

2024 - 2027

APPLIED VOCATIONAL CERTIFICATE IN  
**HOSPITALITY**



Version 1: September 2024



**GOVERNMENT OF MALTA**  
MINISTRY FOR EDUCATION, SPORT, YOUTH,  
RESEARCH AND INNOVATION  
DIRECTORATE FOR STEM AND VET PROGRAMMES

# Table of Contents

|   |    |
|---|----|
| Applied Vocational Certificate Programme .....                  | 3  |
| Subject Programme.....  | 3  |
| Programme Learning Outcomes .....                               | 3  |
| Unit Learning Outcomes.....                                     | 4  |
| <b>Unit 1:</b> Back of House Procedures .....                   | 4  |
| <b>Unit 2:</b> Front of House Operations.....                   | 4  |
| <b>Unit 3:</b> Guest Relations.....                             | 4  |
| Assessment.....   | 4  |
| Programme Certification.....                                    | 5  |
| Quality Assurance .....   | 6  |
| Templates .....   | 6  |
| Unit 1: Description .....                                       | 8  |
| Unit 1: Learning Outcomes .....                                 | 8  |
| Unit 1: Content .....   | 9  |
| Unit 1: Assessment Grid.....                                    | 15 |
| Unit 1: Assessment Scheme .....                                 | 18 |
| Distribution of Marks.....                                      | 18 |
| Recommendation to award marks according to the verb .....       | 18 |
| Unit 2: Description .....                                       | 20 |
| Unit 2: Learning Outcomes .....                                 | 20 |
| Unit 2: Content .....   | 21 |
| Unit 2: Assessment Grid.....                                    | 27 |
| Unit 2: Assessment Scheme .....                                 | 30 |
| Distribution of Marks.....                                      | 30 |
| Recommendation to award marks according to the verb .....       | 30 |
| Unit 3: Description .....                                       | 32 |
| Unit 3: Learning Outcomes .....                                 | 32 |
| Unit 3: Content .....   | 33 |
| Unit 3: Assessment Grid.....                                    | 38 |
| Unit 3: Assessment Scheme .....                                 | 40 |
| Distribution of Marks.....                                      | 40 |
| Recommendation to award marks according to the verb .....       | 40 |
| Appendix.....   | 41 |
| Minimum required resources to teach and assess the subject..... | 41 |
| Sample of Unit Distribution Plan .....                          | 44 |
| AVC Assessment Front Sheet – School based Assignments .....     | 45 |
| AVC Assessment Front Sheet – Controlled Assessment.....         | 46 |
| Self-Reflection Sheet Year 9 .....                              | 47 |
| Self-Reflection Sheet Year 10.....                              | 49 |
| .....   | 50 |
| Self -Reflection Sheet Year 11.....                             | 51 |
| .....   | 51 |

|                                      |    |
|--------------------------------------|----|
| .....                                | 52 |
| Self-reflection Rubric .....         | 53 |
| Self-Reflection Marking Scheme ..... | 54 |
| Event Showcase Template .....        | 55 |
| Portfolio Rubric .....               | 56 |
| Portfolio Marking Sheet .....        | 57 |
| Observation Sheets Unit 1 .....      | 58 |
| Observation Sheets Unit 2 .....      | 68 |
| Observation Sheets Unit 3 .....      | 78 |
| Notes.....                           | 86 |

# Applied Vocational Certificate Programme

The Applied Vocational Certificate (AVC) programme is designed to emphasize the practical application of vocational subjects, providing students with hands-on experience directly related to the workplace. This programme is aligned with the Malta Qualifications Framework (MQF) and offers a final certification at MQF Level 3, with exit points at MQF Levels 1 and 2. To earn the final certificate, candidates must complete all three units over the secondary cycle and meet the requirements for coursework and controlled assessments as outlined in the specific subject syllabi.

The AVC programme focuses on equipping candidates with both theoretical knowledge and practical skills relevant to specific industries, preparing them for future employability or education. This skills-based approach ensures that students develop the competencies necessary for the workforce while also providing a clear pathway for academic progression. The programme supports continuous learning, with opportunities to advance to post-secondary institutions that offer courses at MQF Levels 1-3, and potentially even higher, such as MQF Level 4. Recognized and accredited by various educational institutions, the AVC programme represents a vital step in the lifelong learning journey, aligning with both industry needs and educational standards.

Spanning over three scholastic years (Years 9, 10 and 11) and comprising 10 credits, the AVC programme fosters the development of technical and vocational skills in specific industries. This structure supports the holistic growth of candidates, preparing them not only for future employment but also for future academic pursuits in line with this policy's objectives and the relevant subject syllabi.

## Subject Programme

The Applied Hospitality programme is a dynamic and immersive three-year journey designed to equip students with the foundational skills and knowledge needed to thrive in the vibrant hospitality industry. This syllabus is tailored for students in Years 9 to 11, offering a hands-on learning experience that covers key aspects of hospitality operations, including housekeeping, front office operations, restaurant operations, and basic food preparation.

Over the course of these three years, students will explore the essential functions that keep hotels, restaurants, and other hospitality establishments running smoothly. The programme emphasizes not only technical proficiency but also the development of interpersonal skills, customer service excellence, and an appreciation for the standards and expectations of the hospitality industry.

## Programme Learning Outcomes

At the end of the course, I can:

- Develop a solid foundation in the key areas of hospitality management.
- Equip students with practical skills necessary for success in the industry.
- Foster professionalism, effective communication, and problem-solving abilities.
- Promote teamwork and leadership skills through collaborative projects and activities.
- Provide opportunities for industry exposure and simulated work experiences.
- Prepare students for further studies or entry-Level employment in the hospitality sector.
- Demonstrate proficient health and safety protocols in a hospitality setting.

# Unit Learning Outcomes

## Unit 1: Back of House Procedures

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

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

## Unit 2: Front of House Operations

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

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

## Unit 3: Guest Relations

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

- LO 1. Communicate effectively with different types of guests.
- LO 2. Demonstrate cooking and baking techniques.
- LO 3. Serve customers in the correct manner.

Level descriptors are available on the MFHEA website or through this link: <https://shorturl.at/brfJD>

## Assessment

Throughout the three-year programme candidates will be assessed through different components which together add up to a global mark of maximum 300 marks. The distribution of the components is explained in Table 1.

- **Assignments:** Two assignments per year are to be issued by the class teacher/ assessor, based on the assessment criteria found in this syllabus. The assignments should include tasks covering the knowledge, comprehension, and Application criteria.
- **Controlled Assessment:** This refers to the assessment set by the Director and issued through the Education Assessment Unit (EAU) during the last term of the scholastic year. This assessment includes both written and practical tasks and covers the grading criteria indicated in the Assessment Criteria of each unit. The grading criteria is highlighted in grey and set to bold and italics. It should be noted that for this assessment the Assessment Front Sheet is to be filled in and assessment decisions should be internally verified.
- **Self-reflections:** A self-reflection should be completed by the student at the end of each academic year. The marks should be inputted by the teacher on the MySchool portal. A template and a rubric are found in the Appendix section of this document. Each self-reflection carries five marks, which will amount to the remaining twenty marks in year 11.

- **Portfolio:** Each student, along the three years, is to compile a portfolio, including the main tasks, any proof of community tasks or participation in events, and other material highlighting the student's work and abilities. It is recommended that self-reflections and coursework are included in the portfolio. The portfolio will be assessed in year 11, and a rubric is attached in the Appendix.

|         | Assessment Components            | Marks |
|---------|----------------------------------|-------|
| Year 9  | Coursework                       | 64    |
|         | Controlled Assessment            | 36    |
|         | Self-Reflections *               | 5     |
| Year 10 | Coursework                       | 76    |
|         | Controlled Assessment            | 24    |
|         | Self-Reflections *               | 5     |
| Year 11 | Coursework                       | 80    |
|         | Self-Reflection *                | 5     |
|         | Portfolio upkeep and artefacts * | 5     |

*Table 1: AVC Hospitality Course Components and Marks Distribution*

*\*These components will add up to the 20 marks dedicated to the portfolio in Year 11.*

- **Internal verification of assignment briefs and assessment decisions:** All assignment briefs and assessment decisions are to be internally verified by the internal verifier. The internal verification process should ensure that the assessments are in line with the learning outcomes and following the policy procedures and regulations.
- **Moderation:** The moderation process takes place at the end of the academic year, where all students' work, including the three assignments, proofs and artefacts, and the portfolio will be collected from the schools through a logistical plan, and moderated by external moderators upon a given rubric and moderation criteria.

## Programme Certification

Upon completion of the three-year programme, candidates will receive a certificate and a certificate supplement indicating the MQF Level achieved. Each applied vocational subject within the AVC programme is structured to be qualified at MQF Level 3, with possible exit points at MQF Level 2 or MQF Level 1. The final qualification level depends on the total marks obtained by the candidate over the three years (with a maximum of 300 marks) as indicated in the Table 2.

Candidates who are absent for an entire year of the programme can qualify up to a maximum of MQF Level 2, while those absent for two full years can qualify up to a maximum of MQF Level 1.

| <b>Award</b>       | <b>Marks throughout the Subject</b> | <b>Grade</b> |
|--------------------|-------------------------------------|--------------|
| <b>MQF Level 3</b> | 270– 300                            | 1            |
|                    | 240 – 269                           | 2            |
|                    | 210 – 239                           | 3            |
|                    | 180 – 209                           | 4            |
|                    | 150 – 179                           | 5            |
| <b>MQF Level 2</b> | 120 – 149                           | 6            |
|                    | 90 – 119                            | 7            |
| <b>MQF Level 1</b> | 60 – 89                             | 8            |
|                    | 0 – 59                              | Fail         |

*Table 2: AVC Grading Table*

## Quality Assurance

Assessment is a fundamental component of the learning process. It provides candidates with feedback on their progress and achievements while adhering to key standards of reliability, validity, and fairness. To maintain these standards, it is crucial to follow established rules and procedures. The assessment guidelines ensure that all evaluations are:

- Aligned with the appropriate standards, quality, and level.
- Fair and equitable to all students.
- Valid and reliable.

In order to ensure quality, assignment briefs and assessment decisions undergo internal verification by the designated internal verifier. This process ensures that assessments align with the intended learning outcomes and comply with established policy procedures. Furthermore, moderation will be conducted each academic year by moderators that will evaluate candidates work based on a specified rubric and moderation criteria ensuring that work has been fairly, accurately and consistently graded. During both internal verification and moderation, candidates' marks are subject to change.

## Templates

- Minimum required resources
- Sample of a Unit Distribution Plan
- Assignment Brief Front Sheet
- Self-Reflection Sheets
- Self-Reflection Rubric
- Event Showcase Template
- Portfolio Rubric
- Observation Sheets for Application Criteria



*Applied Vocational Certificate in Hospitality*

# Unit 1

## Back of House Procedures



## Unit 1: Description

The term "back of the house" refers to all the behind-the-scenes areas in a hospitality business that are not visible to customers. This area functions as the central command centre, handling operations related to rooms, bookings, health and safety measures, and food preparation. It also serves as a space for employees and managers to perform administrative tasks.

In this unit, students will learn about the planning, procedures, and preparations conducted by various departments within a hospitality business behind the scenes. The process begins with guest bookings, which initiate coordination between the front office, housekeeping, and food and beverage departments to prepare rooms, meals, and activities for guests. In addition to managing guest bookings, students will be taught how to receive, maintain, and store linens for different departments.

This unit also provides students with the opportunity to practice basic food preparation in a safe and hygienic manner. They will learn the necessary steps for opening and closing food premises properly.

## Unit 1: Learning Outcomes

At the end of the unit, I can:

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

## Unit 1: Content

| Topic  | Dealing with hotel room reservations   |   |
|--|--|---|
| <b>LO 1.</b>   | Demonstrate knowledge on the reservation process within the front office department. |   |
| K-1. Front Office Department   |  |   |
| L1. State the purposes of the front office department.   | L2. Outline the different job roles within the front office department.              | L3. Describe the duties of different job roles within the front office departments.     |
| Purposes of the front office: giving first impression; encourage sales maximisation; communicate guests' needs to other departments; ensures that guests are happy with their stay.  |  |   |
| Job roles within the front office department: receptionist; concierge; guest relations officer; reservation officer.   |  |   |
| Duties of different job roles within the front office department: <ul style="list-style-type: none"> <li>• Receptionist: e.g. complete check-in/check-out, giving instructions and details, answering, and/or referring inquires.</li> <li>• Concierge: e.g. assisting guests to make reservations, recommends activities and places to visit, coordinate porter service.</li> <li>• Guest relations officer: e.g. assisting in arranging reservations, ensures guests have a pleasant stay, assist in check-in process and explains facilities.</li> <li>• Reservation officer: e.g. assist customers with planning and booking, answer guests' queries, confirm bookings prior to arrival date.</li> </ul> |  |   |
| K-2. Reservation Methods   |  |   |
| L1. List the different reservation methods.  | L2. State the information required by the business when receiving a reservation.     | L3. Outline the importance of different details require during the reservation process. |
| Reservation methods: e.g. travel agencies, phone, business websites, booking websites, software applications, walk-ins.  |  |   |
| Information required when receiving a reservation: personal and contact details; check-in and check-out dates; number of guests and their age; payment method.   |  |   |
| Importance of different details required during the reservation process: information about the occupancy dates; having updated information about who will be staying in the hotel; having payment details in case the guest does not show up; be able to inform other departments about the preparation required.  |  |   |
| <b>N.B.</b> For delivery purposes, it is highly suggested that GDPR is explained.  |  |   |

