students in exploring how to maintain personal grooming Practical Demonstration: Show students the process of practicing personal grooming	The student should be able to: <ul style="list-style-type: none"> • Shower regularly • Brush teeth • Keep hair neat • Maintain clean nails • Use deodorant • Visit the dentist regularly for check-ups • Use appropriate grooming tools 	Personal grooming maintained as per professional standards	Knowledge evidence: Detailed knowledge of: Methods used: Student should explain methods used in maintaining personal grooming Principles: The student should explain procedures involved in: Maintaining personal grooming Theories: The student should explain the importance of: Maintaining personal grooming Circumstantial knowledge Detailed knowledge about: Routine medical check-up	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Head gear • Professional uniforms • Washrooms • Bath kit • Hand washing sinks • Soap dispensers • Tooth brush and paste • Nail cutter • Towels • Changing room 	
		(c) Maintaining a clean and tidy working environment	Brainstorming: Guide the students to define, explain and mention steps in	The student should be able to: <ul style="list-style-type: none"> • Establish cleaning and 	Clean and tidy working environment maintained as per professional standards	Knowledge evidence: Detailed knowledge of:	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			maintaining a clean and tidy working environment Group Discussions: Guide students in exploring how to maintain a clean and tidy working environment Practical Demonstration: Show students how to clean and tidy working environment	organization guidelines <ul style="list-style-type: none"> • Develop a cleaning routine for shared spaces • Encourage employees to keep their workstations organized • Conduct regular clean-ups and inspections • Implement waste management practices 		Methods used: Student should explain methods used in maintaining personal grooming Principles: The student should explain procedures involved in: Maintaining personal grooming Theories: The student should explain the importance of: Important factors to be considered in maintaining personal grooming Circumstantial knowledge Detailed knowledge about: Maintaining personal grooming	<ul style="list-style-type: none"> • Soft brooms • Yard brooms • Liquid soap • Hard brush • Dust pan • Trash bin • Trash bags • Cobweb broom • Dust cloth • Squeegee • Mop and mop bucket 	
1.0. Maintaining a safe and Healthy Working	1.2. Handling Emergencies and Injuries	(a) Dealing with injuries	Discussions Guide student to talk and have a lengthy conversation on dealing with injuries	The student should be able to: <ul style="list-style-type: none"> • Identify types of injuries • Select items used for first 	Injuries dealt accordingly as per first aid rules	Knowledge evidence: Detailed knowledge of: Methods: The student should explain the	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Protective gears • First aid kit 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
Environment			Question and answers Provide direct questions to students and receive answers on dealing with injuries Practical Demonstration: Show students the process of dealing with injuries Guest speaker Invite guest speaker from firefighting brigade and medical institution	aid <ul style="list-style-type: none"> Provide first aid to the injured person 		methods used to deal with injuries Principles: The student should explain the principals involved in dealing with injuries Theory: The student should explain: The procedures to dealing with injuries Circumstantial knowledge Detailed knowledge about: Dealing with injuries	<ul style="list-style-type: none"> Stretcher Fire blanket A bucket of sand Fire alarm PPE Wheelchair Spinal Backboard Tourniquet Splints 	
		(b) Handling emergencies	Discussions Guide student to talk and have a lengthy conversation on handling emergencies Question and answers Provide direct questions to students and receive answers on handling emergencies Practical Demonstration:	The student should be able to: <ul style="list-style-type: none"> Identify equipment used for emergencies Wear personal protective gears when handling emergencies Apply measures to prevent or control the risk 	Emergencies handled as per first aid procedures	Knowledge evidence: Detailed knowledge of: Methods: The student should explain the methods used to handle emergencies Principles: The student should explain the principles involved in handling emergencies Theory: The student should explain:	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Protective gears Firefighting equipment First aid kit Stretcher Fire blanket A bucket of sand Fire alarm Mobile phone 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Show students the process of handling emergencies	<ul style="list-style-type: none"> Maintain equipment and observe safety procedures 		<p>The procedures to follow handling emergencies</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge about:</p> <p>Healthy and safety working habits</p>		
		(c) Preventing fire accidents	<p>Discussions</p> <p>Guide student to talk and have a lengthy conversation on preventing fire accidents</p> <p>Question and answers</p> <p>Provide direct questions to students and receive answers on preventing fire accidents</p> <p>Practical Demonstration:</p> <p>Show students the process of preventing fire accidents</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify equipment used for preventing fire Conduct fire risk assessments Use fire fighting equipment Maintain electrical safety Ensure safe handling and storage of flammable materials 	Fire accidents prevented as per standards procedures	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods: The student should explain the methods of preventing fire accidents</p> <p>Principles: The student should explain the principles involved in preventing fire accidents</p> <p>Theory: The student should explain: The procedures to follow when preventing fire accidents</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Protective gears Firefighting equipment First aid kit Stretcher Fire blanket A bucket of sand Fire alarm 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						about: Healthy and safety working habits		
		(d) Attending fire event	Discussions Guide student to talk and have a lengthy conversation on attending fire event Question and answers Provide direct questions to students and receive answers on attending fire event Practical Demonstration: Show students the process of attending fire event	The student should be able to: <ul style="list-style-type: none"> • Call emergency services • Activate fire alarms • Evacuate the Area • Follow the evacuation plan • Assist those who need help • Use fire extinguishers • Assemble at the designated safe area 	Fire event attended as per standard procedures	Knowledge evidence: Detailed knowledge of: Methods: The student should explain the methods used to maintain safety at workplace and ensure fire free situations Principles: The student should explain the principles involved in attending fire event Theory: The student should explain: The procedures to follow when attending fire event Circumstantial knowledge Detailed knowledge about: Healthy and safety working habits	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Protective gears • Firefighting equipment • First aid kit • Stretcher • Fire blanket • A bucket of sand • Fire alarm 	
1.0. Maintaining a safe and	1.3. Handling hazards in the kitchen	(a) Classifying mechanical hazards	Discussions Guide student to talk and have a lengthy	The student should be able to:	The mechanical hazards classified as per safety regulations	Knowledge evidence: Detailed knowledge	The following tools, equipment, facilities and safety gears are	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
healthy working environment	and restaurant		<p>conversation on classifying mechanical hazards</p> <p>Question and answers Provide direct questions to students and receive answers on classifying mechanical hazards</p> <p>Practical Demonstration: Show students the process of classifying mechanical hazards</p>	<ul style="list-style-type: none"> Identify the types of mechanical hazards Assess the machinery and equipment Classify mechanical hazards based on severity Classify based on worker exposure Examine specific hazards from different equipment types 		<p>of: Methods: The student should explain methods involved in classifying mechanical hazards in the restaurant</p> <p>Principles: The student should explain principles of classifying mechanical hazards</p> <p>Theory: The student should explain: Mechanical hazards classifications</p> <p>Circumstantial knowledge Detailed knowledge about: Law related to Classifying mechanical hazards</p>	<p>to be available:</p> <ul style="list-style-type: none"> Handouts Flip charts Overhead projector Chalk board Marker pen Duster 	
		(b) Classifying physical hazards	<p>Discussions Guide student to talk and have a lengthy conversation on classifying physical hazards</p> <p>Question and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify the types of physical hazards Assess the 	Physical hazards classified as per safety regulations	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should explain methods involved in</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Handouts Flip charts Overhead 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			answers Provide direct questions to students and receive answers on classifying physical hazards Practical Demonstration: Show students the process of classifying physical hazards	hazard's source <ul style="list-style-type: none"> Classify based on severity of risk Evaluate worker exposure and duration Classify based on control measures Classify based on compliance and regulations Consider the potential for acute or chronic health effects 		classifying physical hazards in the restaurant Principles: The student should explain principles of classifying physical hazards Theory: The student should explain: Meaning of physical hazards and their classifications Circumstantial knowledge Detailed knowledge about: Law related to classifying physical hazards	projector <ul style="list-style-type: none"> Chalk board Marker pen Duster 	
		(c) Classifying chemical hazards	Brainstorming: Guide the students to define, explain and mention steps in classifying chemical hazards Group Discussions: Guide students in exploring how to classify chemical	The student should be able to: <ul style="list-style-type: none"> Identify the chemical hazard Classify by chemical properties Classify by health hazards Classify by 	Chemical hazards classified as per safety regulations	Knowledge evidence: Detailed knowledge of: Methods: The student should explain methods involved in classifying chemical hazards in the restaurant Principles: The	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Handouts Flip charts LCD projector Chalk board Marker pen Duster 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			hazards Practical Demonstration: Show students the process of classifying chemical hazards	exposure routes <ul style="list-style-type: none"> Classify by physical state Classify by regulatory categories Assess the concentration and quantity Evaluate and classify by storage and handling risks 		student should explain principles of classifying chemical hazards Theory: The student should explain: Meaning of chemical hazards Circumstantial knowledge Detailed knowledge about: Law related to Classifying physical hazards	<ul style="list-style-type: none"> Hazard identification checklists First aid kit PPE 	
		(d) Classifying biological hazards	Brainstorming: Guide the students to define, explain and mention steps in classifying biological hazards Group Discussions: Guide students in exploring how to classify biological hazards Practical Demonstration: Show students the process of classifying biological hazards	The student should be able to: <ul style="list-style-type: none"> Identify the biological hazards Classify by potential health effects Classify by environmental exposure Classify by occupation or task risk 	Biological hazards classified as per safety regulations	Knowledge evidence: Detailed knowledge of: Methods: The student should explain methods involved in classifying biological hazards Principles: The student should explain principles of classifying biological hazards Theory: The student should explain: Meaning of biological	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Handouts Flip charts Chalk board Marker pen Biological hazard checklist Manual handling and lifting aids PPE Food safety monitoring tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						hazards Circumstantial knowledge Detailed knowledge about: Law related to food and service industry	<ul style="list-style-type: none"> Biological hazard warning signs and labels Infection Control Guidelines 	
		(e) Classify weather related hazards	Brainstorming: Guide the students to define, explain and mention steps in classifying weather related hazards Group Discussions: Guide students in exploring how to classify weather related hazards Practical Demonstration: Show students the process of classifying weather related hazards	The student should be able to: <ul style="list-style-type: none"> Identify the type of weather hazard Classify by intensity Classify by duration Classify by geographic impact Classify by likelihood or probability Classify by impact on human health and safety 	Weather related hazards classified as per safety regulations	Knowledge evidence: Detailed knowledge of: Methods: The student should explain methods involved in classifying weather related hazards Principles: The student should explain principles of classifying weather related hazards Theory: The student should explain: Classification of weather related hazards Circumstantial knowledge Detailed knowledge about: Law related to food	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Handouts Flip charts Overhead projector Chalk board Marker pen Duster 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						and service industry		
1.0. Maintaining a Safe, Healthy and Secure Working Environment	1.4. Administering first aid	(a) Providing first aid to an injured and bleeding person	Brainstorming: Guide the students to define, explain and mention steps in providing first aid to an injured and bleeding person Group Discussions: Guide students in exploring how to provide first aid to an injured and bleeding person Practical Demonstration: Show students the process of providing first aid to an injured and bleeding person	The student should be able to: <ul style="list-style-type: none"> Assess the situation Ensure safety Assess the person's condition Call emergency services Wear gloves Control the bleeding Prevent shock Apply a dressing or bandage Do not remove embedded objects 	First aid services administered as per situation	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures in giving first aid to Injured and bleeding Principles: The student should explain principles involved in offering first aid to: Injured and bleeding person Theories: The student should explain importance of timely provision of first aid to an injured and bleeding person Circumstantial knowledge: Detailed knowledge about safety rules in the provision of first aid	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> First aid kit Stretcher Accident log book Telephone PPE Gauze pads and dressings Bandages Tourniquet Antiseptic solution Scissors Splints Disinfectant Wipes 	84
		(b) Providing first	Brainstorming:	The student	First aid administered	Knowledge	The following tools,	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		aid to unconscious person	<p>Guide the students to define, explain and mention steps in providing first aid to an unconscious person</p> <p>Group Discussions: Guide students in exploring how to provide first aid to an unconscious person</p> <p>Practical Demonstration: Show students the process of providing first aid to an unconscious person</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Ensure safety • Check responsiveness • Call for help • Check breathing • Open the airway • Perform CPR (if needed) chest compressions • Check for other injuries 	to unconscious person as per requirements	<p>evidence: Detailed knowledge of: Methods used: The student should explain procedures in giving first aid to unconscious person Principles: The student should explain principles involved in offering first aid to: Unconscious person Theories: The student should explain importance of timely provision of first aid to unconscious person Circumstantial knowledge: Detailed knowledge about safety rules in the provision of first aid</p>	<p>equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • First aid kit • Protective Gloves • Blankets or Warmth • Mobile Phone 	
		(c) Providing first aid to a fainted person	<p>Brainstorming: Guide the students to define, explain and mention steps in providing first aid to a fainted person</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Ensure safety • Check for responsiveness • Lay the person 	First aid to fainted person administered as per requirements	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should explain</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • First aid kit • Protective Gloves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Group Discussions: Guide students in exploring how to provide first aid to a fainted person Practical Demonstration: Show students the process of providing first aid to a fainted person	flat on their back <ul style="list-style-type: none"> Elevate their legs Loosen tight clothing Check for breathing and pulse Encourage regaining consciousness Monitor for further symptoms Avoid standing up too quickly Provide information to medical professionals 		procedures in giving first aid to Fainted person Principles: The student should explain principles involved in offering first aid to: Fainted person Theories: The student should explain importance of timely provision of first aid to fainted person Circumstantial knowledge: Detailed knowledge about Safety rules in the provision of first aid	<ul style="list-style-type: none"> Cold Compress or Ice Pack Mobile Phone Blanket or warmth 	
		(d) Providing first aid to an electrically shocked person	Brainstorming: Guide the students to define, explain and mention steps in providing first aid to an electrically shocked person Group Discussions: Guide students in exploring how to	The student should be able to: <ul style="list-style-type: none"> Ensure safety Turn off the power source Do not touch the person directly Ensure the area is safe 	First aid administered to an electrically shocked person as per regulations	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures in giving first aid to an electrically shocked person	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> First aid kit Stretcher Non-Conductive Object Fire Extinguisher Burn Dressing or 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			providing first aid to an electrically shocked person Practical Demonstration: Show students the process of providing first aid to an electrically shocked person	<ul style="list-style-type: none"> • Call for help • Check the person's condition • Start chest compressions (if needed) • Keep the person calm and comfortable • Monitor for shock • Do not let the person stand or walk immediately 		Principles: The student should explain principles involved in offering first aid to: an electrically shocked person Theories: The student should explain importance of timely provision of first aid to an electrically shocked person fainted Circumstantial knowledge: Detailed knowledge about Safety rules in the provision of first aid to an electrically shocked person	Cooling Gel • Blanket or Warmth	
		(f) Providing first aid to a burnt person	Brainstorming: Guide the students to define, explain and mention steps in providing first aid to a burnt person Group Discussions: Guide students in exploring how to providing first aid to	The student should be able to: <ul style="list-style-type: none"> • Remove the person from the source of the burn • Turn off electrical sources • Call 	First aid administered to a burnt person as per regulations	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures in giving first aid to Burnt person	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • First aid kit • Stretcher • Cool, clean water • Burn dressing or burn gel 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			a burnt person Practical Demonstration: Show students the process providing first aid to a burnt person	emergency services <ul style="list-style-type: none"> • Provide relevant information • Assess the severity of the burn • Cool the burn (do not use ice or very cold water) • Cover the burn 		Principles: The student should explain principles involved in offering first aid to: Burnt person Theories: The student should explain importance of timely provision of first aid to a burnt person Circumstantial knowledge: Detailed knowledge about safety rules in the provision of first aid to a burnt person	<ul style="list-style-type: none"> • Non-stick dressings or gauze • Burn cream or ointment • Pain relievers 	
		(f) Providing first aid to person with heart attack	Brainstorming: Guide the students to define, explain and mention steps in providing first aid to person with heart attack Group Discussions: Guide students in exploring how to providing first aid to person with heart attack Practical Demonstration:	The student should be able to: <ul style="list-style-type: none"> • Recognize the symptoms of a heart attack • Call for emergency help • Encourage the person to rest • Administer aspirin (if appropriate) • Monitor breathing and 	First aid administered to heart attacked person as per requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures in giving first aid to Hearts attacked person Principles: The student should explain principles involved in offering first aid to: Person with heart	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • First aid kit • Mobile Phone • Aspirin • CPR Mask or Face Shield 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Show students the process providing first aid to first aid to person with heart attack	<p>pulse</p> <ul style="list-style-type: none"> • Call emergency services immediately • Start chest compressions 		<p>attack</p> <p>Theories: The student should explain importance of timely provision of first aid to heart attacked person</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about safety rules in the provision of first aid to heart attacked person</p>		
		(g) Providing first aid to a choked person	<p>Brainstorming: Guide the students to define, explain and mention steps in providing first aid to a choked person</p> <p>Group Discussions: Guide students in exploring how to providing first aid to a choked person</p> <p>Practical Demonstration: Show students the process providing first aid to a choked person</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Assess the situation • Call emergency services • Perform the Heimlich manoeuvre (abdominal thrusts) for adults or children over 1 year old • Position hands higher For a pregnant 	First aid provided to a choked person as per first aid procedures	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used: The student should explain procedures in giving first aid to a choked person</p> <p>Principles: The student should explain principles involved in offering first aid to: a choked person</p> <p>Theories: The student should explain importance of timely</p>	<p>This element can be The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • First aid kit • Stretcher • Blanket or Warmth 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				woman or overweight person <ul style="list-style-type: none"> • Perform back blows for infants under 1 year old • Call for help 		provision of first aid to a choked person Circumstantial knowledge: Detailed knowledge about safety rules in the provision of first aid to a choked person		
		(h) Providing first aid to an allergic person	Brainstorming: Guide the students to define, explain and mention steps in providing first aid to an allergic person Group Discussions: Guide students in exploring how to providing first aid to an allergic person Practical Demonstration: Show students the process of providing first aid to an allergic person	The student should be able to: <ul style="list-style-type: none"> • Recognize the symptoms of an allergic reaction • Identify the trigger • Call for emergency help • Help the person use their epinephrine (if available) • Keep the person calm and comfortable • Monitor the person's 	First aid administered to an allergic person as per standard procedures	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures in giving first aid to An allergic person Principles: The student should explain principles involved in offering first aid to: an allergic person Theories: The student should explain importance of timely provision of first aid to an allergic person Circumstantial knowledge:	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • First aid kit • Mobile phone • Antihistamines • Oxygen 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				condition		Detailed knowledge about safety rules in the provision of first aid to an allergic person		
