



NCDC

*NATIONAL CURRICULUM
DEVELOPMENT CENTRE*

**NATIONAL
CERTIFICATE IN
HOTEL AND
INSTITUTIONAL
CATERING**

NCHIC

Teaching Syllabus







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A product of the National Curriculum Development Centre for
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Foreword

Government of Uganda through the National Curriculum Development Centre, under the Ministry of Education and Sports embarked on reviewing the Business, Technical and Vocational curricula to make it competence based as advocated for by the BTVET Strategic Plan (2011 – 2020) of “Skilling Uganda”. Government emphasis has been placed on provision of knowledge, skills and work attitudes for majority of Ugandans with a view of improving service delivery and increasing productivity citizens.

To ensure quality and standards across the country, the Ministry through National Curriculum Development Centre (NCDC) and in partnership with the various institutions that had developed individual curricula took up the responsibility of harmonising the curricula materials for all institutions both private and public. Government further streamlined all post Ordinary level programmes to two years, with the aim of equating such qualifications to the Advanced Certificate of Education to allow for progression and in accordance with the recommendations of the Government White Paper (1992).

The harmonisation of this curriculum was premised on the current labour market demands, making it learner centred, and competence based. It focuses on core tasks and continuous assessments, with each semester involving execution of a real life project that makes the graduate competent in the field of work. It aims at making Business, Technical, Vocational and other Tertiary Institutions the Centres of excellence for skills development which will result in greater trade, industrialisation, and development of our country.

The increasing business demands with increasing enterprises established daily in the economy require acquisition of Hotel and Institutional Catering knowledge and skills to facilitate learners in successfully monitoring and managing their businesses through making appropriate Hotel and Institutional Catering decisions. As long as businesses are established, knowledge of Hotel and Institutional Catering will always be required, therefore, the Hotel and Institutional Catering course is aimed at equipping learners with skills of managing businesses efficiently through sound business decision making, understanding how to organise the kitchen, prepare and serve food, cost food and beverages, manage housekeeping, Laundry operation, Reception and manage Events.

The National Certificate in Hotel and Institutional Catering program is one of the programmes that support achievement of Government’s goal of

employment creation. When well implemented, it is expected to enable learners to perfect their professional attitudes towards innovation and self-employment.

As Minister responsible for the provision of education, I endorse the National Certificate in Hotel and Institutional Catering as the official curriculum to be taught by all institutions engaged in offering a certificate in Hotel and Institutional Catering in Uganda.



Hon. Janet K. Museveni

Minister of Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) extends her appreciation to all panel members who participated in developing this syllabus for National Certificate in Hotel and Institutional Catering. Great thanks go to the following institutions that provided participants who worked tirelessly to make better the curriculum for skills development:

The Ministry of Education and Sports, Uganda Colleges of Commerce (UCCs), Uganda National Examinations Board (UNEB), the Directorate of Education Standards (DES), Universities, and the various institutions under the UGAPRIVI umbrella.

Special thanks go to Uganda Business and Technical Examinations Board (UBTEB) for the financial support that enabled the successful review and harmonisation of the various curricula, as well as their contributions towards the implementation policies.

The consultants are greatly applauded for the guidance provided during the development of the professional profiles. Special thanks go towards each and every individual who has worked behind the scenes to ensure successful completion of this curriculum.

We shall always be grateful for your ideas, time and efforts offered towards the design of this National Curriculum.



Grace K. Baguma

National Curriculum Development Centre

List of Acronyms and Abbreviations

BTVET	Business Technical Vocational Education and Training
CBET	Competence Based Education and Training
CD	Compact Disc
CGPA	Cumulative Grade Point Average
CH	Contact Hours
CPU	Central Processing Unit
CU	Credit Units
DES	Directorate of Education Standards
DVD	Digital Versatile Disc
FIFO	First in First Out
FVH	Field Visit Hours
GDP	Gross Domestic Product
GP	Grade Point
GPA	Grade Point Average
JVC	Junior Vocational Certificate
LAM	Local Network Area
LIFO	Last in First Out
MoES	Ministry of Education and Sports
NCBF	Letter code for Basic French
NCBK	Letter code for Bookkeeping
NCBL	Letter code for Business law
NCCA	Module code for Computer Applications
NCCC	Letter code for Customer Care
NCCS	Module code for Basic Communication Skills
NCDC	National Curriculum Development Centre
NCED	Module code for Entrepreneurship Development
NCHC	National Certificate in Hotel and Institutional Catering
NCHE	National Council for Higher Education
NCHO	Letter code for Housekeeping Operations
NCKS	Letter code for Basic Kiswahili
NP	Normal Progress
PESTE	Political, Economic, Social, Technical, and Environmental
PH	Practical Hours
PP	Probationary Progress
RAM	Random Access Memory
ROM	Read-only Memory

SME	Small scale and Medium Enterprises
SWOT	Strength, Weaknesses, Opportunities, and Threats
TH	Tutorial Hours
UBTEB	Uganda Business and Technical Examinations Board
UCCs	Uganda Colleges of Commerce
UGAPRIVI	Uganda Association of Private Vocational Institutions
UNEB	Uganda National Examinations Board
WAN	Wide Area Network

Introduction

Catering is recognised as one of the fastest growing industries that produces goods and services for direct consumption. A module for certificate in hotel and institutional catering is aimed at boosting the human resource capacity that can contribute to high quality service delivery in the catering sector. It will further propel and promote the growth of the economic, social and structural transformation of the economy in terms of its GDP and attract tourists to the country. The curriculum is in line with the BVET Act of (2008), the BVET Strategic Plan 2011 – 2020 of “Skilling Uganda” and the Uganda Vision 2040. The modules are packaged in a manner that will enable the learner to attain particular skills required for performing tasks at any level of the respective year of study. The competences that the learner is expected to acquire are clearly spelt out in the modules covered in each of the semesters of the academic years.

Modules such as Computer Applications, Basic Kiswahili, Basic French and Life Skills are aimed at enhancing the learner’s communication, report writing, and presentation skills. While modules like Food Production, Food and Beverage, Fundamentals of Housekeeping, Office Operations, Fundamentals of Nutrition, Basic Pastry and Bakery and Real Life Project; are aimed at equipping the learner with the core hands-on skills and techniques in hotel and institutional catering.

Entrepreneurship skills module is hoped to provide the learner with skills of starting, operating and sustaining an enterprise in an ethical manner. Internship, which is done at the end of each academic year, is aimed at bridging the gap between institutional-based training and the world of work.

The professional profile developed is an amalgamation of the various tasks from which modules are formed. The educational concept which has been developed focuses on assessment criteria, roles of the learner and academic staff. The skills to be acquired are expected to enhance the learner’s confidence and ability to participate effectively in income generating activities, both as a member of the business world and creative citizen dealing with issues that impact on other people’s lives.

When effectively implemented, this syllabus is intended to produce graduates with skills in:

- i) food production
- ii) food costing
- iii) food and beverages service
- iv) housekeeping
- v) laundry operations
- vi) reception operations

General Guidelines for Implementing Curriculum

Programme Title

The programme shall be called National Certificate in Hotel and Institutional Catering abbreviated as NCHC.

Duration of the Programme

The National Certificate in Hotel and Institutional Catering is full time programme to be taught in two academic years. Each academic year will consist of two semesters composed of 17 weeks of which 15 shall be for training and continuous assessments and 2 for final examinations.

The CBET system caters for free exit before completion of the programme once the learner has obtained reasonable skills to enable him / her do some work to earn a living. Such a learner may return to continue with the programme at a later date as long as it is done within a period of not more than 5 years from the date of enrolment.

Admission / Entry Requirements

A candidate shall be eligible for admission to National Certificate in Hotel and Institutional Catering programme on meeting any of the following minimum qualifications:

a) Ordinary Level Entry Scheme (Uganda Certificate of Education)

The candidate should be a holder of Uganda Certificate of Education with three passes without restrictions on the passes and year of sitting.

b) Certificate Entry Scheme

The candidate should hold a Junior Vocational Certificate (JVC) or any other relevant certificate obtained from a recognised institution.

Curriculum Implementation

The curriculum for National Certificate in Hotel and Institutional Catering is based on a modular system. During the training, continuous assignments shall be carried out as a CBET requirement. Each module contains sub-modules that will help the learner to understand how to perform the core tasks through:

- Applied knowledge
- Practical involvement, and
- Professional attitude

The learner will also carry out a real life project to put into practice the knowledge and competences acquired in class.

Prospects for National Certificate in Hotel and Institutional Catering

NCHC graduates may opt to further their education and improve on their skills by offering a diploma and or degree in Hotel and Institutional Catering or any other vocational programme of their choice.

Assessment Criteria

- a) Each module shall be assessed out of 100 marks as follows:
- Continuous assessments 40%
 - Final examinations 60%

- b) Continuous Assessments

These shall be either individual or group based assignments. They will consist of:

- i) classroom exercises and presentations
- ii) assignments
- iii) tests
- iv) practical work
- v) internship and projects execution

- c) There shall be final examinations within the last **two** weeks of every semester set and conducted by UBTEB.
- d) A candidate shall be considered to have acquired a competence on performing tasks required in the labour market. One must have attended **at least 75%** of the module lessons and done both continuous assessments and end of semester final examinations.
- e) Continuous assessment shall be handled by the training institutions and verified by UBTEB officials.

Project Work

This involves a combination of subject knowledge, process skills and transferable abilities. The learner should be able to apply classroom knowledge and skills proactively in a real-life context for an extended period of time to produce an article or provide a service outside classroom time. At the end of every semester the learner should have a visible real-life project on the ground to be authenticated by UBTEB. Project work shall be assessed continuously by the instructors and marked out of 100% just like other modules. This shall be based on both the final product and the process involved in making it. A team of examiners from UBTEB will be moving around to assess the implementation, authenticity, and progression of the projects.

The following guidelines shall be considered for project assessment:

Innovation and creativity	10 marks
Customer care	10 marks
Neatness	10 marks
Record keeping	05 marks
Health and safety observation	10 marks
Actual performance	30 marks
<u>Final product</u>	<u>25 marks</u>
<u>TOTAL</u>	<u>100 marks</u>

Internship

Every student must get a placement for internship to be done at the end of the second academic year examinations for at least 8 weeks. A placement in this case is any place where hands-on training and practice shall be applied to produce items or provide services. This may include manufacturing enterprises, companies, corporate organisations, shops, supermarkets, media houses, hotels, a restaurant, libraries, hospital, schools etc.

- i) An industrial supervisor shall award 50% of the marks. This is because she / he is in contact with the learner much of the time and gives the necessary practical guidance, support, corrections and observation.
- ii) An academic supervisor shall visit the industry on appointment and award 30% of the marks. She / he shall interact with the learner in the presence of the industrial supervisor where applicable.
- iii) An internship report shall be written by the trainee and submitted to UBTEB. This will be marked out of 20% and the scores added to the marks awarded by the industrial and academic supervisors to make 100%. The following assessment guide may be applied by the supervisors:

• Attendance	05 marks
• Time management	05 marks
• Teamwork	05marks
• Creativity and innovativeness	15 marks
• Customer care	10 marks
• Health and safety	15 marks
• Actual performance	25 marks
• Written report	20 marks

Total **100%**

Detailed samples of assessment forms for the academic and the work supervisors are provided in the appendices.

Awards

A learner who completes the programme with at least 2.0 Cumulative Grade Point Average (CGPA) in each of the modules shall be awarded a classified “**National Certificate in Hotel and Institutional Catering** by Uganda Business and Technical Examinations Board (UBTEB).

A learner who completes the programme and does not attain at least 2.0 (GPA) in some modules shall be awarded a “**Competence Class Certificate**” by UBTEB for the modules passed. The competence class Certificate shall enable the learner to have a specialised upgrading and employment since he / she will have attained some useful competences and skills to perform in the specialised field.

On completion of year one, a learner may on request be given a statement of results by the UBTEB indicating the grades obtained in each module.

Module Credits and the Weighing System

- i) Each module will be weighted using the credit units (CU).
- ii) One credit unit is equivalent to 15 contact hours (CH).
- iii) A contact hour can either be a teaching / lecture hour (LH), tutorial hour (TH), field visit hour (FVH) or practical hour (PH).
- iv) One contact hour is equivalent to 1 lecture hour / 2 tutorial or practical hours / field visits hours.
- v) Credit units (CU) range from a minimum of 2.0 to a maximum of 5.0 based on the level of relevancy of each module in the programme.
- vi) Hence a module weighted 2 CU would take 30 contact hours, 3 CU would take 45 contact hours 4 CU, would have 60 contact hours, and 75 contact hours for a module with 5 CU. No module will have less than 2 CUs or more than 5 CUs.

Grading of Modules

Each module shall be graded out of 100 marks and assigned an appropriate letter grade and grade points as follows:

Marks (%)	Letter Grade	Grade Point (GP)
80-100	A	5.0
75-79	B+	4.5
70-74	B	4.0
65-69	C+	3.5
60-64	C	3.0
55-59	D+	2.5
50-54	D	2.0
0 - 49	F	0

Cumulative Grade Point Average (CGPA)

The certificate awarded to a learner shall be graded based on the Cumulative Grade Point Average (CGPA) score.

Computation of the CGPA

The learner's CGPA at a given time shall be obtained by:

- i) Multiplying the grade points obtained in each module by the corresponding credit units assigned to the module to arrive at the weighted score for that module.
- ii) Adding together the weighted scores for all modules up to that time
- iii) Dividing the total weighted scores by the total number of credit units taken up to that time.

Classification of the Certificates

The National Certificate in Hotel and Institutional Catering shall be classified according to the CGPA obtained up to the end of the module. The certificates shall be classified as follows:

Class	CGPA
Distinction	4.30 - 5.00
Credit	2.80 - 4.29
Pass	2.00 - 2.79

Progression of the Learner

Progression of a learner shall be classified as normal, probationary, or stay put.

a) Normal Progress

Normal progression will occur when a learner passes all the modules taken in a semester with a grade point of not less than 2.0.

b) Probationary Progress

This is a stage in which a learner passes some modules but does not measure up to the minimum GP of 2.0 in other modules. Such a learner will be allowed to move to the next level carrying along the failed module(s) as “Retake(s)”

Retaking a Module

- i) Retaking will require a learner to redo the entire module by attending lectures, doing continuous assessments, and sitting the final examinations of that module. There shall not be a supplementary examination or test set for any retake but a learner will re-sit the failed module when it is next examined.
- ii) A learner may retake a module to improve the grades obtained at the first sitting. Should the learner get a lower grade for a retake, his / her original grade shall prevail.
- iii) Whenever a module is retaken and passed, the academic transcript should **not** indicate it as a retake.