| <b>C-1. Payment Methods</b>  |  |   |
|--|--|---|
| L1. Outline different deposit payment methods when making a reservation.   | L2. Describe different reservation policies.                   | L3. Explain the implications of unconfirmed reservations on the business.       |
| Deposit payment methods: e.g. cash, credit/debit cards, prepaid cards, coupons, bank transfer, mobile pay/mobile application, cheques, money order, online wallet payment service (such as PayPal or Revolut).                           |  |   |
| Reservation policies: reservation (check-in/ check-out time); individual/ group booking; pet-friendly; cancellation; payment and guarantee.  |  |   |
| Implications of unconfirmed reservations: e.g. under staff issues, implication on hotel operations services and rooms division, loss of revenue.   |  |   |
| <b>A-1. Telephone Skills and Reservations</b>  |  |   |
| L1. Demonstrate appropriate telephone skills when taking a reservation.  | L2. Follow up on a reservation in the most appropriate manner. | L3. Maintain records of a reservation including amendments in a given scenario. |
| Telephone skills when taking a reservation: appropriate greetings and closing; listening skills; taking notes.   |  |   |
| Following up on a reservation: checking of guest's details; ensuring guest's requests are met before arrival; payment method of reservation.   |  |   |
| Maintaining records of a reservation: filling in of guest's details; noting and amending reservations according to guest's requests; reporting amendments to other departments; checking status of reservation prior to guest's arrival. |  |   |

|   |  |  |
|---|--|--|
| <b>Topic</b>  | <b>Housekeeping and laundry preparation</b>                                  |  |
| <b>LO 2.</b>  | Be conversant with housekeeping and laundry preparations.                    |  |
| <b>K-3. Housekeeping Supplies</b>   |  |  |
| K-3. List different supplies found in the housekeeping department.  | K-3. Outline the relevant storage method of different housekeeping supplies. | K-3. Describe the safe lifting and handling techniques required when handling housekeeping supplies. |
| Supplies in the housekeeping department: <ul style="list-style-type: none"> <li>• Linen and toiletries: e.g. bed linen, bathroom supplies, restaurant linen.</li> <li>• Cleaning supplies: e.g. cleaning detergents, cleaning and housekeeping trolleys, mops and dusters.</li> </ul>   |  |  |
| Relevant storage methods of different housekeeping supplies: chemical storage; linen and toiletries storage.  |  |  |
| Safe lifting and handling techniques when handling housekeeping supplies: lifting weight according to gender; correct lifting position; use of PPEs; correct handling of supplies.<br><br><i><b>N.B.</b> For delivery purposes, it is highly suggested that the Control of Substances Hazardous to Health (COSHH) and Occupational, Health and Safety Act (OHSA) are referred to.</i> |  |  |
| <b>K-4. Laundry Cycle</b>   |  |  |
| L1. Name the stages of the laundry cycle.   | L2. Outline different stages of the laundry cycle.                           | L3. Describe the process of treating different stains appropriately.                                 |
| Laundry cycle: collection of dirty laundry; sorting dirty laundry; pre-treating stains; washing; drying; repairing; ironing; folding; sorting clean laundry; storing clean laundry.<br><br><i><b>N.B.</b> For assessment purposes at Level 2, only <b>FOUR</b> stages are to be outlined.</i>   |  |  |
| Treating different stains: e.g. coffee and/or tea, wines, sauces, ink, lipstick and/or makeup, sunblock.  |  |  |
| <b>A-2. Preparation of Linen for Use</b>  |  |  |
| L1. Organise housekeeping supplies appropriately in the housekeeping area.  | L2. Treat-stained material using the appropriate method.                     | L3. Prepare different linen for use within the different departments in the hospitality industry.    |
| Organisation of housekeeping supplies: storage of linen and toiletries in the correct manner; separating and labelling of cleaning detergents; prepare cleaning equipment for use.  |  |  |
| Treatment of stained material using the appropriate method: correct detergent used; appropriate method used for stain removal; care of fabric.  |  |  |
| Preparation of linen for use: washing and drying; ironing; folding; storing/preparation for use.<br><i><b>N.B.</b> For assessment purposes, <b>TWO</b> different types of linen should be assessed. Linen should include bed linen <b>and/or</b> staff uniforms <b>and/or</b> restaurant linen.</i>   |  |  |

| Topic  | Main Kitchen Groundwork   |   |  |
|--|---|---|--|
| <b>L03.</b>  | Show basic culinary preparation skills.   |   |  |
| K-5. Equipment   |   |   |  |
| L1. Categorise different equipment into mechanical, plating and cooking.   | L2. State the use of different food preparation equipment.  | L3. Outline different aspects to be considered when selecting equipment for the preparation and cooking of different meals. |  |
| <p>Equipment: e.g. combi oven, refrigerators, microwave, food mixer and food processor, can opener (Bonzer type), grills, Bratt pan, cooker, fryers, salamander, Bain Marie, rotary toaster, tongs, chafing dishes, pots and pans, baking/roasting dishes, chopping boards, measuring equipment, weighing equipment.</p> <p><b>N.B.</b> For delivery purposes, it is highly suggested that reference should also be made to other equipment including ceramic charcoal barbeque, tandoori, sous vide, pizza oven, Chinese wok and blending stick. All equipment above is industrial.</p> |   |   |  |
| Different aspects considered when selecting equipment: e.g. depth of equipment, size of equipment, material of equipment, time available, cooking method, number of covers.  |   |   |  |
| K-6. Food Commodities  |   |   |  |
| L1. Categorise food commodities into perishable and nonperishable.   | L2. List different types of food commodities.   | L3. Outline through examples, the use of different types of food commodities.   |  |
| <p>Food commodities: dairy; meat, poultry and eggs; fish; fruits and vegetables; cereals; fats and oils; herbs and spices; salt; sugar and honey; processed foods.</p> <p><b>N.B.</b> For assessment purposes at Level 2 and Level 3, only <b>FIVE</b> commodities should be considered.</p>   |   |   |  |
| C-2. Knives and Cutting Techniques   |   |   |  |
| L1. Identify the correct knives to be used for different food preparation.   | L2. Explain the importance of correct upkeep, handling and storing of knives in food preparation. | L3. Justify the use of different cuts in food preparation.  |  |
| Knives: e.g. chef's knife, paring knife, serrated knife, boning knife, carving knife, cleaver, filleting knife, office knife, palette knife.   |   |   |  |
| Correct upkeep, handling and storage of knives: e.g. sharpening of knives, cleaning of knives, use for intended purpose, storing in a clean dry place, use of racks, appropriate transportation of knives.   |   |   |  |
| Cuts using knives and blades: e.g. Julienne, Chiffonade, Jardinière, Brunoise, Macédoine, Paysanne.  |   |   |  |

### C-3. Purchasing, Labelling and Storing Food Commodities

L1. Outline necessary considerations when purchasing different fresh food commodities.

L2. Explain the importance of correct labelling methods when preparing food commodities.

L3. Justify ways of storing different food commodities to ensure food safety.

Considerations when purchasing different fresh food commodities: appearance; texture; damaged packaging; date and health marks; placement of food in displays.

Importance of labelling methods when preparing food commodities: use of colour coded labels; information on the label.

Storing food commodities to ensure food safety: use of containers; use of vacuum packaging; storing of fresh ingredients on display; use of chillers and freezers.

### A-3. Vegetable-Based Soup

L1. Demonstrate the correct preparation required in the making of a vegetable-based soup.

L2. Use the Appropriate cutting techniques to prepare a vegetable-based soup.

L3. Produce a vegetable-based soup.

Preparation of a vegetable-based soup: personal preparation; preparation of ingredients and equipment; cleaning of working area including the clean-as-you-go approach.

Use of appropriate cutting techniques: cutting vegetables into different cuts; using the appropriate cutting technique; using the appropriate knife and chopping board.

**N.B.** For assessment purposes, **TWO** different cuts should be assessed.

Production of a vegetable-based soup: sautéing of vegetables; adding the right amount of stock; proper cooking (including reducing and correction if required); taste and texture.

### A-4. Sauce-Making and Pasta Dish

L1. Demonstrate the correct preparation required when making a sauce-based meal.

L2. Demonstrate proper techniques in preparing a mother sauce.

L3. Use a mother sauce when preparing a pasta dish.

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

Demonstration of mother-sauce-making technique: use of correct equipment; use of correct cooking method; outcome of sauce.

**N.B.** For assessment purposes, the following types of mother-sauces should be considered: *Béchamel* **or** *Velouté* **or** *classic tomato sauce*.

Use of mother-sauce in preparing a pasta dish: adding complementary ingredients; correct cooking of pasta; correct combination of pasta and sauce; taste and texture of the dish.

|   |   |  |
|---|---|--|
| <b>Topic</b>  | <b>Opening and closing a food outlet</b>  |  |
| <b>LO 4.</b>  | Follow opening and closing procedures of a food outlet.   |  |
| <b>K-7. Operational Steps in Food Outlets</b>   |   |  |
| L1. Name the items that need to be prepared before opening and/or closing a food outlet for service.  | L2. State the operational steps involved in daily routine preparations required in a food outlet.       | L3. Outline appropriate safety measures that must be considered before opening and/or closing a food outlet for service. |
| Items needed to be prepared before opening and/or closing a food outlet: e.g. refrigerate drinks, stock drinks, check for requested stock, wipe and check menus, regular cleaning according to schedule, fold napkins, prepare cutlery, ready-to-use glasses, reservation list.   |   |  |
| Operational steps for daily routine preparations: check kitchen and bar stock and fill in documentations; check that items are stored at the correct temperature; check that toilets are clean; report any damages to maintenance section; check menus and update menu board according to specialities of the day; polish glasses and cutlery; line bread baskets and bins; check cash float and electronic point of sale system; clean items according to the weekly/monthly cleaning schedule; check reservations and set up the food outlet accordingly. |   |  |
| Safety measures to be considered before opening/closing a food outlet for service: food handling and storage; ensuring safety and firefighting equipment is functional; ensuring the restaurant is not over-populated; checking for hazards.  |   |  |
| <b>K-8. Purchasing Process</b>  |   |  |
| L1. Name the different documents used in the purchasing process within a food outlet.   | L2. State details found on the different documents used in the purchasing process within a food outlet. | L3. Describe the use of different documents used in the purchasing process within a food outlet.                         |
| Documents used in the purchasing process: e.g. purchase requisition, purchase order, receiving report, credit voucher, sales invoice, delivery receipt, official receipt.   |   |  |
| <b>N.B.</b> For assessment purposes at Level 2 the students shall state the details and describe documents named at Level 1.  |   |  |
| <b>A-5. Food Outlet Preparation for service</b>   |   |  |
| L1. Follow service preparation procedures before opening or closing a food outlet.  | L2. Check stock for a given outlet.   | L3. Complete the necessary documentation based on stock required for operations in a given scenario.                     |
| Service preparation procedures: storage of beverages at the correct temperature; safety checks of premises; checking of menus and updating of menu board; line bread baskets and bins; polishing of cutlery and glasses; counting cash float and initialising electronic point of sale system.  |   |  |
| Checking of stock: take stock count; compare to stock Levels; check for damages and First-In-First-Out (FIFO).  |   |  |
| Filling of documentation: filling in of food outlet details; correct quantities of items requested; correct item requested; signature and date of request.  |   |  |
| <b>N.B.</b> For assessment purposes, the requisition form document should be used.  |   |  |

## Unit 1: Assessment Grid

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

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



| Topic   | Main Kitchen Groundwork                                     |  |   |  |  |  |  |  |
|---|---|--|---|--|--|--|--|--|
| LO3.  | Show basic culinary preparation skills.                     |  |   |  |  |  |  |  |
| Knowledge   |   |  | Comprehension   |  |  | Application  |  |  |
| Level 1   | Level 2   | Level 3  | Level 1   | Level 2  | Level 3  | Level 1  | Level 2  | Level 3  |
| K-5. Categorise different equipment into mechanical, plating and cooking. | K-5. State the use of different food preparation equipment. | K-5. Outline different aspects to be considered when selecting equipment for the preparation and cooking of different meals. | C-2. Identify the correct knives to be used for different food preparation.             | C-2. Explain the importance of correct upkeep, handling and storing of knives in food preparation. | C-2. Justify the use of different cuts in food preparation.                    | A-3. Demonstrate the correct preparation required in the making of a vegetable-based soup. | A-3. Use the appropriate cutting techniques to prepare a vegetable-based soup. | A-3. Produce a vegetable-based soup.                 |
| K-6. Categorise food commodities into perishable and nonperishable.       | K-6. List different types of food commodities.              | K-6. Outline through examples, the use of different types of food commodities.   | C-3. Outline necessary considerations when purchasing different fresh food commodities. | C-3. Explain the importance of correct labelling methods when preparing food commodities.          | C-3. Justify ways of storing different food commodities to ensure food safety. | A-4. Demonstrate the correct preparation required when making a sauce-based meal.          | A-4. Demonstrate proper techniques in preparing a mother sauce.                | A-4. Use a mother sauce when preparing a pasta dish. |

| Topic   | Opening and closing a food outlet  |   |               |         |         |   |                                      |  |
|---|--|---|---------------|---------|---------|---|--------------------------------------|--|
| LO 4.   | Follow opening and closing procedures of a food outlet.  |   |               |         |         |   |                                      |  |
| Knowledge   |  |   | Comprehension |         |         | Application   |                                      |  |
| Level 1   | Level 2  | Level 3   | Level 1       | Level 2 | Level 3 | Level 1   | Level 2                              | Level 3  |
| K-7. Name the items that need to be prepared before opening and/or closing a food outlet for service. | K-7. State the operational steps involved in daily routine preparations required in a food outlet.       | K-7. Outline appropriate safety measures that must be considered before opening and/or closing a food outlet for service. |               |         |         | A-5. Follow service preparation procedures before opening or closing a food outlet. | A-5. Check stock for a given outlet. | A-5. Complete the necessary documentation based on stock required for operations in a given scenario |
| K-8. Name the outlet. Different documents used in the purchasing process within a food outlet.        | K-8. State details found on the different documents used in the purchasing process within a food outlet. | K-8. Describe the use of different documents used in the purchasing process within a food outlet.                         |               |         |         |   |                                      |  |

## Unit 1: Assessment Scheme

This unit is to be assessed on three components:

|                       |   |                                      |
|-----------------------|---|--------------------------------------|
| Assignment 1          | Part of the coursework including assessment criteria from LO1 and/or LO3  | Marks shall range from 24-42%        |
| Assignment 2          | Part of the coursework including assessment criteria from LO1 and/or LO3  | Marks shall range from 24-42%        |
| Assignment 3          | This is a controlled assignment including assessment criteria from LO2 and LO4 and is issued from EAU.  | This assignment will carry 36 marks. |
| Self-Reflection Marks | Award 5 marks for the end of year self-reflection. These 5 marks will be totalled in year 11 for the 20 marks distributed for portfolio and self-reflections. | 5 marks                              |

### Distribution of Marks

| Criterion Type | Level 1 Marks | Level 2 Marks | Level 3 Marks |
|----------------|---------------|---------------|---------------|
| Knowledge      | 1             | 1             | 2             |
| Comprehension  | 2             | 2             | 2             |
| Application    | 3             | 3             | 4             |

### Recommendation to award marks according to the verb

| Minimum mark      | Affected Verbs  |
|-------------------|---|
| <b>0.25 marks</b> | Name, List, State, Identify, Label, Mention, Match, Select, Categorise, Classify, Choose, Order.          |
| <b>0.5 marks</b>  | Define, Indicate, Outline, Relate.  |
| <b>1 mark</b>     | Explain, Describe, Interpret, Suggest, Determine, calculate, Suggest, Differentiate, Distinguish, Review. |
| <b>2 marks</b>    | Discuss, Compare, Illustrate, Evaluate, Justify, Draw.  |



Applied Vocational Certificate in Hospitality

# Unit 2

## Front of House Operations

## Unit 2: Description

The first impression guests form upon arrival can influence the rest of their stay. To ensure a positive experience, various departments must be organized and have all necessary resources ready before the guests arrive at the establishment.