1.0. Maintaining a Safe and Healthy Working Environment	1.5. Handling kitchen and restaurant sanitation	(a) Cleaning kitchen and restaurant premises	Brainstorming: Guide the students to define, explain and mention steps in cleaning kitchen and restaurant premises Practical Demonstration: Show students the process to clean kitchen and restaurant premises Practical work Guide the students in cleaning kitchen and restaurant premises	The student should be able to: <ul style="list-style-type: none"> • Gather cleaning supplies and equipment • Clean and organize the kitchen • Clean tables and chairs • Sweep and mop the dining floor • Clean and sanitize high-touch areas 	Kitchen areas and restaurant facilities cleaned and sanitized as per established set standards	Knowledge evidence: Detailed knowledge of: Methods: The student should explain different methods used to maintain kitchen and restaurant cleanliness and sanitation Principles: The student should explain procedures of: Cleaning and sanitizing kitchen and restaurant facilities Theory: The student should explain the importance of: Keeping working areas clear and clean throughout	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Cleaning gloves • Mops and buckets • Cleaning agents • Disinfectant • Sanitizers • Broom and dustpan • Scrub brushes • Sponges and dishcloths • All-purpose cleaner • Degreaser • Trash bags and trash cans 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Carrying out kitchen and restaurant sanitation Circumstantial knowledge Detailed knowledge about: Safety measures to be observed Kitchen and restaurant legal requirement		
		(b) Cleaning storage areas	Brainstorming: Guide the students to define, explain and mention steps in cleaning storage areas Practical Demonstration: Show students the process to clean storage areas Practical work Guide the students in cleaning storage areas	The student should be able to: <ul style="list-style-type: none"> • Gather cleaning supplies • Remove all items from the storage area • Clean the shelving units • Clean the floor in the storage area • Clean and sanitize storage containers • Check and clean the ceiling and 	Storage areas and facilities cleaned and sanitized as per established set of standards	Knowledge evidence: Detailed knowledge of: Methods: The student should explain different methods used to maintain storage areas Principles: The student should explain procedures of: Clean storage areas Theory: The student should explain the importance of: Keeping storage areas clear and clean	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Cleaning gloves • Mops and buckets • Cleaning agents • Disinfectant • Sanitizers • Broom and dustpan • Scrub brushes • Sponges and dishcloths • All-purpose cleaner • Degreaser 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				walls • Organize the storage area		throughout Circumstantial knowledge Detailed knowledge about: HACCP (Hazard Analysis Critical Control Point) knowledge	• Trash bags and trash cans	
		(c) Controlling pests and waste disposals	Brainstorming: Guide the students to define, explain and mention steps in controlling pests and waste disposals Practical Demonstration: Show students the process of controlling pests and waste disposals Practical work: Guide the students in controlling pests and waste disposals	The student should be able to: • Seal pests entry points • Keep doors closed • Store trash in sealed bins • Use closed waste containers • Clean the bins • Set traps • Inspect regularly • Use pesticides	Pests and waste disposals Controlled as per established set standards	Knowledge evidence: Detailed knowledge of: Methods: The student should explain different methods used to Controlling pests and waste disposals Principles: The student should explain procedures of: Controlling pests and waste disposals Theory: The student should explain the importance of: Controlling pests and waste disposals Circumstantial	The following tools, equipment, facilities and safety gears are to be available: • Pest Control Traps (Rodent traps, Insect traps, Bed bug traps) • Pest repellents • Insecticides and rodenticides • Broom and dustpan • Disinfectant • Sanitizers • Dry storage shelves/racks	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge Detailed knowledge about: HACCP (Hazard Analysis Critical Control Point) knowledge		
		(d) Handling perishable and non-perishable foods	Brainstorming: Guide the students to define, explain and mention steps in handling perishable and non-perishable foods Practical Demonstration: Show students the process of handling perishable and non-perishable foods Practical work: Guide the students in handling perishable and non-perishable foods	The student should be able to: <ul style="list-style-type: none"> • Receive and inspect perishable foods • Inspect for damage • Examine freshness • Refrigerate perishable foods • Receive and inspect non-perishable foods • Check expiration dates • Store non-perishable foods correctly 	Perishable and non-perishable foods handled as per established standards	Knowledge evidence: Detailed knowledge of: Methods: The student should explain different methods used to handle perishable and non-perishable foods Principles: The student should explain procedures of: Handling perishable and non-perishable foods Theory: The student should explain the importance of: Handling perishable and non-perishable foods Circumstantial	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Refrigerators and Freezers • Thermometers • Vacuum sealers • Cold storage bags/boxes cellars • Plastic wrap, aluminium foil, and containers • Storage cupboards • Cabinets • Tables • Counter tops • Cutting boards • Mops and buckets 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge Detailed knowledge about: HACCP (Hazard Analysis Critical Control Point) knowledge		
2.0 Handling Customer Services	2.1. Handling Customer Service	(a) Handling customer service	Brainstorming: Guide the students to define, explain and mention steps in handling customer service Practical Demonstration: Show students the process of handling customer service Role playing: Guide students in small groups to simulate scenarios on handling customer service	The student should be able to: <ul style="list-style-type: none"> Greet and acknowledge the customer Listen actively to the customer's needs Provide accurate information Address customer complaints professionally 	Customer service handled as per standards set	Knowledge evidence: Detailed knowledge of: Method used: The student should explain meaning of customer and customer service Principle: The student should explain types of customers and customer service Theories: The student should explain importance of: Handling customer service Circumstantial knowledge Detailed knowledge about:	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Pen Stationaries Complaints book (record book) Computer Standard operating procedures manual 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Communication skills		
		(b) Provide an exciting service to customer	Brainstorming: Guide the students to define, explain and mention steps in providing an exciting service to customer Practical Demonstration: Show students the process of providing an exciting service to customer Role playing: Guide students in small groups to simulate scenarios on providing an exciting service to customer	The student should be able to: <ul style="list-style-type: none"> Create a welcoming atmosphere Use the customer's name Know their preferences Offer surprises and delight Make the experience engaging 	Exciting service provided to customer as per standards set	Knowledge evidence: Detailed knowledge of: Method used: The student should explain meaning of exciting service Principle: The student should explain types of exciting service Theories: The student should explain importance of: Exciting service Circumstantial knowledge Detailed knowledge about: Customer services	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Pen Stationaries Complaints book (record book) Computer Standard operating procedures manual 	
		(c) Listen to customers for the needed service	Brainstorming: Guide the students to define, explain and mention steps in listening to customers for the needed service Practical	The student should be able to: <ul style="list-style-type: none"> Show empathy and understanding Ask clarifying questions Paraphrase or 	Customer's needs met as per requirements	Knowledge evidence: Detailed knowledge of: Method used: The student should explain meaning of customers' needs	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Pen Stationaries Complaints book (record book) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration: Show students the process of listening to customers for the needed service Role playing: Guide students in small groups to simulate scenarios on listening to customers for the needed service	summarize their concerns <ul style="list-style-type: none"> Stay open-minded 		Principle: The student should explain types of customers' needs Theories: The student should explain importance of: Customers' needs Circumstantial knowledge Detailed knowledge about: Customer care	<ul style="list-style-type: none"> Questionnaires Computer Standard operating procedures manual 	
		(d) Handling special service to internal and external customers	Brainstorming: Guide the students to define, explain and mention steps in handling special service to internal and external customers Practical Demonstration: Show students the process of handling special service to internal and external customers Role playing: Guide students in	The student should be able to: <ul style="list-style-type: none"> Listen actively Ask clarifying questions Recognize unique situations Personalize the experience Provide quick and effective responses Be flexible and adaptable 	Special service to internal and external customers handled as per standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain meaning of guests' special services Principle: The student should explain types of guests' special services Theories: The student should explain importance of: <ul style="list-style-type: none"> Handling guest special services 	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Pen Stationaries Complaints book (record book) Suggestion box Questionnaire Computer Standard operating procedures manual 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			small groups to simulate scenarios on handling special service to internal and external customers			Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Communication skills • Customer care 		
2.0 Handling Customer Services	2.2. Handling complaints	(a) Recording guest complaints	Brainstorming: Guide the students to define, explain and mention steps in recording guest complaints Practical Demonstration: Show students the process of recording guest complaints Role playing: Guide students in small groups to simulate scenarios of recording complaints	The student should be able to: <ul style="list-style-type: none"> • Give full attention • Listen without interrupting • Acknowledge their concerns • Remain calm and professional • Gather relevant details • Record the complaint in the proper system 	Guest complaints recorded as per standard procedures	Knowledge evidence: Detailed knowledge of: Method used: The student should explain various methods of recording guest's complaints Principle: The student should explain procedures involved in recording guest complaints Theories: The student should explain importance of: Recording guest complaint Circumstantial knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Pen • Stationaries • Complaints book (record book) • Suggestion box • Questionnaires • Computer • Standard operating procedures manual 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Detailed knowledge about: Communication skills		
		(b) Resolving complaints	Brainstorming: Guide the students to define, explain and mention steps in resolving guest complaints Practical Demonstration: Show students the process of resolving complaints Role playing: Guide students in small groups to simulate scenarios on resolving complaints	The student should be able to: <ul style="list-style-type: none"> Listen carefully and understand the complaint Apologize sincerely Stay calm and professional Acknowledge the issue Offer a solution or next steps Take immediate action 	Guest complaints solved as per standard procedures	Knowledge evidence: Detailed knowledge of: Method used: The student should explain various methods of solving guest's complaint Principle: The student should explain procedures involved in solving guest complaints Theories: The student should explain importance of: Solving guest complaints Circumstantial knowledge Detailed knowledge about: Communication skills	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Pen Stationaries Complaints book (record book) Suggestion box Questionnaires Computer Standard operating procedures manual 	
		(c) Handling guest complaints	Brainstorming: Guide the students to define, explain and	The student should be able to: <ul style="list-style-type: none"> Answer 	Guest complaints handled through telephone as per	Knowledge evidence: Detailed knowledge	The following tools, equipment, facilities and safety gears are	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		through telephone	mention steps in handling guest complaints through telephone Practical Demonstration: Show students the process of handling complaints through telephone Role playing: Guide students in small groups to simulate scenarios on handling complaints through telephone	promptly and professionally <ul style="list-style-type: none"> Listen actively Clarify and confirm details Apologize sincerely Offer a solution Follow through Offer compensation (if applicable) End on a positive note 	standards set	of: Method used: The student should explain various methods of handling guest's complaint via telephone Principle: The student should explain procedures involved in handling guest complaints via telephone Theories: The student should explain importance of: Handling guest complaints via telephone Circumstantial knowledge Detailed knowledge about: Communication skills	to be available: <ul style="list-style-type: none"> Pen Stationaries Complaints book (record book) Suggestion box Questionnaires Computer Standard operating procedures manual 	
		(d) Following-up guest satisfaction	Brainstorming: Guide the students to define, explain and mention steps in following-up guest satisfaction	The student should be able to: <ul style="list-style-type: none"> Time follow-up Choose the right method 	Guest satisfaction followed-up as per standards set	Knowledge evidence: Detailed knowledge of: Method used: The student should explain	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Pen Stationaries 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical Demonstration: Show students the process of following-up guest satisfaction Role playing: Guide students in small groups to simulate scenarios on following-up guest satisfaction	<ul style="list-style-type: none"> Personalize the follow-up Ask open-ended questions Address any remaining concerns Express appreciation Provide incentives (if appropriate) Document the feedback 		various methods of following-up guest satisfaction Principle: The student should explain procedures involved in following-up guest satisfaction Theories: The student should explain importance of: Guest satisfaction Circumstantial knowledge Detailed knowledge about: Communication skills	<ul style="list-style-type: none"> Complaints book (record book) Suggestion box Questionnaires Computer Standard operating procedures manual 	
2.0 Handling Customer services	2.3. Handling guest Special Requests	(a) Handling special dietary request	Brainstorming: Guide the students to define, explain and mention steps in handling special dietary request Guest speaker: Invite a resource person to describe the recommended principles and	The student should be able to: <ul style="list-style-type: none"> Acknowledge the request promptly Verify the specifics of the request Check available menu options 	Guests' special dietary requests handled as per standards set	Knowledge evidence: Detailed knowledge of: Method used: The student should explain various methods of: Handling guests' dietary special requests Theories: The student	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Telephone Computer Menu Log book Stationeries 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			practices for handling special dietary request Role playing: Guide students in small groups to simulate scenarios on handling special dietary request	<ul style="list-style-type: none"> Inform the kitchen staff Provide a customized menu (if necessary) Confirm special ingredients and restrictions Serve and communicate clearly 		<p>should explain the importance of: Handling guests special dietary requests</p> <p>Principle: The student should explain principles involved in: Handling guest special dietary requests</p> <p>Circumstantial knowledge Detailed knowledge about: Establish policy Customer care skills</p>		
		(b) Handling babysitting request	<p>Brainstorming: Guide the students to define, explain and mention steps in handling babysitting request</p> <p>Guest speaker: Invite a resource person to describe the recommended principles and practices for handling babysitting</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Acknowledge the request promptly Clarify the guest's specific needs Provide information on babysitting service Confirm the 	Guests' babysitting requests handled as per standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain various methods of: Handling guests babysitting requests</p> <p>Theories: The student should explain the importance of: Handling guests</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Telephone First aid kit Diapers, wipes, and changing supplies Babysitting request forms Toys 	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			request Role playing: Guide students in small groups to simulate scenarios on handling babysitting request	availability of a suitable babysitter <ul style="list-style-type: none"> Confirm the booking and details Ensure safety and security measures Provide necessary contact information Request feedback after the session 		babysitting requests Principle: The student should explain principles involved in: Handling guest babysitting requests Circumstantial knowledge Detailed knowledge about: Establishment policy	<ul style="list-style-type: none"> Games Colouring books Crayons Childcare logbook 	
		(c) Attending VIP guest	Brainstorming: Guide the students to define, explain and mention steps in attending VIP guest Field visit: Organise students in groups or individually to visit a tourist hotel nearby to study attending VIP guests and write a report Role playing: Guide students in	The student should be able to: <ul style="list-style-type: none"> Know the guest Personalized arrangement Prepare the staff Warm and efficient check-in Offer personalized welcome amenities 	VIP guests attended as per services standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain various methods of: Attending VIP guest requests Theories: The student should explain the importance of: Attending VIP guest requests Principle: The	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Telephone Name badges VIP guest kit Wi-Fi access Luxury tableware Silver service trays Wine/champagne glasses 	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			small groups to simulate scenarios on attending VIP guest	<ul style="list-style-type: none"> Personalized concierge service Ensure privacy and discretion Offer VIP-level in-room services Check-in during the stay Personalized dining experience 		<p>student should explain principles involved in: Attending VIP guest requests</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge about:</p> <p>Establishment of policy</p>	<ul style="list-style-type: none"> Coat check service Private entrance/exit Privacy screens or dividers POS system 	
		(d) Handling disabled guest	<p>Brainstorming: Guide the students to define, explain and mention steps in handling disabled guest</p> <p>Practical Demonstration: Show students the process of handling disabled guest</p> <p>Role playing: Guide students in small groups to simulate scenarios on handling disabled guest</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Ask about special requirements Provide clear information Confirm special arrangement Provide assistance at the door Personalized greeting Ensure accessibility in the room 	Disabled guest requests received, provided and guest satisfied as per standards set	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain various methods of: Handling disabled guest requests</p> <p>Theories: The student should explain the importance of: Handling disabled guest requests</p> <p>Principle: The student should explain principles involved in: Handling disabled guest requests</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Assistive communication devices Wheelchairs Mobility scooters Walking aids Hearing aids Ramps Accessible entrances and doors Elevators Handrails 	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> Ensure accessible amenities and services 		Circumstantial knowledge Detailed knowledge about: Establishment of policy	<ul style="list-style-type: none"> Booster seats Reserved seating Visual and tactile signage 	
3.0. Providing Food Service	3.1. Performing Mis en place and Mis en scene	(a) Arranging tables, side tables, buffet tables and side boards	Brainstorming: Guide the students to define and explain the importance of arranging tables, side tables, buffet tables and side boards Practical Demonstration: Show students the process to arrange tables, side tables, buffet tables and side boards Practical work: Guide the students in arranging tables, side tables, buffet tables and side boards	The student should be able to: <ul style="list-style-type: none"> Select appropriate tables Plan the layout Lay and set the tables Plan the flow for buffet table Arranging sideboards for service items 	Restaurant tables and, side boards and side table arranged as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain the different methods of: Arranging tables, side tables, buffet tables and side boards Principles: The student should explain procedures of: Arranging tables, side tables, buffet tables and side boards Theories: The student should explain the importance of: Arranging tables, side tables, buffet tables and side boards Circumstantial	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Tables Side tables Buffet tables Side boards Chairs Table cloth Overlays Table Runners Plates, Glassware, and Cutlery Napkins Condiment Holders Centerpieces Table Numbers/Name Cards Tray Stands 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge Detailed knowledge about: Knowledge of restaurant service	<ul style="list-style-type: none"> Sideboard Food Warmers 	
		(b) Folding of guests napkins	Brainstorming: Guide the students to define and explain the importance of folding of guests napkins Practical Demonstration: Show students the process of folding guests' napkins Practical work: Guide the students in folding guests' napkins	The student should be able to: <ul style="list-style-type: none"> Choose the right napkin consider size and fabric Iron the napkin Ensure clean hands before folding napkin Flatten the napkin Determine the type of fold Position the napkin for folding Consider the Placement 	Restaurant napkins folded as per established standard	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain the different methods of: Folding napkin Principles: The student should explain procedures of: Folding napkins Theories: The student should explain the importance of: Folding napkin Circumstantial knowledge Detailed knowledge about: Standards of safety and hygiene in food service areas	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Cloth napkins Table cloth Tables/ flat, clean surface Iron or steamer 	
		(c) Setting tables	Brainstorming:	The student	Restaurant tables for	Knowledge	The following tools,	