Stay-put

A learner who does not measure up to the minimum GP of 2.0 in more than half of the total number of modules in a semester shall not proceed to the next semester until those modules are cleared. However, the passed modules should not be repeated.

Dead Year

A learner shall be allowed to apply for a dead year of study due to financial constraints, sickness or any other genuine problem and should be allowed to resume the module at the level he / she exited for the dead year. A learner who applies for a dead year should bear in mind that he / she has

to complete the programme within duration of **five (5)** years from the time of enrolment and registration into the programme.

Academic Load

A Certificate programme shall carry a maximum of 25 Credit Units per semester.

No semester should have more than **seven** modules / assessment units including project work.

Final Examinations Paper Format

Depending on the respective module examination paper formats the questioning techniques to be applied should seek the learner's ability to remember, comprehend, apply, analyse, synthesis, and evaluate conditions. All questions should aim at guiding the learner to perform the tasks expected of him / her in the world of work.

The structure below shall be followed to guide the assessors during item writing.

Year 1 Semester 1

Paper Name and Code	Examination Format
NCBK 111: Bookkeeping NCCS 112: Basic Communication Skills NCHC 115: Introduction to Hygiene and Safety	The paper shall consist of two sections: A and B, with a total of eight questions. The learner will be required to answer five questions. Section A shall consist of one compulsory question. Section B shall consist of six high order questions and the candidate will be required to answer any four. All questions shall carry equal marks. The questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. The duration shall be 2 hours and 30 minutes.
NCHC 113: Food Production NCHC 114: Food Service	These are practical papers that shall be examined one after the other. They will consist of several questions and the candidate shall pick one by ballot. UBTEB will send to the institutes the cut list of the items needed for the practical two weeks for preparation before the examinations date.

Paper Name and Code	Examination Format
	<p>A candidate shall be required to do the following:</p> <ul style="list-style-type: none"> a) Prepare and cook in the kitchen b) Serve the cooked product in the restaurant <p>UBTEB shall send an external invigilator to assess the candidates as they progress with the examinations.</p> <p>The questioning techniques to be applied should seek the candidate's ability to apply the practical skills acquired during the training to perform the tasks.</p> <p>The duration of this examination shall be four hours.</p>
NCHC 116: Real Life Project	<p>The real-life projects shall be assessed continuously as each learner progresses with the project.</p> <p>UBTEB shall verify the authenticity of the awarded marks from the completed projects on the ground and the learner's participation through presentations.</p> <p>The tasks to be performed should seek the learner's ability to comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study</p>
Year 1 Semester 2	
NCHC 121: Housekeeping Operations NCHC 123: Basic Nutrition NCHC 125: Elements of Entrepreneurship Development	<p>The paper shall consist of two sections: A and B, with a total of eight questions.</p> <p>The candidate will be required to answer five questions.</p> <p>Section A shall consist of one compulsory question.</p> <p>Section B shall consist of six questions and the learner will be required to answer any four.</p> <p>All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should seek the learner's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration shall be 2 hours and 30 minutes</p>
NCFR 122: Basic French	<p>The paper shall consist of two examination papers: Paper One and Two</p> <p>Paper one will consist of two sections A and B.</p> <p>Section A will comprise of one (1) compulsory question of 20 marks involving listening and speaking</p>

Paper Name and Code	Examination Format
	<p>skills. The question will be recorded information to be played to the candidates after which they will write down the answers to the questions that will follow in the question paper provided.</p> <p>Section B shall consist of 4 (four) questions and the candidate will be required to answer any 2 (two) to be taken to UBTEB for marking. Each of these questions shall be marked out of 20 marks.</p> <p>Paper two will consist of several oral questions where a candidate will directly interface with the examiner and answer the questions in about 15 minutes while the marks are recorded. The paper will carry a total of 40 marks.</p>
NCCA 123: Computer Applications	<p>The paper shall consist of six practical questions set from any <i>three computer packages: of the syllabus</i>. The candidate will be required to answer any two. A print out of the practical outputs together with the softcopies of all files used will be sent to UBTEB. The duration of this examination shall be three hours.</p>
NCHC 125: Real Life Project	<p>The real-life projects shall be assessed continuously as each learner progresses with the project.</p> <p>UBTEB should verify the authenticity of the awarded marks from the completed projects on the ground and learner's participation through presentations.</p> <p>The tasks to be performed should seek the candidate's ability to comprehend, apply, analyse, synthesise and evaluate conditions</p> <p>The duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study</p>

Year 2 Semester 1

Paper Name and Code	Examination Format
NCFO 211: Fundamentals of Front Office Operations NCBL 212:	<p>The paper shall consist of two sections: A and B, with a total of eight questions.</p> <p>The candidate will be required to answer five questions.</p> <p>Section A shall consist of one compulsory question.</p>

Paper Name and Code	Examination Format
Introduction to Business Law NCCS 213: Customer Service	<p>Section B shall consist of six questions and the candidate will be required to answer any four.</p> <p>All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration shall be 2 hours and 30 minutes</p>
NCHC 214: Beverage service NCHC 215: Linen and Laundry Operations	<p>The modules will consist of two papers—one is knowledge based and another is practical.</p> <p>The knowledge based examination shall consist of two sections: A and B with a total of seven questions.</p> <p>The candidate will be required to answer any five questions in 2 hours and 30 minutes.</p> <p>Section A shall consist of one compulsory question.</p> <p>Section B shall consist of six questions and the candidate will be required to answer any four.</p> <p>All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should seek the learner's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The practical paper shall consist of three questions for a candidate to choose one by ballot.</p> <p>The candidate will be required to do the following:</p> <ol style="list-style-type: none"> a) Prepare a beverage from the kitchen b) Serve a beverage in the restaurant <p>UBTEB shall send an external invigilator to assess the candidates as he/she progresses with the examinations.</p> <p>The questioning techniques to be applied should seek the candidate's ability to apply the practical skills acquired during the training, to perform the tasks.</p> <p>The duration of this examination shall be four hours.</p>
NCHC 216: Real Life Project	<p>The real-life projects shall be assessed continuously as each student learner progresses with the project.</p> <p>UBTEB should verify the authenticity of the awarded marks from the completed projects on the ground and learner's participation through presentations.</p>

Paper Name and Code	Examination Format
	<p>The tasks to be performed should seek the candidate's ability to comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>

Year 2 Semester 2

Paper Name and Code	Examination Format
<p>NCHC 222: Introduction to Food Sales and Marketing</p> <p>NCHC 224: Food Costing</p> <p>NCHC 225: Introduction to Events Management</p>	<p>The papers shall consist of two sections: A and B, with a total of eight questions.</p> <p>The candidate will be required to answer five questions.</p> <p>Section A shall consist of one compulsory question. Section B shall consist of six questions and the candidate will be required to answer any four.</p> <p>All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration shall be 2 hours and 30 minutes.</p>
<p>NCHC 221: Pastry and Baking</p>	<p>This is a practical paper that consist of three questions for the candidate to choose one by ballot.</p> <p>UBTEB will send to the institution the cut list of the items needed for the practical two weeks for preparation before the examinations date.</p> <p>A candidate shall be required to do the following:</p> <ol style="list-style-type: none"> a) Prepare and cook in the kitchen; b) Serve the cooked product in the restaurant. <p>UBTEB shall send an external invigilator to assess the candidates as he/she progresses with the examinations.</p> <p>The questioning techniques to be applied should seek the learner's ability to apply the practical skills acquired during the training, to perform the tasks.</p> <p>The duration of this examination shall be four hours.</p>
<p>NCKS 223: Basic Kiswahili</p>	<p>The paper shall consist of two examination papers: Paper One and Two</p> <p>Paper one will consist of two sections A and B</p>

Paper Name and Code	Examination Format
	<p>Section A will comprise of one (1) compulsory question of 20 marks involving listening and speaking skills. The question will be recorded information to be played to the candidates after which they will write down the answers to the questions that will follow in the question paper provided.</p> <p>Section B shall consist of 4 (four) questions and the candidate will be required to answer any 2 (two) to be taken to UBTEB for marking. Each of these questions shall be marked out of 20 marks.</p> <p>Paper two will consist of several oral questions where a candidate will directly interface with the examiner and answer the questions in 15 minutes while the marks are recorded. The paper will carry a total of 40 marks.</p>
NCHC 226: Real Life Project	<p>The real-life projects shall be assessed continuously as each learner progresses with the project. UBTEB should verify the authenticity of the awarded marks from the completed projects on the ground and learner's participation through presentations.</p> <p>The tasks to be performed should seek the candidate's ability to comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>
NCHC 227 Internship	<p>Internship shall be assessed by three (3) supervisor: One field supervisor, One academic supervisor, and UBTEB</p> <p>The assessment guidelines to be followed are provided in the appendix.</p>

Professional Profile for NCHC Graduates

This section describes the professional profile of the National Certificate in Hotel and Institutional Catering, the various job titles and the related tasks that can be performed by the graduates of NCHC.

Main Duties and Tasks for NCHC Graduates

Job		Guestroom Attendant
SN	Duty	Tasks
1	Prepare for duty	<ul style="list-style-type: none"> • Dress up • Register attendance • Attend briefing • Obtain rooming list • Sign for keys • Obtain guestroom supplies and materials
2	Make up guestroom	<ul style="list-style-type: none"> • Access guestroom • Clean guestroom • Make bed • Replenish amenities • Perform turndown services • Make housekeeping report
3	End shift	<ul style="list-style-type: none"> • Fill and sign log book / handover report • Store tools, equipment and unused materials • Handover keys
Job		Laundry Attendant
1	Laundrying	<ul style="list-style-type: none"> • Obtain cleaning materials • Receive and record linen • Sort and group linen • Remove stains • Wash linen • Dry linen • Iron linen • Fold linen • Tag linen • Dispatch linen to linen room • Return unused materials • Store tools and equipment
Job		Linen Room Attendant
2	Handle linen	<ul style="list-style-type: none"> • Carry out linen room mise en place • Receive, count and record linen • Check linen • Repair linen • Sort linen • Store linen • Tag linen

		<ul style="list-style-type: none"> • Dispatch linen to linen room • Collect used linen for cleaning • Store cleaned linen
Job		Public Area Attendant
SN	Duty	Tasks
3	Gardening and flower arrangement	<ul style="list-style-type: none"> • Obtain cleaning supplies and materials • Prune plants and flowers • Water and spray flowers • Polish potted plants / flowers • Dust artificial flowers • Arrange flowers • Trim compound grass and shrubs
4	Make up public rooms	<ul style="list-style-type: none"> • Access public room • Ventilate public room • Clean public room • Refresh public room • Store tools and equipment
5	Handle internal and external communication	<ul style="list-style-type: none"> • Carry out reception mise en place • Distribute memos and mails • Dispatch rooming list • Give staff update • Handle calls • Handle staff visitors • Handle institutional visitors • Perform clerical tasks
6	Attend to guest	<ul style="list-style-type: none"> • Receive guests • Make reservation • Allocate room to guests • Provide information to guests • Handle luggage • Escort guests to guestrooms • Handle guest complaints and compliments • Provide safe custody for guest property
7	Handle occupancy	<ul style="list-style-type: none"> • Handle complaints and compliments • Handle payments • Maintain records • Provide safe custody for guest property • Direct / guide guest • Receive keys for custody • Balance sales • Make guests reports

Job		Assistant Baker
SN	Duty	Tasks
8	Prepare for work shift	<ul style="list-style-type: none"> • Register attendance • Prepare self • Clean bakery • Set Bakery • Collect baking materials
9	Produce pastry products	<ul style="list-style-type: none"> • Prepare and bake simple cakes • Prepare and bake yeast products • Prepare and make filo pastry products • Prepare and make straight dough products • Prepare and make sugar paste products • Prepare fruits and sweet dishes
10	Present pastry products	<ul style="list-style-type: none"> • Decorate cakes • Garnish pastry products • Pack and label products • Store pastry products
11	Close bakery	<ul style="list-style-type: none"> • Store unused materials • Clean up bakery • Turn off power and gas • Dispose leftovers • Sign out
Job		Assistant Cateress / Caterer
12	Organise the kitchen	<ul style="list-style-type: none"> • Carry out kitchen mise en place • Carry out cafeteria mise en place • Identify required materials • Requisition and collect materials • Store unused materials
13	Supervise food production and service.	<ul style="list-style-type: none"> • Assign tasks • Regulate the cooking and serving of food • Store equipment

Job		Assistant Cook
SN	Duty	Tasks
14	Prepare for work shift	<ul style="list-style-type: none"> • Register attendance • Prepare self • Set work area
15	Prepare dishes	<ul style="list-style-type: none"> • Clean work area • Obtain day's schedule • Make requisitions

		<ul style="list-style-type: none"> • Make mise-en-place • Prepare and cook stocks, sauces and soups • Prepare and cook main dishes and accompaniments • Prepare and cook vegetables • Prepare hot beverages and cold beverages • Prepare desserts
16	Dish out food	<ul style="list-style-type: none"> • Prepare serving area • Monitor orders • Serve food • Clear serving area • Tally food orders • Store unused food • Dispose leftovers
17	Close work shift	<ul style="list-style-type: none"> • Store unused food • Clean up work area • Turn off power and gas • Close up work area • Sign out • Handover
Job		Assistant Waitron
18	Organise restaurant	<ul style="list-style-type: none"> • Obtain day's schedule • Stock damn waiter • Make restaurant mise-en-place • Clean restaurant utensils • Stock refrigerators and boilers • Make napkin folds • Prepare table decorations • Lay tables • Arm waitron
19	Serve guests	<ul style="list-style-type: none"> • Receive guest • Take guest order • Serve food and beverages • Receive payment • Clear table
20	Handle bouquet and special bookings	<ul style="list-style-type: none"> • Take function reservation • Do pre-function activities • Receive functional guests • Handle functional extras • Dress chairs / skirt tables • Provide functional amenities

		<ul style="list-style-type: none"> • Manage P.A. and picture equipment • Organise and set buffet • Do after function activities • Handover function report
5	Close work shift	<ul style="list-style-type: none"> • Store unused items • Clean work area • Turn off power driven machines • Close up work area • Balance sales • Handover restaurant
	Job	Bartender
	Bartender	<ul style="list-style-type: none"> • Replenishing bar stocks • Make bar requisitions • Take beverage orders • Server drinks • Collect payments and operate tills • Provide shacks • Prepare cocktails • Keep the bar area clean • Ensure that bar glasses are clean • Clear and clean tables • Store empty bottles • Ensure all bar / restaurant equipment are operational and in line with the health and safety requirements