In this unit, students will learn about the final preparations needed across three key areas of a hospitality business: the housekeeping department, the front office department, and the food and beverage department. This includes the preparations for check-in, the check-in procedure itself, and the importance of being familiar with the workplace and its surrounding environment. Additionally, students will practice preparing guest rooms.

The unit also covers different cooking methods and techniques for preparing a variety of dishes using diverse food commodities. Students will have the chance to practice sustainable food reworking. Furthermore, they will train in preparing food outlets to welcome guests for various meals throughout the day.

## Unit 2: Learning Outcomes

At the end of the unit, I can:

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

## Unit 2: Content

| Topic  | Checking-in guests   |  |
|--|--|--|
| <b>LO 1.</b>   | Follow check-in/check-out procedures.  |  |
| K-1. Guest Cycle   |  |  |
| L1. Name the guest cycle.  | L2. Outline customer care practices throughout the guest cycle by the front office department.               | L3. Describe the benefits of good customer care by the front office department, both to the business and to the guest. |
| Guest cycle: pre-arrival; arrival; occupancy; departure.   |  |  |
| Customer care practices by the front office department: fulfilling customer expectations; dealing with encountered issues; ensuring reachability; providing response; evaluation of guest's feedback at departure.   |  |  |
| Benefits of good customer care: <ul style="list-style-type: none"> <li>To the business: customer loyalty; referral; profitability; more effective workforce.</li> <li>To the guest: e.g. good experience, assurance of service, value for money.</li> </ul>                                      |  |  |
| K-2. Guest Details for Check-in Process  |  |  |
| L1. Name documents required for check-in.  | L2. List the important reservation details to be confirmed during the check-in process.                      | L3. Outline procedures to cater for special requests by guests.  |
| Documents required for check-in: e.g. identification document (passport and/or identity card), credit card, reservation confirmation, CITES permit (pet passport), discount coupons, documents for unaccompanied minors.   |  |  |
| Important details to ask/confirm during the check-in process: personal and contact details; dates of stay; payment details; special requests.  |  |  |
| Procedures to cater for special requests by guests: e.g. dietary requirements, allergies, medical conditions, room allocation, morning alarms, child-minding service.  |  |  |
| C-1. Importance of Knowing Details   |  |  |
| L1. State services staff need to know about when handling customer queries related to ancillary services.  | L2. Describe services staff need to know about when handling customer queries related to ancillary services. | L3. Explain the importance of knowing details about the hospitality business services and its surrounding environment. |
| Knowledge of staff about: <ul style="list-style-type: none"> <li>Ancillary services given by the hospitality business: e.g. spa, taxi service, conference room facilities.</li> <li>Ancillary services within the surrounding environment: e.g. bank, bus stop, places of attraction.</li> </ul> |  |  |
| The importance of knowing details: e.g. give advice on specific product or service, answer questions, suggest alternative or complementary products/services, increase sales, checking availability, bookings and/or cancellations of ancillary services.  |  |  |

| <b>A-1. Check-in Procedure</b>   |  |  |
|--|--|--|
| L1. Prepare the required documents for the guest's check-in process.   | L2. Complete the guest's check-in procedure. | L3. Communicate details about the hospitality business and the surrounding areas to the guest. |
| Preparation of documentation for the check-in process: registration card; room card; information brochure.   |  |  |
| Check-in procedure: greet guest; request for identification and reservation confirmation; compare reservation and identification details to system details; complete payment and/or deposit charge; communicate details of the hotel; sign registration card and salute guest. |  |  |
| Communication of details to guest during check-in: room directions; restaurant opening hours; hotel facilities and services; details about the surrounding areas.  |  |  |

| <b>Topic</b> | <b>Preparing a guest's room</b>       |
|--------------|---------------------------------------|
| <b>LO 2.</b> | Prepare a room for a guest's arrival. |

| <b>K-3. Welcoming Guests in a Guest Room</b>   |   |  |
|--|---|--|
| L1. List items found in the housekeeping trolley.  | L2. Mention different room categories that one can find in a hotel. | L3. Outline different practices used to make guests feel welcome upon entering the room. |
| Items in the housekeeping trolley: e.g. vacuum cleaner, floor mops and bucket, window squeegee, duster, bed linen, towels, bathmat, bath soap/liquid, shampoo and conditioner, shower cap, sewing kit, shoeshine, toilet paper, tissues, floor cleaning detergent, air freshener, bathroom cleaner, disposal bags, stationery. |   |  |
| Room categories: e.g. single, twin, double, family, accessible rooms, suite, studio, apartment, deluxe.  |   |  |
| Practices used to make guests feel welcome: e.g. towel folds, chocolate on bed, complimentary fruit basket, vouchers redeemable at the hotel, complimentary water, warm wishes according to the occasion being celebrated.   |   |  |

| A-2. Preparation of a Room for an Arrival   |   |  |
|---|---|--|
| L1. Set up the housekeeping trolley with the necessary equipment, linen, toiletries and detergents.   | L2. Demonstrate the correct way of towel folding to enhance room décor. | L3. Prepare a room in preparation for a guest's arrival. |
| Setting up of housekeeping trolley: vacuum cleaner; floor mops and bucket; window squeegee; duster; bed linen; towels and bathmat; bath soap/liquid and shampoo/ conditioner; shower cap; sewing kit and shoeshine; toilet paper and box of tissues; floor cleaning detergent and bathroom cleaner; air freshener; disposal bags; stationery; wet floor sign. |   |  |
| Towel folding techniques: choosing the correct towel size for the fold; proper folding technique; neat outcome.<br><b>N.B.</b> For assessment purposes, <b>ONE</b> of the following folds should be assessed: basic trifold <b>or</b> animal fold.  |   |  |
| Preparation of room for a guest's arrival: making of bed/s; preparation of toiletries; practices to make the guest feel welcome; last-minute room check.  |   |  |

| Topic | Cooking and finishing different dishes        |
|-------|---|
| LO 3. | Finish different meals in an appropriate way. |

| K-4. Food Elements  |  |   |
|---|--|---|
| L1. Name food elements which make up a complete dish.   | L2. List sensory elements which should feature in a complete dish. | L3. Outline sensory elements which should feature in a complete dish. |
| Food elements which make up a complete dish: carbohydrates; protein; vitamins; fats.  |  |   |
| Sensory elements featured in a complete dish: <ul style="list-style-type: none"> <li>• Appearance: e.g. main colours, contrast, neat presentation.</li> <li>• Taste: e.g. sweet or sour, bitter, umami.</li> <li>• Texture: e.g. soft or hard, mushy, or lumpy, crunchy, or smooth.</li> <li>• Aroma: e.g. aromatic, spicy, scented.</li> </ul> |  |   |

| K-5. Cooking Methods  |   |  |
|---|---|--|
| L1. Classify different cooking methods into dry, moist and frying.  | L2. List a food item for different cooking methods. | L3. Outline different cooking methods. |
| Cooking methods: e.g. baking, roasting, grilling, braising, boiling, poaching, blanching, simmering, steaming, stewing, slow cooking, pressure cooking, sous vide, sautéing, stir-frying, pan frying, deep frying, microwave cooking.<br><b>N.B.</b> For assessment purposes at LEVEL 1, every classification should include <b>TWO</b> or more methods.<br><b>N.B.</b> For assessment purposes at LEVEL 2, each food item should only be used once for every cooking method. |   |  |



| K-6. Rework of Food   |   |  |
|---|---|--|
| L1. Identify food items that can be reworked.   | L2. State how each food item can be reworked.                             | L3. Outline considerations to be taken during the rework process.      |
| Food items that can be reworked: vegetable trimmings; pastry scrap; day old bread; ready cooked food.   |   |  |
| Considerations: reheating of food; thawing of food; good storage practice; documentation for records; traceability.   |   |  |
| C-2. Quality Checks   |   |  |
| L1. Describe the quality checks to consider when plating dishes.  | L2. Review meal plating through different quality checks.                 | L3. Suggest ways of improving the quality of meals.                    |
| Quality checks when plating dishes: temperature of food; temperature of plate; garnishes; clean presentation.   |   |  |
| <i>N.B.</i> For assessment purposes, the review required at LEVEL 2 should be based on the dishes prepared in A-3.  |   |  |
| Ways of improving quality of meals: e.g. use of garnishes, allowing meat to rest, use of different plates, sequence of dishes, use of correct dishes, use of heating cabinet.   |   |  |
| A-3. Cooking a Two-Course Meal  |   |  |
| L1. Demonstrate the correct preparation required to cook a two-course meal.   | L2. Demonstrate appropriate preparation and cooking of a two-course meal. | L3. Finish a two-course meal using the appropriate plating techniques. |
| Preparation to cook a two-course meal*: personal preparation; selecting ingredients and equipment; cleaning of working areas using clean-as-you-go approach.  |   |  |
| <i>*N.B.</i> A two-course meal is referring to a starter and a main course using different food commodities as a main ingredient for each course.   |   |  |
| Appropriate preparation and cooking of two course meal: <ul style="list-style-type: none"> <li>• Food preparation: correct cuts and cutting techniques; correct preparation of ingredients before cooking.</li> <li>• Cooking of starter: correct cooking method used; correct cooking procedures.</li> <li>• Cooking of main course: correct cooking method used; correct cooking procedures.</li> </ul> |   |  |
| Finishing a two-course meal using the appropriate plating techniques: plating in odd numbers; adding height; contrasting colours; inclusion of sauce/dressing*; use of garnishes.   |   |  |
| <i>*N.B.</i> For assessment purposes, no marks shall be awarded for the preparation of sauces/ dressings, but only their inclusion in plating will be considered.   |   |  |

| A-4. Rework of Food   |   |  |
|---|---|--|
| L1. Prepare the required ingredients and equipment to rework different food.  | L2. Demonstrate appropriate cooking of a reworked meal to reduce waste. | L3. Finish a reworked meal using the appropriate plating techniques. |
| Preparation to rework food: personal preparation; selecting ingredients and equipment; cleaning of working areas using clean-as-you-go approach.                                |   |  |
| Appropriate cooking of a reworked meal: maintaining/enhancing properties of ingredients; transfer of worked food to new dish; outcome of new dish.                              |   |  |
| Finishing a reworked meal using the appropriate plating techniques: plating in odd numbers; adding height; contrasting colours; inclusion of sauce/dressing*; use of garnishes. |   |  |
| * <b>N.B.</b> For assessment purposes, no marks shall be awarded for the preparation of sauces/ dressings, but only their inclusion in plating will be considered.              |   |  |

| Topic   | Preparing the food outlet for hosting guests                     |   |
|---|--|---|
| LO 4.   | Prepare the food outlets for service.                            |   |
| K-7. Restaurant Linen   |  |   |
| L1. Name different types of linen used in a restaurant.   | L2. Outline the use of different types of linen in a restaurant. | L3. List advantages and disadvantages of using reusable and non-reusable linen. |
| Types of linen used in restaurants: e.g. square and round tablecloth, slip cloth, napkin, waiters' cloth, glass cloth, tea towel, banquet cloth.  |  |   |
| <b>N.B.</b> It is highly suggested that non-linen materials are explained during delivery.  |  |   |
| <p>Advantage and disadvantages of linen:</p> <ul style="list-style-type: none"> <li>• Re-usable linen: <ul style="list-style-type: none"> <li>○ Advantages of using reusable linen: e.g. less waste generation, elegant, good absorbent material.</li> <li>○ Disadvantages of using reusable linen: e.g. excessive use of water and chemicals during washing, could be stained easily, limitations regarding restaurant décor.</li> </ul> </li> <li>• Non-reusable linen: <ul style="list-style-type: none"> <li>○ Advantages of non-reusable linens: e.g. easy to clear up, easy to find and cheap to buy (short-term), saves time (washing, preparation).</li> <li>○ Disadvantages of non-reusable: e.g. waste generation, single use since they get wet/ thorn, may only be suitable for casual dining.</li> </ul> </li> </ul> |  |   |

### K-8. Cutlery, Plates and Glasses

L1. Identify different types of cutlery, plates and glasses.

L2. Outline the function of different types of cutlery, plates and glasses.

L3. Describe considerations to be taken when handling cutlery, plates and glasses.

Different types of cutlery, plates and glasses: e.g. side knife, joint knife, fish knife, joint fork, fish fork, sweet fork, sweet spoon, fish plate, joint plate, soup plates, sweet plate, pint or half pint beer glass, champagne flute, Paris goblet, water glass, slim Jim, brandy balloon, Martini glass.