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				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		for Continental and English breakfasts	Guide the students to define and explain the importance of setting tables for Continental and English breakfasts Practical Demonstration: Show students the process of setting tables for Continental and English breakfasts Practical work: Guide the students in setting tables for Continental and English breakfasts	should be able to: <ul style="list-style-type: none"> • Arrange and lay tables • Place cutleries • Place tea cups • Place glasses • Place milk jugs • Place tea pots 	Continental and English breakfasts set as per established standards	evidence: Detailed knowledge of: Methods used: The student should explain the different methods of: Setting tables for Continental and English breakfasts Principles: The student should explain procedures of: Setting tables for Continental and English breakfasts Theories: The student should explain the importance of: Setting tables for Continental and English breakfasts restaurant Circumstantial knowledge Detailed knowledge about: Standards of safety and hygiene in food service areas	equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Table mats • Crockeries • Cutleries • Glassware • Ashtrays • Napkins • Condiment containers • Flower vase • Menus • Promotional material • Cruet set • Table number 	
		(d) Setting up table for a la	Brainstorming: Guide the students to	The student should be able to:	Restaurant tables set up for a la carte and	Knowledge evidence:	The following tools, equipment, facilities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		carte and table d'hôte menus	<p>define and explain the importance of setting up table for a la carte and table d'hôte menus</p> <p>Practical Demonstration: Show students the process of setting up table for a la carte and table d'hôte menus</p> <p>Practical work: Guide the students in setting up table for a la carte and table d'hôte menus</p>	<ul style="list-style-type: none"> • Arrange tables • Lay a clean tablecloth on the table • Position the chairs around the table • Place a starter/charger plate in the centre of each seat • Place the cutlery according to the order of use • Place a water glass above the knife • Set a wine glass or champagne flute to the right of the water glass • Place centrepiece 	table d'hôte menus as per established standards	<p>Detailed knowledge of: Methods used: The student should explain the different methods of: Setting up table for a la carte and table d'hôte menus</p> <p>Principles: The student should explain procedures of: Setting up table for a la carte and table d'hôte menus</p> <p>Theories: The student should explain the importance of: Setting up table for a la carte and table d'hôte menus</p> <p>Circumstantial knowledge Detailed knowledge about: Standards of safety and hygiene in food service areas</p>	<p>and safety gears are to be available:</p> <ul style="list-style-type: none"> • Restaurant tables and chairs • Table linen • Table mats • Crockeries • Cutleries • Glassware • Ashtrays • Napkins • Condiment containers • Flower vase • A la carte and table d'hôte menus • Promotional material • Trays • Cruet set • Table number 	
		(e) Setting up tables for	Brainstorming: Guide the students to	The student should be able to:	Restaurant tables set up for buffet as per	Knowledge evidence:	The following tools, equipment, facilities	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		buffet	define and explain the importance of setting up tables for buffet Practical Demonstration: Show students the process of setting up tables for buffet Practical work: Guide the students in setting up tables for buffet	<ul style="list-style-type: none"> Select the Buffet Table Location Lay the Table Cover Set the Food Display Place appropriate serving utensils (spoons, tongs, ladles) set up a stack of plates at the beginning of the buffet line Label each food item with clear signs or menu cards Set up a space at the end of the buffet for desserts and sweet treats 	established standards	Detailed knowledge of: Methods used: The student should explain the different methods of: Setting up tables for buffet Principles: The student should explain procedures of: Setting up tables for buffet Theories: The student should explain the importance of: Setting up tables for buffet Circumstantial knowledge Detailed knowledge about: Standards of safety and hygiene in food service areas	and safety gears are to be available: <ul style="list-style-type: none"> Restaurant tables and chairs Tablecloths/Skirting Crockeries Condiment containers Menus and wine lists Trays Cruet set Table Risers/Platforms Buffet Table Overlay or Runner Chafing Dishes: Food Covers/Lids Serving Spoons/Forks/Tongs Carving Knife and Fork: 	
		(f) Setting up for midmorning and afternoon teas	Brainstorming: Guide the students to define and explain the importance of	The student should be able to: <ul style="list-style-type: none"> Choose the Location 	Restaurant set up for midmorning and afternoon teas as per established standards	Knowledge evidence: Detailed knowledge of:	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			setting up for midmorning and afternoon teas Practical Demonstration: Show students the process of setting up for midmorning and afternoon teas Practical work: Guide the students in setting up for midmorning and afternoon teas	<ul style="list-style-type: none"> • Arrange seating so guests can easily access the tea and food • Set up a teapot for each type of tea being served • Place the tea bags or loose-leaf tea infusers near the teapots • Place a small milk jug • Offer lemon slices in a small dish • Arrange the food items neatly and symmetrically on trays, plates, or tiered stands 		Methods used: The student should explain the different methods of: Setting up for midmorning and afternoon teas Principles: The student should explain procedures of: Setting up for midmorning and afternoon teas Theories: The student should explain the importance of: Setting up for midmorning and afternoon teas Circumstantial knowledge Detailed knowledge about: Standards of safety and hygiene in food service areas	<ul style="list-style-type: none"> • Restaurant tables and chairs • Table linen • Table mats • Crockeries • Cutleries • Glassware • Ashtrays • Napkins • Condiment containers • Flower vase • Trays • Cruet set • Table number 	
3.0. Providing Food	3.1. Serving	(a) Taking breakfast	Brainstorming: Guide the students to	The student should be able to:	Breakfast orders taken as per standards	Knowledge evidence:	The following tools, equipment, facilities	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
Service	Breakfast Dishes	orders	define and explain the importance of taking breakfast orders Practical Demonstration: Show students the process of taking breakfast orders Practical work: Guide the students in taking breakfast orders	<ul style="list-style-type: none"> Greet the guest Present the breakfast menu or specials list to the guest Ask about their preferences Take the order step-by-step Confirm dietary restrictions or special requests Repeat the order Take the order to the kitchen 		Detailed knowledge of: Methods used: The student should explain how various breakfast orders are taken Principles: The student should explain procedures involved in: Taking breakfast orders order Theories: The student should explain the importance of: Explain types of breakfast dishes to guest prior serving him Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures while taking breakfast orders	and safety gears are to be available: <ul style="list-style-type: none"> Breakfast menu Order book Pen Digital Order Tablets/Devices POS System (Point of Sale) Coffee/Tea Menus 	
		(b) Serving continental breakfast	Brainstorming: Guide the students to define and explain the importance of Serving continental breakfast	The student should be able to: <ul style="list-style-type: none"> Prepare the Breakfast Setup Set up a buffet- 	Continental breakfast served to guests as per continental breakfast standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Order book Salt and pepper 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical Demonstration: Show students the process of serving continental breakfast Practical work: Guide the students in serving continental breakfast	style table <ul style="list-style-type: none"> • Arrange freshly baked pastries • Include variety of breads • Offer butter, marmalade, jams, and honey in small containers or bowls on the table • Arrange fresh fruits • Prepare hot beverages such as coffee and tea 		how various continental breakfast are served Principles: The student should explain procedures involved in: Serving continental breakfast to guests Theories: The student should explain the importance of: Explain types of continental breakfast to guest prior serving him Circumstantial knowledge Detailed knowledge about: Professional ethics involved in service	shaker <ul style="list-style-type: none"> • Condiment • Sugar bowls • Jam and marmalade containers • Tea/coffee pots • Milk pots 	
		(c) Serving English (Full) breakfast	Brainstorming: Guide the students to define and explain the importance of Serving English (full) breakfast Practical Demonstration: Show students the process of serving	The student should be able to: <ul style="list-style-type: none"> • Set the table with a clean tablecloth and place settings • Brew fresh tea (typically black tea) or coffee 	English breakfast served to guests as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how various English breakfast dishes are served Principles: The	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Glassware • Salver • Service cloth • Crockeries • Cutleries • Order book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Practical Demonstration: Show students the process of serving English (Full) breakfast Practical work: Guide the students in serving English (Full) breakfast	<ul style="list-style-type: none"> Have juice (usually orange juice) available Prepare and serve hot meat item Cook and serve egg dishes Prepare and serve cold meat items 		student should explain procedures involved in: Serving English breakfast to guests Theories: The student should explain the importance of: Serving English breakfast Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures	<ul style="list-style-type: none"> Receipt book Salt and pepper shaker Condiment Sugar bowls, Jam and marmalade containers, Tea/coffee pots Milk pots 	
		(d) Preparing and presenting bill	Brainstorming: Guide the students to define and explain the importance of Serving English (full) breakfast Practical Demonstration: Show students the process of preparing and presenting bill Practical work: Guide the students in preparing and presenting bill	The student should be able to: <ul style="list-style-type: none"> Review the guest's order Calculate the total amount Prepare the bill Present the bill to the guest Process payment Provide a receipt Thank the guest 	Guest bill prepared and well presented to guests as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to prepare and present bills to guests Principles: The student should explain procedures involved in: Preparing and presenting bills to guests	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Order summary Guest bills Receipt book/ payment receipts Pen Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Theories: The student should explain the importance of: Preparing and presenting guest bill Circumstantial knowledge Detailed knowledge about: Computing skills		
	3.2. Serving Starter Dishes	(a) Taking food order	Brainstorming: Guide the students to define and explain the importance of taking food order Practical Demonstration: Show students the process of taking food order Practical work: Guide the students in taking food orders	The student should be able to: <ul style="list-style-type: none"> Greet the guest Provide the menu Inquire about dietary preferences/res trictions Take the order Clarify any special requests Repeat the order for accuracy Place the order 	Food order taken from guest as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in taking food order Principles: The student should explain procedures involved in: Taking food orders Theories: The student should explain the: Different starter dishes Circumstantial	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Menu Order book Pen 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						knowledge Detailed knowledge about: Safety and hygienic measures		
		(b) Serving appetizers	Brainstorming: Guide the students to define and explain the importance of serving appetizers Practical Demonstration: Show students the process of serving appetizers Practical work: Guide the students in serving appetizers	The student should be able to: <ul style="list-style-type: none"> • Prepare the appetizers • Approach the table • Present the appetizers • Offer condiments and accompaniments 	Appetizers served to guest as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in serving appetizers dishes Principles: The student should explain procedures involved in: Serving appetizers Theories: The student should explain the different: Appetizers and salads Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Serving platters and trays • Tongs • Spoons • Forks • Bowls • Cups • Side plates 	
		(c) Serving salads	Brainstorming:	The student	Salads served to guest	Knowledge	The following tools,	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>Guide the students to define and explain the importance of serving salads</p> <p>Practical Demonstration: Show students the process of serving salads</p> <p>Practical work: Guide the students in serving salads</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Prepare the salad • Plate the salad • Add condiments or dressings • Approach the table • Serve the salad 	as per set standards	<p>evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in serving salads Principles: The student should explain procedures involved in: Serving salads Theories: The student should explain: Different salads Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures</p>	<p>equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Salad Bowl • Salad Servers • Tongs • Serving tray or Platter • Cheese grater • Decorative bowls or plates • Pepper shaker 	
		(d) Serving soups	<p>Brainstorming: Guide the students to define and explain the importance of serving soups</p> <p>Practical Demonstration: Show students the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Prepare the soup • Prepare the serving dish • Use a ladle to serve the soup 	Soups served to guests as per set standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in serving soups</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <p>Soup ladle</p> <ul style="list-style-type: none"> • Soup tureen • Soup kettle 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			process of serving soups Practical work: Guide the students in serving soups	<ul style="list-style-type: none"> Garnish the soup (optional) Serve soup from left side of the guest Remove soiled soup bowls from the right side of the guest 		Principles: The student should explain procedures involved in: Serving soups Theories: The student should explain: Different soups Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures	<ul style="list-style-type: none"> Serving tray Soup bowls Soup Spoons Bread plate Order basket Order book Receipt book 	
	3.3. Serving Main Dishes	(a) Taking food orders	Brainstorming: Guide the students to define and explain the importance of taking food orders Practical Demonstration: Show students the process of taking food order Practical work: Guide the students in taking food orders	The student should be able to: <ul style="list-style-type: none"> Greet the guest Provide the menu Inquire about dietary preferences/restrictions Take the order Clarify any special requests Repeat the 	Main dishes orders taken as per service standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to: Take food orders Principles: The student should explain procedures involved in: Taking food order Theories: The student	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Menu Order book Pen Tray Waters cloth 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				order for accuracy <ul style="list-style-type: none"> Place the order 		should explain the importance of: Proper manners for taking food orders Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures		
		(b) Correcting table covers	Brainstorming: Guide the students to define and explain the importance of correcting table covers Practical Demonstration: Show students the process of correcting table covers Practical work: Guide the students in correcting table covers	The student should be able to: <ul style="list-style-type: none"> Inspect the table Remove any items from the table Fix the corners Check for stains Adjust napkins and placements Verify chair alignment 	Table covers corrected as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to: Adjust table covers Principles: The student should explain procedures involved in: Adjusting covers as per guest's food choice Theories: The student should explain the importance of: Adjusting covers as per guest's food	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Glassware Salver ware Food trays Service cloth Crockeries Cutleries Linen Salt and pepper shaker Condiment Flower vase Menu card Side board Table number 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						choice Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures		
		(c) Serving meat dishes	Brainstorming: Guide the students to define and explain the importance of serving meat dishes Practical Demonstration: Show students the process of serving meat dishes Practical work: Guide the students in serving meat dishes	The student should be able to: <ul style="list-style-type: none"> • Prepare the meat dish • plate the meat • prepare accompaniments • check the temperature • serve the meat dish • offer condiments and sides 	Meat dishes served to guests as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to: Serve meat dishes Principles: The student should explain procedures involved in: Serving meat dishes Theories: The student should explain the importance of: Serving meat dishes to guests Circumstantial knowledge Detailed knowledge about: Safety and hygienic	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Food trays • Service cloth • Serving tong • Meat fork • Carving knife • Meat platter • Order book • Receipt book • Salt and pepper shaker • Condiment 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						measures while serving meat dishes		
		(d) Serving poultry dishes	Brainstorming: Guide the students to define and explain the importance of serving poultry dishes Practical Demonstration: Show students the process of serving poultry dishes Practical work: Guide the students in serving poultry dishes	The student should be able to: <ul style="list-style-type: none"> • Prepare the poultry dish • Plate the poultry • Prepare accompaniments • Check the temperature • Serve the poultry dish • Offer condiments and sides 	Poultry dishes served to guests as per service standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to: Serve poultry dishes Principles: The student should explain procedures involved in: Serving poultry dishes Theories: The student should explain the importance of: Proper serving of poultry dishes Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures serving poultry dishes	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Food trays • Service cloth • Serving tong • Meat fork • Carving knife • Meat platter • Dinner plates • Carving knife • Heatproof serving gloves • Order book • Receipt book • Salt and pepper shaker • Condiment 	
		(e) Serving fish dishes	Brainstorming: Guide the students to define and explain	The student should be able to: <ul style="list-style-type: none"> • Prepare the 	Fish dishes served to guests as per service standards	Knowledge evidence: Detailed knowledge	The following tools, equipment, facilities and safety gears are	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>the importance of serving fish dishes</p> <p>Practical Demonstration: Show students the process of serving fish dishes</p> <p>Practical work: Guide the students in serving fish dishes</p>	<p>fish dish</p> <ul style="list-style-type: none"> • Plate the fish • Prepare accompaniments • Check the temperature • Serve the fish dish • Offer condiments and sides 		<p>of: Methods used: The student should explain how to: Serve fish dishes Principles: The student should explain procedures involved in: Serving fish dishes as per guest's food choice Theories: The student should explain the importance of: Proper manners of Serving fish dishes Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures while serving fish dishes</p>	<p>to be available:</p> <ul style="list-style-type: none"> • Fish fork • Fish knife • Fish serving platter • Fish tongs • Fish scissors (Fish Shears) • Lemon Wedges • Fish plates • Receipt book • Salt and pepper shaker 	
		(f) Serving accompaniments, sauces and vegetables	<p>Brainstorming: Guide the students to define and explain the importance of serving accompaniments,</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Prepare the accompaniments, sauces, and vegetables 	Accompaniments, sauces and vegetables served to guests as per service standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should explain</p>	<p>The following tools, equipment, facilities and safety gears are to be available: For vegetables; • Vegetable serving</p>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			sauces and vegetables Practical Demonstration: Show students the process of serving accompaniments, sauces and vegetables Practical work: Guide the students in serving accompaniments, sauces and vegetables	<ul style="list-style-type: none"> • Plate the accompaniments and vegetables • Serve the sauces • Serve vegetables • Offer additional accompaniments and sauces 		how to: Serve accompaniment and sauces Principles: The student should explain procedures involved in: Serving accompaniments, sauces and vegetables Theories: The student should explain the importance of: Proper serving of accompaniments, sauces and vegetables Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures	spoon <ul style="list-style-type: none"> • Tongs • Slotted spoon • Chafing dish or tray For sauces; <ul style="list-style-type: none"> • Sauce dishes or cups • Gravy boat • Pouring spouts or ladles For accompaniments; <ul style="list-style-type: none"> • Butter dish with lid • Condiment dispensers • Salad servers • Serving platters • Sauce brushes • Salt and pepper shaker • Condiment 	
	3.4. Serving Dessert Dishes	(a) Taking dessert order	Brainstorming: Guide the students to define and explain	The student should be able to: <ul style="list-style-type: none"> • Clear plates 	Dessert dishes orders taken and served as per service standards	Knowledge evidence: Detailed knowledge	The following tools, equipment, facilities and safety gears are	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>the importance of taking dessert order</p> <p>Practical Demonstration: Show students the process of taking dessert order</p> <p>Practical work: Guide the students in taking dessert order</p>	<p>before after the main course</p> <ul style="list-style-type: none"> Ask if the guest is ready to order dessert Present the dessert menu Give the guest time to choose Take the dessert order Ask about accompaniments or preferences Confirm any special requests Repeat the order Submit the order to the kitchen 		<p>of: Methods used: The student should explain how to take various types of desserts orders</p> <p>Principles: The student should explain procedures involved in: Taking dessert order</p> <p>Theories: The student should explain the differences between: Different desserts</p> <p>Circumstantial knowledge Detailed knowledge about: Food and menu knowledge</p>	<p>to be available:</p> <ul style="list-style-type: none"> Dessert menu Order book Dessert plates Dessert bowls Dessert cups Dessert spoons 	
		(b) Correcting dessert covers	<p>Brainstorming: Guide the students to define and explain the importance of correcting dessert covers</p> <p>Practical Demonstration:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Assess the current table setting Clear plates, utensils, and glassware from 	Dessert cover corrected as per service standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to Adjust dessert covers</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Dessert spoons Dessert forks Dessert knives Tongs 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Show students the process of correcting dessert covers Practical work: Guide the students in correcting dessert covers	the main course <ul style="list-style-type: none"> • Replace or add the appropriate utensils for dessert • Correct the glassware • Re-position the dessert plates 		Principles: The student should explain procedures involved in: Adjusting dessert covers Theories: The student should explain the differences between: Pies and tarts etc Circumstantial knowledge Detailed knowledge about: Food and menu knowledge	<ul style="list-style-type: none"> • Chafing dishes or dessert covers • Decorative cutters 	
		(c) Serving fruits and fruit salads	Brainstorming: Guide the students to define and explain the importance of serving fruits and fruit salads Practical Demonstration: Show students the process of serving fruits and fruit salads Practical work: Guide the students in serving fruits and	The student should be able to: <ul style="list-style-type: none"> • Prepare the fruits and fruit salad • Choose the right serving dish or plate • Arrange the fruits or fruit salad neatly • Check for any additional elements 	Fruit and fruit salads served to guest as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to Serve fruit and fruit salads Principles: The student should explain procedures involved in: Serving fruit and fruit salads Taking	<ul style="list-style-type: none"> • The following tools, equipment, facilities and safety gears are to be available: • Salad tongs • Serving spoons • Fruit salad servers • Ladles • Fruit picks • Fruit salad bowl • Fruit cups • Receipt book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			fruit salads	<ul style="list-style-type: none"> • Serve the fruit salad or fruits • Check for special requests 		Theories: The student should explain the differences between: Serve fruit and fruit salads Circumstantial knowledge Detailed knowledge about: Food and menu knowledge		
		(d) Serving pies/tarts	Brainstorming: Guide the students to define and explain the importance of Serving pies/tarts Practical Demonstration: Show students the process of serving pies/tarts Practical work: Guide the students in serving pies/tarts	The student should be able to: <ul style="list-style-type: none"> • Identify types of pies • Prepare the serving area • Cut the pie or tart • Plate the pie or tart • Add accompaniments (if applicable) • Serve the dessert 	Pie/tarts served to guest as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to serve pies/tarts Principles: The student should explain procedures involved in: Serving pies/tarts Theories: The student should explain the differences between: Pies and tarts Circumstantial knowledge Detailed knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Pie server or cake Server • Pie cutter or Tart cutter • Pie plate or tart Pan • Serving plates • Cake lifter • Forks and knives • Serving spoon 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						about: Safety and hygienic measures while serving pies/tarts		
		(e) Serving cakes	Brainstorming: Guide the students to define and explain the importance of Serving cakes Practical Demonstration: Show students the process of serving cakes Practical work: Guide the students in serving cakes	The student should be able to: <ul style="list-style-type: none"> • Ensure the cake is properly prepared • Choose the right serving tools • Determine the portion size • Plate the cake • Add accompaniments (optional) • Serve the cake 	Cakes served to guest as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to serve various types of cakes Principles: The student should explain procedures involved in: Serving cakes Theories: The student should explain the differences between: Cakes and pies Circumstantial knowledge Detailed knowledge about: Food and menu knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Cake stands • Cake knife • Cake server • Cake plates • Cake cutter • Cake leveler • Spatula • Forks and spoons • Serving tongs • Dessert napkins 	
		(f) Serving pudding	Brainstorming: Guide the students to define and explain	The student should be able to: <ul style="list-style-type: none"> • Prepare the 	Puddings served to guest as per set standards	Knowledge evidence: Detailed knowledge	The following tools, equipment, facilities and safety gears are	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			the importance of Serving puddings Practical Demonstration: Show students the process of serving pudding Practical work: Guide the students in serving pudding	pudding <ul style="list-style-type: none"> • Select the right serving dish • Portion the pudding • Add accompaniments and garnishes (optional) • Serve the pudding 		of: Methods used: The student should explain how to serve puddings Principles: The student should explain procedures involved in: Serving puddings Theories: The student should explain the differences between: Pudding and ice cream Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures	to be available: <ul style="list-style-type: none"> • Serving spoons • Dessert spoons and forks • Dessert bowls or plates • Ice cream scoop • Portioning tools • Sifter or strainer • Small jugs or cream pitchers • Garnishing tools 	
		(g) Serving ice cream	Brainstorming: Guide the students to define and explain the importance of Serving ice creams Practical Demonstration: Show students the process of serving	The student should be able to: <ul style="list-style-type: none"> • Ensure the ice cream is properly stored • Select the right serving dish • Scoop the ice cream 	Ice cream served to guest as per set standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to Serve ice cream Principles: The	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Ice Cream scoop • Serving spoons • Ice cream spade (spatula) • Ice cream bowls 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			ice cream Practical work: Guide the students in serving ice cream	<ul style="list-style-type: none"> • Plate or cone the ice cream • Add accompaniments (optional) • Serve promptly 		student should explain procedures involved in: Serving ice cream Theories: The student should explain the differences between: Pudding and ice cream Circumstantial knowledge Detailed knowledge about: Food and menu knowledge	or cups <ul style="list-style-type: none"> • Ice cream cones • Toppings and garnishing tools • Ice cream tub or storage container 	
3.0. Providing Food Service	3.5. Providing Room Services	(a) Taking room services orders	Brainstorming: Guide the students to define and explain the importance of taking room service orders Practical Demonstration: Show students the process of taking room services orders Practical work: Guide the students in	The student should be able to: <ul style="list-style-type: none"> • Greet the guest • Listen to the order • Repeat the order for confirmation • Confirm the delivery time • Confirm payment details (if 	Room service orders taken as per established standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods: Used to receive and record room service orders Principles: The student should explain procedures involved	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Order books • Room service menu • Telephone • POS system 	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			taking room services orders	needed) <ul style="list-style-type: none"> • Verify any special requests or allergies • Confirm the order details • Thank the guest • Process the order • Deliver the order 		in: Taking room services orders Theories: The student should explain the reason for: Proper recording of room service order Circumstantial knowledge Detailed knowledge about: Safety measures to be observed while recording room service orders		
		(b) Serving breakfast	Brainstorming: Guide the students to define and explain the importance of serving breakfast Practical Demonstration: Show students the process of taking room serving breakfast Practical work: Guide the students in serving breakfast	The student should be able to: <ul style="list-style-type: none"> • Ensure all breakfast items are freshly prepared • Greet the guest • Present the breakfast • Serve the main breakfast items • Serve the beverages 	Breakfast service served as per established standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods: Serve breakfast room service Principles: The student should explain procedures involved in: Serving room service	<ul style="list-style-type: none"> • The following tools, equipment, facilities and safety gears are to be available: • Cutleries • Crockeries • Glassware • Linen • Trays • Trolley • Food Covers/cloche 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						breakfast Theories: The student should explain the reason for: Proper breakfast room service Circumstantial knowledge Detailed knowledge about: Safety measures to be observed while providing breakfast room service	<ul style="list-style-type: none"> • Insulated Coffee/tea pot • Napkins • Silverware • Bill summary • Guest bills • Opener • Menu • Wine list • Pen 	
		(c) Serving starters	Brainstorming: Guide the students to define and explain the importance of serving starters Practical Demonstration: Show students the process of taking room serving starters Practical work: Guide the students in serving starters	The student should be able to: <ul style="list-style-type: none"> • Prepare the starter items • Set the table (if not already set) • Confirm the order (if necessary) • Serve the starters • Present the starter 	Starters served as per establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods: Used to serve starter (room service) Principles: The student should explain procedures involved in: Serving starters (room service) Theories: The student	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Covers for plates • Napkins • Starter plates or bowls • Bread basket • Small sauce bowls • Crockeries • Glassware • Linen • Trays • Trolley 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<p>should explain the reason for: Proper serving of starters (room service)</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge about:</p> <p>Safety measures to be observed while providing room service (starters)</p>	<ul style="list-style-type: none"> • Guest bills • Pen 	
		(d) Serving main dishes	<p>Brainstorming: Guide the students to define and explain the importance of serving main dishes</p> <p>Practical Demonstration: Show students the process of taking room serving main dishes</p> <p>Practical work: Guide the students in serving main dishes</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Set the table (if not already set) • Announce the main dish • Serve the main dish • Ensure proper garnishing and accompaniments 	Main dishes served as per service standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain methods: Used to serve room service for main dishes</p> <p>Principles: The student should explain procedures involved in: Serving room service for main dishes</p> <p>Theories: The student should explain the</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Cutleries • Crockeries • Glassware • Linen • Trays • Trolley • Silverware • Napkins • Tongs • Ladles and sauce spoons • Order books 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						reason for: Proper serving of room service for main dishes Circumstantial knowledge Detailed knowledge about: Safety measures to be observed while providing room service for main dishes	<ul style="list-style-type: none"> • Guest bills • Menu • Wine list • Pen 	
		(e) Serving desserts	Brainstorming: Guide the students to define and explain the importance of serving desserts Practical Demonstration: Show students the process of taking room serving desserts Practical work: Guide the students in serving desserts	The student should be able to: <ul style="list-style-type: none"> • Ensure that all desserts are freshly prepared • Ensure the table has the correct utensils for dessert • Serve the dessert from the right side of the guest • Serve Accompaniments 	Desserts for room service provided as per established standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods: Used to serve desserts for room service Principles: The student should explain procedures involved in: Serving desserts for room service Theories: The student should explain the	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Dessert plates • Bowls • Cups/glasses • Platter/tray • Cloche covers • Dessert spoons • Tongs • Cake/pie server • Garnishing tools • Linen • Trays 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						reason for: Proper serving desserts for room service Circumstantial knowledge Detailed knowledge about: Safety measures to be observed while providing desserts for room service	<ul style="list-style-type: none"> • Trolley • Silverware • Order books • Guest bills • Pen 	
		(f) Handling payments	Brainstorming: Guide the students to define and explain the importance of handling payments Practical Demonstration: Show students the process of handling payments Practical work: Guide the students in handling payments	The student should be able to: <ul style="list-style-type: none"> • Prepare the bill • Present the bill • Process the payment • Return the change/receipt • Thank the guest and bid farewell 	Payments handled as per procedures	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods: Used to deal with payments Principles: The student should explain procedures involved in: Handling room service payments Theories: The student should explain the reason for:	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Guest bills • Bill summary • Bill folder • Payment receipt • Pen • Notepad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						Handling room service payments Circumstantial knowledge Detailed knowledge about: Handling payments		