Characterisation of Core Tasks

The core tasks for the National Certificate in Hotel and Institutional Catering can be characterised as follows:

Core Task 1. Food Production	
Result	To master kitchen recipes and mise- en place.
Working environment	<ul style="list-style-type: none"> • Classrooms / Lecture rooms • Laboratory • Kitchen
Level of complexity	Food garnishing
Performance indicators	Ready food for human consumption
Tools and materials used in food production	<ul style="list-style-type: none"> • Blender • Cake tester • Chopping boards

	<ul style="list-style-type: none"> • Colander • Cook tongs • Cookers / microwave / stoves / hotplate / oven • Dishwasher • Freezers / refrigerator • Fruit squeezer • Grater • Griddle • Heaters, steamers, warmers • Kettles, pots and pans, • Knives, pastry cutters, slicing machine • Masher, mincer, grinder • Measuring jug • Mixing bowls • Mortar and pestle • Pepper mill • Rolling pin • Sieve, strainer • Spatula • Weighing scale
Core Task 2. Food and Beverage Service	
Results	<ul style="list-style-type: none"> • Mastery of food and beverage service styles
Level of complexity	<ul style="list-style-type: none"> • Acquaintance with food service language
Performance indicators	<ul style="list-style-type: none"> • Customer care • Customer acquisition, and retention
Tools and materials used in food and beverage service	<ul style="list-style-type: none"> • Check spindles • Order pads • Table numbers • Table mats • Table linen • Cash registers • Bottle openers • Service tongs • Glasses • Menu-cards • Flatware • Cutlery • Glassware • Sauce boats

	<ul style="list-style-type: none"> • Toast racks • Cups • Trays • Plates/bowls/dishes
Core Task 3. Food Costing and Control	
Results	<ul style="list-style-type: none"> • To maximise profits
Level of complexity	<ul style="list-style-type: none"> • Portion estimation
Performance indicators	<ul style="list-style-type: none"> • Profits achieved
Tools and materials used in Food costing and control	<ul style="list-style-type: none"> • Calculators • Invoices • Stamp • Temperature control tools • Knives • Poking scoop • Weighing scale • Inspection table • Crow bars
Core Task 4. Housekeeping	
Results	<ul style="list-style-type: none"> • To provide accommodation space
Level of complexity	<ul style="list-style-type: none"> • Maintenance of housekeeping standards
Performance indicators	<ul style="list-style-type: none"> • Attractive environment • Guest health and safety
Tools and materials used in Housekeeping	<ul style="list-style-type: none"> • Mops, brushes, brooms, dusters • Buckets, dust pans • Squeegee • Spray gloves • Linen • Cloth hanger • Fire extinguishers • Maid's cart • Suction cleaner • Dressing mirror • Calendar • Flatiron, Press machine • Ironing board • Washer, hydro extractor • Hair dryers
Core Task 5. Laundry Operations	
Result	<ul style="list-style-type: none"> • To provide high standards of guest services

Level of complexity	<ul style="list-style-type: none"> • Adherence to laundry procedures
Performance indicators	<ul style="list-style-type: none"> • Clean linen
Tools and materials used in laundry operations	<ul style="list-style-type: none"> • Wash basins and buckets • Caution signs • Laundry bags and baskets • Work tables • Laundry sinks • Flatiron • Ironing boards • Steam pressers • Finishing machine • Trolleys • Dry cleaning machine
Core Task 6. Reception Operations	
Results	<ul style="list-style-type: none"> • To receive and guide guests
Level of complexity	<ul style="list-style-type: none"> • Attaining customer satisfaction
Performance indicators	<ul style="list-style-type: none"> • Effective communication
Tools and materials used in Reception operations	<ul style="list-style-type: none"> • Guest register • Pens • Computer and fax machine • Reservation forms • Credit card processor • Alarm system • Telephone switchboard • Filing cabinet • Photocopying equipment • Billing machine
Core Task 7. Hygiene and Safety	
Results	<ul style="list-style-type: none"> • To provide hygienic services
Level of complexity	<ul style="list-style-type: none"> • Providing risk free services
Performance indicators	<ul style="list-style-type: none"> • Hygienic products, personnel hygiene, and safe working environment
Tools and materials used	<ul style="list-style-type: none"> • Cleaning materials such as brooms, mops, detergents, clean water Hoes, slasher, spades, rakes • Carpets, curtains, trays, flasks, food warmers, workers' health certificates

Organisations where hotel and institutional catering tasks may be performed

- Bars
- Cafes
- Clubs
- Eating houses
- Function service organizations
- Grocery stores
- Guest houses
- Holiday Centres
- Homes
- Hospitals
- Hostels
- Kitchens
- Motels
- Museums
- Restaurants
- Roadside barbeques
- Schools

Focus of Training

The training for NCHC should emphasise the following aspects of learning:

- i) Competence based education and training
- ii) Modularisation of programmes
- iii) Practical assignments and tests
- iv) Entrepreneurship development
- v) Integrated education (knowledge, application, skills and attitude)
- vi) Health, safety and environmental considerations
- vii) Sports, clubs and social interactions
- viii) Disability and gender consideration
- ix) Sustainability of professional practices, general and specialised code of conduct
- x) Internship
- xi) Real-life project implementation

Roles of the Learner, Teacher, and Administrative Staff

Individuals in the education sector have several roles and responsibilities they play to make training and learning a smooth, pleasant, and constructive process. Below are some of the roles of the learner, teacher, and administrative staff.

Role of the Learner

The learner should take into consideration that learning requires great commitment. The learner's roles include among others to

- i) Participate fully in class work and assignments
- ii) be resourceful in group and personal research
- iii) Seek guidance
- iv) learn to communicate - oral presentation, report writing and development of personal interactive skills
- v) Learn to solve problems she / he has never faced before (initiation and innovation)
- vi) Participate in community-based real life projects
- vii) Serve as ambassadors of the institution to the world of work
- viii) Learn to work independently and as part of a team
- ix) Keep time and manage oneself and other people effectively
- x) Participate in sports, social and guild activities
- xi) Participate in environment, health, safety and security awareness as well as preservation activities
- xii) Practice leadership roles
- xiii) Learn practical and entrepreneurship skills to enable them start up projects on their own
- xiv) Maintain discipline outside the institution

Role of Teaching Staff

Teacher is the main source of information to the learner. His/her roles include among others, to

- i) set the tone for a good learning environment
- ii) prepare schemes of work and lesson plans
- iii) keep records of attendance and assessment results

- iv) serve as instructor, lecturer, supervisor and coach
- v) plan, design and carry out assessment of learner's performance
- vi) engage the learner in continuous assessments and help the learner to understand what is expected of him/her
- vii) participate in quality assurance and ensure that training and assessments are valid and reliable
- viii) contribute to continuing innovation in education
- ix) counsel and guide the learner on career and social issues that may affect his/her studies
- x) arrange for and carry out internship placement and supervision
- xi) arrange industrial tours and site visits
- xii) prepare the learner for project work as well as assess and record the learner's progress
- xiii) guide the learner in project design and writing
- xiv) carry out interdisciplinary activities
- xv) guide the learner on the effectiveness of the module
- xvi) demonstrate ethical roles
- xvii) identify learning materials for the learner
- xviii) Update the learner on the developments and requirement standards of the industry
- xix) carry out interdisciplinary activities
- xx) guide the learner on the effectiveness of the module
- xxi) demonstrate ethical roles
- xxii) identify learning materials for the learner
- xxiii) Update the learner on the development and requirement standards of the industry

Role of Administrative Staff

The institute administrative staff coordinates the running of the institution and play various roles in the implementation of the training syllabi. Such roles include among others to

- i) plan for the smooth running of the college by mobilising funds and human resources
- ii) ensure equity and gender equality
- iii) link the institution with the government, world of work and other stakeholders
- iv) support and facilitate teaching and learning

- v) keep custody of college property (inventories).
- vi) admit the learner to the institution
- vii) maintain and uphold the good image of the institution
- viii) ensure high academic standards of the institution
- ix) arrange for graduations and regular meetings of alumni
- x) maintain ethical and moral conduct
- xi) ensure a safe and conducive learning environment
- xii) provide the learner with adequate materials
- xiii) allow and facilitate inter-institutional activities
- xiv) ensure co-curricular activities and implementation
- xv) appraise staff performance
- xvi) ensure the security of the learner and his/her property
- xvii) ensure discipline among staff and learners
- xviii) recommend staff for promotion or disciplinary action

Learning Environment

For successful implementation of NCHC syllabus, a conducive learning environment should be provided. This should include

- i) adequate physical infrastructure such as lecture rooms, laboratories, workshops and libraries equipped with relevant resources
- ii) an electronic learning and teaching environment (ELE) which may include computers, and the Internet sources among others, to support teaching and learning processes
- iii) teaching and learning materials
- iv) healthcare facilities for hygiene and sanitation
- v) welfare and security officers
- vi) inspiration of staff and the learner to feel committed to the module.
- vii) adequate arrangements for seminars, workshops and exhibitions, sites and industrial visits
- viii) a platform for the learner and staff to air out their views such as representation on governing councils
- ix) adequate maintenance of the learning facilities

Co-curricular Activities

Co-curricular activities are part of the institution's activities for they enhance the teaching and learning process. Therefore, the institution should ensure that:

- i) There are adequate sports and recreational facilities
- ii) There is an effective learners' guild through which their affairs may be channelled and organised
- iii) Religious and cultural affairs of all learners are well catered for without discrimination
- iv) Disability and gender issues are considerations

Teaching Learning Methods

The teaching and learning methods in this syllabus are just samples. It is at the teacher's discretion to apply any other methods deemed suitable to the classroom setting. The type of methods selected should be guided by the competences to be acquired by the learner. The teacher is encouraged to use a variety of methods in a lesson to make it more interesting and practical. Examples of some of the teaching and learning methods include

1. Discussion

a) Group Discussions

The learner discusses issues in groups. This methodology enables knowledge / information to come from the learner rather than from the teacher. It promotes teamwork and allows all learners to have an opportunity to give their opinions and ideas, and also stimulates their interest as they learn from each other.

Guidelines for using group discussion method

- i) Group the learners
- ii) Give clear instructions to the learner as to what each group should do
- iii) Assign task(s) to each group
- iv) Give instructions on the pattern to be followed by when discussing to ensure that each individual in the group contributes
- v) Monitor the group discussions to ensure that the social skills development takes place

- vi) Assign responsibilities to the learner for positions of Chairperson, Secretary, Timekeeper, etc. for effective group dynamics
- vii) The learner discusses issues raised in the task with the guidance of the teacher
- viii) The learner agrees on the issues to be presented
- ix) Group presentations and general discussions
- x) Summary of agreed class points

b) Guided Discussions

Guidelines for using guided discussion method:

- i) The teacher leads the discussion and acts as the chairperson / secretary
- ii) Give clear instructions to the learner as to what they should do
- iii) The learner discusses issues raised in the task with the guidance of the teacher
- iv) The learner agrees on the issues
- v) Summarize the session by drawing on the main points

2. Case Study

This method encourages the learner to give information about a situation, and also comes up with decisions or solutions to a problem. The purpose of case study is to-

- i) help the learner to identify and solve problems in a typical situation
- ii) provide the learner with confidence in decision-making
- iii) help the learner develop analytical skills

3. Brainstorming

This is a way of obtaining as many views as possible from the learner in a short time. The learner should be guided to give as many ideas as he / she can on a particular issue. It is recommended that all ideas are accepted without questioning. The ideas should be ranked according to the relevancy to the issue being brainstormed.

Basic rules for brainstorming

- i) Encourage as many ideas as possible
- ii) Criticisms of ideas should not be allowed

4. Buzz Method

This is a method of training that requires the learner to be seated near each other to discuss an issue that has many points or is controversial. The noise is the murmur that the class makes like that of buzz. Therefore, some manageable noise or murmur should not be mistaken for no learning. This method is good in situations where one cannot conduct effective training like when it is raining.

The teacher asks questions on what the learner has discussed to find out if he/she has understood.

5. Guided Discovery

This method is based on the notion that the learner knows more than he / she thinks he / she knows. The assumption is that the learner only needs to be prompted to discover this knowledge for himself / herself. The teacher's role is to organise the learning environment and present the content in such a way that the learner can discover more knowledge and ideas.

6. Demonstration

This is the act of exhibiting, describing and explaining the operation or process by use of a device, machine, process, product to the learner. A demonstration can be carried out by the teacher or the learner.

7. Illustration

This is a depiction or representation of a subject matter such as a drawing, sketch, painting, photograph or other kind of image of things seen, remembered or imagined using a graphical representation. This method is best used where words are not sufficient to clearly bring out a concept. It gives a visual impression to what is being taught.

8. Guest Speaker

Guest speakers could be local entrepreneurs, government officials, professional practitioners, or community leaders invited to make a presentation to the learner. Guest speakers can provide a variety to the entrepreneurship education learning through sharing experience and adding value by engaging the learner in an educational or informative manner.

The method provides the learner with an opportunity to physically interact with a practitioner who can motivate him / her to develop an entrepreneurial attitude.

9. Role-play

This method is where the learner is presented with a situation he / she is expected to explore by acting out the roles of those represented in this situation. The learner to role-play should be carefully selected and properly prepared for his / her role. The remaining learners should be equally prepared for the role-play by briefing them on how they are to act during the presentation. The players should try to behave naturally during the presentation.

The teacher:

- i) observes when the presentation is taking place.
- ii) guide the learner in the programme of presentation to ensure that he / she focuses on theme of the play.
- iii) engages the learner in a discussion or asks him / her about what they have learnt from the role-play with a view to finding out if the role-play has provided sufficient information.

10. Study Tour

This is when the learner is taken out to perform particular tasks with the aim of carrying out an observation, practice or witness the flow of events. It enables the learner to link the school situation with the reality in the communities or world of work.

11. Field Attachment

This is when the learner is attached to some entrepreneur(s) to practise during his / her study time. It does not only enable the learner to relate what he / she has learnt in class, but also allows him / her to acquire more knowledge and skills beyond what was covered. It further motivates him / her to become practitioners or entrepreneurs.