Considerations to take when handling cutlery, plates and glasses: e.g. properly washed and sterilized, polished, not chipped, not damaged or dented, glasses are at the correct temperature, handling of cutlery, carrying of equipment for table layups.

### C-3. Customers' Experience

L1. Outline aspects which improve the customer's experience during food service.

L2. Describe how different environments in food outlets determine the customer's expectations during food service.

L3. Justify how the customer's expectations are met through the food service provided in a given scenario.

Aspects which improve the experience of customers during food service: privacy; communication; waiting time; clearing of table; interaction of staff with guests.

Different environments which determine the customer's expectations:

- Cafeterias: e.g. noisy, limited selection of snacks, served in few minutes.
- Fast-food outlets: e.g. noisy, served in few minutes, specialises in a small number of foods items.
- Fine dining restaurants: e.g. relaxing atmosphere, formal type of service, good quality but small food portions.
- Casual dining: e.g. informal service, does not take very long to be served, louder background music.

### A-5. Food Outlet and Table Set-Up

L1. Select the correct linen, plates, glasses and cutlery required for an a la carte service set-up.

L2. Demonstrate the proper way of laying a table catering, for an a la carte service.

L3. Demonstrate the proper restaurant set-up including seating arrangements according to a given scenario.

Linen, crockery and cutlery for an a la carte table set-up:

- Linen: tablecloth; slip cloth.
- Cutlery: joint fork and knife (main course).
- Crockery: side plate; water goblet.

Proper way of laying formal table set-up:

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

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

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

## Unit 2: Assessment Grid

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

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

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

| Topic  |   | Preparing the food outlet for hosting guests   |  |  |  |   |  |  |
|--|---|--|--|--|--|---|--|--|
| LO 4.  |   | Prepare the food outlets for service.  |  |  |  |   |  |  |
| Knowledge  |   |  | Comprehension  |  |  | Application   |  |  |
| Level 1  | Level 2   | Level 3  | Level 1  | Level 2  | Level 3  | Level 1   | Level 2  | Level 3  |
| <b>K-7. Name different types of linen used in a restaurant.</b>      | <b>K-7. Outline the use of different types of linen in a restaurant.</b>            | <b>K-7. List advantages and disadvantages of using reusable and non-reusable linen.</b>    | <b>C-3. Outline aspects which improve the customer's experience during food service.</b> | <b>C-3. Describe how different environments in food outlets determine the customer's expectations during food service.</b> | <b>C-3. Justify how the customer's expectations are met through the food service provided in a given scenario.</b> | <b>A-5. Select the correct linen, plates, glasses and cutlery required for an a la carte service.</b> | <b>A-5. Demonstrate the proper way of laying a table catering for an a la carte service.</b> | <b>A-5. Demonstrate the proper restaurant set-up including seating arrangements according to a given scenario.</b> |
| <b>K-8. Identify different types of cutlery, plates and glasses.</b> | <b>K-8. Outline the function of different types of cutlery, plates and glasses.</b> | <b>K-8. Describe considerations to be taken when handling cutlery, plates and glasses.</b> |  |  |  |   |  |  |

## Unit 2: Assessment Scheme

This unit is to be assessed on three components:

|                       |   |                                      |
|-----------------------|---|--------------------------------------|
| Assignment 1          | Part of the coursework including assessment criteria from LO1 and/or LO2 and/or LO3   | Marks shall range from 24-42%        |
| Assignment 2          | Part of the coursework including assessment criteria from LO1 and/or LO2 and/or LO3   | Marks shall range from 24-42%        |
| Assignment 3          | This is a controlled assignment including assessment criteria from LO4 and is issued from EAU.  | This assignment will carry 24 marks. |
| Self-Reflection Marks | Award five marks for the end of year self-reflection. These five marks will be totalled in year 11 for the twenty marks allocated for portfolio and self-reflections. | 5 marks                              |

### Distribution of Marks

| Criterion Type | Level 1 Marks | Level 2 Marks | Level 3 Marks |
|----------------|---------------|---------------|---------------|
| Knowledge      | 1             | 1             | 2             |
| Comprehension  | 2             | 2             | 2             |
| Application    | 3             | 3             | 4             |

### Recommendation to award marks according to the verb

| Minimum mark      | Affected Verbs  |
|-------------------|---|
| <b>0.25 marks</b> | Name, List, State, Identify, Label, Mention, Match, Select, Categorise, Classify, Choose, Order.          |
| <b>0.5 marks</b>  | Define, Indicate, Outline, Relate.  |
| <b>1 mark</b>     | Explain, Describe, Interpret, Suggest, Determine, calculate, Suggest, Differentiate, Distinguish, Review. |
| <b>2 marks</b>    | Discuss, Compare, Illustrate, Evaluate, Justify, Draw.  |



Applied Vocational Certificate in Hospitality

# Unit 3

## Guest Relations



## Unit 3: Description

In the hospitality industry, one of the key factors in delivering exceptional service is the quality of interaction between staff and guests. Catering to guests' needs and requests can sometimes be challenging. Effective communication between various departments and with guests is essential for overcoming these challenges, ultimately ensuring a delightful guest experience.

This unit will teach students how to interact with guests across different departments. They will practice the proper cleaning procedures for occupied rooms, becoming proficient in maintaining hotel rooms and handling safety and security issues. Emphasis will be placed on developing strong communication skills, particularly for handling difficult situations from a front office perspective.

Students will also learn proper food preparation and cooking techniques for both savoury and sweet dishes. Acquiring the restaurant and bar service sequence will be an essential skill. Additionally, students will have the opportunity to gain experience in sales techniques through food and beverage service.

## Unit 3: Learning Outcomes

At the end of the unit, I can:

- LO 1.** Communicate effectively with different types of guests.
- LO 2.** Demonstrate cooking and baking techniques.
- LO 3.** Serve customers in the correct manner.

## Unit 3: Content

| Topic   | Communicating with guests during occupancy stage                         |  |  |
|---|--|--|--|
| <b>LO 1.</b>  | Communicate effectively with different types of guests.                  |  |  |
| K-2. Communication Skills   |  |  |  |
| L1. Label the communication cycle.  | L2. Outline the communication cycle                                      | L3. Describe verbal and non-verbal communication skills.                     |  |
| The communication cycle: sender; idea occurs; encoding; medium selected; message sent; receiver; message received; decoding; feedback; decoding of feedback by the original sender.   |  |  |  |
| Verbal and non-verbal communication skills: <ul style="list-style-type: none"> <li>• Verbal skills (which may include greeting/asking questions/empathy/feedback/termination).</li> <li>• Non-verbal skills (which may include facial expressions/eye contact/gestures/tone of voice/posture).</li> </ul> |  |  |  |
| K-3. Guests' Complaints   |  |  |  |
| L1. List complaint different types of guests' requests and complaints.  | L2. Outline different ways of recording guests' requests and complaints. | L3. Describe ways of dealing with guests' requests and complaints.           |  |
| Types of guests' requests and complaints: <ul style="list-style-type: none"> <li>• Requests: e.g. accessibility, facilities, product, or service availability.</li> <li>• Complaints: e.g. disturbance, extra charges, quality of product or service.</li> </ul>  |  |  |  |
| Ways of recording guests' requests and complaints: e.g. take notes, inform other departments about request/complaint, input data in the request/complaint file.   |  |  |  |
| Ways of dealing with guests' requests and complaints: listen carefully; ask questions in a concerned manner; acknowledge request/complaint; suggest a way to handle request/resolve complaint.  |  |  |  |
| A-2. Communicating with a Guest   |  |  |  |
| L1. Demonstrate the appropriate ways of communicating with a guest.   | L2. Demonstrate ways to assist a guest with different requests.          | L3. Demonstrate effective communication in dealing with a guest's complaint. |  |
| Ways of communicating with a guest: <ul style="list-style-type: none"> <li>• Verbal: greeting; asking questions.</li> <li>• Non-verbal: facial expressions; eye contact; gestures; tone of voice; posture.</li> </ul>   |  |  |  |
| Ways to assist a guest with different requests: ask for information about the type of request; communicate with other departments about the request; follow up on the request put forward.  |  |  |  |
| Effective communication in dealing with a guest's complaint: listen carefully whilst taking notes of the case; ask questions in a concerned manner; apologise without blaming; suggest a way to resolve the case/complaint.   |  |  |  |

|   |   |   |
|---|---|---|
| <b>Topic</b>  | <b>Cooking and baking</b>   |   |
| <b>LO 2.</b>  | Demonstrate cooking and baking techniques.                              |   |
| <b>K-4. Beef</b>  |   |   |
| L1. Name different cuts of beef.  | L2. Outline the use of different cuts of beef.                          | L3. Describe aspects to look for when choosing a cut of beef.         |
| Cuts of beef: e.g. chuck, rib, short loin, sirloin and tenderloin, brisket, plate, flank, knuckle, shank.   |   |   |
| Aspects to look for when choosing a cut of beef: the use of the cut; freshness; price vs quality; fat content (marbling); storage of beef for purchase. |   |   |
| <b>K-5. Cooking Meat</b>  |   |   |
| L1. State the different grades of cooking meat.   | L2. Outline the different grades of cooking meat.                       | L3. Describe food safety considerations when cooking meat.            |
| Grades of cooking meat: blue; rare; medium; well done.  |   |   |
| Food safety considerations when cooking meat: e.g. type of meat, time, temperature, cross contamination, re-heating, resting time.                      |   |   |
| <b>K-6. Desserts</b>  |   |   |
| L1. Match desserts to the different categories.   | L2. State specific properties when constructing desserts.               | L3. Describe the importance of using specific properties in desserts. |
| Categories of desserts: e.g. custards and puddings, frozen desserts, cakes, pastries, tarts, cookies, chocolate and candies.                            |   |   |
| Specific properties in construction of desserts: acidity; sweetness; crunchiness; hot; cold.  |   |   |
| Importance of using specific properties in construction of desserts: e.g. complementing textures, complementing tastes, complementing temperatures.     |   |   |
| <b>C-2. Cake-Making Techniques</b>  |   |   |
| L1. Describe the different cake making techniques.  | L2. Explain the properties of the main ingredients used in cake making. | L3. Explain possible faults of baked cakes.                           |
| Cake making techniques: rubbing-in; creaming; whisking; all-in-one.   |   |   |
| Main ingredients in cake making: flour; fat; eggs; sugar.   |   |   |
| Possible faults of baked cakes: e.g. cracked middle, sunken cake, burnt side/top, sticky, uneven rise, undercooked, batter overflow.                    |   |   |

### A-3. Cooking a Meat Dish.

L1. Demonstrate the correct preparation required when cooking a selected meat dish.

L2. Demonstrate appropriate cooking of a meat dish.

L3. Finish a meat dish using appropriate plating techniques.

Preparation required when cooking a selected meat dish: personal preparation; selecting ingredients and equipment; cleaning of working areas using clean-as-you-go approach.

Cooking of a meat dish: correct preparation of meat for cooking (marinating/hammering/ sealing); cooking method according to the cut of meat; correctly cooked to the cooking grade.

Finish a meat dish using appropriate plating techniques: plating in odd numbers; adding height; contrasting colours; inclusion of sauce or dressing\*; use of garnishes.

*\*N.B. For assessment purposes, no marks shall be awarded for the preparation of sauces or dressing, but only their inclusion in plating will be considered.*

### A-4. Garnishing and Desserts

L1. Prepare garnishes for a dessert.

L2. Demonstrate skills in preparation of a dessert.

L3. Finish a dessert using appropriate plating techniques.

Garnishing: using fruits; using chocolate; using cream.

Skills in preparation of a dessert: *mise en place* of ingredients and tools; including a variety of properties in dessert construction; correct cooking of dessert.

Finishing desserts: neatness (same shape, size, piping); served at the correct temperature; portioning; use of appropriate plate and garnish.

*\*N.B. For assessment purposes, the dessert must include **ONE** cake making technique.*

|   |  |   |
|---|--|---|
| <b>Topic</b>  | <b>Food and beverage service</b>                                 |   |
| <b>LO 3.</b>  | Serve customers in the correct manner.                           |   |
| <b>K-7. Menu</b>  |  |   |
| L1. List different types of menus.  | L2. Outline different types of menus.                            | L3. Describe the importance of knowing menu content before service. |
| Types of menus: e.g. à la carte, table d'hôte, du jour, cyclical, beverage menu, wine list.   |  |   |
| Importance of knowing menu content before service: knowledge about allergens present in dishes; ability to assist guests on their choices; keep up good service; motivation for upselling.  |  |   |
| <b>K-8. Hot and Cold Beverages</b>  |  |   |
| L1. List examples of hot and cold beverages.  | L2. Outline considerations when preparing and serving beverages. | L3. Describe the method used in preparing hot and cold beverages.   |
| Cold and hot beverages: <ul style="list-style-type: none"> <li>• Cold beverages: water; juices; squashes; soft drinks; non-alcoholic cocktails (After Eight <b>or</b> Passion <b>or</b> Sunset).</li> <li>• Hot beverages: leaf and herbal teas; espresso; cappuccino; latte; hot chocolate.</li> </ul>   |  |   |
| Considerations when preparing and serving beverages: correct cups or glasses; method of preparation (pouring, built-in, shaken, frothing); temperature of serving; correct use of equipment and utensils.<br><br><b>N.B.</b> For assessment purpose, <b>TWO</b> cold and <b>TWO</b> hot beverages are to be considered.                                 |  |   |
| <b>C-3. Upselling Techniques</b>  |  |   |
| L1. Outline factors that a waiter must consider when serving customers at a table.  | L2. Describe different techniques that increase sales in         | L3. Explain the benefits of trained staff for upselling.            |
| Factors for a waiter to consider when serving customers at a table: customers at table (age/needs/dietary requirements); use of etiquette; upselling techniques; information on each dish's ingredients and methods of preparation.   |  |   |
| Different techniques that increase sales: e.g. knowing about the speciality of the day, beverage pairing, encouraging guests to take full meals (starter, platter to share, extra sides, extra sauces), proper pronunciation of dishes/beverages names, suggesting favourite dish on the menu, offering complimentary items (drink, appetizers, soups). |  |   |
| Benefits of trained staff for upselling: e.g. motivated staff, better service, more profit to the business, a good tip, continuous professional development training to staff, loyal customers, word-of-mouth promotion.  |  |   |

## A-5. Serving Techniques

L1. Prepare the waiter's station with the necessary items.