Form Two

Table 4: *Detailed Contents for Form Two*

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/ Services Assessment	Knowledge Assessment		
1.0. Providing beverage services	1.1. Taking restaurant reservations	(a) Taking table reservation	<p>Brainstorming Guide the students to define, identify and mention methods of taking table reservation</p> <p>Questions and Answers Provide direct questions to students and receive answers on taking table reservation</p> <p>Group Discussions: Guide students in exploring how to take table reservations</p> <p>Practical Demonstration: Show students how to take table reservation</p> <p>Group Work Arrange students in groups and assign tasks on taking table reservations</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Receive reservation request • Record requests on the reservation diary • Inform relevant departments • Make follow up on any amendments 	Reservation request received as per standards set	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should explain different methods used to receive and record reservations Principles: The student should explain the procedures involved in: Taking table reservation request Theories: The student should explain the importance of: Taking table reservation request properly Circumstantial knowledge</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Telephone • Booking sheet or diary • Pen • Menu and Wine list • Reservation cards • Note book • Computers • Private Branch Exchange (PBX) 	109

						Detailed knowledge about: Communication skills		
		(b) Updating table reservation diary	Brainstorming Guide the students to define, identify and mention procedures of updating table reservation diary Questions and Answers Provide direct questions to students and receive answers on updating table reservation Group Discussions: Guide students in exploring how to update table reservation Practical Demonstration Show students the process of updating table reservation diary Group Work Arrange students in groups and assign tasks to update table reservation diary	The student should be able to: <ul style="list-style-type: none"> Review the original reservation Confirm customer details Update reservation time or date Notify the Customer Alert the front-of-house staff Update the table plan 	Reservation request diary updated as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain different methods used to update reservations diary Principles: The student should explain the procedures involved in: Updating reservation diary Theories: The student should explain the importance of: Updating reservation diary Circumstantial knowledge Detailed knowledge about: Communication skills	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Telephone Booking sheet or diary Pen Menu and Wine list Reservation cards Note book Computers Reservation diary 	
1.0. Providing beverage	1.2. Serving alcoholic	(a) Taking beverage orders	Brainstorming Guide the students to define, identify and	The student should be able to:	Beverages orders taken as per service standards	Knowledge evidence: Detailed	The following tools, equipment, facilities and safety gears are	109

services	beverages		<p>mention methods of taking beverage order</p> <p>Questions and Answers Provide direct questions to students and receive answers on taking beverage orders</p> <p>Group Discussions: Guide students in exploring how to take beverage orders</p> <p>Practical Demonstration Show students the process of taking beverage orders</p> <p>Play role Guide students in small groups to simulate scenarios taking beverage orders</p> <p>Group Work Arrange students in groups and assign tasks to taking beverage orders</p>	<ul style="list-style-type: none"> • Greet the guests • Approach the table warmly • Ask if they are ready to order beverages • Offer the drink menu • Take note of preferences • Offer suggestions • Repeat the order back • Place the order with the bar • Serve the drinks with care 		<p>knowledge of: Method used: The student should explain methods involved in taking various orders of beverages types</p> <p>Principle: The student should explain procedures involved in: Taking beverage orders</p> <p>Theories: The student should explain the importance of: Taking beverage orders</p> <p>Circumstantial knowledge Detailed knowledge about: Beverage/Wine knowledge</p>	<p>to be available:</p> <ul style="list-style-type: none"> • Wine/beverage list • Order pad • Digital device • Pen/Pencil or Stylus • POS (Point of Sale) System 	
		(b) Serving beers	<p>Brainstorming Guide the students to define, identify and mention methods of serving beers</p> <p>Questions and Answers Provide direct questions to students and receive answers on serving beers</p> <p>Group Discussions: Guide students in exploring how to serve</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Prepare the glassware by choosing correct glasses • Clean and polish the glass • Verify the 	Beers served to guest as per service standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods involved in serving various types beers</p> <p>Principle: The student should explain procedures</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Glassware (beer glasses) • Coaster • Salver • Glass cloth, service cloth • Assorted 	

			beers Practical Demonstration Show students the process of serving beers to the guest Group Work Arrange students in groups and assign tasks to serve beers	beer <ul style="list-style-type: none"> • Present the beer • Open the beer • Pour with the correct angle • Welcome the guest 		involved in: Serving beers Theories: The student should explain the importance of: Serving beers Circumstantial knowledge Detailed knowledge about: Beverage/Wine knowledge	openers/corkscrews	
		(c) Serving still wines	Brainstorming Guide the students to define, identify and mention methods of serving still wines Questions and Answers Provide direct questions to students and receive answers on serving still wines Group Discussions: Guide students in exploring how to serve still wines Practical Demonstration Show students the process of serving still wines Group Work Arrange students in groups and assign tasks to serve still wines	The student should be able to: <ul style="list-style-type: none"> • Take the order • Obtain the wine from the bar • Present the wine to the host • Open the wine • Offer the host to taste • Serve the wine in correct temperature • Clear promptly 	Still wines served to guest as per service standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods involved in serving various types of still wines Principle: The student should explain procedures involved in: Serving still wines Theories: The student should explain the importance of: Still wines Circumstantial knowledge Detailed knowledge about:	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Glassware (wine glass) • Coaster • Ice bucket and tong • Salver • Ice making machine • Glass cloth, service cloth • Bill books • Assorted openers/corkscrews • Wine basket/basket 	

						Beverage/ wine knowledge		
		(d) Serving sparkling wines	<p>Brainstorming Guide the students to define, identify and mention methods of serving sparkling wines</p> <p>Questions and Answers Provide direct questions to students and receive answers on serving sparkling wines</p> <p>Group Discussions: Guide students in exploring how to serve sparkling wines</p> <p>Practical Demonstration Show students the process of serving sparkling wines</p> <p>Play role Guide students in small groups to simulate scenarios on serving sparkling wines</p> <p>Group Work Arrange students in groups and assign tasks to serving sparkling wines</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take the order • Obtain the sparkling wine from the bar • Present the sparkling wine to the host and show the label • Open the wine without popping • Serve the sparkling wine in correct temperature (chilled) • Clear promptly 	Sparkling wines served to guest as per service standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods involved in serving various types sparkling wines Principle: The student should explain procedures involved in: Serving sparkling wines Theories: The student should explain the importance of: Sparkling wines Circumstantial knowledge Detailed knowledge about: Beverage/Wine knowledge</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Glassware • Champagne flutes • Wine chiller sleeve • Salver • Doilies • Coaster • Ice bucket and tong • Glass cloth, service cloth • Wine basket • Wine cloth 	
		(e) Serving spirits	<p>Brainstorming Guide the students to define, identify and mention methods of serving spirits</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take the order 	Spirits served to guest as per established set of standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Glassware (high 	

			<p>Questions and Answers Provide direct questions to students and receive answers on serving spirits</p> <p>Group Discussions: Guide students in exploring how to serve spirits</p> <p>Practical Demonstration Show students the process of serving spirits</p> <p>Group Work Arrange students in groups and assign tasks to serve spirits</p>	<ul style="list-style-type: none"> • Verify the spirit type • Decide on the Serving Style • Obtain the spirit from the bar • Prepare the correct glassware • Measure the spirit • Pour the spirit carefully • Offer the drink to the guest • Clear promptly 		<p>student should explain methods involved in serving various types of spirits</p> <p>Principle: The student should explain procedures involved in: Serving spirits</p> <p>Theories: The student should explain the importance of: Spirits</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge about: Beverage/Wine knowledge</p>	<p>ball glass)</p> <ul style="list-style-type: none"> • Salver • Doilies • Coaster • Jigger • Shot glass • Pour spouts • Bar spoon • Decanter • Ice bucket and tong • Snifter • Martini or cocktail glass • Shaker • Assorted openers/corkscrews • Computer 	
		(f) Serving liqueurs	<p>Brainstorming Guide the students to define, identify and mention methods of serving liqueurs</p> <p>Questions and Answers Provide direct questions to students and receive answers on serving liqueurs mixing</p> <p>Group Discussions: Guide students in exploring how to serve liqueurs</p> <p>Practical</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take the order • Verify the liqueur type • Decide on the Serving Style • Obtain the liqueur from the bar • Prepare the correct glassware 	Liqueurs served to guest as per established set of standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain methods involved in serving liqueurs</p> <p>Principle: The student should explain procedures involved in: Serving liqueurs</p> <p>Theories: The</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Glassware • Liqueurs glass • Snifter • Tumbler glass • Jigger • Pourer Spouts • Cocktail Shaker • Mixing spoon • ice bucket • ice tongs 	