Programme Structure

National Certificate in Hotel and Institutional Catering programme will run for two academic years and each year is divided into two semesters as follows:

Year 1 Semester 1

Code	Module Name	LH	PH	CH	CU
NCBK 111	Bookkeeping	30	60	60	4
NCCS 112	Basic Communication Skills	30	30	45	3
NCHC 113	Food Production	30	90	75	5
NCHC 114	Food Service	30	60	60	4
NCHC 115	Introduction to Hygiene and Safety	30	90	75	5
NCHC 116	Real Life Project	30	60	60	4
	Total	210	240	330	25

Year 1 Semester 2

Code	Module Name	LH	PH	CH	CU
NCHO 121	Housekeeping Operations	30	90	75	5
NCFR 122	Basic French	30	30	45	3
NCHC 123	Basic Food Nutrition	30	60	60	4
NCCA 124	Computer Applications	30	60	60	4
NCED125	Elements of Entrepreneurship Development	30	60	60	4
NCHC 126	Real Life Project	15	90	60	4
	Total	165	330	345	24

Year 2 Semester 1

Code	Module Name	LH	PH	CH	CU
NCHC 211	Fundamentals of Front Office Operations	30	90	75	5
NCBL 212	Introduction to Business Law	45	0	45	3
NCCC 213	Customer Care	30	60	60	4
NCHC 214	Beverage Service	30	60	60	4
NCHC 215	Linen and Laundry Operations	45	30	60	4
NCHC 216	Real Life Project	15	90	60	4
	Total	210	270	330	22

Year 2 Semester 2

Code	Module Name	LH	PH	CH	CU
NCHC 221	Pastry and Baking	30	90	75	5
NCHC 222	Introduction to Food Sales and Marketing	30	30	45	3
NCKS 223	Basic Kiswahili	30	30	45	3
NCHC 224	Fundamentals of Food Costing	45	30	60	4
NCHC 225	Introduction to Events Management	30	60	60	4
NCHC 226	Real Life Project	30	60	60	4
NCHC 227	Internship	10	10	60	4
	Total	195	360	375	25

Detailed Module Description for Year 1 Semester

NCBK Bookkeeping

Duration: 60 Hours

Module Overview

This module introduces the learner to the fundamental principles and practices of bookkeeping with emphasis on the framework and procedures of recording, classifying and analysing business transactions. The learner will be expected to acquire knowledge and understanding of bookkeeping concepts and apply the generally accepted principles to his / her day – to-day business scenarios. It mainly involves recording of transactions, preparation of source documents, books of account and simple sets of financial statements.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) prepare source documents.
- ii) maintain ledger accounts.
- iii) prepare basic financial statements.

module 1: Concepts Bookkeeping

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • differentiates between forms of accounting. • describes the activities and elements in the accounting cycle. 	<ul style="list-style-type: none"> • Definition of bookkeeping • Distinction between bookkeeping and accounting • Forms of accounting: <ul style="list-style-type: none"> - financial accounting - cost accounting - management accounting • Accounting cycle 	<ul style="list-style-type: none"> • Conduct a guided discussion with the learner to differentiate between forms of accounting. • Task the learner to identify the elements in the accounting cycle.

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> identifies the users and uses of accounting information applies accounting concepts, bases, and standards. 	<ul style="list-style-type: none"> Importance of accounting information Users and uses of accounting information Accounting concepts, bases, and standards 	<ul style="list-style-type: none"> Assign the learner in groups to identify users and uses of accounting information. Demonstrate to the learner the application of accounting concepts, bases and standards.

Assessment Strategies

Assign learners to:

- i) discuss the importance of bookkeeping.
- ii) identify the users and uses of accounting information.

Teaching and Learning Resource

Financial reporting conceptual framework

module 2: Business Transactions and Source Documents

Duration: 8 Hours

Competences	Contents	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> classifies the business transactions. identifies the source documents to be used. prepares source documents for the business. 	<ul style="list-style-type: none"> Types of business transactions Types of source documents Preparation of source documents 	<ul style="list-style-type: none"> Lead the learner in a guided discussion on the types of transactions made by businesses. Task the learner to look for copies of business source documents and discuss their purposes in class. Illustrate the preparation of different source documents.

Assessment Strategy

Give the learner assignments involving preparation of different source documents used in accounting.

module 3: Journals

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> classifies journals according to their purposes. prepares journals using source documents information. justifies the importance of using journals. 	<ul style="list-style-type: none"> Meaning of journal Classification of journals Preparation of journals Importance of journals 	<ul style="list-style-type: none"> Illustrate the preparation of different journals. Give the learner exercise to prepare journals.

Assessment Strategies

Task learners to

- i) classify journals according to their purposes.
- ii) record transactions in journals.

Teaching and Learning Resources

Samples of:

- Invoices
- Vouchers
- Credit notes
- Debit notes
- Receipts
- Journal books

module 4: Double Entry System and ledgers

Duration: 8 Hours

Competence	Content	Teaching and learning Strategies
The learner applies double entry rules in recording transactions in ledger accounts.	<ul style="list-style-type: none"> • Concept of double entry • Double entry rules • Meaning of a ledger • Classification of ledger accounts • Source documents • Preparation of ledger accounts • Balancing ledger accounts 	<ul style="list-style-type: none"> • Illustrate the concept of double entry system of bookkeeping. • Let the learner identify the source documents used in business and discuss their purposes. • Demonstrate the recording of business transactions. • Guide the learner in the balancing of ledger accounts.

Assessment Strategy

Give the learner assignment to record business transactions in the ledgers using double entry system and balance off accounts.

Teaching and Learning Resources

- Source documents
- Ledger books

module 5: Cashbooks

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • categorises a cash book as a book of original/prime entry (journal) as well as a principle book of accounts (ledger). • identifies 	<ul style="list-style-type: none"> • Cash book as a book of original or prime entry (cash receipts and cash payments journal) • Cashbook as a ledger book (with debit and credit sides taking on double entry) • Types of cashbooks (single column, double 	<ul style="list-style-type: none"> • Demonstrate to the learner the dual role of a cashbook. • Display different types of cashbooks for the learner to identify them. • Provide the learner with various source documents and

Competences	Content	Teaching and Learning Strategies
different types of cashbooks • records transactions in cash books. • prepares a petty cashbook following the imprest system.	column, and three column cashbooks) • Posting cash, bank and discount transactions in the cashbook (including contra entries) • Two column cashbook • Three column cashbook • Petty cashbook	information from which to prepare cashbooks. • Demonstrate the preparation of a petty cashbook using imprest system.

Assessment Strategy

Assess the learner on the preparation of different cashbooks.

Teaching and Learning Resources

- Cashbooks
- Source documents (receipts, cheques, bank statements)
- Payment vouchers

module : Trial Balance

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the purpose / uses of a trial balance. • prepares a trial balance.	• Meaning of trial balance • Purpose / uses of a trial balance • Preparation of trial balance • Errors detected and not detected by trial balance	• Guide the learner on the purpose of a trial balance. • Let the learner prepare a trial balance from a give information.

Assessment Strategy

Give the learner exercise to:

- identify errors of the trial balance.
- extraction the trial balance.

Teaching and Learning Resources

- Ledger books
- Structure of a trial balance

module Preparation of Financial Statements

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines elements of financial statements. • prepares trading profit or loss account and balance sheet. • interprets the balance sheet equation. 	<ul style="list-style-type: none"> • Elements of financial statements (incomes, expenses, gross profit, net profit, assets, liabilities and capital) • Trading account and determination of gross profit or gross loss • Profit and loss account and the determination of net profit or net loss • Combined trading, profit and loss account • Accounting equation and the balance sheet • Balance sheet and determination of financial position 	<ul style="list-style-type: none"> • Guide the learner in classifying financial information into elements of financial statements. • Demonstrate the preparation of financial statements. • Task the learner to prepare final accounts and balance sheet using different formats.

Assessment Strategy

Assign the learner with information to prepare financial statements.

Teaching and Learning Resources

- Financial statements
- Accounting manuals
- Calculator
- Ruler

module : Bank Reconciliation

Duration: 8 Hours

Competences	Contents	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • explains the importance of bank reconciliation. • prepares a bank statement. • identifies the discrepancies between a cashbook and a bank statement. • adjusts the cashbook. • reconciles the cashbook and the bank statement. 	<ul style="list-style-type: none"> • The need for bank reconciliation • Posting bank transactions in the bank statement • Comparing the cashbook and the bank statement (practical) • Causes of differences between the cashbook and the bank statement • Adjusting or amending the cashbook • Preparation of bank reconciliation statement starting with: <ul style="list-style-type: none"> - adjusted cashbook balance - cashbook balance - bank statement balance - bank overdraft 	<ul style="list-style-type: none"> • Demonstrate the process of identifying discrepancies using a cashbook and a bank statement. • Guide the learner to correct the cashbook and prepare bank reconciliation statements.

Assessment Strategies

Give the learner tasks to:

- i) identify the causes of discrepancies between cashbook and bank statement.
- ii) update the cashbook.
- iii) reconcile the cashbook balance with the bank statement balance

Teaching and Learning Resources

- Cash deposit slips
- Cheques deposit slips
- Withdrawal forms
- Cheques
- Cashbooks
- Bank statements

Suggested References

Elliott, B. & Elliott, J. (2007). *Financial Accounting and Reporting*, 6th ed. London, Financial Times Prentice Hall

Frank, W. & Sangster (2009). *Business Accounting 1*, 12th ed. London, Pitman Publishers.

Jennings, A. R. (2008). *Financial Accounting*, 10th ed. London, DP Publications Ltd.

Saleemi, N. A. (2010). *Financial Accounting Simplified*. London, Chapman & Hall.

Stickney, C.P. & Weil, R.L. (2008). *Financial Accounting: An Introduction to Concepts, Methods and Uses*. Mason, South-Western College.

NCCS Basic Communication Skills

Duration: 45 Hours

Module Overview

The module provides the learner with opportunity to develop skills to communicate and get along with others through writing, speaking, listening, and interpreting of body language. The learner will be expected to acquire skills needed to perform reception work such as welcoming clients, consulting, giving the necessary advice and making simple reports.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) communicate effectively with business stakeholders.
- ii) handle correspondences at operational levels.

Module 1: Introduction to Communication

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines communication • identifies the importance of communication in business. • classifies the categories of communication. • applies the different forms of communication. 	<ul style="list-style-type: none"> • Meaning of communication • Importance of communication • Classification of communication (internal and external) • Forms of communication (formal and informal) 	<ul style="list-style-type: none"> • Lead the learner to brainstorm the definition of communication. • Brainstorm the importance of communication. • Lead the learner in a guided discussion on types and forms of communication. • Demonstrate to learner the types of communications.

Assessment Strategy

Task the learner to identify the types and forms of communication.

module 2: Grammar

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies the correct grammar in speeches. • spells words correctly. • construct sentences with the right tenses. • pronounces words correctly. 	<ul style="list-style-type: none"> • Parts of speech (nouns, pronouns, verbs, adverbs, adjectives, conjunctions and interjections) • Spellings • Tenses • Pronunciation 	<ul style="list-style-type: none"> • Guide the learner in a discussion on the parts of speech. • Give exercises on spellings of words. • Organise a tutorial for tenses and pronunciations.

Assessment Strategies

Give the learner task to:

- construct sentences using nouns, verbs, adverbs, and pronouns.
- apply different tenses to construct meaningful sentences.

odule 3: Communication process

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • describes the elements of communication. • develops the communication channel. • identifies barriers to effective communication. 	<ul style="list-style-type: none"> • Elements of communication process • Channels of communication • Barriers to effective communication • Solution to the 	<ul style="list-style-type: none"> • Illustrate to the learner the communication process. • Demonstrate the channels of communication. • Task the learner to suggest ways of

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> identifies solutions to the barriers to effective communication. 	barriers of communication	overcoming barriers to communication.

Assessment Strategies

Assess learners on:

- i) The communication process.
- ii) The barriers to effective communication.

module 4: Written Communication

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> writes business correspondence. writes reports. prepares memos. 	<ul style="list-style-type: none"> Business letters Curriculum vitae Business reports Memorandum Notices 	<ul style="list-style-type: none"> Guide the learner on how to write business letters, notices, memos and reports. Let the learner practise written communication.

Assessment Strategy

Give the learner exercises to write business letters, memos, notices and reports.

Teaching and Learning Resources

Samples of:

- Business letters
- Curriculum vitae
- Business reports
- Memorandum
- Notices

module 5: Oral Communication

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> justifies the importance of oral communication. organises meetings. negotiates for better business terms. 	<ul style="list-style-type: none"> Importance of oral communication Meetings Negotiations 	<ul style="list-style-type: none"> Use a video recording reflecting conduct of oral communication. Organise role-plays for learners to demonstrate meetings and negotiations.

Assessment Strategies

Let the learner:

- i) discuss the roles of a chairperson and a secretary to a meeting.
- ii) make class presentations on the conduct of meetings and business negotiations.

module 6 verbal Communication

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> applies non-verbal communication to express feelings. interprets the non-verbal communication made by others correctly. analyses the advantages and disadvantages of non-verbal communication. 	<ul style="list-style-type: none"> Types of non-verbal communication <ul style="list-style-type: none"> - body language - facial expressions - gestures - postures Eye contact Advantages and disadvantages of non-verbal communication 	<ul style="list-style-type: none"> Use a video recording reflecting different non-verbal communications Organise role-plays in which the learner should emulate different non-verbal communication styles.

Assessment Strategy

Ask the learners to describe the different types of non-verbal communications.

Teaching and Learning Resource

Video tapes

odule 7: Listening

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> justifies the importance of effective listening. listens effectively. identifies the causes of poor listening skills. 	<ul style="list-style-type: none"> Importance of listening Barriers to effective listening 	<ul style="list-style-type: none"> Organise a video show on listening skills. Conduct role-plays on the listening modes.

Assessment Strategy

Use of cassette player to assess the learner on the listening skills.

Teaching and Learning Resources

- Video tapes
- Tape recorder
- Radio cassette

Suggested References

Wardrope, W. J. & Bayless, M. L. (2009). Oral Business Communication; Instructions in Business Schools: Journal of Education for Business. Florida, Pearson.

Komunda, B.M. (2005). Business Communication Skills, 2nd ed. Kampala, Mukono Printing and Publishing Company.