L2. Assist customers in making a choice to maximise sales using the correct techniques.

L3. Serve customers following the sequence of service when catering for an a la carte menu.

Preparation of items in waiter's station: clean and folded napkins; order pads; EPOS; table cleaning equipment; cutlery; tip wallets or trays; extra pencils and guest satisfaction sheet; clean placemats; children's bibs and favours; lined bins (within the waiter's station).

Assisting customers to make a choice to maximise sales: e.g. offering the speciality of the day, beverage pairing, encouraging guests to take full meals, proper pronunciation of dishes/beverages names, suggesting favourite dish on the menu, offering complimentary items.

The sequence of formal service:

1. Greet, seat and present menu/s.
2. Take beverage order and serve.
3. Take food order.
4. Adjust cutlery according to the order of the guest.
5. Serve main course, condiments, and accompaniments.
6. Clear the main course, unused cutlery, side plates, cruets, and accompaniments.
7. Present dessert menu and take order for dessert and coffee.
8. Add sweet cover and serve.
9. Clear the dessert plates and coffee cups.
10. Present bill, collect payment and usher guests on their way out.

## Unit 3: Assessment Grid

| Topic  | Communicating with guests during occupancy stage                          |   |               |         |         |  |  |  |
|--|---|---|---------------|---------|---------|--|--|--|
| LO 1.  | Communicate effectively with different types of guests.                   |   |               |         |         |  |  |  |
| Knowledge  |   |   | Comprehension |         |         | Application  |  |  |
| Level 1  | Level 2   | Level 3   | Level 1       | Level 2 | Level 3 | Level 1  | Level 2  | Level 3  |
| K-2. Label the communication cycle.                                      | K-2. Outline the communication cycle                                      | K-2. Describe verbal and non-verbal communication skills.           |               |         |         | A-2. Demonstrate the appropriate ways of communicating with a guest. | A-2. Demonstrate ways to assist a guest with different requests. | A-2. Demonstrate effective communication in dealing with a guest's |
| K-3. List complaint, different types of guests' requests and complaints. | K-3. Outline different ways of recording guests' requests and complaints. | K-3. Describe ways of dealing with guests' requests and complaints. |               |         |         |  |  |  |

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

| Topic   | Food and beverage service   |  |   |   |   |   |  |   |
|---|---|--|---|---|---|---|--|---|
| LO 3.   | Serve customers in the correct manner.                            |  |   |   |   |   |  |   |
| Knowledge                                     |   |  | Comprehension   |   |   | Application   |  |   |
| Level 1                                       | Level 2   | Level 3  | Level 1   | Level 2   | Level 3   | Level 1   | Level 2  | Level 3   |
| K-7. List different types of menus.           | K-7. Outline different types of menus.                            | K-7. Describe the importance of knowing menu content before service. | C-3. Outline factors that a waiter must consider when serving customers at a table. | C-3. Describe different techniques that increase sales in | C-3. Explain the benefits of trained staff for upselling. | A-5. Prepare the waiter's station with the necessary items. | A-5. Assist customers in making a choice to maximise sales using the correct techniques. | A-5. Serve customers following the sequence of service catering for an a la carte menu. |
| K-8. List examples of hot and cold beverages. | K-8. Outline considerations when preparing and serving beverages. | K-8. Describe the method used in preparing hot and cold beverages.   |   |   |   |   |  |   |



## Unit 3: Assessment Scheme

This unit is to be assessed on three components:

|   |  |  |
|---|--|--|
| Assignment 1                              | Part of the coursework including assessment criteria from LO1 and/or LO2 and/or LO3  | Marks shall range from 24-42%  |
| Assignment 2                              | Part of the coursework including assessment criteria from LO1 and/or LO2 and/or LO3  | Marks shall range from 24-42%  |
| Self reflection and Portfolio year 11     | Five marks are to be awarded for the self-reflection in year 11, and five mark for the portfolio.                                  | 10 marks   |
| Portfolio and Self Evaluation Global Mark | The marks for the portfolio, and the three self-reflections completed in year 9, 10 and 11 are to be added, amounting to 20 marks. | 20 marks (15 marks divided as 5 marks from self-reflection in year 9, 10 and 11, and five marks allocated for the portfolio) |

### Distribution of Marks

| Criterion Type | Level 1 Marks | Level 2 Marks | Level 3 Marks |
|----------------|---------------|---------------|---------------|
| Knowledge      | 1             | 1             | 2             |
| Comprehension  | 2             | 2             | 2             |
| Application    | 3             | 3             | 4             |

### Recommendation to award marks according to the verb

| Minimum mark      | Affected Verbs  |
|-------------------|---|
| <b>0.25 marks</b> | Name, List, State, Identify, Label, Mention, Match, Select, Categorise, Classify, Choose, Order.          |
| <b>0.5 marks</b>  | Define, Indicate, Outline, Relate.  |
| <b>1 mark</b>     | Explain, Describe, Interpret, Suggest, Determine, calculate, Suggest, Differentiate, Distinguish, Review. |
| <b>2 marks</b>    | Discuss, Compare, Illustrate, Evaluate, Justify, Draw.  |

# Appendix

## Minimum required resources to teach and assess the subject

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

### Generic Resources (for all units)

- Classroom area (maximum of 16 students).
- Availability of internet access connection.
- Book cabinet in class with hospitality, front office, housekeeping and food preparation books.
- Interactive whiteboard/Digital panel/Projector.
- Digital camera with memory card.
- External hard disk (for retention of proof).
- Access to computers in school.
- Fire extinguishers and fire blankets.
- Fully equipped First Aid box.
- Safety (Warning) signs and notices

### Front Office

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

### Housekeeping

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

### Food Preparation

- Adequately sized Food Lab equipped with at least 4 workstations including:
  - Preparation area.
  - Sink.
  - Oven.
  - Hob.

*It is suggested to have at least one station with industrial work benches and equipment.*

- Knee-operated hand washing basin, with paper towel and soap dispenser.
- Food storage areas, fridge/freezers, dry goods storage cupboards and shelving.

- Kitchen Equipment – Cooking:
  - Different types of pots and pans.
  - Casserole.
  - Roasting dishes.
  - Pie dishes.
  - Food probe.
- Kitchen Equipment – Baking:
  - Sandwich tin.
  - Bun tin.
  - Flan dish.
  - Baking tray.
- Kitchen Equipment – Cutting:
  - Set of chef's knives.
  - Peelers.
  - Cutters.
- Kitchen Equipment – Food preparation:
  - Colour coded chopping boards.
  - Rolling pin.
  - Sieve.
  - Stainless steel mixing bowls.
- Kitchen Equipment – Measuring:
  - Measuring jugs.
  - Measuring spoons and cups.
- Kitchen Equipment – Mechanical:
  - Hand whisk.
  - Hand blender.
  - Food mixer and food processor.
  - Can opener (bonzer type).
  - Grills.
  - Coffee machine.
  - Salamander.
  - Ovens (preferably industrial) including necessary extractors/functional hoods.
  - Steamer.
  - Toaster.
  - Electric kettle.
  - Food warmer.
  - Rice cooker.
  - Dishwasher.
- Kitchen Equipment – Plating:
  - Plates.
  - Serving dishes.
  - Ramekins.
  - Saucer.
  - Ladle.
  - Slotted spoon.
  - Fish server.
- Windows insect screens.
- Insect killer.
- Personal protective equipment including:
  - Gloves.
  - Chef's coat.
  - Cap.

- Cleaning items including:
  - Dishwashing soap.
  - Sponges.
  - Cleaning cloths.
  - Tea towels.

### **Restaurant Service Area**

- Linen:
  - Square and/or round tablecloth.
  - Slip cloth.
  - Napkin.
  - Waiter's cloth.
  - Glass cloth.
  - Tea towel.
  - Banquet cloth.
  - Square and/or round tables for restaurant area.
  
- Restaurant and Bar Equipment – Cutlery:
  - Side knife.
  - Joint knife.
  - Fish knife.
  - Joint fork.
  - Fish fork.
  - Sweet fork.
  - Sweet spoon.
  
- Restaurant and Bar Equipment – Serving plates:
  - Fish plates.
  - Joint plates.
  - Soup plates.
  - Sweet plates.
  
- Restaurant and Bar Equipment – Serving equipment:
  - Different salt & pepper shakers.
  - Peppermill grinder.
  - Oil & vinegar bottles set.
  - Serving dishes.
  - Ice tongs.
  - Sauce bowls.
  
- Restaurant and Bar Equipment – Glassware:
  - Pint or half pint beer glass.
  - Champagne flute.
  - Paris goblet.
  - Water glass,
  - Slim Jim.
  - Brandy balloon.
  - Martini glass.
  - Different types and sizes of jugs.
  - Tea set.
  - Cappuccino cups and saucers.
  - Espresso cups and saucers.
  - Mocha cups and saucers.
  - Cocktail shaker.
  - Cocktail measure.
  - Bar spoon.
  
- A restaurant simulation setup including:
  - Waiter's station.
  - Food trolley.

## Sample of Unit Distribution Plan

### Unit Distribution Plan for Scholastic Year \_\_\_\_\_

School:

Teachers:

Internal Verifier:

| <b>Period</b> | <b>Activity</b>   | <b>Persons involved</b> |
|---------------|---|-------------------------|
|               | Writing Assignment Brief 1                              |                         |
|               | Handing over of Assignment Brief 1 to IV                |                         |
|               | Internal Verification of Assignment Brief 1             |                         |
|               | Assignment Brief 1 issued                               |                         |
|               | Assignment Brief 1 deadline                             |                         |
|               | Correction of Assignment 1                              |                         |
|               | Handing over of Students Work for Assignment 1 to IV    |                         |
|               | Internal Verification of Students Work for Assignment 1 |                         |
|               | Writing Assignment Brief 2                              |                         |
|               | Handing over of Assignment Brief 2 to IV                |                         |
|               | Internal Verification of Assignment Brief 2             |                         |
|               | Assignment Brief 2 issued                               |                         |
|               | Assignment Brief 2 deadline                             |                         |
|               | Correction of Assignment 2                              |                         |
|               | Handing over of Students Work for Assignment 2 to IV    |                         |
|               | Internal Verification of Students Work for Assignment 2 |                         |
|               | Controlled Assessment is held                           |                         |
|               | Correction of Controlled Assessment                     |                         |
|               | Handing over of Students Controlled Assessment to IV    |                         |
|               | Internal Verification of Students Controlled Assessment |                         |
|               | Moderation  |                         |

**APPLIED VOCATIONAL CERTIFICATE**

**ASSESSMENT FRONT SHEET**

|                         |             |                          |      |
|-------------------------|-------------|--------------------------|------|
| <b>Subject</b>          | Hospitality | <b>Cohort</b>            |      |
| <b>Unit Number</b>      |             | <b>Assessment Number</b> | of 3 |
| <b>Assessment Title</b> |             |                          |      |
| <b>Date Set</b>         |             | <b>Date Due</b>          |      |
| <b>Class/Group</b>      |             | <b>Student ID</b>        |      |
| <b>Student Name</b>     |             | <b>Student Surname</b>   |      |
| <b>School</b>           |             |                          |      |

|                      |  |  |  |  |  |  |  |  |  |              |
|----------------------|--|--|--|--|--|--|--|--|--|--------------|
| <b>Criteria</b>      |  |  |  |  |  |  |  |  |  | <b>TOTAL</b> |
| <b>Maximum Mark</b>  |  |  |  |  |  |  |  |  |  |              |
| <b>Mark Achieved</b> |  |  |  |  |  |  |  |  |  |              |

|                            |
|----------------------------|
| <b>Assessor's feedback</b> |
|                            |

|   | <b>Name and Surname</b> | <b>Signature</b> | <b>Date</b> |
|---|-------------------------|------------------|-------------|
| <b>Internal Verifier</b><br>Assignment Brief Approval                             |                         |                  |             |
| <b>Teacher / Assessor</b><br>Confirmation of Mark                                 |                         |                  |             |
| <b>Internal Verifier</b><br>Assessment Decision Approval ( <i>if sampled</i> )    |                         |                  |             |
| <b>Student's Signature</b><br>Upon receiving marks and feedback on corrected work |                         |                  |             |

**APPLIED VOCATIONAL CERTIFICATE**

**ASSESSMENT FRONT SHEET**

|                         |             |                          |      |
|-------------------------|-------------|--------------------------|------|
| <b>Subject</b>          | Hospitality | <b>Cohort</b>            |      |
| <b>Unit Number</b>      |             | <b>Assessment Number</b> | of 3 |
| <b>Assessment Title</b> |             |                          |      |
| <b>Date Set</b>         |             | <b>Date Due</b>          |      |
| <b>Class/Group</b>      |             | <b>Student ID</b>        |      |
| <b>Student Name</b>     |             | <b>Student Surname</b>   |      |
| <b>School</b>           |             |                          |      |

|                      |  |  |  |  |  |  |  |  |  |              |
|----------------------|--|--|--|--|--|--|--|--|--|--------------|
| <b>Criteria</b>      |  |  |  |  |  |  |  |  |  | <b>TOTAL</b> |
| <b>Maximum Mark</b>  |  |  |  |  |  |  |  |  |  |              |
| <b>Mark Achieved</b> |  |  |  |  |  |  |  |  |  |              |

|                            |
|----------------------------|
| <b>Assessor's feedback</b> |
|                            |

|  |                         |                  |             |
|--|-------------------------|------------------|-------------|
|  | <b>Name and Surname</b> | <b>Signature</b> | <b>Date</b> |
| <b>Teacher / Assessor</b><br>Confirmation of Mark                              |                         |                  |             |
| <b>Internal Verifier</b><br>Assessment Decision Approval ( <i>if sampled</i> ) |                         |                  |             |