			Demonstration Show students the process of serving liqueurs Group Work Arrange students in groups and assign tasks to serve liqueurs	<ul style="list-style-type: none"> • Measure the liqueur • Pour the liqueur carefully • Offer the drink to the guest • Clear promptly 		student should explain the importance of: liqueurs Circumstantial knowledge Detailed knowledge about: Liqueurs knowledge	<ul style="list-style-type: none"> • decanter • coaster • Receipt books • Assorted openers 	
		(g) Serving aperitif	Brainstorming Guide the students to define, identify and mention aspects in serving aperitif Questions and Answers Provide direct questions to students and receive answers on serving aperitif Group Discussions: Guide students in exploring how to serve aperitif Practical Demonstration Show students the process of serving aperitif Group Work Arrange students in groups and assign tasks to serve aperitif	The student should be able to: <ul style="list-style-type: none"> • Take the order • Verify the aperitif type • Decide on the Serving Style • Obtain the aperitif from the bar • Prepare the correct glassware • Measure the aperitif • Pour the aperitif carefully • Offer the drink to the guest • Clear promptly 	Aperitif served to guest as per established set of standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods involved in serving aperitif Principle: The student should explain procedures involved in: Serving aperitif Theories: The student should explain the importance of: Aperitif Circumstantial knowledge Detailed knowledge about: Aperitif knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Wine glass • Champagne flutes • Highball glass • Carafes or decanter • Short glass • Cocktail shaker • Jigger • Bar spoon • Ice bucket • Ice tongs • Cocktail picks • coaster • Receipt books 	
		(h) Processing and	Brainstorming	The student	Guest bills	Knowledge	The following tools,	

		preparing guest bill	<p>Guide the students to define, identify and mention aspects on processing and preparing guest bill</p> <p>Questions and Answers Provide direct questions to students and receive answers on processing and preparing guest bill</p> <p>Group Discussions: Guide students in exploring how to processing and preparing guest bills</p> <p>Practical Demonstration Show students the process of processing and preparing guest bills</p> <p>Group Work Arrange students in groups and assign tasks to process and prepare guest bills</p>	<p>should be able to:</p> <ul style="list-style-type: none"> • Review the guest's order • Check for discounts or special offers • Input all items into the POS system • Include taxes and gratuity • Give the bill respectfully • Allow the guest time to review • Accept payment 	provided to guest as per established set of standards	<p>evidence: Detailed knowledge of: Method used: The student should explain methods involved in preparing and processing guest bill</p> <p>Principle: The student should explain procedures involved in: Preparing and processing guest bill</p> <p>Theories: The student should explain the importance of: Guest bills</p> <p>Circumstantial knowledge Detailed knowledge about: Financial/ billing knowledge</p>	<p>equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Point of sale (POS) • Billing software • Computer or tablets • Printer • Payment processing devices (debit or credit card machines) • Spreadsheet or database • Bill holder • Cash register • Stamp or seal • File folder • Bill books • Receipt books 	
1.0. Providing Beverage Services	1.3. Serving Non-Alcoholic Beverages	(a) Serving water	<p>Brainstorming Guide the students to define, identify and mention methods of serving water</p> <p>Questions and Answers</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take order • Ask for the water preference 	Water served to guest as per established beverage service standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Glassware (high ball glass) 	109

			<p>Provide direct questions to students and receive answers on serving water</p> <p>Group Discussions: Guide students in exploring how to serve water</p> <p>Practical Demonstration Show students the process of serving water</p> <p>Group Work Arrange students in groups and assign tasks to serving water</p>	<ul style="list-style-type: none"> Choose the appropriate glass Check for cleanliness Serve the water 		<p>explain how water is served</p> <p>Principle: The student should explain procedures involved in: Serving water</p> <p>Theories: The student should explain the importance of:- Water</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge about: Professional skills</p>	<ul style="list-style-type: none"> Trays Ice bucket and tongs Coaster Napkins 	
		(b) Serving hot beverages	<p>Brainstorming Guide the students to define, identify and mention methods of serving hot beverages</p> <p>Questions and Answers Provide direct questions to students and receive answers on serving hot beverages mixing</p> <p>Group Discussions: Guide students in exploring how to serve hot beverages</p> <p>Practical Demonstration Show students the process of serving hot beverages</p> <p>Group Work</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Take the beverage order Brew the beverage Check temperature Select the right cup or mug Add optional condiments (if applicable) Serve the hot beverage 	Hot beverages served to guest as per established beverage service standards	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how various hot beverages are served</p> <p>Principle: The student should explain procedures involved in: Serving hot beverages</p> <p>Theories: The student should explain the importance of:-</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Cups and mugs Saucers Teacups Sugar bowl Spoons Coaster Trays Pitcher or creamers for serving milk Espresso coffee machine Mocha pot Drip Coffee Machine 	

			Arrange students in groups and assign tasks to serve hot beverages	<ul style="list-style-type: none"> • Add garnishes or decoration (optional) • Present the hot beverage 		Serving hot beverages Circumstantial knowledge Detailed knowledge about: Professional skills	<ul style="list-style-type: none"> • Coffee grinder • Tea kettle 	
		(c) Serving lemonades and colas	Brainstorming Guide the students to define, identify and mention methods of serving lemonades and colas Questions and Answers Provide direct questions to students and receive answers on serving lemonades and colas Group Discussions: Guide students in exploring how to serving lemonades and colas Practical Demonstration Show students the process of serving lemonades and colas Group Work Arrange students in groups and assign tasks to serve lemonades and colas	The student should be able to: <ul style="list-style-type: none"> • Take the order • Confirm the drink choice • Prepare the glassware • Prepare the drink • Pour the drink • Add garnish (optional) • Serve the drink 	Lemonades and colas served to guest as per established beverage service standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how lemonades and colas are served Principle: The student should explain procedures involved in: Serving lemonades Theories: The student should explain the importance of: - Lemonades and colas Circumstantial knowledge Detailed knowledge about: Professional skills	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Pitcher or jug • Glasses • Ice scoop • Straws • Coasters and trays • Assorted glasses 	
		(d) Serving juices	Brainstorming Guide the students to define, identify and mention methods of serving juices Questions and Answers Provide direct questions	The student should be able to: <ul style="list-style-type: none"> • Take the order • Confirm the 	Juices served to guest as per service standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Glasses • Juice pitcher or 	

			<p>to students and receive answers on serving juices</p> <p>Group Discussions: Guide students in exploring how to serve juices</p> <p>Practical Demonstration Show students the process of serving juices</p> <p>Group Work Arrange students in groups and assign tasks to serve juices</p>	<p>juice type</p> <ul style="list-style-type: none"> • Ask about preference • Prepare the glassware • Ensure cleanliness • Prepare the juice • Add ice (optional) • Pour the juice • Serve the juice 		<p>various juices are served</p> <p>Principle: The student should explain procedures involved in: Serving juices</p> <p>Theories: The student should explain the importance of:- Juices</p> <p>Circumstantial knowledge Detailed knowledge about: Hygienic measures while serving juices</p>	<p>jug</p> <ul style="list-style-type: none"> • Serving tray • Juice dispenser • Ice bucket with tongs • Strainer or sieve • Straws • Ladle 	
		(e) Serving non-alcoholic wines	<p>Brainstorming Guide the students to define, identify and mention methods of serving non-alcoholic wines</p> <p>Questions and Answers Provide direct questions to students and receive answers on serving non-alcoholic wines</p> <p>Group Discussions: Guide students in exploring how to serve non-alcoholic wines</p> <p>Practical Demonstration Show students the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take wine order • Confirm the type of wine • Ensure proper temperature • Chill white and sparkling non-alcoholic wines • Serve red non- 	Non-alcoholic wines served to guest as per established beverage service standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how various non-alcoholic wines are served</p> <p>Principle: The student should explain procedures involved in: Non-alcoholic wines are served</p> <p>Theories: The student should explain the</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Glassware (wine glass) • Wine chiller • Wine stopper • Bottle opener or Corkscrew • Coaster • Ice bucket and tong • Glass cloth, service cloth • Assorted openers/corkscrews 	

			process of serving non-alcoholic wines Group Work Arrange students in groups and assign tasks to serving non-alcoholic wines	alcoholic wines at room temperature <ul style="list-style-type: none"> • Select the appropriate glassware • Open the bottle • Pour the wine • Serve the wine 		importance of:- Non-alcoholic wines Circumstantial knowledge Detailed knowledge about: Hygienic measures while serving Non-alcoholic wines		
		(f) Serving smoothies	Brainstorming Guide the students to define, identify and mention methods of serving smoothies Questions and Answers Provide direct questions to students and receive answers on serving smoothies Group Discussions: Guide students in exploring how to serving smoothies Practical Demonstration Show students the process of serving smoothies Group Work Arrange students in groups and assign tasks to serving smoothies	The student should be able to: <ul style="list-style-type: none"> • Take the order • Confirm the flavour • Ask about preference • Prepare the smoothie • Choose the right glassware • Pour the smoothie • Add garnishes (optional) • Serve the smoothie 	Smoothies served to guest as per service standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how various smoothies are served Principle: The student should explain procedures involved in: Serving smoothies Theories: The student should explain the importance of:- Smoothies Circumstantial knowledge Detailed knowledge about:	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Glassware • Salver • Doilies • Coaster • Ice bucket and tong • Ice making machine • Straws • Spoons • Lids 	

						Hygienic measures while serving smoothies		
1.0. Providing Beverage Services	1.4. Preparing Cocktails and Mocktails	(a) Preparing cocktails/mocktails by blending	Brainstorming Guide the students to define, identify and mention methods of preparing cocktail/mocktail by blending Questions and Answers Provide direct questions to students and receive answers on preparing cocktail / mocktail by blending Group Discussions: Guide students in exploring how to prepare cocktails/ mocktails by blending Practical Demonstration Show students the process of preparing cocktails/ mocktails by blending Group Work Arrange students in groups and assign tasks to prepare cocktails/ mocktails by blending	The student should be able to: <ul style="list-style-type: none"> • Take the order • Confirm the type of drink • Confirm any dietary preference • Prepare the ingredients • Add the ingredients to the blender • Blend the ingredients • Taste and adjust • Prepare the glassware • Pour the blended drink • Garnish the drink • Serve the drink to the guest 	Cocktail/mocktail blended as per mixology standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: Different methods of blending cocktails/mocktails Principle: The student should explain procedures involved in: Blending cocktail/mocktail ingredients Theories: The student should explain the importance of: Proper blending of cocktail Circumstantial knowledge Detailed knowledge about: cocktail/ mocktails knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Cocktail shakers • Mixing glass • Bar spoons • Strainer • Jigger • Blender 	109

		(b) Preparing cocktails/mocktails by shaking	<p>Brainstorming Guide the students to define, identify and mention methods of preparing cocktail/mocktail by shaking</p> <p>Questions and Answers Provide direct questions to students and receive answers on preparing cocktail / mocktail by shaking</p> <p>Group Discussions: Guide students in exploring how to prepare cocktail/mocktail by shaking</p> <p>Practical Demonstration Show students the process of preparing cocktail/ mocktail by shaking</p> <p>Group Work Arrange students in groups and assign tasks to prepare cocktail/mocktail by shaking</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take the order • Confirm the type of drink • Confirm any dietary preference • Prepare the ingredients • Add the ingredients to the shaker • Shake the ingredients • Prepare the glassware • Pour the shaken drink into the appropriate glass • Garnish the drink • Serve the drink to the guest 	Cocktail/mocktail prepared by shaking as per mixology standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: Different methods of preparing cocktails/mocktails by shaking Principle: The student should explain procedures involved in: Shaking cocktail/mocktail ingredients Theories: The student should explain the importance of: Proper choosing cocktail ingredient Circumstantial knowledge Detailed knowledge about: Hygienic measures while shaking cocktails and mocktails</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Cocktail shakers • Spoons • Hawthorne strainer • Fine mesh strainer • Mixing glass • Jigger 	
		(c) Preparing cocktails/mocktails by mixing	<p>Brainstorming Guide the students to define, identify and mention methods of preparing cocktail/</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Take the 	Cocktail/mocktail prepared by mixing as per established beverage service	<p>Knowledge evidence: Detailed knowledge of:</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p>	

			mocktail by mixing Questions and Answers Provide direct questions to students and receive answers on preparing cocktail / mocktail by mixing Group Discussions: Guide students in exploring how to prepare cocktails/ mocktails by mixing Practical Demonstration Show students the process of preparing cocktail/ mocktail by mixing Group Work Arrange students in groups and assign tasks to preparing cocktail/ mocktail by mixing	order <ul style="list-style-type: none"> • Confirm the type of drink • Confirm any dietary preference • Prepare the ingredients • Add the ingredients to the mixing glass • Stir the ingredients • Prepare the glassware • Pour the drink into the appropriate glass • Garnish the drink • Serve the drink to the guest 	standards	Method used: The student should explain: Different methods of preparing cocktails/mocktails by mixing Principle: The student should explain procedures involved in: Mixing cocktail/mocktail ingredients Theories: The student should explain the importance of: Proper choosing cocktail ingredient Circumstantial knowledge Detailed knowledge about: Hygienic measures while mixing cocktails/ mocktails	<ul style="list-style-type: none"> • Bar Spoons • Jigger • Muddler • Mixing glass • Ice bucket 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Underpinning Knowledge		
2.0 Providing Outside Catering Services	2.1. Preparing Service Equipment, tools and Accessories for Outside Catering	(a) Dusting and polishing equipment and accessories	Brainstorming Guide the students to define, identify and mention methods of dusting and polishing equipment and accessories Questions and Answers Provide direct questions to students and receive answers on dusting and polishing equipment and accessories Practical Demonstration Show students the process of dusting and polishing equipment and accessories Group Work: Arrange students in groups and assign tasks to Dust and polish equipment and accessories	The student should be able to: <ul style="list-style-type: none"> Identify suitable materials for dusting and polishing equipment and accessories Identify suitable tools for dusting and polishing equipment and accessories Dust and polish equipment and accessories Apply suitable method for dusting and polishing equipment and accessories 	Equipment and accessories for outside catering function dusted and polished as per requirements	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods of Dusting and polishing equipment and accessories Principle: The student should explain the procedures involved in: Identifying methods of dusting and polishing Select tools and equipment for dusting and polishing Theories: The student should explain the importance of:- Dusting and polishing Circumstantial knowledge Detailed	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Polishing Cloths Buffing Pads Polishing Brushes Bar Towels (Lint-Free) Polishing Machines Metal Polishing Brushes Glass Polishing Spray Furniture polish Glass Rinser Stainless Steel Wipes soap 	145

						knowledge about: Safety measures during dusting and polishing Establishment policy Environmental care		
		(b) Packing, loading and offloading equipment and accessories	Brainstorming Guide the students to define, identify and mention methods of packing, loading and offloading equipment and accessories Questions and Answers Provide direct questions to students and receive answers on packing, loading and offloading equipment and accessories Group Discussions: Guide students in exploring how to packing, loading and offloading equipment and accessories Practical Demonstration Show students the process of packing Loading and offloading equipment and accessories Group Work Arrange students in	The student should be able to: <ul style="list-style-type: none"> Assess the items by checking the inventory Choose appropriate packing materials Pack the items securely Secure small accessories Loading equipment and accessories Offloading equipment and accessories Final checks and safety considerations 	Equipment for outside catering function packed, loaded and offloaded as per requirements	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods of: Packing, loading and offloading equipment and accessories Principle: The student should explain the procedures involved in: Select tools and equipment Pack, load and offload equipment and accessories Theories: The student should explain the importance of:- Packing, loading and offloading equipment and	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Furniture Cutleries Crockeries Glass ware Linen Platters Service gears Chafing dishes Water urn Cooler and hot boxes 	

			groups and assign tasks to loading and offloading accessories			accessories Circumstantial knowledge Detailed knowledge about: Safety measures in packing, loading and offloading equipment and accessories Establishment policy Environmental care		
		(c) Packing, loading and offloading food and beverages	Brainstorming Guide the students to define, identify and mention methods of packing, loading and offloading food and beverages Questions and Answers Provide direct questions to students and receive answers on packing, loading and offloading food and beverages Group Discussions: Guide students in exploring how to packing, loading and offloading food and beverage services Practical Demonstration Show students the	The student should be able to: <ul style="list-style-type: none"> • Identify type of service required • Prepare checklist • Verify food and beverage items available against checklist • Make follow up for missing items • Pack, load and offload food and beverages 	Food and beverage items for outside catering packed, loaded and off loaded as per requirements	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods of Packing, loading and offloading food and beverages Principle: The student should explain the procedures involved in: Identifying type of service Packing, loading and offloading food and beverages Theories: The	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Furniture • Cutleries • Crockerries • Glass war • Linen • Water jugs • Platters • Service gears • Chafing dishes • Water urns • Cooler and hot boxes • Trays 	

			<p>process of packing, loading and offloading food and beverage services</p> <p>Group Work</p> <p>Arrange students in groups and assign tasks loading and offloading food and beverage services</p>			<p>student should explain the importance of:-</p> <p>Identifying type of service</p> <p>Preparing checklist</p> <p>Selecting proper food and beverage items</p> <p>Making follow up for missing items</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge about:</p> <p>Safety measures in packing, loading and offloading food and beverages</p> <p>Establishment policy</p> <p>Environmental care</p>		
2.0. Providing Outside Catering Services	2.2. Laying Outside Catering Areas	(a) Setting up tables and side tables	<p>Brainstorming</p> <p>Guide the students to define, identify and mention methods of setting up tables and side tables</p> <p>Questions and Answers</p> <p>Provide direct questions to students and receive answers on setting up tables and side tables</p> <p>Group Discussions:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Clean and clear the space • Clean the tables • Position chairs • Lay the table linens • Set the 	Tables and side tables are set and arranged as per functions requirements	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Methods used:</p> <p>The student should explain different methods of setting up tables and side tables</p> <p>Principles: The student should</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Furniture • Glassware • Cutleries • Crockeries • Linen • Silverware • Trays 	145