NCHC Food Producti

Duration: 75 Hours

Module Overview

Catering is of the fastest growing industries in the modern business world with very high competition. This calls for provision of competent caterers and hotel service providers. This module is aimed at providing the learner with introductory skills and knowledge in food and cuisine preparation. It is expected to also provide the learner with further insight and knowledge in food and cuisine preparation. The learner will gain experience in planning menus and preparing them to suit the customer preferences. It involves production of a range of sandwiches, local and international food dishes, soups, and fruit desserts.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) formulate menus.
- ii) set the kitchen.
- iii) operate the kitchen equipment.
- iv) formulate a menu.
- v) prepare and present a selection of dishes.
- vi) select and mix ingredients to produce a variety of soup flavours.
- vii) make delicious fruit desserts.

module 1: Introdu

roduction

Duration: 4 Hours

Competences	Contents	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies the culinary terms as used in food production. • exhibits the qualities of a good cook. 	<ul style="list-style-type: none"> • Meaning of food production • Terms used in food production • Attributes/qualities of a good cook 	<ul style="list-style-type: none"> • Provide the learner with different culinary terms and guide him/her on how they are applied. • Let the learner demonstrate the good practices of a cook.

Assessment Strategies

Assess the learner on:

- i) the application of different culinary terms.
- ii) qualities of a good cook.

module 2: Kitchen

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • lays and organises the kitchen. • sections the kitchen based on the activities therein. • exhibits the qualities of a good kitchen staff. 	<ul style="list-style-type: none"> • Types of kitchens (commercial, domestic, institutional) • Kitchen structure and organization • Kitchen layout • Sections of a kitchen • Qualities of a good kitchen • Kitchen staff /brigade and their duties 	<ul style="list-style-type: none"> • Guide the learner on how to lay a standard kitchen. • Let the learner discuss the qualities of a good kitchen • Lead the learner in a guided discussion on the roles of different kitchen staff.

Assessment Strategies

Assess the learner on:

- i) a good kitchen layout.
- ii) qualities of a kitchen staff.

module 3: Kitchen tools and equipment

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • categorises kitchen tools and equipment. • sets and operates kitchen equipment 	<ul style="list-style-type: none"> • Small/portable kitchen equipment • Large/fixed kitchen equipment • Factors to consider when selecting kitchen tools and equipment • Operating kitchen 	<ul style="list-style-type: none"> • Let the learner identify and describe kitchen tools and equipment. • Guide the learner on the setting and operation of modern kitchen tools and

Competences	Content	Teaching and Learning Strategies
correctly. <ul style="list-style-type: none"> maintains kitchen tools and equipment in good working condition. 	equipment <ul style="list-style-type: none"> Maintenance of kitchen tools and equipment 	equipment. <ul style="list-style-type: none"> Demonstrate the best ways to maintain kitchen tools and equipment.

Assessment Strategy

Assess the learner on the handling and maintenance of kitchen tools and equipment.

module 4: Cookery Methods

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> selects the cooking method that suits a particular dish. cooks foods following the most appropriate method. 	<ul style="list-style-type: none"> Moist methods Dry methods Frying methods Micro wave methods 	<ul style="list-style-type: none"> Illustrate to the learner the steps of mise-en-place for ingredients. Illustrate on board a set of instructions (recipes) with ingredients for preparing different dishes. Let the learner demonstrate the different cooking methods.

Assessment Strategies

- i) Assess learners on how to operate kitchen equipment.
- ii) Task learners to apply the most appropriate cookery methods in preparing selected food items.

Teaching and Learning Resources

- First aid kits
- Aprons
- Water
- Soap
- Fire extinguishers
- First aid cabinets
- Kitchen tools and equipment
- Cutlery
- Foodstuffs

module 5: Menu Planning

Duration: 6 Hours

Competences	Content	Teaching and/Learning Strategy
<p>The learner:</p> <ul style="list-style-type: none"> • identifies the various types of menus. • analyses the factors to consider when formulating a menu. • formulates menus based on the nature of customers. • designs menu cards. 	<ul style="list-style-type: none"> • Meaning of menu • Types of menus (a'larte menu, table d'hote menu) • Factors to consider when formulating a menu • Menu formulation and design • Types of foods (perishables and dry foods) 	<ul style="list-style-type: none"> • Illustrate with examples the types of menus and components of a standard menu. • Guide learners on the factors to consider when formulating a menu. • Ask learner's to design a menu for breakfast.

Assessment Strategy

Task learners to design menu cards for different dishes

Teaching and Learning Resources

- Computer
- Sample Menus
- Stationary
- Manila Cards
- Markers
- Flip charts/ stand

module 6: Preparation of Stocks and Sauces

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> prepares stock classifies the types of sauces. selects ingredients for making different sauces. prepares sauces of various types. prevents stock and sauce from getting bad. 	<ul style="list-style-type: none"> Types of stocks Types of sauces <ul style="list-style-type: none"> Brown sauce White sauce Preserving stock and sauce What makes stock and sauce to go bad 	<ul style="list-style-type: none"> Guide learners in the selection of spices for different sauces. Demonstrate the preparation of stocks and sauces. Let learners practice the preparation of different stocks and sauces. Lead a guided discussion on the factors that make stock and sauce to get spoilt. Demonstrate ways of preserving stocks and sauces.

Assessment Strategy

Task learners to select a variety of sauces and assess them on the handling and preparation processes.

Teaching and Learning Resources

- First aid kits
- Aprons
- Water
- Soap
- Fire extinguishers
- First aid cabinets
- Kitchen tools and equipment
- Cutlery
- Foodstuff
- Fruits
- Fruit platters
- Chop boards

module 7: Preparation of Soups

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategy
<p>The learner:</p> <ul style="list-style-type: none"> classifies the types of soups. Identifies ingredients for making different soups. prepares tasty soups of various types. 	<ul style="list-style-type: none"> Meaning of soup Types of soup <ul style="list-style-type: none"> Stock Veloute (chicken soup mushroom soup) Puree (potato soup, pea soup) Cream (tomato soup, pumpkin soups) Clear (consomme a la julienne, ala celestine) Broth (mixed vegetable, chicken broth) 	<ul style="list-style-type: none"> Guide learners in the preparation of different categories of soups.

Assessment Strategy

Assess learners on the preparation of a selection of soups.

Teaching and Learning Resources

- First aid kits
- Aprons
- Water
- Soap
- Fire extinguishers
- First aid cabinets
- Kitchen tools and equipment
- Cutlery
- Foodstuff
- Fruits
- Fruit platters
- Chop board

module 8: Preparation of Main dishes

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> prepares recipes for different foods. identifies variations in recipes. prepares and cooks local and international dishes following the set recipes. 	<ul style="list-style-type: none"> Local/traditional dishes: <ul style="list-style-type: none"> Rice Potatoes Banana Millet/posh Cassava International dishes: <ul style="list-style-type: none"> Irish potatoes Spaghetti Chips Eggs cookery Fish cookery Meat (beef, pork, mutton, goat) Poultry Vegetables 	<ul style="list-style-type: none"> Illustrate to learners the steps of mise-en-place for ingredients. Illustrate on board a set of instructions (recipes) with ingredients for preparing different dishes. Guide learners as they prepare different dishes.

Assessment Strategies

Assess the learner's

- arrangement of the mise-en-place.
- application of the mise-en-place in preparing dishes.

Teaching and Learning Resources

- First aid kits
- Aprons
- Water
- Soap
- Fire extinguishers
- First aid cabinets
- Kitchen tools and equipment
- Cutlery
- Foodstuff

- Fruits
- Fruit platters
- Chop boards

module 9: Preparation of Snacks

Duration: 8 Hours

Competence	Content	Teaching and Learning Strategies
<p>The learner makes an assortment of fast foods such as:</p> <ul style="list-style-type: none"> • burgers • chaps • sandwiches • rolex • eggrolls • chips • crisps 	<ul style="list-style-type: none"> • Snacks • Burgers • Sandwiches • Chaps • Rolex • Eggroll • Chips (banana, potatoes, cassava) • Crisps (banana, cassava, potatoes) 	<ul style="list-style-type: none"> • Guide learners in the preparation of fast foods. • Ask each learner to choose and prepare one fast foods.

Assessment Strategy

Assess learners as they prepare different fast foods.

Teaching and Learning Resources

- First aid kits
- Aprons
- Water
- Soap
- Fire extinguishers
- First aid cabinets
- Kitchen tools and equipment
- Cutlery

module 10: Preparation of Fruit Desserts

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> selects fruit mixture for salads. prepares and chops fruits for salad. organises platters for serving salads. clears the remains of the ingredients to keep the working area clean. 	<ul style="list-style-type: none"> Fruit salads Methods of fruit slicing Fruit fritters Cocktails 	<ul style="list-style-type: none"> Ask learners to collect fruits for making salads. Demonstrate the methods of chopping different shapes of salads. Display for learners the appropriate platters for serving salads. Guide learners on the handling of fritters.

Assessment Strategy

Let learners prepare and produce basic hot and cold dessert items.

Teaching and Learning Resources

- Foodstuff
- Fruits
- Fruit platters
- Chop boards

Suggested Reference

Campbell, J. David, F. & Victor, C. (2008), Practical Cookery. 11th edn, Fakanham Ltd, Norfolk.

Gonahasa, J. (2002). The Taste of Uganda. 1st edn, Makerere Printing Press, Kampala.

Victor, C. & Ronald, K. (1995). Practical Cookery. (8th edition), Stoughton Publishing company

NCHC Food Service

Duration: 60 Hours

Module Overview

This module will equip the learner with technical and operational skills to run a food service establishment. The learner will gain experience in preparing and presenting a variety of food dishes in the most appreciated manner by the customers.

Learning Outcomes

By the end of the module the learner should be able to:

- i) organise, set up and run a restaurant.
- ii) apply technical and social skills to orient and serve customers.

Module 1: Introduction to Food Service Operations

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • applies the terms used in food service appropriately. • categorizes food and beverage service organizations. • draws organization structure of the food and beverage service department and follow hierarchy 	<ul style="list-style-type: none"> • Food and beverage service terms • Types of food service organizations (hotels, restaurants, coffee shops, snack bars, nightclubs, cafes) • Organizational structure of the food and beverages 	<ul style="list-style-type: none"> • Let the learner discuss the types of food and beverage service organizations. • Lead the learner in a discussion on the meaning of food and beverage service terms. • Illustrate the organizations structure of food and beverage service department and let the learner emulate. • Let the learner brainstorm the qualities of food and beverage

Competences	Content	Teaching and Learning Strategies
when carrying out restaurant activities. <ul style="list-style-type: none"> • carries out duties of food and beverage service staff. • applies food and beverage service terms • justifies the need of food and beverage service operations in the hospitality industry. 	department <ul style="list-style-type: none"> • Duties and qualities of food service personnel • Role of food and beverage operations in hospitality industry 	service staff. <ul style="list-style-type: none"> • Group learners and task them to make a check list of qualities of food and beverage service staff and let them present to the class. • Lead a discussion on the role of food and beverage service in the hospitality industry.

Assessment Strategies

Task the learner to:

- i) categorise food and beverage service organisations.
- ii) draw the organisation structure of food and beverage service staff.
- iii) describe the duties and qualities of food and beverage service staff.

Teaching and Learning Resources

- Restaurant
- Restaurant tools and equipment
- Text books, Kitchen, first aid kit Equipment: Cookers (Electric and Gas), Charcoal Stoves, refrigerators, ovens. Tools: Chopping Board, Knives, Source Pans, Frying Pans, Plates, Bowls

Ushering Guests in Restaurant

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> receives and seats guests. presents the menu to the guests. takes orders and serves the guest. crumbs down and presents bills. leads guest out of the restaurant. 	<ul style="list-style-type: none"> Receiving and seating guests Presenting menu Offering bread rolls and butter Pouring water in the glass Taking order Serving the guest Crumbing down Serving desserts Presenting a bill Bidding farewell 	<ul style="list-style-type: none"> Let the learner role-play receiving, seating guests and presenting of the menu. Guide the learner to offer rolls and butter, pour water in the glass, take orders, serve food and beverages and present bills. Demonstrate how to crumb down and learner emulates.

Assessment Strategies

Task the learner to:

- i) receive and seat guests.
- ii) present the menu and serve food to guests.
- iii) crumb down.
- iv) present bills and bid farewell.

Teaching and Learning Resources

- Restaurant
- Menu cards
- Food and Beverage
- Restaurant tools and equipment

Module 3 Menus

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • categorises menus. • Compiles menus following appropriate guidelines. • formulates and designs a menu. • harmonizes dishes with accompaniments. 	<ul style="list-style-type: none"> • Meaning of menu • Types of menus, (characteristics, advantages and disadvantages) <ul style="list-style-type: none"> - a la carte menu - table d'hôte - cyclic menu - French classical menus • Factors to consider when compiling menus • Menu formulation/design • Types of dishes and their accompaniments 	<ul style="list-style-type: none"> • Let the learner brainstorm the meaning and types of menus. • Demonstrate how to formulate and design menus and let the learner emulate. • Lead the learner in a guided discussion on the factors to consider when compiling menus. • Lead the learner in a discussion on how to match dishes with accompaniments.

Assessment Strategies

The learner:

- i) distinguish between a la carte and table d' hote menu.
- ii) describe the factors to consider when compiling menus.
- iii) formulate and design a menu.
- iv) harmonizes dishes and their respective accompaniments.

Teaching and Learning Resources

- Restaurant
- Restaurant tools and equipment
- Samples of Menu Cards

Module 4: Restaurant Tools and Equipment

Duration: 10 Hours

Competences	Contents	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • categorises restaurant tools and equipment. • selects restaurant tools and equipment. • applies correct tools and equipment for service of a particular cover. • maintains food and beverage service tools and equipment. 	<ul style="list-style-type: none"> • Classification of restaurant equipment (chinaware, glassware, silverware) • Factors to consider when purchasing food & beverage service equipment • Handling (usage, care and maintenance) of food and beverage service tools and equipment 	<ul style="list-style-type: none"> • Visit a standard food and beverage service organisation and show the learner various tools and equipment. • Display restaurant tools and equipment and ask the learner to identify them. • Demonstrate the uses, care and maintenance of the restaurant tools and equipment and the learner emulates. • The learner brainstorms factors to consider when purchasing food and beverage service tools and equipment.

Assessment Strategies

Task the learner to:

- i) categorise food and beverage service tools and equipment.
- ii) describe the factors to consider when purchasing food and beverage tools and equipment.