# AVC Hospitality Reflection

Looking back on my year in Year 9

|   |  |  |  |  |  |
|---|---|---|--|---|---|
| How do you feel you did in LO1: Dealing with hotel room reservations? |   |   |  |   |   |
| How do you feel you did in LO2: Housekeeping and laundry preparation? |   |   |  |   |   |
| How do you feel you did in LO3: Main kitchen groundwork?              |   |   |  |   |   |
| How do you feel you did in LO4: Opening and closing a food outlet?    |   |   |  |   |   |
| How would you rate your assessment experience?                        |   |   |  |   |   |
| Do you feel comfortable learning in the Hospitality workshop?         |   |   |  |   |   |
|   |   |   |  |   |   |
|   |   |   |  |   |   |





# AVC Hospitality Reflection

Looking back on my year in Year 9

Comment about your strengths

---

---

---

---

---

Comment about your weaknesses

---

---

---

---

---

My goals for next year are:

---

---

---

Comment about your experience this year

---

---

---



---

---



# AVC Hospitality Reflection

Looking back on my year in Year 10

|   |  |  |  |  |  |
|---|---|---|--|---|---|
| How do you feel you did in LO1: Checking-in guests?                           |   |   |  |   |   |
| How do you feel you did in LO2: Preparing a guest's room?                     |   |   |  |   |   |
| How do you feel you did in LO3: Cooking and finishing different dishes?       |   |   |  |   |   |
| How do you feel you did in LO4: Preparing the food outlet for hosting guests? |   |   |  |   |   |
| How would you rate your assessment experience?                                |   |   |  |   |   |
| Do you feel comfortable learning in the Hospitality workshop?                 |   |   |  |   |   |
|   |   |   |  |   |   |
|   |   |   |  |   |   |





# AVC Hospitality Reflection

Looking back on my year in Year 10

Comment about your strengths

---

---

---

---

---

Comment about your weaknesses

---

---

---

---


---

My goals for next year are:

---

---

---



Comment about your experience this year

---

---

---

---

---



# AVC Hospitality Reflection

Looking back on my year in Year 11

|   |  |  |  |  |  |
|---|---|---|--|---|---|
| How do you feel you did in LO1: Communicating with guests during occupancy stage? |   |   |  |   |   |
| How do you feel you did in LO2: Cooking and baking?                               |   |   |  |   |   |
| How do you feel you did in LO3: Food and beverage service?                        |   |   |  |   |   |
| How do you rate your experience in studying this subject?                         |   |   |  |   |   |
| How would you rate your assessment experience?                                    |   |   |  |   |   |
| Do you feel comfortable learning in the Hospitality workshop?                     |   |   |  |   |   |
|   |   |   |  |   |   |
|   |   |   |  |   |   |



# AVC Hospitality Reflection

Looking back on my year in Year 11

Comment about your strengths

---

---

---

---

---

---

Comment about your weaknesses

---

---

---

---

---

---

What is your reflection on the AVC Hospitality three-year programme?

---

---

---

---

---

---

---

---

---

---

---

---



## Self-reflection Rubric

| Criteria                                   | 5 marks   | 4 marks  | 3 marks   | 2 marks   | 1 mark  |
|--|---|--|---|---|---|
| <b>Emotional Reflection (Smiley Scale)</b> | All responses are clear, thoughtful, and consistently rated with the green (very happy) or light green (happy) smileys. | Most responses are thoughtful with the majority rated with green or light green smileys. | Responses are somewhat thoughtful, with a mix of green, yellow, and orange smileys.       | Responses show minimal reflection with frequent use of orange or red smileys.                   | Responses lack reflection, with the majority rated with red smileys.                |
| <b>Strengths Identification</b>            | Clearly identifies and provides detailed analysis of multiple strengths.  | Identifies a few strengths with some analysis.   | Lists strengths but with little to no analysis.   | Identifies strengths with minimal or no explanation.  | Fails to identify or analyse any strengths.   |
| <b>Weaknesses Identification</b>           | Clearly identifies and provides detailed analysis of multiple weaknesses.   | Identifies a few weaknesses with some analysis.  | Lists weaknesses but with little to no analysis.  | Identifies weaknesses with minimal or no explanation.   | Fails to identify or analyse any weaknesses.  |
| <b>Reflection on the Year Programme</b>    | Provides a detailed and insightful reflection on the year 9/ 10/ three-year programme.                                  | Provides a good reflection with some insight on the year 9/ 10/ three-year programme.    | Provides a basic reflection with limited insight on the year 9/ 10/ three-year programme. | Provides a superficial reflection with minimal insight on the year 9/ 10/ three-year programme. | Fails to provide any meaningful reflection on the year 9/ 10/ three-year programme. |
| <b>Overall Engagement</b>                  | Shows high engagement, filling in all sections completely and thoughtfully.   | Shows good engagement, with most sections filled in thoughtfully                         | Shows moderate engagement, with some sections filled in superficially                     | Shows low engagement, with several sections incomplete or lacking thought.                      | Shows very low engagement, with most sections incomplete or poorly done             |

## Self-Reflection Marking Scheme

### Self-Reflection Marking Sheet

Student's Name: \_\_\_\_\_

Self-Reflection No:  1 (Year 9)  2 (Year 10)  3 (Year 11)

Assessor: \_\_\_\_\_

Programme: Applied Vocational Certificate in Hospitality

| <b>Criteria</b>                     | <b>Maximum Mark</b> | <b>Achieved Mark</b> |
|-------------------------------------|---------------------|----------------------|
| Emotional Reflection (Smiley Scale) | <b>5</b>            |                      |
| Strengths Identification            | <b>5</b>            |                      |
| Weaknesses Identification           | <b>5</b>            |                      |
| Reflection on the Year Programme    | <b>5</b>            |                      |
| Overall Engagement                  | <b>5</b>            |                      |
| <b>Total</b>                        | <b>25</b>           |                      |

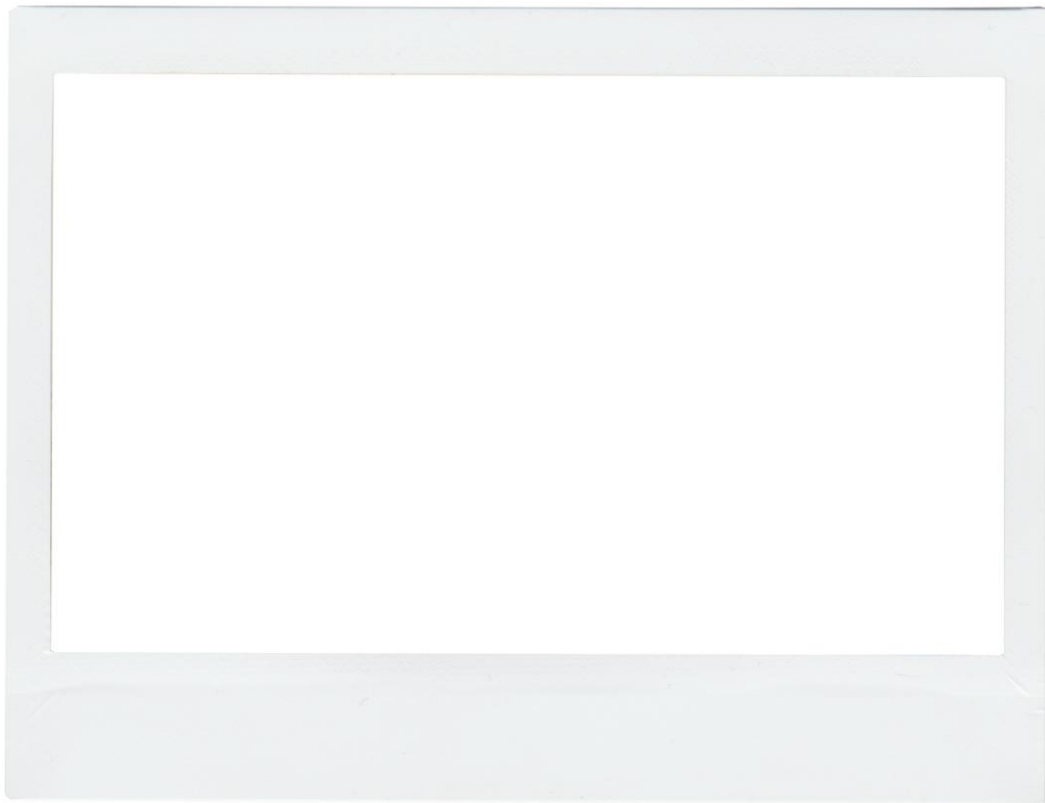
Mark Out of 5 marks (total / 5) \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date: \_\_\_\_\_



**Event:** \_\_\_\_\_



Write an outline of the event and your involvement:

-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----

Date of event: \_\_\_\_\_

Reference person: \_\_\_\_\_





## Portfolio Rubric

| Criteria                               | 5 marks   | 4 marks   | 3 marks  | 2 marks  | 1 mark   |
|--|---|---|--|--|--|
| <b>Content &amp; Relevance</b>         | All artifacts are highly relevant, well-chosen, and align perfectly with the portfolio's objectives.                  | Most artifacts are relevant and align well with the portfolio's objectives.     | Artifacts are somewhat relevant but lack clear alignment with objectives.              | Artifacts have limited relevance or are only loosely connected to objectives.        | Artifacts are irrelevant or do not align with the portfolio's objectives.                |
| <b>Presentation &amp; Organization</b> | The portfolio is exceptionally well-organized, with a logical flow and professional presentation.                     | The portfolio is well-organized with minor issues in flow or presentation.      | The portfolio is somewhat organized but lacks clarity in some sections.                | The portfolio is poorly organized with significant issues in flow or presentation.   | The portfolio is disorganized, making it difficult to follow or understand.              |
| <b>Creativity &amp; Originality</b>    | The portfolio demonstrates a high Level of creativity and originality in the selection and presentation of artifacts. | The portfolio shows good creativity and originality, with some unique elements. | The portfolio shows some creativity but relies on standard or predictable choices.     | The portfolio shows little creativity, with mostly standard or unoriginal choices.   | The portfolio lacks creativity and originality entirely.                                 |
| <b>Overall Engagement</b>              | The portfolio is engaging, showing high effort and enthusiasm, with all sections complete and thoughtfully presented. | The portfolio is engaging, with most sections complete and showing good effort. | The portfolio is moderately engaging, with some sections incomplete or lacking effort. | The portfolio shows low engagement, with several sections incomplete or poorly done. | The portfolio is not engaging, with most sections incomplete and showing minimal effort. |

## Portfolio Marking Sheet

### Portfolio Marking Sheet

Student's Name: \_\_\_\_\_

Assessor: \_\_\_\_\_

Programme: Applied Vocational Certificate in Hospitality

| <b>Criteria</b>             | <b>Maximum Mark</b> | <b>Achieved Mark</b> |
|-----------------------------|---------------------|----------------------|
| Content & Relevance         | <b>5</b>            |                      |
| Presentation & Organization | <b>5</b>            |                      |
| Creativity & Originality    | <b>5</b>            |                      |
| Overall Engagement          | <b>5</b>            |                      |
| Total                       | <b>20</b>           |                      |

Mark Out of 5 marks (total / 4) \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date: \_\_\_\_\_

## Observation Sheets Unit 1

|                          |
|--------------------------|
| <b>Observation Sheet</b> |
| <b>AVC Unit 1</b>        |

|                       |                 |                  |                               |
|-----------------------|-----------------|------------------|-------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                               |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 1 – Back of House Procedures. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-1                           |
| <b>Student's Name</b> |                 |                  |                               |
| <b>Teacher's Name</b> |                 |                  |                               |

|            |                |   |                      |
|------------|----------------|---|----------------------|
| <b>A-1</b> | <b>Level 1</b> | Demonstrate appropriate telephone skills when taking a reservation. | <b>3 marks</b>       |
|            |                | <b>Max Mark</b>   | <b>Mark Achieved</b> |
|            |                | <b>Comments</b>   |                      |
|            |                | Appropriate greetings and closing                                   | <b>1</b>             |
|            |                | Listening skills  | <b>1</b>             |
|            |                | Taking notes  | <b>1</b>             |
|            |                | <b>Total Mark for A-1, Level 1</b>                                  | <b>3</b>             |

|            |                |   |                      |
|------------|----------------|---|----------------------|
| <b>A-1</b> | <b>Level 2</b> | Follow up on a reservation in the most appropriate manner | <b>3 marks</b>       |
|            |                | <b>Max Mark</b>   | <b>Mark Achieved</b> |
|            |                | <b>Comments</b>   |                      |
|            |                | Checking of guest's details                               | <b>1</b>             |
|            |                | Ensuring guest's requests are met before arrival          | <b>1</b>             |
|            |                | Payment method of reservation                             | <b>1</b>             |
|            |                | <b>Total Mark for A-1, Level 2</b>                        | <b>3</b>             |

|            |                |  |                      |
|------------|----------------|--|----------------------|
| <b>A-1</b> | <b>Level 3</b> | Maintain records of a reservation including amendments in a given scenario | <b>4 marks</b>       |
|            |                | <b>Max Mark</b>  | <b>Mark Achieved</b> |
|            |                | <b>Comments</b>  |                      |
|            |                | Filling in of guest's details  | <b>1</b>             |
|            |                | Noting and amending reservations according to guest's requests             | <b>1</b>             |
|            |                | Reporting amendments to other departments                                  | <b>1</b>             |

|   |          |  |  |
|---|----------|--|--|
| Checking status of reservation prior to guest's arrival | <b>1</b> |  |  |
| Total Mark for A-1, Level 3                             | <b>4</b> |  |  |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-1</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheet

### AVC Unit 1

|                       |                 |                  |                               |
|-----------------------|-----------------|------------------|-------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                               |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 1 – Back of House Procedures. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-2                           |
| <b>Student's Name</b> |                 |                  |                               |
| <b>Teacher's Name</b> |                 |                  |                               |

| A-2                         | Level 1 | Organise housekeeping supplies appropriately in the housekeeping area. | 3 marks       |          |
|-----------------------------|---------|--|---------------|----------|
|                             |         | Max Mark   | Mark Achieved | Comments |
|                             |         | 1  |               |          |
|                             |         | 1  |               |          |
|                             |         | 1  |               |          |
| Total Mark for A-2, Level 1 |         | 3  |               |          |

| A-2                         | Level 2 | Treat-stained material using the appropriate method. | 3 marks       |          |
|-----------------------------|---------|--|---------------|----------|
|                             |         | Max Mark   | Mark Achieved | Comments |
|                             |         | 1  |               |          |
|                             |         | 1  |               |          |
|                             |         | 1  |               |          |
| Total Mark for A-2, Level 2 |         | 3  |               |          |

| A-2 | Level 3 | Prepare different linen for use within the different departments in the hospitality industry. | 4 marks       |          |
|-----|---------|---|---------------|----------|
|     |         | Max Mark  | Mark Achieved | Comments |
|     |         | 0.5   |               |          |
|     |         | 0.5   |               |          |
|     |         | 0.5   |               |          |
|     |         | 0.5   |               |          |

|                                    |            |  |  |
|------------------------------------|------------|--|--|
| Folding item 1                     | <b>0.5</b> |  |  |
| Folding item 2                     | <b>0.5</b> |  |  |
| Storing/preparation for use item 1 | <b>0.5</b> |  |  |
| Storing/preparation for use item 2 | <b>0.5</b> |  |  |
| Total Mark for A-2, Level 3        | <b>4</b>   |  |  |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-2</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheet

### AVC Unit 1

|                       |                 |                  |                               |
|-----------------------|-----------------|------------------|-------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                               |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 1 – Back of House Procedures. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-3                           |
| <b>Student's Name</b> |                 |                  |                               |
| <b>Teacher's Name</b> |                 |                  |                               |

| A-3 | Level 1 | Demonstrate the correct preparation required in the making of a vegetable-based soup. | 3 marks       |          |
|-----|---------|---|---------------|----------|
|     |         | Max Mark  | Mark Achieved | Comments |
|     |         | 1   |               |          |
|     |         | 1   |               |          |
|     |         | 1   |               |          |
|     |         | <b>3</b>  |               |          |

| A-3 | Level 2 | Use the Appropriate cutting techniques to prepare a vegetable-based soup. | 3 marks       |          |
|-----|---------|---|---------------|----------|
|     |         | Max Mark  | Mark Achieved | Comments |
|     |         | 1   |               |          |
|     |         | 1   |               |          |
|     |         | 1   |               |          |
|     |         | <b>3</b>  |               |          |

| A-3 | Level 3 | Produce a vegetable-based soup. | 4 marks       |          |
|-----|---------|---------------------------------|---------------|----------|
|     |         | Max Mark                        | Mark Achieved | Comments |
|     |         | 1                               |               |          |
|     |         | 1                               |               |          |
|     |         | 1                               |               |          |

|                             |          |  |  |
|-----------------------------|----------|--|--|
| Taste and texture           | <b>1</b> |  |  |
| Total Mark for A-3, Level 3 | <b>4</b> |  |  |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-3</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |



## Observation Sheet

### AVC Unit 1

|                       |                 |                  |                               |
|-----------------------|-----------------|------------------|-------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                               |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 1 – Back of House Procedures. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-4                           |
| <b>Student's Name</b> |                 |                  |                               |
| <b>Teacher's Name</b> |                 |                  |                               |

| A-4 | Level 1 | Demonstrate the correct preparation required when making a sauce-based meal | 3 marks       |          |
|-----|---------|---|---------------|----------|
|     |         | Max Mark  | Mark Achieved | Comments |
|     |         | <b>1</b>  |               |          |
|     |         | <b>1</b>  |               |          |
|     |         | <b>1</b>  |               |          |
|     |         | <b>3</b>  |               |          |

| A-4 | Level 2 | Demonstrate proper techniques in preparing a mother sauce. | 3 marks       |          |
|-----|---------|--|---------------|----------|
|     |         | Max Mark   | Mark Achieved | Comments |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>3</b>   |               |          |

| A-4 | Level 3 | Use a mother sauce when preparing a pasta dish | 4 marks       |          |
|-----|---------|--|---------------|----------|
|     |         | Max Mark                                       | Mark Achieved | Comments |
|     |         | <b>1</b>                                       |               |          |
|     |         | <b>1</b>                                       |               |          |
|     |         | <b>1</b>                                       |               |          |
|     |         | <b>1</b>                                       |               |          |
|     |         | <b>4</b>                                       |               |          |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-4</b> |  |
|---------------------------|--|

**General comment:**

---

---

---

---

---

---

---

---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheet

### AVC Unit 1

|                       |                 |                  |                               |
|-----------------------|-----------------|------------------|-------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                               |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 1 – Back of House Procedures. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-5                           |
| <b>Student's Name</b> |                 |                  |                               |
| <b>Teacher's Name</b> |                 |                  |                               |

| A-5  | Level 1 | Follow service preparation procedures before opening or closing a food outlet. | 3 marks       |          |
|--|---------|--|---------------|----------|
|  |         | Max Mark   | Mark Achieved | Comments |
| Storage of beverages at the correct temperature                      |         | <b>0.5</b>   |               |          |
| Safety checks of premises  |         | <b>0.5</b>   |               |          |
| Checking of menus and updating of menu board                         |         | <b>0.5</b>   |               |          |
| Line bread baskets and bins  |         | <b>0.5</b>   |               |          |
| Polishing of cutlery and glasses                                     |         | <b>0.5</b>   |               |          |
| Counting cash float and initialising electronic point of sale system |         | <b>0.5</b>   |               |          |
| Total Mark for A-5, Level 1  |         | <b>3</b>   |               |          |

| A-5  | Level 2 | Check stock for a given outlet. | 3 marks       |          |
|--|---------|---------------------------------|---------------|----------|
|  |         | Max Mark                        | Mark Achieved | Comments |
| Take stock count                                 |         | <b>1</b>                        |               |          |
| Compare to stock Levels                          |         | <b>1</b>                        |               |          |
| Check for damages and First-In-First-Out (FIFO). |         | <b>1</b>                        |               |          |
| Total Mark for A-5, Level 2                      |         | <b>3</b>                        |               |          |

| <b>A-5</b>                            | <b>Level 3</b> | Complete the necessary documentation based on stock required for operations in a given scenario | <b>4 marks</b>       |                 |
|---------------------------------------|----------------|---|----------------------|-----------------|
|                                       |                | <b>Max Mark</b>   | <b>Mark Achieved</b> | <b>Comments</b> |
| Filling in of food outlet details     |                | <b>1</b>  |                      |                 |
| Correct quantities of items requested |                | <b>1</b>  |                      |                 |
| Correct item requested                |                | <b>1</b>  |                      |                 |
| Signature and date of request         |                | <b>1</b>  |                      |                 |
| Total Mark for A-5, Level 3           |                | <b>4</b>  |                      |                 |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-5</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheets Unit 2

| Observation Sheet |  |  |  |
|-------------------|--|--|--|
| AVC Unit 2        |  |  |  |

|                       |                 |                  |                               |
|-----------------------|-----------------|------------------|-------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                               |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 2- Front of House Operations. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-1                           |
| <b>Student's Name</b> |                 |                  |                               |
| <b>Teacher's Name</b> |                 |                  |                               |

| A-1                         | Level 1 | Prepare the required documents for the guest's check-in process |               | 3 marks  |
|-----------------------------|---------|---|---------------|----------|
|                             |         | Max Mark  | Mark Achieved | Comments |
| Registration card           |         | 1   |               |          |
| Room card                   |         | 1   |               |          |
| Information brochure        |         | 1   |               |          |
| Total Mark for A-1, Level 1 |         | 3   |               |          |

| A-1  | Level 2 | Complete the guest's check-in procedure |               | 3 marks  |
|--|---------|---|---------------|----------|
|  |         | Max Mark                                | Mark Achieved | Comments |
| Greet guest  |         | 0.5                                     |               |          |
| Request for identification and reservation confirmation          |         | 0.5                                     |               |          |
| Compare reservation and identification details to system details |         | 0.5                                     |               |          |
| Complete payment and/or deposit charge                           |         | 0.5                                     |               |          |
| Communicate details of the hotel                                 |         | 0.5                                     |               |          |
| Sign registration card and salute guest                          |         | 0.5                                     |               |          |
| Total Mark for A-1, Level 2                                      |         | 3                                       |               |          |

| <b>A-1</b>                          | <b>Level 3</b> | Communicate details about the hospitality business and the surrounding areas to the guest | <b>4 marks</b>       |                 |
|-------------------------------------|----------------|---|----------------------|-----------------|
|                                     |                | <b>Max Mark</b>   | <b>Mark Achieved</b> | <b>Comments</b> |
| Room directions                     |                | <b>1</b>  |                      |                 |
| Restaurant opening hours            |                | <b>1</b>  |                      |                 |
| Hotel facilities and services       |                | <b>1</b>  |                      |                 |
| Details about the surrounding areas |                | <b>1</b>  |                      |                 |
| Total Mark for A-1, Level 3         |                | <b>4</b>  |                      |                 |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-1</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheet

### AVC Unit 2

|                       |                 |                  |                               |
|-----------------------|-----------------|------------------|-------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                               |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 2- Front of House Operations. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-2                           |
| <b>Student's Name</b> |                 |                  |                               |
| <b>Teacher's Name</b> |                 |                  |                               |

| A-2  | Level 1 | Set up the housekeeping trolley with the necessary equipment, linen, toiletries and detergents |               | 3 marks  |
|--|---------|--|---------------|----------|
|  |         | Max Mark   | Mark Achieved | Comments |
| Vacuum cleaner                                   |         | 0.2  |               |          |
| Floor mops and bucket                            |         | 0.2  |               |          |
| Window squeegee                                  |         | 0.2  |               |          |
| Duster   |         | 0.2  |               |          |
| Bed linen  |         | 0.2  |               |          |
| Towels and bathmat                               |         | 0.2  |               |          |
| Bath soap/liquid and shampoo/<br>conditioner     |         | 0.2  |               |          |
| Shower cap                                       |         | 0.2  |               |          |
| Sewing kit and shoeshine                         |         | 0.2  |               |          |
| Toilet paper and box of tissues                  |         | 0.2  |               |          |
| Floor cleaning detergent and<br>bathroom cleaner |         | 0.2  |               |          |
| Air freshener                                    |         | 0.2  |               |          |
| Disposal bags                                    |         | 0.2  |               |          |
| Stationery                                       |         | 0.2  |               |          |
| Wet floor sign                                   |         | 0.2  |               |          |
| Total Mark for A-2, Level 1                      |         | 3  |               |          |

| <b>A-2</b>                                   | <b>Level 2</b> | Demonstrate the correct way of towel folding to enhance room décor | <b>3 marks</b>       |                 |
|--|----------------|--|----------------------|-----------------|
|  |                | <b>Max Mark</b>  | <b>Mark Achieved</b> | <b>Comments</b> |
| Choosing the correct towel size for the fold |                | <b>1</b>   |                      |                 |
| Proper folding technique                     |                | <b>1</b>   |                      |                 |
| Neat outcome                                 |                | <b>1</b>   |                      |                 |
| Total Mark for A-2, Level 2                  |                | <b>3</b>   |                      |                 |

| <b>A-2</b>                               | <b>Level 3</b> | Prepare a room in preparation for a guest's arrival | <b>4 marks</b>       |                 |
|--|----------------|---|----------------------|-----------------|
|  |                | <b>Max Mark</b>                                     | <b>Mark Achieved</b> | <b>Comments</b> |
| Making of bed/s                          |                | <b>1</b>  |                      |                 |
| Preparation of toiletries                |                | <b>1</b>  |                      |                 |
| Practices to make the guest feel welcome |                | <b>1</b>  |                      |                 |
| Last-minute room check                   |                | <b>1</b>  |                      |                 |
| Total Mark for A-2, Level 3              |                | <b>4</b>  |                      |                 |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-2</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |



## Observation Sheet

### AVC Unit 2

|                       |                 |                  |                             |
|-----------------------|-----------------|------------------|-----------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                             |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 2-Front of House Operations |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-3                         |
| <b>Student's Name</b> |                 |                  |                             |
| <b>Teacher's Name</b> |                 |                  |                             |

| A-3  | Level 1 | Demonstrate the correct preparation required to cook a two-course meal. | 3 marks       |          |
|--|---------|---|---------------|----------|
|  |         | Max Mark  | Mark Achieved | Comments |
| Personal preparation                                     |         | 1   |               |          |
| Selecting ingredients and equipment                      |         | 1   |               |          |
| Cleaning of working areas using clean-as-you-go approach |         | 1   |               |          |
| Total Mark for A-3, Level 1                              |         | 3   |               |          |

| A-3   | Level 2 | Demonstrate appropriate preparation and cooking of a two-course meal. | 3 marks       |          |
|---|---------|---|---------------|----------|
|   |         | Max Mark  | Mark Achieved | Comments |
| Correct cuts and cutting techniques               |         | 0.5   |               |          |
| Correct preparation of ingredients before cooking |         | 0.5   |               |          |
| Correct cooking method used                       |         | 0.5   |               |          |
| Correct cooking procedures                        |         | 0.5   |               |          |
| Correct cooking method used                       |         | 0.5   |               |          |
| Correct cooking procedures                        |         | 0.5   |               |          |
| Total Mark for A-3, Level 2                       |         | 3   |               |          |

| <b>A-3</b>                  | <b>Level 3</b> | <b>Finish a two-course meal using the appropriate plating techniques.</b> | <b>4 marks</b>       |                 |
|-----------------------------|----------------|---|----------------------|-----------------|
|                             |                | <b>Max Mark</b>   | <b>Mark Achieved</b> | <b>Comments</b> |
| Plating in odd numbers      |                | <b>0.8</b>  |                      |                 |
| Adding height               |                | <b>0.8</b>  |                      |                 |
| Contrasting colours         |                | <b>0.8</b>  |                      |                 |
| Inclusion of sauce/dressing |                | <b>0.8</b>  |                      |                 |
| Use of garnishes            |                | <b>0.8</b>  |                      |                 |
| Total Mark for A-3, Level 3 |                | <b>4</b>  |                      |                 |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-3</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheet

### AVC Unit 2

|                       |                 |                  |                              |
|-----------------------|-----------------|------------------|------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                              |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 2- Front of House Operations |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-4                          |
| <b>Student's Name</b> |                 |                  |                              |
| <b>Teacher's Name</b> |                 |                  |                              |

| A-4 | Level 1 | Prepare the required ingredients and equipment to rework different food. | 3 marks       |          |
|-----|---------|--|---------------|----------|
|     |         | Max Mark   | Mark Achieved | Comments |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>3</b>   |               |          |

| A-4 | Level 2 | Demonstrate appropriate cooking of a reworked meal to reduce waste | 3 marks       |          |
|-----|---------|--|---------------|----------|
|     |         | Max Mark   | Mark Achieved | Comments |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>3</b>   |               |          |

| A-4 | Level 3 | Finish a reworked meal using the appropriate plating techniques. | 4 marks       |          |
|-----|---------|--|---------------|----------|
|     |         | Max Mark   | Mark Achieved | Comments |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>1</b>   |               |          |
|     |         | <b>4</b>   |               |          |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-4</b> |  |
|---------------------------|--|

**General comment:**

---

---

---

---

---

---

---

---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheet

### AVC Unit 2

|                       |                 |                  |                               |
|-----------------------|-----------------|------------------|-------------------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                               |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 2- Front of House Operations. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-5                           |
| <b>Student's Name</b> |                 |                  |                               |
| <b>Teacher's Name</b> |                 |                  |                               |

| A-5                         | Level 1      | Select the correct linen, plates, glasses and cutlery required for an a la carte service set-up. |               | 3 marks  |
|-----------------------------|--------------|--|---------------|----------|
|                             |              | Max Mark   | Mark Achieved | Comments |
|                             | Tablecloth   | <b>0.5</b>   |               |          |
|                             | Slip cloth   | <b>0.5</b>   |               |          |
|                             | Joint fork   | <b>0.5</b>   |               |          |
|                             | Joint knife  | <b>0.5</b>   |               |          |
|                             | Side plate   | <b>0.5</b>   |               |          |
|                             | Water goblet | <b>0.5</b>   |               |          |
| Total Mark for A-5, Level 1 |              | <b>3</b>   |               |          |

| A-5                         | Level 2  | Demonstrate the proper way of laying a table catering, for an a la carte service. |               | 3 marks  |
|-----------------------------|--|---|---------------|----------|
|                             |  | Max Mark  | Mark Achieved | Comments |
|                             | Placing linen correctly                                | <b>1</b>  |               |          |
|                             | Napkin folding: bird of paradise or fan or clown's hat | <b>1</b>  |               |          |
|                             | Correct placing of plates, glasses and cutlery         | <b>1</b>  |               |          |
| Total Mark for A-5, Level 2 |  | <b>3</b>  |               |          |

| <b>A-5</b>  | <b>Level 3</b> | Demonstrate the proper restaurant set-up including seating arrangements according to a given scenario. | <b>4 marks</b>       |                 |
|---|----------------|--|----------------------|-----------------|
|   |                | <b>Max Mark</b>  | <b>Mark Achieved</b> | <b>Comments</b> |
| Seating plan considerations                       |                | <b>1</b>   |                      |                 |
| Service style (buffet/à la carte)                 |                | <b>1</b>   |                      |                 |
| Safety considerations                             |                | <b>1</b>   |                      |                 |
| Seating arrangement according to reservation list |                | <b>1</b>   |                      |                 |
| Total Mark for A-5, Level 3                       |                | <b>4</b>   |                      |                 |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-5</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheets Unit 3

| Observation Sheet |  |  |  |
|-------------------|--|--|--|
| AVC Unit 3        |  |  |  |

|                       |                 |                  |                     |
|-----------------------|-----------------|------------------|---------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                     |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 3- Guest Relations. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-2                 |
| <b>Student's Name</b> |                 |                  |                     |
| <b>Teacher's Name</b> |                 |                  |                     |

| A-2                         | Level 1            | Demonstrate the appropriate ways of communicating with a guest | 3 marks       |          |
|-----------------------------|--------------------|--|---------------|----------|
|                             |                    | Max Mark   | Mark Achieved | Comments |
|                             | Greeting           | 0.75   |               |          |
|                             | Asking questions   | 0.75   |               |          |
|                             | Facial expressions | 0.3  |               |          |
|                             | Eye contact        | 0.3  |               |          |
|                             | Gestures           | 0.3  |               |          |
|                             | Tone of voice      | 0.3  |               |          |
|                             | Posture            | 0.3  |               |          |
| Total Mark for A-2, Level 1 |                    | 3  |               |          |

| A-2                         | Level 2  | Demonstrate ways to assist a guest with different requests. | 3 marks       |          |
|-----------------------------|--|---|---------------|----------|
|                             |  | Max Mark  | Mark Achieved | Comments |
|                             | Ask for information about the type of request        | 1   |               |          |
|                             | Communicate with other departments about the request | 1   |               |          |
|                             | Follow up on the request put forward                 | 1   |               |          |
| Total Mark for A-2, Level 2 |  | 3   |               |          |

| <b>A-2</b>                                       | <b>Level 3</b> | Demonstrate effective communication in dealing with a guest's complaint. | <b>4 marks</b>       |                 |
|--|----------------|--|----------------------|-----------------|
|  |                | <b>Max Mark</b>  | <b>Mark Achieved</b> | <b>Comments</b> |
| Listen carefully whilst taking notes of the case |                | <b>1</b>   |                      |                 |
| Ask questions in a concerned manner              |                | <b>1</b>   |                      |                 |
| Apologise without blaming                        |                | <b>1</b>   |                      |                 |
| Suggest a way to resolve the case/complaint      |                | <b>1</b>   |                      |                 |
| Total Mark for A-2, Level 3                      |                | <b>4</b>   |                      |                 |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-2</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |



## Observation Sheet

### AVC Unit 3

|                       |                 |                  |                     |
|-----------------------|-----------------|------------------|---------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                     |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 3- Guest Relations. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-3                 |
| <b>Student's Name</b> |                 |                  |                     |
| <b>Teacher's Name</b> |                 |                  |                     |

| A-3  | Level 1 | Demonstrate the correct preparation required when cooking a selected meat dish. | 3 marks       |          |
|--|---------|---|---------------|----------|
|  |         | Max Mark  | Mark Achieved | Comments |
| Personal preparation                                     |         | <b>1</b>  |               |          |
| Selecting ingredients and equipment                      |         | <b>1</b>  |               |          |
| Cleaning of working areas using clean-as-you-go approach |         | <b>1</b>  |               |          |
| Total Mark for A-3, Level 1                              |         | <b>3</b>  |               |          |

| A-3  | Level 2 | Demonstrate appropriate cooking of a meat dish. | 3 marks       |          |
|--|---------|---|---------------|----------|
|  |         | Max Mark  | Mark Achieved | Comments |
| Correct preparation of meat for cooking (marinating/hammering/sealing) |         | <b>1</b>  |               |          |
| Cooking method according to the cut of meat                            |         | <b>1</b>  |               |          |
| Correctly cooked to the cooking grade                                  |         | <b>1</b>  |               |          |
| Total Mark for A-3, Level 2  |         | <b>3</b>  |               |          |

| <b>A-3</b>                     | <b>Level 3</b> | <b>Finish a meat dish using appropriate plating techniques.</b> | <b>4 marks</b>       |                 |
|--------------------------------|----------------|---|----------------------|-----------------|
|                                |                | <b>Max Mark</b>   | <b>Mark Achieved</b> | <b>Comments</b> |
| Plating in odd numbers         |                | <b>0.8</b>  |                      |                 |
| Adding height                  |                | <b>0.8</b>  |                      |                 |
| Contrasting colours            |                | <b>0.8</b>  |                      |                 |
| Inclusion of sauce or dressing |                | <b>0.8</b>  |                      |                 |
| Use of garnishes               |                | <b>0.8</b>  |                      |                 |
| Total Mark for A-3, Level 3    |                | <b>4</b>  |                      |                 |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-3</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheet

### AVC Unit 3

|                       |                 |                  |                     |
|-----------------------|-----------------|------------------|---------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                     |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 3- Guest Relations. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-4                 |
| <b>Student's Name</b> |                 |                  |                     |
| <b>Teacher's Name</b> |                 |                  |                     |

| A-4                         | Level 1 | Prepare garnishes for a dessert | 3 marks       |          |
|-----------------------------|---------|---------------------------------|---------------|----------|
|                             |         | Max Mark                        | Mark Achieved | Comments |
| Using fruits                |         | 1                               |               |          |
| Using chocolate             |         | 1                               |               |          |
| Using cream                 |         | 1                               |               |          |
| Total Mark for A-4, Level 1 |         | 3                               |               |          |

| A-4   | Level 2 | Demonstrate skills in preparation of a dessert. | 3 marks       |          |
|---|---------|---|---------------|----------|
|   |         | Max Mark  | Mark Achieved | Comments |
| Mise en place of ingredients and tools                    |         | 1   |               |          |
| Including a variety of properties in dessert construction |         | 1   |               |          |
| Correct cooking of dessert                                |         | 1   |               |          |
| Total Mark for A-4, Level 2                               |         | 3   |               |          |

| A-4                                  | Level 3 | Finish a dessert using appropriate plating techniques. | 4 marks       |          |
|--------------------------------------|---------|--|---------------|----------|
|                                      |         | Max Mark   | Mark Achieved | Comments |
| Neatness (same shape, size, piping)  |         | 1  |               |          |
| Served at the correct temperature    |         | 1  |               |          |
| Portioning                           |         | 1  |               |          |
| Use of appropriate plate and garnish |         | 1  |               |          |
| Total Mark for A-4, Level 3          |         | 4  |               |          |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-4</b> |  |
|---------------------------|--|

**General comment:**

---

---

---

---

---

---

---

---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

## Observation Sheet

### AVC Unit 3

|                       |                 |                  |                     |
|-----------------------|-----------------|------------------|---------------------|
| <b>School</b>         |                 | <b>Cohort</b>    |                     |
| <b>Subject</b>        | AVC Hospitality | <b>Unit</b>      | 3- Guest Relations. |
| <b>Assignment</b>     | of 3            | <b>Criterion</b> | A-5                 |
| <b>Student's Name</b> |                 |                  |                     |
| <b>Teacher's Name</b> |                 |                  |                     |

| A-5 | Level 1                                    | Prepare the waiter's station with the necessary items. |               | 3 marks  |
|-----|--|--|---------------|----------|
|     |  | Max Mark   | Mark Achieved | Comments |
|     | Clean and folded napkins                   | <b>0.3</b>   |               |          |
|     | Order pads                                 | <b>0.3</b>   |               |          |
|     | EPOS                                       | <b>0.3</b>   |               |          |
|     | Table cleaning equipment                   | <b>0.3</b>   |               |          |
|     | Cutlery                                    | <b>0.3</b>   |               |          |
|     | Tip wallets or trays                       | <b>0.3</b>   |               |          |
|     | Extra pencils and guest satisfaction sheet | <b>0.3</b>   |               |          |
|     | Clean placemats                            | <b>0.3</b>   |               |          |
|     | Children's bibs and favours                | <b>0.3</b>   |               |          |
|     | Lined bins (within the waiter's station).  | <b>0.3</b>   |               |          |
|     | <b>Total Mark for A-5, Level 1</b>         | <b>3</b>   |               |          |

| A-5 | Level 2                            | Assist customers in making a choice to maximise sales using the correct techniques. |               | 3 marks  |
|-----|------------------------------------|---|---------------|----------|
|     |                                    | Max Mark  | Mark Achieved | Comments |
|     | Upselling technique 1              | <b>1</b>  |               |          |
|     | Upselling technique 2              | <b>1</b>  |               |          |
|     | Upselling technique 3              | <b>1</b>  |               |          |
|     | <b>Total Mark for A-5, Level 2</b> | <b>3</b>  |               |          |

| <b>A-5</b>  | <b>Level 3</b> | Serve customers following the sequence of service when catering for an a la carte menu. | <b>4 marks</b>       |                 |
|---|----------------|---|----------------------|-----------------|
|   |                | <b>Max Mark</b>   | <b>Mark Achieved</b> | <b>Comments</b> |
| 1.Greet, seat and present menu/s.   |                | <b>0.4</b>  |                      |                 |
| 2.Take beverage order and serve.  |                | <b>0.4</b>  |                      |                 |
| 3.Take food order.  |                | <b>0.4</b>  |                      |                 |
| 4.Adjust cutlery according to the order of the guest.                             |                | <b>0.4</b>  |                      |                 |
| 5.Serve main course, condiments, and accompaniments                               |                | <b>0.4</b>  |                      |                 |
| 6.Clear the main course, unused cutlery, side plates, cruets, and accompaniments. |                | <b>0.4</b>  |                      |                 |
| 7.Present dessert menu and take order for dessert and coffee.                     |                | <b>0.4</b>  |                      |                 |
| 8Add sweet cover and serve.   |                | <b>0.4</b>  |                      |                 |
| 9.Clear the dessert plates and coffee cups.                                       |                | <b>0.4</b>  |                      |                 |
| 10.Present bill, collect payment and usher guests on their way out                |                | <b>0.4</b>  |                      |                 |
| Total Mark for A-5, Level 3   |                | <b>4</b>  |                      |                 |

|                           |  |
|---------------------------|--|
| <b>Total mark for A-5</b> |  |
|---------------------------|--|

**General comment:**

---



---



---



---



---



---



---



---

|                     |  |
|---------------------|--|
| Teacher's Signature |  |
| Date                |  |