			<p>Guide students in exploring how to set up tables and side tables</p> <p>Practical Demonstration Show students the process of setting up tables and side tables</p> <p>Group Work Arrange students in groups and assign tasks to set up tables and side tables</p>	<p>tableware</p> <ul style="list-style-type: none"> • Add condiments and centrepieces • Set items on side tables 		<p>explain procedures involved in: Setting up tables and side tables</p> <p>Theories: The student should explain the importance of: Setting up tables and side tables</p> <p>Circumstantial knowledge Detailed knowledge about: Safety measures while setting up tables and side tables</p>	<ul style="list-style-type: none"> • Trolley 	
		(b) Setting up buffet table	<p>Brainstorming Guide the students to define, identify and mention methods of setting up buffet table</p> <p>Questions and Answers Provide direct questions to students and receive answers on setting up buffet table</p> <p>Practical Demonstration Show students the process of set up buffet table</p> <p>Group Work Arrange students in groups and assign tasks</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Plan the layout and location • Choose right tables • Lay and skirt the tables • Place food items in logical order • Use themed decorative elements 	<p>Buffet tables set and arranged as per functions requirements</p>	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should explain: principles of setting up buffet table</p> <p>Principles: The student should explain procedures involved in: Setting up buffet table</p> <p>Theories: The student should explain the</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Buffet tables • Table cloth • Table skirting • Chafing dishes • Thumb tacks • Chafing dishes • Serving spoons • Ladles 	

			to set up buffet tables			importance of: Setting up buffet table Circumstantial knowledge Detailed knowledge about: Safety measures while setting up buffet table Hygiene measures while setting up buffet table		
	2.3. Handling outside catering services	(a) Serving food and beverage for outside catering	Brainstorming Guide the students to define, identify and mention methods of serving food and beverage for outside catering Questions and Answers Provide direct questions to students and receive answers on serving food and beverage for outside catering Group Discussions: Guide students in exploring how to serve food and beverage for outside catering Practical Demonstration Show students the	The student should be able to: <ul style="list-style-type: none"> • Confirm event details • Prepare checklist of requirements • Know the number of participants • Understand the menu • Pack equipment and supplies • Prepare staffing and roles • Choose the right setup area • Arrange the 	Food and beverages served as per functions requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain different methods of serving food and beverage for outside catering Principles: The student should explain procedures involved in: Serving food and beverage for outside catering Theories: The student should explain the	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Furniture • Glassware • Cutleries • Crockeries • Linen • Silverware • Chafing dishes • Water urns • Coolers and hot boxes • Trays • Trolley • Burners • Cotton wool • Matchbox 	145

			process of serving food and beverage for outside catering Group Work Arrange students in groups and assign tasks to serve food and beverage for outside catering	food <ul style="list-style-type: none"> • Serve food and beverages promptly 		importance of: Serving food and beverage for outside catering Circumstantial knowledge Detailed knowledge about: Health measures while serving food and beverage for outside catering Environmental care	<ul style="list-style-type: none"> • Portable stove 	
		(b) Clearing the area for outside catering	Brainstorming Guide the students to define, identify and mention methods of clearing the area for outside catering Questions and Answers Provide direct questions to students and receive answers on clearing the area for outside catering Group Discussions: Guide students in exploring how to clear the area for outside catering Practical Demonstration Show students the process of clear the areas for outside catering Group Work	The student should be able to: <ul style="list-style-type: none"> • Identify all event stations • Check for leftover food • Locate trash • Pack up leftovers • Dispose of waste • Collect used plates, glasses, and utensils • Clean the tables and chairs • Clear table linens, napkins, and decorations • Take trash to designated disposal areas 	Outside catering area cleared as per functions requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain different methods of clearing outside catering area Principles: The student should explain procedures involved in: Clearing the area for outside catering Theories: The student should explain the importance of: Clearing the area for outside	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Furniture • Glassware • Cutleries • Crockeries • Linen • Silverware • Chafing dishes • Water urns • Coolers and hot boxes • Trays • Trolley • Burners • Cotton wool • Matchbox • Portable stove 	

			Arrange students in groups and assign tasks to clear the area for outside catering	<ul style="list-style-type: none"> • Pack all equipment • Thank the host 		catering Circumstantial knowledge Detailed knowledge about: Health measures while clearing the area for outside catering Environmental care	<ul style="list-style-type: none"> • Movable tents 	
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Form Three

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0. Preparing and cooking bakery and pastry products	1.1. Preparing and cooking yeast dough products	(a) Preparing and cooking (baking) bread dough products	Brainstorming Guide the students to define, identify and mention methods of on preparing and cooking yeast dough products Questions and Answers Provide direct questions to students and receive answers on preparing and cooking yeast dough products Group Discussions: Guide students in exploring how to prepare and bake dough products Practical Demonstration Show students	The students should be able to: <ul style="list-style-type: none"> Select ingredients and tools required to prepare bread dough Weigh and measure ingredients and materials required Prepare bread dough Bake a range of bread products Maintain safety and hygiene standards at all times 	Bread dough products designed, shaped, well proved, free from split or burst crust	Knowledge evidence: Detailed knowledge of: Methods: The students should explain methods of preparing bread dough Principles: The students should explain principles involved in preparing bread dough Theory: The students should explain: Quality points to consider when preparing bread dough and dough products Basic steps in bread dough making Circumstantial	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Electrical oven Commercial dough mixer Dariole moulds Pastry brush Flour sieve Serrated knife Bread tins Plastic spatula Cutting boards Weighing scale Measuring jug Measuring spoon Measuring cup Working/ preparation table 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			the process of preparing and cooking dough products Group Work Arrange students in groups and assign tasks to prepare and baking bread dough products	<ul style="list-style-type: none"> Clean all utensils and equipment used for preparing and baking bread dough products 		knowledge Detailed knowledge about: Hygiene and safety regulations in handling food Storage of materials		
		(b) Preparing and cooking bun dough products	Brainstorming Guide the students to define, identify and mention methods of on preparing and cooking bun dough products Questions and Answers Provide direct questions to students and receive answers on preparing and cooking bun dough products Group Discussions:	The students should be able to: <ul style="list-style-type: none"> Identify and classify different types of bun dough products Select ingredients and tools required for preparing and cooking bun dough products Weigh and measure ingredients 	Bun dough products designed, shaped, well proved, free from split or burst crust Flavor, texture and shape compatible with type of a bun	Knowledge evidence: Detailed knowledge of: Methods: The students should explain methods of preparing bun dough products Principles: The students should explain principles involved in preparing bun dough products Theory: The students should explain: Quality points to consider when	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Cooking ranges Commercial dough mixer Flour sieve Frying basket Stainless steel cooking pots/wok Wooden spatula Plastic spatula Plastic scrapper Cutting boards Rolling pin Various pastry 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide students in exploring how to prepare and cook bun and dough products Practical Demonstration Show students the process of prepare and cook bun and dough products Group Work Arrange students in groups and assign tasks to prepare and cook bun and dough products	and materials <ul style="list-style-type: none"> • Cook a range of bun dough products • Store all utensils and dispose of waste 		preparing bun dough and dough products Importance of controlling temperature when cooking dough and dough products Circumstantial knowledge Detailed knowledge about: Hygiene and safety regulations to consider when preparing and cooking bun dough products	cutter <ul style="list-style-type: none"> • Pastry roller • Weighing scale • Deep skimmer • Fine mesh skimmer • Dough Scraper • Mixing bowl • Rolling pin • Measuring jug • Measuring spoon • Measuring cup 	
	1.2. Preparing and Cooking Pastry Products	(a) Preparing and cooking (baking) cakes	Brainstorming Guide the students to define, identify and mention methods of preparing and cooking cakes Questions and Answers Provide direct	The students should be able to: <ul style="list-style-type: none"> • Identify and classify different types of cakes • Select ingredients and tools required for 	Cake products are of good texture Flavour, texture and shape compatible with type of cake	Knowledge evidence: Detailed knowledge of: Methods: The students should explain methods of preparing cake mixture Principles: The students should	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Electrical Oven • Commercial dough mixer • Cake tins • Flour sieve 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>questions to students and receive answers on preparing and cooking cakes</p> <p>Group Discussions: Guide students in exploring how to prepare and cook cakes</p> <p>Practical Demonstration Show students the process of preparing and cooking cakes</p> <p>Group Work Arrange students in groups and assign tasks to prepare and cook cakes</p>	<p>the task</p> <ul style="list-style-type: none"> • Weigh and measure ingredients • Present and serve cakes • Clean all utensils and equipment used for baking • Store all utensils and dispose of waste 		<p>explain principles involved in preparing cake mixture</p> <p>Theory: The students should explain: Quality points to consider when preparing cake mixture Common faults and causes in preparing cake mixture</p> <p>Circumstantial knowledge Detailed knowledge about: Hygiene and safety regulations while preparing and cooking (baking) cakes Proper storage of materials</p>	<ul style="list-style-type: none"> • Serrated knife • Piping bags with assorted nozzles • Wooden spatula • Plastic spatula • Plastic scraper • Weighing scale • Measuring jug • Measuring spoon • Measuring cup 	
		(b) Preparing and decorating cakes	<p>Brainstorming Guide the students to define, identify and mention</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Ensure all areas, 	Decorated cakes are of type and quality required Decorated cakes are proportionate	<p>Knowledge evidence: Detailed knowledge of: Methods: The</p>	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>methods of preparing and decorating cakes</p> <p>Questions and Answers Provide direct questions to students and receive answers on preparing and decorating cakes</p> <p>Group Discussions: Guide students in exploring how to prepare and decorate cakes</p> <p>Practical Demonstration Show students the process of preparing and decorating cakes</p> <p>Group Work Arrange students in groups and assign tasks to prepare and decorate cakes</p>	<p>utensils and equipment to be used for preparation and decoration of cakes are well cleaned</p> <ul style="list-style-type: none"> • Select ingredients, tools and equipment for decoration of cakes • Produce basic cake decorating paste • Maintain safety and hygiene standards at all times • Clean areas and equipment used for decorating 	to the size of the cake, nor too much neither too little decorations	<p>students should explain The process of preparing and decorating cake</p> <p>Principles: The students should explain the procedures involved in: Preparing and decorating cakes</p> <p>Theory: The students should explain: Different filling used in cake decorating paste Uses of cake decorating materials</p> <p>Circumstantial knowledge Detailed knowledge about: Hygienic measures when decorating cakes Storage of materials used in</p>	<ul style="list-style-type: none"> • Palate knife • Cake knife • Piping bags with assorted nozzles • Offset spatula • Plastic spatula • Plastic scrapper • Cutting boards • Various pastry cutters • Pastry roller 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				cakes		decorating cakes		
		(c) Preparing and cooking (baking) biscuits and cookies	Brainstorming Guide the students to define, identify and mention methods of preparing and baking biscuits and cookies Questions and Answers Provide direct questions to students and receive answers on preparing and baking biscuits and cookies Group Discussions: Guide students in exploring how prepare and cook biscuits and pastries Practical Demonstration Show students the process of	The students should be able to: <ul style="list-style-type: none"> Select ingredients, tools and equipment for preparation and cooking (baking) of biscuits and cookies Weigh and measure ingredients and materials Cook various biscuits and cookies Maintain safety and hygiene standards at all times 	Prepared and baked biscuits and cookies are of type and quality required Biscuits and cookies are well cooked with crisp, crunchy texture	Knowledge evidence: Detailed knowledge of: Methods: The students should explain The process of preparing and cooking (baking) biscuits and cookies Principles: The students should explain the procedures involved in: Making biscuits and cookies products Theory: The students should explain: Types of biscuits and cookies Possible reasons for faults while making biscuits and cookies	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Ovens (electric or gas) Commercial dough mixer Baking trays Flour sieves Palate knife Piping bags with assorted nozzles Plastic spatula Stainless steel cookie cutters Weighing scale Rolling pins Pastry roller 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			preparing and cooking biscuits and pastries Group Work Arrange students in groups and assign tasks to prepare and cook biscuits and pastries			Circumstantial knowledge Detailed knowledge about: Safety and hygiene measures while preparing and cooking (baking) biscuits and cookies		
		(d) Preparing and cooking (baking) pastries	Brainstorming Guide the students to define, identify and mention methods of preparing and baking pastries Questions and Answers Provide direct questions to students and receive answers on preparing and baking pastries Group Discussions: Guide students in exploring how	The students should be able to: <ul style="list-style-type: none"> Select ingredients, tools and equipment for preparation and cooking(baking) pastries Weigh and measure ingredients and materials Cook (bake) various pastry 	Pastries cooked/baked and finished in accordance with product and recipe requirement and satisfaction	Knowledge evidence: Detailed knowledge of: Methods: The students should explain The process of preparing and cooking (baking) pastries Principles: The students should explain the procedures involved in: Preparing and cooking (baking) pastries Theory: The	The following tools, equipment, facilities and safety gears are to be available: Ovens (electric or gas) <ul style="list-style-type: none"> Commercial mixer Baking trays Pastry brush Flour sieves Variety of pudding moulds Palate knife Baking tins Plastic spatula Plastic scrapper 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			to prepare and baking pastries Practical Demonstration Show students the process of preparing and baking pastries Group Work Arrange students in groups and assign tasks to prepare and bake pastries	products <ul style="list-style-type: none"> Produce basic sweet sauces, fillings and icings Maintain safety and hygiene standards at all times 		students should explain: Possible reasons for faults and causes while making pastry products Circumstantial knowledge Detailed knowledge about: Preparing and cooking (baking) pastries Storage of materials	<ul style="list-style-type: none"> Cutting boards Tartlet moulds Weighing scale Rolling pins Various pastry cutters Pastry roller Measuring spoon 	
	1.3. Preparing and Cooking Desserts	(a) Preparing cold desserts	Brainstorming Guide the students to define, identify and mention methods of preparing cold desserts Questions and Answers Provide direct questions to students and receive answers	The students should be able to: <ul style="list-style-type: none"> Clean utensils and equipment to be used for preparation of cold desserts Select ingredient for 	Prepared desserts are of appropriate type and quality required	Knowledge evidence: Detailed knowledge of: Methods: The students should explain methods used to prepare cold desserts Principles: The students should explain procedure involved in preparing cold	The following tools, equipment, facilities and safety gears are to be available: Cooking ranges <ul style="list-style-type: none"> Baking trays Pastry brush Flour sieve Plate knife Mixing bowl Plastic spatula Rolling pin 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			on preparing cold desserts Discussions Guide students in exploring how to prepare cold desserts Practical Demonstration Show students the process of preparing cold desserts Group Work Arrange students in groups and assign tasks to prepare cold desserts	preparation of cold desserts <ul style="list-style-type: none"> Select tools and equipment for preparation of a particular cold dessert Weigh and measure ingredients and materials Prepare and produce cold desserts Clean and store all working tools and equipment 		desserts Theory: The students should explain: Meaning of desert Uses of desserts Methods of preparing cold desserts Circumstantial knowledge Detailed knowledge about: Hygiene and safety measures while preparing cold desserts	<ul style="list-style-type: none"> Ovens (electric or gas) Caramel moulds Refrigerator 	
		(b) Preparing hot desserts	Brainstorming Guide the students to define, identify and mention methods of preparing	The students should be able to: <ul style="list-style-type: none"> Select ingredients, tools and 	Hot desserts cooked and finished as per standard recipe Finished desserts are of required	Knowledge evidence: Detailed knowledge of: Methods: The students should	The following tools, equipment, facilities and safety gears are to be available: Baking tin	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			preparing hot desserts Questions and Answers Provide direct questions to students and receive answers on preparing hot desserts Group Discussions: Guide students in exploring how to prepare hot desserts Practical Demonstration Show students the process of preparing hot desserts Group Work Arrange students in groups and assign tasks to prepare hot desserts	equipment for preparation and cooking <ul style="list-style-type: none"> • Weigh and measure ingredients and materials • Produce a range of hot desserts using baking and steaming methods • Produce basic sweet sauces and fillings • Clean and store all working tools and equipment 	colour, texture and flavour	explain methods used to prepare and cook hot desserts Principles: The students should explain procedure involved in preparing and cooking hot desserts Theory: The students should explain: The procedures of preparing hot desserts Circumstantial knowledge Detailed knowledge about: Hygiene and safety regulations while preparing hot desserts	<ul style="list-style-type: none"> • Cooking ranges • Commercial flour mixer • Baking trays • Pastry brush • Flour sieve • Plate knife • Wooden spatula • Cutting boards • Rolling pin • Ovens (electric or gas) • Weighing scale 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0. Preparing and cooking breakfast dishes	2.1. Preparing and making breakfast beverages	(a) Preparing and making hot beverages	Brainstorming Guide the students to define, identify and mention methods of preparing and making hot beverages Questions and Answers Provide direct questions to students and receive answers on preparing and making hot beverages Group Discussions: Guide students in exploring how to prepare and make hot beverages Practical Demonstration Show students the process of	The students should be able to: <ul style="list-style-type: none"> Select ingredient for making hot beverages Select tools and equipment for preparation and cooking of hot beverages Prepare and produce range of different hot beverages Clean all utensils, tools and equipment used for preparing and making hot beverages 	Hot beverages prepared, boiled and served as per required degree of temperature	Knowledge evidence: Detailed knowledge of: Methods: The students should explain methods of making hot beverage Principles: The students should explain the principles to be followed when preparing and cooking hot beverage Theory: The students should explain: Types and variety of hot beverages Factors affecting quality of hot beverage Circumstantial knowledge Detailed knowledge about:	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Cooking ranges Water urn Coffee maker Tea cups Coffee cups Tea spoons Coffee spoons Strainer Teapots Cooking pots Moka coffee maker Espresso coffee machine 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			preparing and making hot beverages Group Work Arrange students in groups and assign tasks to prepare and make hot beverages	<ul style="list-style-type: none"> Store all working tools and agents used 		Hygiene and safety regulations while preparing and making hot beverages		
		(b) Preparing and making cold beverages	Brainstorming Guide the students to define, identify and mention methods of preparing and making cold beverages Questions and Answers Provide direct questions to students and receive answers on preparing and making cold beverages Group Discussions:	The students should be able to: <ul style="list-style-type: none"> Select ingredient for making cold beverages Select tools and equipment for preparation of cold beverages Prepare and produce range of different cold beverages 	Type of cold beverage prepared is in required consistency, flavour, appearance and taste	Knowledge evidence: Detailed knowledge of: Methods: The students should explain methods of making cold beverage Principles: The students should explain the principles to be followed when preparing cold beverage Theory: The students should explain: Types of cold	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Juice dispensing machine Blender Cutting boards Knives Measuring jug Refrigerator Strainer Juice squeezer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Guide students in exploring how to prepare and making cold beverages Practical Demonstration Show students the process of prepare and making cold beverages	<ul style="list-style-type: none"> Clean all utensils, tools and equipment used for preparing and making cold beverages 		beverages Factors affecting preparation of cold beverage Circumstantial knowledge Detailed knowledge about: Hygiene and safety regulations while preparing cold beverages		
	2.2. Preparing Cold Items for Breakfast	(a) Preparing fruits for breakfast	Brainstorming Guide the students to define, identify and mention methods of preparing fruits for breakfast Questions and Answers Provide direct questions to students and receive answers on preparing fruits for	The students should be able to: <ul style="list-style-type: none"> Select fruits suitable for cutting Prepare fruits in different cuts Present fruits to guest 	Fruits for breakfast prepared as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The students should explain different methods used in preparing breakfast fruits Principles: The students should explain procedures involved in: Preparing fruits for breakfast	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Knives cutting boards Oval platters Forks Spoons Peelers Bowls Cling film Refrigerator 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			breakfast Practical Demonstration Show students the process of preparing fruits for breakfast Group Work Arrange students in groups and assign tasks to prepare fruits for breakfast			Theories: The students should explain the importance of fruits for breakfast Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures involved in preparing fruits		
		(b) Preparing cold meat items for breakfast	Brainstorming Guide the students to define, identify and mention methods of preparing cold meat items for breakfast Questions and Answers Provide direct questions to students and receive answers on preparing cold meat items	The students should be able to: <ul style="list-style-type: none"> Choose a variety of cold meats that complement a breakfast Check expiration dates Slice to desired thickness Add garnishes 	Cold meat items for breakfast prepared as per standards recipe	Knowledge evidence: Detailed knowledge of: Methods used: The students should explain different methods used in preparing cold meat for breakfast Principles: The students should explain procedures involved in: Preparing cold meat for breakfast	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Knives Serving platters Tongs Cutting board Salt pepper shakers Kitchen Scissors Cheese Knife Bowls 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			for breakfast Practical Demonstration Show students the process of preparing cold meat items for breakfast Group Work Arrange students in groups and assign tasks to prepare cold meat items for breakfast	<ul style="list-style-type: none"> Serve cold meat items with accompaniments to guest 		Preparing cold meat items for breakfast Theories: The students should explain the importance of serving cold meat items in breakfast Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures involved in preparing cold meat items	<ul style="list-style-type: none"> Bowls 	
	2.3. Preparing and cooking hot items for breakfast	(a) Preparing and cooking eggs	Brainstorming Guide the students to define, identify and mention methods of preparing and cooking eggs Questions and Answers Provide direct	The students should be able to: <ul style="list-style-type: none"> Select tools and ingredients for preparing and cooking eggs 	Egg dishes for breakfast prepared and cooked as per standards	Knowledge evidence: Detailed knowledge of: Methods used: The students should explain different methods of preparing various types of egg dishes for	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Frying Pans Spatulas Whisks Mixing Bowls Spoons 	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			<p>questions to students and receive answers on preparing and cooking eggs</p> <p>Group Discussions: Guide students in exploring how to prepare and cook eggs</p> <p>Practical Demonstration Show students the process of preparing and cooking eggs</p> <p>Group Work Arrange students in groups and assign tasks to prepare and cook eggs</p>	<ul style="list-style-type: none"> • Prepare various egg dishes for breakfast • Cook egg dishes for breakfast • Present the prepared egg dishes for breakfast 		<p>breakfast</p> <p>Principles: The students should explain procedures involved in: Preparing and cooking eggs and egg dishes for breakfast</p> <p>Theories: The students should explain the importance of: Egg dishes in breakfast</p> <p>Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures in preparing and cooking eggs</p>	<ul style="list-style-type: none"> • Knives • Cutting boards • Egg poacher • Perforated spoon • Egg cups • Egg turners 	
		(b) Preparing and cooking hot meat items for breakfast	<p>Brainstorming Guide the students to define, identify and mention methods of preparing and cooking hot</p>	<p>The students should be able to:</p> <ul style="list-style-type: none"> • Select tools and ingredients required to 	Hot meat items for breakfast prepared and cooked as per standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The students should explain different methods</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Pans • Casserole 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			meat items for breakfast Questions and Answers Provide direct questions to students and receive answers on preparing and cooking hot meat items for breakfast Group Discussions: Guide students in exploring how to prepare and cook hot meat items for breakfast Practical Demonstration Show students the process of preparing and cooking hot meat items for breakfast Group Work Arrange students in groups and assign tasks to	prepare and cook hot meat items for breakfast <ul style="list-style-type: none"> • Cook meat items for breakfast • Present the prepared hot meat items for breakfast 		of preparing various types of hot meat items for breakfast Principles: The students should explain procedures involved in: Preparing and cooking hot meat items for breakfast Theories: The students should explain the importance of: Hot meat items for breakfast Circumstantial knowledge Detailed knowledge about: Safety and hygienic measures in preparing and cooking hot meat items	<ul style="list-style-type: none"> • Bowls • Wooden Spoons • Cutting boards • Knives • Cooking pots • Platters • Cooking range 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			prepare hot meat items for breakfast					