Teaching and Learning Resources

- Restaurant
- Restaurant tools and equipment

Module 5: Restaurant mise en scene

Duration: 10 Hours

Competences	Contents	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • attends to the environment and ambience effectively. • sets up restaurant mise- en-place correctly. • carries, care and maintains glasses correctly. 	<ul style="list-style-type: none"> • Mise – en – scene : <ul style="list-style-type: none"> - attending to the environment - ambience • Mise – en – place: <ul style="list-style-type: none"> - cleaning and polishing cutlery, crockery and glasses - setting and laying tables, prepare sideboards, accompaniments, napkin folding. - carrying glasses, tray, care and maintenance 	<ul style="list-style-type: none"> • Demonstrates to the learner how to attend to the environment and ambience and let the learner emulate. • Demonstrate to the learner how to set up restaurant mise- en place and task them to perform mise - en-place. • Guide the learner to set and lay tables, prepare sideboards and fold napkins. • Demonstrates to the learner how to carry, care and maintain glasses and let him/her emulate.

Assessment Strategies

Task the learner to

- i) perform mise – en – scene and mise – en – place
- ii) describe how to carry, care and maintain glasses

Teaching and Learning Resources

- Restaurant
- Side board
- Restaurant tools and equipment
- Restaurant Manuals
- Table Linen

Module 6: Techniques and Styles of Service

Duration: 14 Hours

Competence	Content	Teaching and Learning Strategy
The learner serves food using various styles.	<ul style="list-style-type: none"> Description /application, advantages and limitations of the following styles of service: <ul style="list-style-type: none"> - American/table service - Russian/silver service - French/guéridon - English/family service - buffet/full self-service - Cafeteria/assisted service 	Demonstrate to the learner how to serve food using various styles and let him/her emulate.

Assessment Strategies

Task the learner to:

- serve food using different styles.
- describe various styles of service of food.

Teaching and Learning Resources

- Tables, chairs, table cloths, plates, cutlery, glassware, chinaware
- Chalk board
- Restaurant furniture
- Restaurant tools and equipment
- Kitchen, first aid kit equipment: Cookers (electric and gas), charcoal stoves, refrigerators, ovens. Tools: chopping board, knives, source pans, frying pans, plates and bowls

Suggested References

- Ceseran, S. & Campbell, J. (2010). Theory of Catering, 11th ed. London, Cool power.
- Coller, H. & Sussams (1990). Success in Principles of Catering. Hobson, S. (200). Theory and Public Health, 5th ed. London, Oxford University.
- Melica, B. (2000). Cookery for Schools.)

CHC Introduction Hygiene Safety

Duration: 75 Hours

Module Overview

Hygiene is a point of focus in the hospitality industry today because it highly contributes to customers' safety, health, and satisfaction. This module will introduce the learner to hygiene requirements that give him/her an understanding of the necessary steps to undertake whilst preparing, handling, cooking, and serving of foodstuffs. It covers the importance of personal and food hygiene and work area sanitation. This will enable the learner to be competent in the hygiene and safety procedures required in the catering industry.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) observe and demonstrate personal hygiene and practices.
- ii) handle food and kitchen equipment.
- iii) keep the kitchen and other work areas clean.
- iv) protect food from contamination.

module 1: Concepts of Hygiene and Safety

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • categorises types of hygiene. • selects the cleaning tools and materials. • cleans and disinfects working surfaces. • justifies the importance of hygiene safe. 	<ul style="list-style-type: none"> • Meaning of hygiene, safety and sanitation • Main categories of hygiene (personal, food, workplace and environment) • Cleaning and disinfection procedure of surfaces • Importance of hygiene and safety 	<ul style="list-style-type: none"> • Guide the learner in a discussion on meaning of hygiene, safety, sanitation and main categories of hygiene. • Ask the learner to make some of the common local cleaning materials such as brooms, dusters, mops and brushes. • Task the learner to clean his/her working areas.

Assessment Strategies

The learner is tasked to:

- i) describe the importance of hygiene and safety.
- ii) categorise the branches of hygiene.

Teaching and Learning Resources

- Cleaning agents
- Cleaning tools and equipment

module 2: Personal hygiene

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • justifies the importance of personal hygiene. • observes personal hygiene. • demonstrates the need for personal hygiene. 	<ul style="list-style-type: none"> • Importance of personal hygiene • Aspects of personal hygiene (care for body parts) • Requirements for personal health 	<ul style="list-style-type: none"> • Guide the learner in a discussion on aspects of personal hygiene and task learners to discuss ways of maintaining personal hygiene and then give a report. • Let the learner brainstorm the requirements for good health.

Assessment Strategies

Task the learner to:

- i) identify the requirements for good health.
- ii) suggest rules of personal hygiene.

Teaching and Learning Resources

- Cleaning agents
- Cleaning tools and equipment

module 3: Food

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> practices good food hygiene to prevent food poisoning. stores food correctly to minimize food spoilage. 	<ul style="list-style-type: none"> Meaning of food hygiene Bacteria <ul style="list-style-type: none"> types of bacteria (harmful and useful bacteria) conditions for growth and multiplication of bacteria Food poisoning <ul style="list-style-type: none"> meaning , types, causes and prevention of food poisoning Cross contamination(meaning and prevention) Food spoilage (meaning, causes and prevention) Food preservation (methods, importance) 	<ul style="list-style-type: none"> Guide the learner in a discussion on meaning , types, causes and prevention of food poisoning and cross contamination. Guide the learner in a brainstorming session on the causes of food spoilage and ways of preserving food.

Assessment Strategies

Task the learner t:

- i) identify the conditions necessary for the growth of bacteria.
- ii) describe the causes and prevention of food poisoning.
- iii) describe five food preservation methods.

Teaching and Learning Resources

- Cleaning agents
- Food preservation manuals
- Computer
- Stationary
- Flip charts and Stand
- Cleaning tools and equipment

module 4: Safety in the Kitchen

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> draws Lay out of the kitchen indicating hygiene focal points. identifies the best surface for the kitchen. maintains kitchen hygiene. selects the best clothing for kitchen work. disposes off kitchen waste correctly. 	<ul style="list-style-type: none"> Hygiene focal points on the Kitchen layout Suitable surfaces for the kitchen Kitchen care and maintenance Suitable clothing for kitchen staff Kitchen ventilation Kitchen waste disposal 	<ul style="list-style-type: none"> Take the learner on a study tour on the kitchen floor surfaces, layouts and maintenance. Task the learner to identify suitable kitchen clothing style and then give a report on essential qualities for the same Guide the learner on how to dispose kitchen waste.

Assessment Strategies

Task the learner to:

- i) identify the qualities of a good kitchen clothing.
- ii) suggest the different ways of disposing kitchen waste.
- iii) describe how to care for various kitchen surfaces.

Teaching and Learning Resources

- Cleaning agents
- Kitchen Linen
- Cleaning tools and equipment
- Computer
- Flip Charts/Flip Stand
- Mark pens
- Audio/Video

module 5: Water used in catering industry

Duration: 15 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the sources of water. prevents contamination of water. purifies water using different methods. stores water safely. 	<ul style="list-style-type: none"> Sources of water used in catering establishments Types of water Properties of clean water Contamination of water Purification of water (decanting, filtration, boiling) Tips on safe water storage 	<ul style="list-style-type: none"> Let the learner brainstorm the sources, types and properties of water. Lead the learner in a guided discussion on prevention of water contamination. Demonstrate the various methods of water purification and let learners emulate.

Assessment Strategies

Task the learners to:

- i) identify the sources of water.
- ii) describe the ways through which water is contaminated.
- iii) purify water using various methods.

Teaching and Learning Resources

- Cleaning agents
- Computer
- Demonstration Charts
- Cleaning tools and equipment
- Water purification equipment
- Water

module 6: First Aid

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> justifies the purpose of offering first aid identifies items to include in the first aid box and their uses. sets measures to control accidents in the hotel establishment. administers first Aid to accident victims. 	<ul style="list-style-type: none"> Meaning and purpose of first aid Content of a first aid box Causes of common accidents in the hotel establishments Provision of first aid to burns, scalds and bruises Prevention of common accidents in the hotel establishment 	<ul style="list-style-type: none"> Lead the learner in a guided discussion on importance of offering first aid. Display the items to include in the first aid box and task the learner to state their uses. Lead the learner in a guided discussion on the causes of accidents. Let the learner role-play the administration of first aid for different injuries.

Assessment Strategies

Task learners to:

- i) suggest different causes of accidents.
- ii) identify items to include in the first Aid box and their uses.

Teaching and Learning Resource

First Aid box

Teaching References

- Ceseran, S & Campbell, J. (2010). Theory of Catering, 11th ed. London, Cool power.
- Coller, H. & Sussams (1990). Success in Principles of Catering. (Hobson, S. (200). Theory and Public Health, 5th ed. London, Oxford University.
- Melica, B. (2000). Cookery for Schools.
- Chartered Inst. of Environmental Health (2012). Food Safety, CIEC, London.

NCHC Real Life Project

Duration: 60 Hours

Module Overview

This module introduces the learner to real-life projects involving application of classroom knowledge to produce and present real-life items with the aim of acquiring skills to do business for self-sustainability.

Learning Outcome

By the end of this module, the learner should be able to identify a project, plan for the source of funds and other required resources and start up a real-life project related to the programme.

Project Identification and Planning

Duration: 60 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies a project. carries out a feasibility study. determines the initial capital required. draws the budget. 	<ul style="list-style-type: none"> Environmental analysis Project identification Feasibility study Capital estimation Budgeting 	<ul style="list-style-type: none"> Guide the learner in identifying problems around the college community which he/she can transform into business opportunities. Assign the learner to make budgets for the identified projects.
Sample Projects The learner may setup and run any of the projects listed below or think of any other of his / her choice: <ul style="list-style-type: none"> Plan and write menus for different classes of people Design brochures and tariffs Design a la carte menu or table d'hôte menu Construct a composite pit Sell assorted fruits and vegetables Grow vegetables for sale 		

Suggested References

- Harold, K. (2010). Project Management: A Practical Planning and Implementation Guide. Nairobi, CBPS Publisher & Distributors.
- Jason, W. (2006). The Project Management Life Cycle: A Complete Step by Step Method for Initiating, Planning, Executing and Closing a Project Successfully. New York, McGraw Hill Publishing Company Ltd.
- Kerzner, H. (2002). Project Management: A System Approach to Planning, Scheduling & Controlling, 2nd ed. California, CBP Publishing Company.
- Lewis, J.P. (2004). Project Planning Schedule and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget. New Delhi, New Age International (P) Limited.

Detailed Module Description for Year 1 Semester 2

Housekeeping Operations

Duration: 75 Hours

Module Overview

This module equips the learner with skills of general care, cleanliness, orderliness and ability to keep personal and organisational property. It covers cleaning and maintenance of guestrooms, linen, laundering and garden care: all of which play an important role in the reputation of a hotel. A trainee will be able to make the hotel environment comfortable for the guests by making the ambiance pleasant, attractive and peaceful to live in.

Learning Outcomes

By the end of the module, the learner should be able to:

- i) take care of the accommodation establishments.
- ii) service guest rooms.
- iii) keep linen clean.

module Concepts of Housekeeping

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies housekeeping terminologies. • justifies the role of housekeeping hotel settings. • draws the Housekeeping organisational structure. • exhibits attributes of a 	<ul style="list-style-type: none"> • Housekeeping terminologies and importance of housekeeping • Housekeeping organisational structure • Attributes of a housekeeper • Roles of 	<ul style="list-style-type: none"> • Guide the learner to apply housekeeping terminologies correctly. • Illustrate on board or chart the housekeeping organisational structure and let learners emulate. • Let the learner brainstorm the

Competences	Content	Teaching and Learning Strategies
housekeeper. <ul style="list-style-type: none"> • performs roles of various housekeeping staff. • coordinates the housekeeping with other departments. 	housekeeping staff <ul style="list-style-type: none"> • Relationship between housekeeping and other departments 	attributes and importance of housekeeping staff <ul style="list-style-type: none"> • Guide the learner in a discussion on the relationship between housekeeping and other departments.

Assessment Strategies

Task the learners to:

- i) describe the importance of housekeeping in hotels.
- ii) illustrate the organisational structure of the Housekeeping department.
- iii) identify attributes of a housekeeper.
- iv) analyse the relationship between housekeeping and other departments.

Teaching and Learning Resources

- Housekeeping structure charts
- Computer
- Audio/video

module Cleaning

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • identifies types of soiling. • selects cleaning equipment and tools. • applies and 	<ul style="list-style-type: none"> • Types of soiling (stains, tarnish, dust and dirt) • Types of cleaning equipment and tools <ul style="list-style-type: none"> - manual cleaning equipment and tools - mechanical cleaning equipment - factors to consider 	<ul style="list-style-type: none"> • Display different types of soiling for the learner to get exposed. • Take the learner on a field visit to get exposed to the various cleaning

Competences	Content	Teaching and Learning Strategies
maintains cleaning equipment and tools. <ul style="list-style-type: none"> • applies various Cleaning agents. • applies various methods to clean. • cleans on a daily and periodic basis. 	when selecting cleaning equipment - use and maintenance of cleaning tools and equipment <ul style="list-style-type: none"> • Cleaning agents • Cleaning methods <ul style="list-style-type: none"> - manual (sweeping, dusting, mopping, scrubbing, polishing, dump dusting) - mechanical (suction, scrubbing, washing) • Cleaning routine (daily, periodic) 	equipment, tools, agents and methods. <ul style="list-style-type: none"> • Let the learner discuss the factors to consider when selecting cleaning equipment. • Demonstrate the application of different cleaning agents. • Let the learner practises the different cleaning methods used in housekeeping.

Assessment Strategy

Task the learner to:

- i) classify the various types of soiling.
- ii) apply the right agent to clean different soiling.
- iii) suggest the factors to consider for selecting cleaning equipment.
- iv) use mechanical and manual cleaning equipment.

Teaching and Learning Resources

- Cleaning agents
- Cleaning tools and equipment

Module 3: Guest

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> distinguishes different types of guestrooms. identifies qualities of a good guestroom. cleans a guestroom thoroughly. provides guestroom amenities / facilities. makes up a guestroom. makes the bed. Performs evening services in the guestroom. 	<ul style="list-style-type: none"> Types of guestrooms Qualities of a good guestroom. Cleaning and making up a guestroom <ul style="list-style-type: none"> cleaning occupied rooms cleaning vacant rooms cleaning departure rooms Amenities/ facilities Bed-making procedure Turndown services 	<ul style="list-style-type: none"> Lead the learner on a study visit to a hotel with different types of guestrooms and task the learner to identify distinguishing features. Guide the learner in a discussion on qualities of a good guestroom. Demonstrate the techniques of cleaning an occupied room and cleaning a vacant rooms and let the learner emulate. Lead the learner in a guided discussion on guestroom amenities and facilities. Demonstrate the procedure of making-up a guestroom and the learner emulates. Demonstrate the bed-making procedure and the learner emulates. Demonstrate turndown service and the learner emulates.

Assessment Strategies

Task the learner to:

- i) identify qualities of a good guestroom.
- ii) make a bed.
- iii) clean an unoccupied and a vacant room.

Teaching and Learning Resources

- Guestrooms
- Beddings
- Cleaning materials
- Mosquito net
- Towels
- Sleepers
- Flat iron
- Sprays

module 4: Public

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> cleans public areas following recommended procedures. designs compound Designs a flower garden. makes flower gardens and indoor plants. arranges flowers in different patterns. cares for and maintains flowers and indoor plants. 	<ul style="list-style-type: none"> Cleaning <ul style="list-style-type: none"> washrooms (Bathroom and Toilet) restaurants, conference rooms, corridors, staircases Gardening <ul style="list-style-type: none"> landscaping natural and artificial flowers flower patterns and arrangement care and maintenance of flowers and indoor plants 	<ul style="list-style-type: none"> Demonstrate the procedure of cleaning public areas and the learner emulates. Take the learner on a study tour to landscaped places. Guide the learner on the different flower arrangements. Guide the learner to care and maintain flowers and indoor plants.

Assessment Strategies

Task the learner to:

- i) clean public areas.
- ii) make different flower arrangements.

Teaching and Learning Resources

- Spades
- Rakes
- Hoes
- Ribbons
- Pots
- Flower vases
- Flowers
- Flower oasis
- Gumboots
- Masks
- Overalls
- Garden
- Watering cans
- Wire mesh
- Flower stands
- Pliers
- Scissors and shears
- Gloves
- Cello tape
- Herbicides
- Spraying cans / bottles

module 5

ontrol

Duration:16 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • identifies the common pests in housekeeping. • identifies the signs and effects of pests. • mitigates pest infestation. • eliminates pests from establishments. 	<ul style="list-style-type: none"> • Common pests in housekeeping, signs of pest activities, methods of pest control) <ul style="list-style-type: none"> - bed bugs - moths - wood beetles - fleas, lice, silver fish - wood rot (dry rot, wet rot) - rats, mice, bats - cockroaches - mosquitoes - houseflies • Effects of pest activities 	<ul style="list-style-type: none"> • Let the learners brainstorm the common pests in housekeeping. • Lead the learner in a guided discussion on the signs and effects of pests. • Demonstrate the elimination of pests and the learner emulates.

Assessment Strategies

Task the learner to:

- i) describe effects of pests in establishments.
- ii) identify signs of pest infestation.
- iii) suggest methods of controlling pest infestation in establishments.

Teaching and Learning Resources

- Maids carte
- Buckets
- Spray pump
- Pesticides
- Baits/traps

Suggested References

- Joan, C. B. (2004). Hotel, Hostel & Hospital Housekeeping, 5th ed. New Delhi, Replika Press Pvt Ltd.
- Campbell, J. David, F. & Victor, C. (2008), Theory of Catering, 11th ed. Norfolk, Fakanham Ltd.
- Mulumba, M. (2013). A Guide for Hotel Housekeeping and Laundry Operations. Olca Publications.
- Robyng, G. (2004). Catering towards a Career, 2nd ed. Brisbane, Pearson Educational Australia Pty Ltd.

Basic French

Duration: 45 Hours

Module Overview

The foundation of catering and hospitality industry is based on French culture and most of the menu formulations were and are still in the French language worldwide. This module is thus intended to equip learners with knowledge and skills to familiarise with, and apply the basic French terminologies used in catering.

Learning Outcome

By the end of this module, the learner should be able to understand and apply the French terminologies in day-to-day catering business.

Module 1: Introduction to French

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> introduces oneself and the colleague. greet different people at different times of the day. makes use of French catering terminologies. applies cardinal points to give direction. 	<ul style="list-style-type: none"> Introducing oneself and others Greetings (morning, afternoon, evening, peers, elders, one person, many people) Pronunciation of catering terminologies in French Use cardinal points (East, west, north, south) for direction 	<ul style="list-style-type: none"> Demonstrate introduction of oneself and others. Let the learner role-play the introduction of oneself and others. Demonstrate the greeting in French, and let the learner responds and emulates. Play an audio recording on the pronunciation of numbers and words commonly used in catering. Guide the learner in a role-play to apply catering terminologies.

Assessment Strategies

Task the learner to:

- i) introduce and greet each other at different times of the day.
- ii) direct one another using cardinal points.

module 2 Letters and Numbers

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • states the French alphabet. • counts numbers in French. • distinguishes between cardinal and ordinal numbers. • states fraction figures in French. 	<ul style="list-style-type: none"> • French alphabet • Basic numbers <ul style="list-style-type: none"> - cardinal numbers - ordinal numbers - fractions 	<ul style="list-style-type: none"> • Guide the learner on the application of the French alphabet. • Let the learner count in French stating whole numbers and fractions. • Demonstrate the application of cardinal points.

Assessment Strategies

Give the learner exercises to:

- i) write French alphabet and numbers.
- ii) count ordinary and cardinally in French.

Teaching and learning Resources

- Charts of French alphabet and numbers
- French dictionary

Module 3: Definite and Indefinite Articles

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • asks for and states the date, and age. • asks for and tells time. • pronounces nationalities and countries. • applies the definite and indefinite articles. • identifies and names items used in the kitchen, restaurant and guest rooms in French • contracts the definite articles. 	<ul style="list-style-type: none"> • Application of definite articles • Feminine, masculine, plural forms • Prepositions (at, to, in, on) • Pronouns (me, you, us, him, her, them) • Application of indefinite articles • Stating the date, days and months • Stating age • Stating nationalities and countries • Naming objects used in kitchen, restaurant and guestroom • Contraction of the definite article 	<ul style="list-style-type: none"> • Guide the learner on the conjugation of verbs in the present, future and conditional tenses. • Guide the learner on the application of prepositions in different forms. • Ask the learner to construct sentences with indefinite articles. • Play an audio recording on pronunciation of dates, days and months. • Let every learner say out his/her date of birth and nationality in French. • Guide the learner on the names of items used in the kitchen, restaurant and guestroom.

Assessment Strategies

Task the learner to:

- i) express himself / herself in French indicating his / her age, date of birth, and nationality.
- ii) involve in reading French and assess his / her pronunciations of words.
- iii) name objects in the kitchen, restaurant, and guest room in French.

Teaching and learning Resources

- Calendar
- Clock
- Kitchen utensils and cutlery
- Linen
- Beddings
- Laundry items

module Phrases and Terminologies

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies the “être” and “avoir” correctly. • constructs French sentences using the right tenses. • states the prices of different quantities of items. • uses the singular and plural terms correctly. • makes orders for food / drinks in French. • writes menus cards in French. 	<ul style="list-style-type: none"> • Formal and informal: “tu and vous” • Verbs “être” and “avoir” • Conjugation of verbs <ul style="list-style-type: none"> - present tense - future tense - conditional tense • Use of “how many/much” • Description of hotel and catering items • Use of “there is” and “There are” • Ordering food/drink • Writing: postcards, menus, addresses 	<ul style="list-style-type: none"> • Task the learner to construct different sentences in French using different verbs, quantities and tenses. • Play videos / audio CDs with French tenses. • Let the learner role-play the ordering meals and apply the “how many/much”. • Give examples of business cards and ask the learner to use them to make menus and postcards.

Assessment Strategies

Let the learners:

- construct formal and informal sentences in French.
- read out simple texts written in French.
- make reservations in French.

Teaching and Learning Resources

- Audio tape
- Television set
- Video tapes /CDs
- Role-play scenarios

module Making requests and placing

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • applies French culinary terms correctly. • pronounces French beverage brands correctly. • applies French reservation terminologies correctly. • handles guest inquiries. • takes orders /reservations from guests. • appreciates the guests and responds to appreciation. 	<ul style="list-style-type: none"> • French culinary terms • French beverage brands • Responding to inquiries • Taking orders/reservations from guests • Making appreciation 	<ul style="list-style-type: none"> • Guide the learner in the application of the culinary French terms. • Let the learner name the French beverage brands. • Group the learner to role-play taking orders from guests and expressing appreciations.

Assessment Strategies

Task the learner to:

- construct sentences in the present, future and conditional tenses.
- interrogate in French.
- make requests in French.

Suggested References

- Brian, H. (2000). Just Listen “N Learn French Plus Yokohama, McGraw-Hill.
- Lucette, B. (2002). French for Business: Students Book, 5th ed. London. Loutledge.
- Nathalie, M. (1995). French Business Situations: A Spoken Language Guide. London, Loutledge.

NCHC 123: Basic Food Nutrition

Duration: 60 Hours

Module Overview

Tourism and hospitality industry has led to an increase in the number of people eating in hotels and restaurants. This calls for caterers and hoteliers with knowledge in nutrition to provide well-planned and balanced diets to different hotels and catering institutions. This module is therefore aimed at providing the learner with a firm grounding in food and nutrition practices to venture into food services. It focuses on sub-modules about proteins, carbohydrates, vitamin and fats that influence nutrition design for good health.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) plan nutritious meals for different categories of people.
- ii) promote healthy eating habits.

Module 1: Introduction to Nutrition

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The Learner: <ul style="list-style-type: none"> • applies the nutritional terms correctly. • classifies food nutrients. • justifies the role of food in the body. 	<ul style="list-style-type: none"> • Meaning of nutrition • Nutritional terms • Classification of food nutrients • Role of food in the body 	<ul style="list-style-type: none"> • Lead the learner in a guided discussion on nutritional terms and the classification of food nutrients. • Let the learner discuss the role of food in the body.

Assessment Strategy

Task the learner to:

- i) classify food nutrients.
- ii) discuss the role of food in the body.

Teaching and Learning Resources

- Food stuff
- Audio/ video
- Computer
- Nutritional manuals
- Flip charts/Stand
- Mark pens

Module 2: Meal Planning

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • justifies the importance of meal planning. • classifies types of meals for different categories of people. • prepares a well-balanced meal for different categories of people. 	<ul style="list-style-type: none"> • Importance of meal planning • Types of meals • Diets for different groups of people 	<ul style="list-style-type: none"> • Let learners brainstorm the importance of meal planning. • Let the learner discuss the factors to consider when planning meals for different categories of people, and present in class. • Guide the learner to plan meals for different categories of people. • Let the learner prepare a well-balanced meal for different categories of people.

Assessment Strategies Task the learner to:

- describe the importance of meal planning.
- describe the factors to be considered when planning meals for different categories of people.
- plan meals for different categories of people.
- prepare a well-balanced meal for different categories of people.

Teaching and Learning Resources

- Food stuff
- Menu Samples
- Audio/ video
- Computer

- Nutritional manuals
- Flip charts/Stand
- Mark pens

module : Proteins

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines protein. • classifies proteins. • identifies sources of proteins. • justifies the role of proteins in the body. • Mitigates the effects of protein deficiency in the body. 	<ul style="list-style-type: none"> • Classification of Proteins • Sources of Proteins • Functions of Proteins • Effect of deficiency of Proteins 	<ul style="list-style-type: none"> • Let the learner brainstorm sources of proteins. • Let the learner Illustrate the various classifications of proteins giving examples in each case. • Lead the learner in a guided discussion on the role of proteins in the body. • Let the learner brainstorm the effects of protein deficiency in the body.

Assessment Strategies

Give the learner tests on:

- the importance of proteins to human health.
- effects of deficiency of proteins in the body.

Teaching and Learning Resources

- Food stuff
- Menu samples
- Audio/ video
- Computer
- Nutritional manuals
- Flip charts/stand
- Mark pens

module : Carbohydrates

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • defines and classifies carbohydrates. • identifies sources of carbohydrates. • justifies the role of carbohydrates in the diet. • mitigates the effects of carbohydrate deficiency in the body. 	<ul style="list-style-type: none"> • Classification of carbohydrates • Sources of carbohydrates • Functions of carbohydrates • Effect of deficiency of carbohydrates 	<ul style="list-style-type: none"> • Display to the learner a chart on classification of carbohydrates giving examples in each category. • Task the learner to name sources of carbohydrates. • Let the learner discuss the functions of carbohydrates in the body. • Group the learner and task him/her to discuss the effects of carbohydrates deficiency in the body.

Assessment Strategies

Task the learner to:

- i) discuss the importance of carbohydrates in the body.
- ii) discuss the mitigation measures to effects of deficiency of carbohydrates.

Teaching and Learning Resources

- Food stuff
- Audio/ video
- Computer
- Nutritional manuals
- Flip charts/Stand
- Mark pens

module : Fats and

Duration : 10 hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> distinguishes fats from oils. identifies different sources of fats and oils. classifies fats and oils. justifies the role of fats and oils in the body. mitigates negative effects of over consuming fats and oil. 	<ul style="list-style-type: none"> Difference between fats and oils Classification of fats and oils Sources of fats and oils Functions of fats and oils in the diet Effects of deficiency 	<ul style="list-style-type: none"> Show the learner samples of cooking oil and cooking fat. Let the learner identify sources of fats and oils. Group the learner and task him/her to discuss the importance of oils and fats, and let him/her present to the class.

Assessment Strategies

Task the learners to:

- i) explain the importance of fats and oils in the diet.
- ii) describe effects of deficiency of fats and oils.

Teaching and Learning Resources

- Food stuff
- Audio/video
- Computer
- Nutritional manuals
- Flip charts/Stand
- Mark pens

Module : Micro nutrients and Water

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • classifies vitamins. • identifies different sources of vitamins. • justifies the role of vitamins in the body. • mitigates negative effects of vitamin deficiency. • classifies mineral salts. • justifies the value of mineral salts in the body. • mitigates negative effects of mineral salts deficiency. • justifies the role of water in the body. • mitigates negative effects of water deficiency. 	<ul style="list-style-type: none"> • Classification of vitamins • Sources of vitamins • Functions of vitamins • Conservation of vitamins • Effect of deficiency of vitamins • Mineral salts Classification: <ul style="list-style-type: none"> - sources - functions - effects of deficiency • Water <ul style="list-style-type: none"> - sources - functions - effects of deficiency 	<ul style="list-style-type: none"> • Display a chart about classification of vitamins to learner and task him/her to identify the categories. • Let the learner brainstorm sources of vitamins. • Group the learner and ask him/her to discuss the importance of vitamins. • Let the learner brainstorm the symptoms of deficiency of the different types of vitamins. • Demonstrate the conservation of vitamins and let learner emulate. • Lead the learner in a guided discussion to distinguish between major and minor minerals, giving examples in each case. • Task the learner to discuss the importance of the various mineral salts and the effects of deficiency of each mineral salt, and present in class. • Let the learner brainstorm the sources of water in the diet, and importance of water in the body. • Task the learner to discuss the effects of deficiency of water in the body.