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			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
1.0. Providing banquet services	1.1. Preparing services for professional functions	(a) Preparing for exhibitions	<p>Brainstorming Guide the students to define, identify and mention methods of preparing for exhibitions</p> <p>Questions and Answers Provide direct questions to students and receive answers on preparing for exhibitions</p> <p>Group Discussions: Guide students in exploring how to prepare for exhibitions</p> <p>Practical Demonstration Show students the process of preparing for exhibitions</p> <p>Play role Guide students in small groups to simulate scenarios on preparing for</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Assemble a working team • Decide on the number of participants • Find sponsors • Set a date • Decide on menu • Prepare invitations • Book the venue • Decide on products to exhibit • Familiarize exhibitors with products • Prepare tools, equipment (Tech) • Create a marketing and promotional plan • Re-check your 	Exhibitions prepared as per standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used in: Preparing for exhibitions Principle: The student should explain the procedures involved in:- Preparing for exhibitions Theories: The student should explain the importance of:- Preparing for exhibitions Circumstantial knowledge Detailed knowledge about: Security issues related to events Environmental care</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Furniture • Diaries • Public Address Systems • Pop-up banners and retractable stands • Modular booths and panels • Table covers and skirts with branding • Backdrops with logos or graphics • Lighting • Telephone • Computer • Stationery • Menus • Posters/ brochures • Signage 	80

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			exhibitions	plan <ul style="list-style-type: none"> • Execute the plan 				

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	1.2. Preparing services for social functions	(a) Preparing for wedding parties/events	<p>Brainstorming Guide the students to define, identify and mention methods of preparing for wedding/ events</p> <p>Questions and Answers Provide direct questions to students and receive answers on preparing for wedding/ events</p> <p>Group Discussions: Guide students in exploring how to prepare for wedding parties/ events</p> <p>Practical Demonstration Show students the process of preparing for wedding/ events</p> <p>Group Work Arrange students in groups and assign tasks to prepare for wedding/ events</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Assemble a working team • Prepare a budget • Decide on food menu • Prepare invitations • Book the venue • Prepare the venue • Prepare tools, equipment (Tech) • Prepare flow of movement • Re-check your plan • Execute the plan 	Wedding parties/events prepared as per functions standards set	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should explain different methods used in: Preparing for wedding parties/events Principles: The student should explain procedures involved in: Preparing for wedding parties/events Theories: The student should explain the importance of: Preparing for wedding parties/events Circumstantial knowledge Detailed knowledge about: Security issues related to events Establishment policy Environmental care</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Furniture • Public Address Systems • DJ music • Cutleries • Crockeries • Glass ware • Linens • Dispense bars • Telephone • Menus • Posters • Fresh flowers 	80

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		(b) Preparing for funerals	Brainstorming Guide the students to define, identify and mention methods of preparing for funerals Questions and Answers Provide direct questions to students and receive answers on preparing for funerals Group Discussions: Guide students in exploring how preparing for funerals Group Work Arrange students in groups and assign tasks to prepare for funerals	The student should be able to: <ul style="list-style-type: none"> Assemble a working team Prepare a budget Prepare the funeral time table Do estimation on the number of attendees Arrange for spiritual leaders to attend Decide on food menu Prepare tools, equipment (Tech) Prepare flow of movement Re-check your plan Execute the plan 	Service for funeral prepared as per event requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain different methods used in: Preparing for funerals Principles: The student should explain procedures involved in: Preparing for funerals Theories: The student should explain the importance of: Preparing for funerals Circumstantial knowledge Detailed knowledge about: Security issues related to events Event theme Environmental care	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Chairs Tents Public Address Systems Cutlery Decorations Computer Menus Thumb tacks Office pins Scissors Hammer Nails Fresh flowers Signage 	
		(c) Preparing for dinner/lunch parties	Brainstorming Guide the students to define, identify and mention methods of preparing for dinner/	The student should be able to: <ul style="list-style-type: none"> Decide on theme of event 	Service for social functions prepared as per functions requirements	Knowledge evidence: Detailed knowledge of: Methods used: The	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			lunch parties Questions and Answers Provide direct questions to students and receive answers on preparing for dinner/ lunch parties Group Discussions: Guide students in exploring how to prepare dinner/ lunch parties Practical Demonstration Show students the process of preparing dinner/ lunch parties Group Work Arrange students in groups and assign tasks to prepare dinner/ lunch parties	<ul style="list-style-type: none"> Assemble a working team Prepare a budget Set a date Decide on the number of participants Decide on food menu Decide on beverage menu Prepare invitations Arrange the venue Prepare flow of movement Re-check your plan Execute the plan 		student should explain different methods used in: Preparing for social functions Principles: The student should explain procedures involved in: Preparing for dinner/lunch parties Theories: The student should explain the importance of: Preparing for dinner/lunch parties Circumstantial knowledge Detailed knowledge about: Security issues related to events Establishment policy Environmental care	<ul style="list-style-type: none"> Chairs Tables Cutleries Crockeries Glasses Linen Dispense bars Menus Chaffing dishes Bain-marie Food tongs 	
	1.3. Preparing services for state functions	(a) Preparing for national days	Brainstorming Guide the students to define, identify and mention methods of preparing national days	The student should be able to: <ul style="list-style-type: none"> Decide on theme of event Assemble a working team 	Services for national day functions prepared as per functions requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Furniture Diaries 	80

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Questions and Answers Provide direct questions to students and receive answers on preparing national days Group Discussions: Guide students in exploring how to preparing services for national days Practical Demonstration Show students the process of preparing services for national days Group Work Arrange students in groups and assign tasks to prepare for services for national events	<ul style="list-style-type: none"> • Prepare a budget for the event • Get/estimate/decide on the number of participants • Prepare invitations • Prepare security plan for the event • Decide on food menu (Where applicable) • Prepare tools, equipment (Tech) • Prepare flow of movement • Re-check your plan • Execute the plan 		different methods used in: Preparing for national days Principles: The student should explain procedures involved in: Preparing security plan for the event Preparing for national days Theories: The student should explain the importance of: Preparing for national days Circumstantial knowledge Detailed knowledge about: Security issues related to national day events Environmental care	<ul style="list-style-type: none"> • Public Address Systems • Cutleries • Crockeries • Assorted Glasses • Linen • Menus • Posters • Security posts • Signage 	
		(b) Preparing for state functions	Brainstorming Guide the students to define, identify and mention methods of preparing for state functions Questions and	The student should be able to: <ul style="list-style-type: none"> • Decide on theme of event • Assemble a working team • Prepare a 	Services for national day functions prepared as per functions requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain different methods	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Executive chairs • Banquet chairs 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Answers Provide direct questions to students and receive answers on preparing for state functions Group Discussions: Guide students in exploring how to prepare state functions Practical Demonstration Show students the process of preparing state functions Group Work Arrange students in groups and assign tasks to prepare state functions	budget <ul style="list-style-type: none"> • Get/estimate/decide on the number of participants • Prepare invitations • Prepare security plan for the event • Decide on food menu (Where applicable) • Decide on food menu (Where applicable) • Prepare tools, equipment (Tech) • Decide on entertainment • Re-check your plan • Execute the plan 		used in: Preparing services for national day Principles: The student should explain procedures involved in: Preparing for state functions Theories: The student should explain the importance of: Preparing for state functions Circumstantial knowledge Detailed knowledge about: Security issues related to national day events Environmental care	<ul style="list-style-type: none"> • Banquet tables • Buffet tables • Cocktail tables • Linens • Music system • Bandstand • Cutleries • Crockeries • Dispense bars • Assorted glasses • Menus • Posters • Security posts • Coffee/Tea Service Equipment • Food Warmers • Food platters • Podiums • Signage 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
2.0. Supervising Service of food and beverage	2.1. Planning and Organizing Food and Beverage Service Work Flows	(a) Preparing work schedule	<p>Brainstorming Guide the students to define, identify and mention methods of preparing work schedule</p> <p>Questions and Answers Provide direct questions to students and receive answers on preparing work schedule</p> <p>Group Discussions: Guide students in exploring how to prepare work schedule</p> <p>Practical Demonstration Show students the process of preparing work schedule</p> <p>Group Work Arrange students in groups and assign tasks to prepare work schedules</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify routine and occasional duties Integrate routine and occasional duties Prepare work schedules Implement work schedules Prepare work schedule reports 	Work schedules prepared and implemented as per establishment standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain the methods of: Preparing work schedule Principle: The student should explain the procedures involved in: Preparing work schedules Theories: The student should explain the importance of: Identifying routine and occasional duties Circumstantial knowledge Detailed knowledge about: Standard operating procedures (SOP) Supervisory skills</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Table and chairs Ledger books Ball pen Notice board Standard Operating Procedures manual Computer Printer Thumb tacks A4 photocopy paper Highlighter 	121

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		(b) Performing food and beverage service schedules	<p>Brainstorming Guide the students to define, identify and mention methods of performing food and beverage service schedules</p> <p>Questions and Answers Provide direct questions to students and receive answers on performing food and beverage service schedules</p> <p>Group Discussions: Guide students in exploring how to perform food and beverage schedule</p> <p>Practical Demonstration Show students the process of performing food and beverage schedule</p> <p>Group Work Arrange students in groups and assign tasks to perform food and beverage schedules</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify routine and occasional duties Integrate routine and occasional duties Prepare service schedules Implement service schedules Prepare service schedule report 	Food and beverage service schedule performed as per establishment standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain the methods of: Performing food and beverage service schedules Principle: The student should explain the procedures involved in: Integrating routine and occasional duties Performing food and beverage service schedules Theories: The student should explain the importance of: Preparing food and beverage service work schedules Circumstantial knowledge Detailed knowledge about: Standard operating procedures (SOP)</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Report forms Record books Telephone Notice board Standard Operating Procedures Manual Computer Flip chart 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Professional skills Supervisory skills Establishment policy 		
		(c) Preparing food and beverage reports	<p>Brainstorming Guide the students to define, identify and mention methods of preparing food and beverage report</p> <p>Questions and Answers Provide direct questions to students and receive answers on preparing food and beverage reports</p> <p>Group Discussions: Guide students in exploring how prepare food and beverage reports</p> <p>Practical Demonstration Show students the process of preparing food and beverage reports</p> <p>Group Work</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Gather all necessary data Determine the reporting period Calculate sales and revenue Calculate costs and profit margins Analyze trends and performance Identify key performance indicators (KPIs) Prepare the report document 	Food and beverage reports prepared and implemented as per establishment standards	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain the methods of: Preparing food and beverage reports Principle: The student should explain the procedures involved in: Preparing food and beverage reports Theories: The student should explain the importance of: Preparing food and beverage service reports Circumstantial knowledge Detailed knowledge about:</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Report forms Record books Standard Operating Procedures Manual Computer Flip chart LCD Projector 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Arrange students in groups and assign tasks to prepare food and beverage schedules			Standard operating procedures (SOP) Supervisory skills Establishment policy		
	2.2 Operating Bar	(a) Cleaning and polishing tools, equipment and bar surfaces	Brainstorming Guide the students to define, identify and mention methods of cleaning and polishing tools, equipment and bar surfaces Questions and Answers Provide direct questions to students and receive answers on cleaning and polishing tools, equipment and bar surfaces Group Discussions: Guide students in exploring how to Clean and polish tools, equipment and bar surfaces Practical	The student should be able to: <ul style="list-style-type: none"> Select suitable tools and materials for cleaning and polishing equipment and bar surfaces Clean and polish tools, equipment and bar surfaces Arrange bar tables 	Bar cleaned and tools and equipment polished as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods of: Cleaning and polishing tools, equipment and bar surfaces Principles: The student should explain procedures involved in: Cleaning and polishing tools, equipment and bar surfaces Theories: The student should explain the importance of: Cleaning and polishing tools,	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Draining board Bar counter with glass washing facility Bar shelves Cleaning materials Cleaning tools 	121

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Demonstration Show students the process of cleaning and polishing tools, equipment and bar surfaces			equipment and bar surfaces Circumstantial knowledge Detailed knowledge about: Safety measure while cleaning and polishing tools and bar surfaces		
		(b) Taking beverage orders	Brainstorming Guide the students to define, identify and mention methods of taking beverage orders Questions and Answers Provide direct questions to students and receive answers on taking beverage orders Group Discussions: Guide students in exploring how to take beverage orders Practical Demonstration Show students the process of taking	The student should be able to: <ul style="list-style-type: none"> Greet and welcome guests according to the time of the day Present the wine list/beverage menu to the host Take beverage order Serve beverages to guests Clear the table 	Beverage orders taken as per standard procedures	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods of: Taking beverage orders Principles: The student should explain procedures involved in: Presenting beverage list/menu to the host Taking beverage orders Theories: The student should explain the importance of: Taking beverage	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Order pad/book Pen Beverage list/menu POS machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			beverage orders Play role Guide students in small groups to simulate scenarios on process of taking beverage orders			orders Circumstantial knowledge Detailed knowledge about: Professional skills to be considered while taking beverages order		
		(c) Making bar requisitions	Brainstorming Guide the students to define, identify and mention methods of making bar requisitions Questions and Answers Provide direct questions to students and receive answers on making bar requisitions Group Discussions: Guide students in exploring how to make bar requisition Practical Demonstration Show students the process of practicing bar requisition	The student should be able to: <ul style="list-style-type: none"> Review inventory Assess current bar needs Evaluate supplier lead times Check for storage space Review financial budgets Review supplier contracts or agreements Fill purchase requisition forms for drinks, cigars, cigarettes and 	Bar requisitions prepared and handed over to the right department to obtain drinks and other supplies as per establishments' standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods of: Making bar requisitions Principles: The student should explain procedures involved in: Making bar requisitions Theories: The student should explain the importance of: Making bar requisitions Circumstantial knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Wine list and promotional material Stock sheet Sales Summary sheet Pen Calculator Computer Printer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			making Play role Guide students in small groups to simulate scenarios on process of practicing bar requisition Group Work Arrange students in groups and assign tasks to process of practicing bar requisition	bites <ul style="list-style-type: none"> Submit the filled purchase requisition form to the right department 		Detailed knowledge about: Making bar requisitions procedures		
		(d) Taking bar inventory	Brainstorming Guide the students to define, identify and mention methods of taking bar inventory Questions and Answers Provide direct questions to students and receive answers on taking bar inventory Group Discussions: Guide students in exploring how to take bar inventory Practical Demonstration Show students the	The student should be able to: <ul style="list-style-type: none"> Prepare Inventory Sheet/Software Prepare the bar area Set up the bar storage areas Prepare a stock reference list Plan timing and staffing Perform stocktaking Restock drinks and bites 	Bar inventory taken as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods of: Taking bar inventory Principles: The student should explain procedures involved in: Taking bar inventory Theories: The student should explain the importance of: Taking bar inventory Circumstantial knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Manual inventory sheets Inventory software or apps Pen/pencil Tot measure or pour spout Measuring cups/containers Calculator Barcode scanner (if using software) Clipboards or binders Color-coded labels 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			process of practicing professional bar inventory taking Group Work Arrange students in groups and assign tasks to process of practicing bar inventory taking			Detailed knowledge about: Safety measure while taking inventory Beverage knowledge	• Computer or tablet (for digital entries)	
		(e) Restocking bar requirements	Brainstorming Guide the students to define, identify and mention methods of restocking bar requirements Questions and Answers Provide direct questions to students and receive answers on restocking bar requirements Group Discussions: Guide students in exploring how to restock bar requirements Practical Demonstration Show students the process of restocking bar requirements	The student should be able to: <ul style="list-style-type: none"> • Check sales trends • Consider special events • Avoid overstocking or understocking • Use First In, First Out (FIFO) system • Restock drinks and bites 	Bar requirements restocked as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods of: Restocking bar requirements Principles: The student should explain procedures involved in: Restocking bar requirements Theories: The student should explain the importance of: Restocking bar requirements Circumstantial knowledge Detailed knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Pen/pencil and highlighter • Mobile device with barcode app • Calculator • Shelves/racks for storage • Bins or baskets for small items • Refrigerators/freezers • Measuring cups/containers • Delivery checklist • Weighing scale • Stock movement log 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Group Work Arrange students in groups and assign tasks to process of restocking bar requirements			about: Safety measure while restocking bar requirements Hygienic measures while restocking bar requirements		
		(f) Serving drinks	Brainstorming Guide the students to define, identify and mention methods of serving drinks Questions and Answers Provide direct questions to students and receive answers on serving drinks Group Discussions: Guide students in exploring how to serve drinks Practical Demonstration Show students the process of serving drinks Play role Guide students in small groups to simulate scenarios on	The student should be able to: <ul style="list-style-type: none"> • Taking drinks orders • Selecting appropriate glass • Serving drinks at standard temperature required • Use beverage trays • Clear the table 	Drinks served as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods of: Serving drinks Principles: The student should explain procedures involved in: Serving drinks Theories: The student should explain the importance of: Serving beverages at standard temperature required Circumstantial knowledge Detailed knowledge about: Hygienic measures	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Beverage trays • Refrigeration equipment • Ice making machine • Draft beer equipment • Espresso machine with coffee grinder • Electric liquidizer or blender • Electric orange squeezer • Manual orange squeezer • Manual ice crusher • Assorted glasses • Ice buckets 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			serving drinks Group Work Arrange students in groups and assign tasks to serving drinks			while Serving drinks Wine and bar knowledge Selling techniques	<ul style="list-style-type: none"> • Measures (jiggers) and optics • Small ice buckets and tongs • Water jugs • Bottle openers • Free flow speed pourer • Calculator and a pen • Wine list and promotional material • Glass cloth • Summary sheet • Assorted fruits • Sugar pots • Tea/Coffee cups saucers • Tin opener • Wine stand • Wine cooler • Red wine baskets 	
		(g) Making and serving cocktails	Brainstorming Guide the students to define, identify and mention methods of making and serving cocktails	The student should be able to: <ul style="list-style-type: none"> • Identify different types of cocktails • Select tools 	Cocktails made and served as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Bar counter • Refrigerator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Questions and Answers Provide direct questions to students and receive answers on making and serving cocktail Group Discussions: Guide students in exploring how to make and serve cocktails Practical Demonstration Show students the process of making and serving cocktails Play role Guide students in small groups to simulate scenarios on making and serving cocktails Group Work Arrange students in groups and assign tasks to making and serving cocktails	required to make cocktails <ul style="list-style-type: none"> • Select materials needed in making different types of cocktails • Make cocktails by shaking or stirring • Garnish and serve different types of cocktails 		methods of: Making cocktails Serving cocktails Principles: The student should explain procedures involved in: Preparing ingredients for making cocktails Making cocktails Theories: The student should explain the importance of: Making cocktails Serving cocktails Circumstantial knowledge Detailed knowledge about: Safety and hygiene measures while making different types of cocktails Professional skills	<ul style="list-style-type: none"> • Ice making machine • Electric liquidizer or blender • Manual orange squeezer • Manual ice crusher • Assorted glasses • Side plates • Cocktail shaker • Boston shaker • Mixing glass with bar spoon • Hawthorn strainer • Ice buckets and tongs • Tot measures • Service trays and salvers • Cutting board and knife • Bottle openers • Free flow speed pourer • Cork screws (waiter's friend) • Bar funnel • Swizzle sticks 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> • Glass cloth • Cocktail umbrellas • Lemon knife • Drinking straws • Glass rimmers 	
		(h) Processing payments	<p>Brainstorming Guide the students to define, identify and mention methods of processing payments</p> <p>Questions and Answers Provide direct questions to students and receive answers on processing payment</p> <p>Group Discussions: Guide students in exploring how to process payment</p> <p>Practical Demonstration Show students the process of processing payment</p> <p>Play role Guide students in small groups to simulate scenarios on</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Verify the transaction details • Choose the Payment Method • Process the Payment • Confirm the Transaction • Record the payment 	Payments processed as per establishment standards	<p>Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods of: Processing payments Principles: The student should explain procedures involved in: Processing payments Theories: The student should explain the importance of: Processing payments Circumstantial knowledge Detailed knowledge about: Principles of preparing and calculating bills Conversion of foreign</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Cash register (till) • Calculator • Pen • Wine list • Summary sheet • Order pad 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			processing payments Group Work Arrange students in groups and assign tasks to processing payments			currencies		
		(i) Closing bar	Brainstorming Guide the students to define, identify and mention methods of closing bar Questions and Answers Provide direct questions to students and receive answers on closing bar Group Discussions: Guide students in exploring how to close bar Practical Demonstration Show students the process of practicing professional bar closing Group Work Arrange students in groups and assign tasks to practicing	The student should be able to: <ul style="list-style-type: none"> Clean and polish tools, equipment and bar surfaces Arrange bar tables Perform stocktaking Prepare requisition notes for drinks, cigars, cigarettes and bites Restock drinks and bites Operate bar equipment Prepare and serve beverages Handle payment Close bar 	Bar prepared, operated and closed as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods of: Cleaning bar area and surfaces Closing bar Principles: The student should explain procedures involved in: Cleaning bar area and surfaces Closing bar Theories: The student should explain the importance of: Cleaning bar area and surfaces Closing bar Circumstantial knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Cleaning materials Cleaning tools Stock sheet Summary sheet Pen Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			professional bar closing			Detailed knowledge about: Safety measure while closing bar Hygienic measures while closing bar		
3.0. Budgeting, costing and controlling food and beverage materials	3.1. Planning, designing and writing menu	(a) Planning menu	Brainstorming Guide the students to define, identify and mention methods of planning menu Questions and Answers Provide direct questions to students and receive answers on planning menu Group Discussions: Guide students in exploring how to plan menu Practical Demonstration Show students the process of planning menu	The student should be able to: <ul style="list-style-type: none"> • Apply menu planning principles to develop and modify menus • Use standard recipe to accommodate various situation • Prepare acceptable menus for different meal situations • Prepare menus that are balanced in terms of colour, flavour and texture of the dishes 	Menu planned as per established standards and procedures	Knowledge evidence: Detailed knowledge of: Methods: The student should explain the methods involved in: Planning menus Principles: The student should explain principles involved in: Planning menu Theory: The student should explain: Points to consider when planning menu Circumstantial knowledge Detailed knowledge about: Menu planning techniques	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Price list • Market/purchase list • Calculator • Pens • Pencil • Computer • Printer 	80

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Prepare menus to meet dietary needs • Prepare and cost menus to comply with specified budget 				
		(a) Designing and writing menu	<p>Brainstorming Guide the students to define, identify and mention methods of designing and writing menu</p> <p>Questions and Answers Provide direct questions to students and receive answers on designing and writing menu</p> <p>Group Discussions: Guide students in exploring how to design and write menu</p> <p>Practical Demonstration Show students the process of designing and writing menu</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Understand your restaurant concept and brand • Plan your menu layout • Write descriptive menu item names • Organize and price the menu items • Incorporate allergen and dietary information • Create a visual design 	Menu designed and written	<p>Knowledge evidence: Detailed knowledge of: Methods: The student should explain the methods involved in planning and designing menus for different functions Principles: The student should explain principles involved in: Planning and designing menu Theory: The student should explain: Different types of menus Menu writing and planning techniques Circumstantial</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Manila sheets • Price list • Market list • List of suppliers • Calculator • Pen • Ruler • Pencil • Computer • Printer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Group Work Arrange students in groups and assign tasks to designing and writing menu			knowledge Detailed knowledge about: Menu planning techniques		
	3.2. Controlling and Costing Food and Beverage Materials	(a) Purchasing goods and materials	Brainstorming Guide the students to define, identify and mention methods purchasing goods and materials Questions and Answers Provide direct questions to students and receive answers on purchasing good and materials Group Discussions: Guide students in exploring how to purchase goods and materials Practical Demonstration Show students the process of purchasing goods and materials	The student should be able to: <ul style="list-style-type: none"> Determine goods and materials requirements Assess quantities Check stock levels Find potential suppliers: Request quotes Evaluate suppliers Negotiate prices Discuss payment terms Clarify delivery conditions Create a local 	Food and beverage materials purchased as per establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: Compile shopping list Purchase goods and materials Theories: The student should explain the importance of: Purchasing goods and materials Principle: The student should explain the procedures involved in: Purchasing goods and materials Circumstantial knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Shopping list List of approved suppliers (at least 3) Price list Good received book/note (Ledger books) Stock cards Local purchasing order (LPO) Invoices Credit note Menu Beverage/wine list Departmental budget Store regulation manual 	80

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Play role Guide students in small groups to simulate scenarios on process of purchasing goods and materials	purchase order (LPO) <ul style="list-style-type: none"> • Submit the order • Receive and Inspect Goods 		Detailed knowledge about: Knowledge of food and beverage materials Hygienic measures while purchasing goods and materials	<ul style="list-style-type: none"> • Manual calculator • Purchase requisition forms • Computer • Printer • A4 photocopy paper 	
		(b) Costing goods and materials	Brainstorming Guide the students to define, identify and mention methods costing goods and materials Questions and Answers Provide direct questions to students and receive answers on costing goods and materials Group Discussions: Guide students in exploring how to costing goods and materials Practical Demonstration Show students the process of costing goods and materials	The student should be able to: <ul style="list-style-type: none"> • Identify the type of goods/materials • Determine direct costs • Calculate indirect costs (overheads) • Calculate material costs • Calculate labour costs • Calculate total cost of goods sold (COGS) • Determine mark-up and profit margins 	Food and beverage materials costed as per establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: Cost goods and materials Theories: The student should explain the importance of: Costing goods and materials Principle: The student should explain the procedures involved in: Costing goods and materials Circumstantial knowledge Detailed knowledge	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Shopping list • List of approved suppliers (at least 3) • Price list • Bin cards • Stock cards • Local purchasing order (LPO) • Invoices • Menu • Beverage/wine list • Departmental budget • Store regulation manual • Manual calculator • Computer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			Group Work Arrange students in groups and assign tasks to costing goods and materials			about: Food and beverage knowledge Costing goods and materials techniques	• Printer	
		(c) Receiving goods and materials	Brainstorming Guide the students to define, identify and mention methods of receiving goods and materials Questions and Answers Provide direct questions to students and receive answers on receiving goods and materials Group Discussions: Guide students in exploring how to receiving good and materials Practical Demonstration Show students the process of receiving goods and materials Group Work Arrange students in groups and assign	The student should be able to: <ul style="list-style-type: none"> • Review the order • Prepare the receiving area • Prepare staff readiness • Verify the delivery • Inspect and count the goods • Record the receipt of goods • Inspect quality and compliance • Handle discrepancies and issues 	Food and beverage materials received as per establishment procedures	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: Receive, store and issue goods and materials Theories: The student should explain the importance of: Receiving goods and materials Principle: The student should explain the procedures involved in: Receiving goods and materials Circumstantial knowledge Detailed knowledge about: Food and beverage	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Shopping list • List of approved suppliers (at least 3) • Price list • Goods received book/note (Ledger books) • Bin cards • Stock cards • Local purchasing order (LPO) • Invoices • Credit note • Menu • Beverage/wine list • Departmental budget • Store regulation manual • Manual calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
			tasks to receiving goods and materials			knowledge Store procedures	<ul style="list-style-type: none"> • Weighing scale • Measuring jugs 	
		(d) Storing and issuing goods and materials	<p>Brainstorming Guide the students to define, identify and mention methods of storing and issuing goods and materials</p> <p>Questions and Answers Provide direct questions to students and receive answers on storing and issuing goods and materials</p> <p>Group Discussions: Guide students in exploring how to issue goods and materials</p> <p>Practical Demonstration Show students the process of issuing goods and materials</p> <p>Group Work Arrange students in groups and assign tasks to issuing goods and materials</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Verifying quantities and quality • Recording them in the inventory system • Labelling and preparing for storage • Categorizing and organizing goods • Selecting the right storage location • Label shelves and bins • Update inventory records 	Food and beverage materials stored and issued as per establishment procedures	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: To store and issue goods and materials Theories: The student should explain the importance of: Storing and issuing goods and materials Principle: The student should explain the procedures involved in: Storing and issuing goods and materials Circumstantial knowledge Detailed knowledge about: Storing food and beverage materials Issuing food and beverage materials</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Shopping list • Order book • List of approved suppliers (at least 3) • Price list • Good received book/note(ledger books) • Bin cards • Stock cards • Local purchasing order (LPO) • Invoices • Credit note • Menu • Beverage/wine list • Departmental budget • Store regulation manual • Manual calculator • Computer • Flip chart 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		(e) Performing stock taking	Brainstorming Guide the students to define, identify and mention methods of stock taking Questions and Answers Provide direct questions to students and receive answers on performing stock taking Discussion Guide student to talk and have a lengthy conversation on performing stock taking Practical Demonstration Show students the process of performing stock taking	The student should be able to: <ul style="list-style-type: none"> Choose the right time Notify relevant departments Assign roles and responsibilities Set up necessary tools Ensure accurate records Organize the stock area Count the stock Reconcile the physical count with inventory records 	Stock taking performed as per establishment standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: How to perform stocktaking Theories: The student should explain the importance of: Performing stock taking Principle: The student should explain the procedures involved in: Performing stock taking Circumstantial knowledge Detailed knowledge about: Hygienic and safety measures while performing stock taking Stores procedures	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Shopping list Order book List of approved suppliers (at least 3) Price list Good received book/note (ledger books) Bin cards Stock cards Local purchasing order (LPO) Invoices Credit note Menu Beverage/wine list Departmental budget Store regulation manual Manual calculator Computer Stock taking sheets 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
	3.3. Budgeting of Food and Beverages Materials	(a) Preparing food and beverage budget	<p>Brainstorming Guide the students to define, identify and mention methods of preparing food and beverage budget</p> <p>Questions and Answers Provide direct questions to students and receive answers on preparation of food and beverage budget</p> <p>Discussion Guide student to talk and have a lengthy conversation on preparation of food and beverage to explore topics collaboratively</p> <p>Practical Demonstration Show students the process of preparing professional food and beverage budgets</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Define the budget period Estimate sales revenue Estimate cost of goods sold (cogs) Estimate overhead and operating costs Review and adjust the budget Monitor and adjust the budget regularly 	Food and beverage materials budget prepared as per established procedure	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain different methods of: Budgeting food and beverage materials Principle: The student should explain the procedures involved in: Budgeting food and beverage materials Theories: The student should explain the importance of: Budgeting food and beverage materials Circumstantial knowledge Detailed knowledge about: Basic accounting skills Establishment policy</p>	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Computer Flip chart Price Index Previous year budget Forecast budget Stationeries Calculators 	80

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		(b) Costing of food and beverages materials	Brainstorming Guide the students to define, identify and mention methods of costing of food and beverage materials Group Discussions: Guide students in exploring how to costing of food and beverage materials Practical Demonstration Show students the process of costing of food and beverage materials Group Work Arrange students in groups and assign tasks to costing of food and beverage materials	The student should be able to: <ul style="list-style-type: none"> Identify all ingredients and materials Determine the purchase cost of ingredients Calculate the unit cost of each ingredient Add costs for additional ingredients Calculate the total cost for each menu item or beverage Identify factor in losses and waste Review supplier agreements and negotiate pricing 	Food and beverage materials cost as per established procedure	Knowledge evidence: Detailed knowledge of: Method used: The student should explain different methods of: Costing food and beverage materials Principle: The student should explain the procedures involved in: Costing food and beverage materials Theories: The student should explain the importance of: Costing food and beverage control Circumstantial knowledge Detailed knowledge about: Basic accounting skills Establishment policy Professional skills	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Computer Flip chart Price Index Previous year budget Forecast budget Stationeries 	
		(c) Establishing food and beverage	Brainstorming Guide the students to define, identify and	The student should be able to: <ul style="list-style-type: none"> Set clear 	Food and beverage control system established and	Knowledge evidence: Detailed knowledge	The following tools, equipment, facilities and safety gears are	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		control system	<p>mention methods of establishing food and beverage control systems</p> <p>Group Discussions: Guide students in exploring how to establishing food and beverage control systems</p> <p>Practical Demonstration Show students the process of establishing professional food and beverage control systems</p> <p>Group Work Arrange students in groups and assign tasks to establishing professional food and beverage control systems</p>	<p>objectives of establishing food and beverage control systems</p> <ul style="list-style-type: none"> • Establish measurable KPIs • Develop standard operating procedures (SOPs) • Implement inventory management system 	implemented as per procedures	<p>of: Method used: The student should explain different methods of: Establishing food and beverage control system</p> <p>Principle: The student should explain the procedures involved in: Establishing food and beverage control system</p> <p>Theories: The student should explain the importance of: Establishing food and beverage materials</p> <p>Circumstantial knowledge Detailed knowledge about: Basic supervisory skills Establishment policy Professional skills</p>	<p>to be available:</p> <ul style="list-style-type: none"> • Computer • Flip chart • Price Index • Previous year budget • Forecast budget • Stationeries 	
		(d) Implementing food and beverage control	<p>Brainstorming Guide the students to define, identify and mention methods of</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Develop a plan and set clear 	Food and beverage control system implemented and corrective action taken	<p>Knowledge evidence: Detailed knowledge of:</p>	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Product/Services Assessment	Knowledge Assessment		
		systems	<p>implementing food and beverage control systems</p> <p>Group Discussions: Guide students in exploring how to Implementing food and beverage control systems</p> <p>Practical Demonstration Show students the process of implementing food and beverage control systems</p> <p>Group Work Arrange students in groups and assign tasks to implanting food and beverage control systems</p>	<p>objectives</p> <ul style="list-style-type: none"> • Create standard operating procedures (SOPs) • Set up inventory and stock control systems • Monitor and control food and beverage costs • Implement portion control • Train staff and assign responsibilities • Establish ordering and supplier management procedures 	as per established procedure	<p>Method used: The student should explain different methods of: Controlling food and beverage materials</p> <p>Principle: The student should explain the procedures involved in: Establishing food and beverage control system</p> <p>Theories: The student should explain the importance of: Controlling food and beverage materials Taking corrective actions</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge about: Basic accounting skills Establishment policy Professional skills</p>	<ul style="list-style-type: none"> • Computer • Printer • Price index • Stationeries • Calculators 	

References

Ministry of Education, Science and Technology (2023) Curriculum for Ordinary Secondary Education, Form I–IV Dar es Salaam: Tanzania Institute of Education

Vocational Education and Training Authority, (2022) Curriculum for Food and Beverage Services and Sales Dodoma Tanzania