Assessment Strategies

Task the learner to:

- i) justify the importance of calcium in the diet.
- ii) demonstrate the effects of deficiency of calcium.

Teaching and Learning Resources

- Food stuff
- Audio/ video
- Computer
- internet
- Nutritional manuals
- Flip charts/Stand
- Mark pens

NCCA 124: Computer Applications

Duration: 60 Hours

Module Overview

This module introduces the learner to the use of computers. It will provide him/her with basic computer knowledge and skills using different modern information communication technologies. The learner will acquire hands-on experience in Microsoft Office applications such as Word Processing, Spreadsheet, Database applications, Publication and the use of the Internet resources that will enable him/her to digitally access, process, store, and disseminate information.

Learning Outcome

By the end of the module, the learner should be able to use and manipulate a computer to prepare documents and search web-based information from the Internet.

module 1: Introduction to Computer

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the origin of a computer. describes the types of computers. describes the components of a computer. boots and shuts a computer. identifies the computer hardware. 	<ul style="list-style-type: none"> Origin of computer Types of computers Components of a computer Starting a computer Closing down the computer Computer hardware Computer software(video card, network 	<ul style="list-style-type: none"> Lead the learner in a guided discussion on the origin computers. Display components of a computer for the learner to identify their functions. Guide the learner through practice to start and close a computer. Demonstrate the use of the different components of a computer. Let the learners demonstrate the removal and replacement of

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> identifies the computer software, observes the need for computers. Identifies the dangers of using computers. provides safety and security of a computer. 	cards, ROM, RAM, cameras, processors) <ul style="list-style-type: none"> Importance of a computer Dangers of using computers Safety and Security of a computer 	computer RAMS. <ul style="list-style-type: none"> Guide the learner to use the keyboard to manipulate the typing techniques. Lead the learner in a guided discussion on the uses and dangers of computers. Guide the learner through practice to implement the safety and security measures of a computer.

Assessment Strategy

Assign the learner to identify and sort out computer hardware, components according to their application.

Teaching and Learning Resources

- Computer
- External drives
- Keyboard
- Mouse
- Memory cards
- RAM sets
- CPU
- Monitor/screen
- UPS
- Power cables
- Power source

module 2: Operating System

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> classifies the computer operating systems. describes the operation of the computer system identifies the 	<ul style="list-style-type: none"> Types and classification of operating systems Functions of an operating system Benefits of 	<ul style="list-style-type: none"> Assign the learner to research on the types and classifications of operating systems and make class presentations. Lead the learner in a guided discussion on

Competences	Content	Teaching and Learning Strategies
benefits of using the computer operating systems. <ul style="list-style-type: none"> installs and uninstalls windows operating system, application software and other support programmes. 	Operating Systems <ul style="list-style-type: none"> Installation of windows operating system and application software 	computer operating system and its functions. <ul style="list-style-type: none"> Guided the learner through a discussion on types, classification and benefits of computer Operating System. Demonstrate the procedure of installing and uninstalling Operating System and other support computer programmes.

Assessment Strategy

Give the learner assignment to install and uninstall the computer operating system.

Teaching and Learning Resources

Computers with installed operating system

module 3: Desktop Main Menu

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> locates the desktop start menu. creates desktop background and screen saver. identifies icons on desktop and their application. resizes windows. maximises and minimises 	<ul style="list-style-type: none"> Start menu Applications menu Working with the desktop background and screen saver Icons, files and folders Manipulating open windows; resizing, 	<ul style="list-style-type: none"> Guide the learner through practice to locate desktop start menu. Guide the learner through practice to create desktop background and screen saver from default settings. Demonstrate the application of various icons on desktop and allow the learner to

Competences	Content	Teaching and Learning Strategies
windows to task pane. • closes and opens windows from task pane.	maximising, minimising task pane and tiling windows	practise. • Demonstrate the resizing, minimising and maximising of open windows.

Assessment Strategies

Assign the learners to:

- i) create desktop background and screen saver from default settings and pictures or photographs saved in the computer.
- ii) apply the different icons of the computer to produce documents.

Teaching and Learning Resources

- Functioning computers
- Monitors / screens
- Power

module 4: Word Processing

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • starts, creates or opens a Word window. • works with texts and manages files. • uses Word menus to typeset and edit documents. • formats documents. • saves documents to	• Starting, creating and opening a Word window • Working with texts • Word menus for document editing; e.g. copy, paste, cut • Saving a Word document • Formatting a page, document, and paper size • Working with tables	• Guide the learner to open new documents and work with texts to manage files. • Guide the learner through practice to use Word menus for document editing; e.g. copy, paste, cut. • Guide the learner through demonstrations and practice to save a document in different formats and to a storage media, e.g. flash disc. • Demonstrate the

Competences	Content	Teaching and Learning Strategies
different to storage media.	<ul style="list-style-type: none"> Working with drawings, clipart and pictures 	formatting of a page and documents for the learner to practise.

Assessment Strategy

Give the learner assignment to type documents and save on the desktop.

Teaching and Learning Resources

- Computers
- Power source
- Power cable
- Monitor

module 5: Printing, Scanning and Copying

Documents

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> installs a printer to the computer. describes the procedure followed when printing documents. inserts tonner in the printer. prints documents. scans documents. observes security and safety precautions printing and scanning documents. 	<ul style="list-style-type: none"> Installing a printer Working with printer cartridges and toners Printing documents Scanning documents and pictures Safety, security and health precautions when printing and scanning documents 	<ul style="list-style-type: none"> Guide the learner through practice to install the printer to a computer. Guide the learner on the insertion of toners into a printer Demonstrate the printing of a document. Guide the learner through practice to scan and copy documents. Guide the learner to observe security and safety precautions when printing and scanning documents.

Assessment Strategy

Give the learner tasks to type and print documents.

Teaching and Learning Resources

- Working computers
- Power source
- Printer
- Scanner
- Toner / cartridge
- Working scanner
- Used up toner and cartridges
- Useful tonner and cartridges
- Flash disc
- CDs

module 6: Microsoft Excel

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • creates an excel document. • enters data in a spreadsheet. • edits and formats spreadsheet information. • applies excel formulae to calculate figures. • draws charts, tables, and graphs using excel icons. • prints excel documents. 	<ul style="list-style-type: none"> • Creating an excel document. • Entering data to a spreadsheet, editing and formatting a datasheet • Using formulas and functions • Creating/plotting charts and graphs from excel data values • Inserting tables to excel worksheet • Printing a spreadsheet 	<ul style="list-style-type: none"> • Guide the learner through practice to create excel documents. • Give the learner tasks to enter data in excel sheets. • Guide the learner through practice to calculate using excel formulae. • Demonstrate the insertion of tables, charts, and graphs in excel documents.

Assessment Strategy

Give the learner test to enter data in excel sheets and apply the formulae for addition and multiplication to calculate figures.

Teaching and Learning Resources

- Computers
- Power source
- Samples of excel documents
- Printer

module 7: Internet and E

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • connects to an internet website. • surfs information from the internet, downloads saves information from the Internet. • creates a strong password for the email address. • creates an e-mail address. • creates an e-mail password. • connects two computers in one room to a LAN. • sends messages through e-mails. • downloads messages received through e-mails. • observes the health, safety, 	<ul style="list-style-type: none"> • The Internet, web browsers • Opening a website; website address • Internet surfing and search engines • Saving information from the Internet, downloading files, music, pictures to the computer • Electronic mail <ul style="list-style-type: none"> - creating email account - e-mail folders and attachments - attaching documents to outgoing email - downloading email attachment - formatting mail - searching mail • Health, safety and security precautions when using the 	<ul style="list-style-type: none"> • Demonstrate the connections to the Internet websites. • Guide the learner through practice to browse information from the Internet. • Guide the learner to save downloaded information. • Demonstrate the creation of an e-mail account and password. • Give the learner tasks to write and send messages through e-mails, with an attachment. • Lead the learner in a guided discussion on the security, safety and health practices to be observed when using the Internet and e-mail.

Competences	Content	Teaching and Learning Strategies
and security precautions when using the Internet.	Internet and email	

Assessment Strategies

Give the learners exercises to:

- i) open e-mail addresses.
- ii) write and send to each other electronic mails.

Teaching and Learning Resources

- Computers
- Internet connections

module : Basic Networking

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • connects to wireless and cable networks. • communicates through the LAN and WAN. • troubleshoots simple network connection problems. • connects a printer to a network. 	<ul style="list-style-type: none"> • Introduction to computer networking • Types of network; WAN (Wide Area Networks), LAN (Local Area Network) • Types of communication media; cables, wireless, optic fibres • Connecting a computer to a network • Troubleshooting simple connection problems • Connecting and configuring a printer to a network 	<ul style="list-style-type: none"> • Lead the learner in a guided discussion on the types of networks. • Guide the learner to connect to both cable and wireless networks. • Demonstrate the procedure of networking and allow the learner to practise. • Demonstrate the installation and disconnection of a network computer and modem. • Guide the learner to troubleshoot network problems.

Assessment Strategy

Give learners assignments to send messages through LAN.

Teaching and Learning Resources

- The Internet router
- Data cable
- Computer
- Local Area Network connections

Suggested References

Bazi, M, Baguma, I. & Anjoga, H. (2007). Unmasking Information Communication Technology, 1st ed. Kampala

Moya, M. & Nyeko, S. (2009). Information and Communication Technology in business, 1st ed.

Saleemi, N. A. (1997). Electronic Data Processing Simplified. Nairobi, N.A Saleemi Publishers.

NCED Entrepreneurship Development

Duration: 60 Hours

Module Overview

This module will equip the learner with creative and innovative skills and ability to look out for opportunities by manipulating the natural and man-made resources into business. It is intended to make the learner develop a positive career attitude towards entrepreneurship as a means of making a living. It covers units concerning creativity and innovation, scanning the environment for business opportunities, planning a business, managing a business, and entrepreneurial ethics.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) generate business ideas
- ii) identify viable business opportunities.
- iii) mobilises business resources.
- iv) start and manage a business.

module 1: Concepts of Entrepreneurship

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines entrepreneur and entrepreneurship. • observes the qualities of an entrepreneur. • identifies the types of entrepreneurs and what they do. • justifies the roles of entrepreneurs 	<ul style="list-style-type: none"> • Entrepreneur and entrepreneurs hip • Characteristic s/qualities of an entrepreneur • Types of entrepreneurs • Roles of an entrepreneur • Entrepreneurs 	<ul style="list-style-type: none"> • Let the learner brainstorm on the differences between entrepreneur and entrepreneurship. • Let the learner discuss in groups the qualities of a good entrepreneur and make presentations. • Lead the learner in a guided discussion on the types and roles of

Competences	Content	Teaching and Learning Strategies
<p>in the community.</p> <ul style="list-style-type: none"> describes entrepreneurship process identifies the barriers to entrepreneurship development. 	<p>hip process</p> <ul style="list-style-type: none"> Barriers to entrepreneurs hip development 	<p>entrepreneurs in the community.</p> <ul style="list-style-type: none"> Illustrate the process followed by entrepreneurs to create business. Guide the learner on the barriers to entrepreneurship development.

Assessment Strategy

Groups the learner to discuss the characteristics of a good entrepreneur.

Teaching and Learning Resources

- Business magazines
- Compendiums about entrepreneurs
- Computer
- Flip charts/ Flip Stands
- Mark Pens
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

module 2: Creativity and Innovation

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • distinguishes between creativity and innovation • demonstrates the characteristics of a creative person. • analyses the types and causes of innovation. • identifies barriers creative and innovation thinking. • justifies the benefits of innovation to small businesses. • generates business ideas for setting up a business. 	<ul style="list-style-type: none"> • Distinction between Creativity and innovation • Characteristics of a creative person • Types of innovation • Causes of innovation • Characteristics of innovative people • Barriers to creative and innovation thinking • Benefits of innovation to small business • Sources of business ideas 	<ul style="list-style-type: none"> • Let the learner brainstorm the differences between creativity and innovation. • Give the learner tasks to research the characteristics of creative and innovative persons. • Lead the learner in a guided discussion the barriers to creative thinking. • Group the learner to discuss the benefits of innovation in business and make classroom presentations. • Guide the learner in a brainstorming session on the sources of business ideas.

Assessment Strategies

- i) Task the learner to discuss in groups barriers to creativity and how to overcome them.
- ii) Give the learner homework to discuss the characteristics of an innovative person.

Teaching and Learning Resources

- Business magazines
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications

- Journal articles
- Newspaper articles
- Proceedings of conferences

odule 3: Business Opportunities

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • identifies business opportunities. • screens business opportunities to select the most appropriate. • analyses the forms of businesses. • sets up a business based on the analysis and decisions made. • looks out for causes of businesses success/failure. 	<ul style="list-style-type: none"> • Identifying business opportunities • Screening business opportunities • Forms of business ownership (sole proprietorship and partnership) • Establishing a business • Reasons for success / failure of businesses 	<ul style="list-style-type: none"> • Assign the learner to identify business opportunities in his/her communities. • Let the learner make presentation on the identified business opportunities so as to screen out the most viable ones. • Let the learner discuss the requirements needed for starting up a business. • Lead the learner in a guided discussion on the forms of business ownership.

Assessment Strategies

- Let the learner discuss the different forms of business ownership.
- Give the learner assignment on the causes of business success and failure.

Teaching and Learning Resources

- Business magazines
- Computer
- Flip Charts/Stand

- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

module 4: Small and Medium Scale Enterprises (SMEs)

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • appreciates the sources of business idea. • identifies the characteristics of SMEs and their sources of capital. • describes the challenges faced by SMEs and the remedies to the challenges. 	<ul style="list-style-type: none"> • Definition of SME • Sources of business ideas • characteristics of small scale enterprises • Sources of capital to small scale enterprises • Importance of small scale businesses • Challenges faced by small scale businesses in Uganda • Remedies to the challenges 	<ul style="list-style-type: none"> • Lead the learner in a discussion on sources of business ideas and let him/her make a presentation. • Let the learner brainstorm the characteristics, source of capital, importance, challenges and remedies of small scale enterprises.

Assessment Strategy

Organise a field study on the characteristics and challenges faced by small and medium enterprises.

Teaching and Learning Resources

- Business magazines
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications

- Journal articles
- Newspaper articles
- Proceedings of conferences

module 5: Business Planning

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • makes a business plan. • justifies the importance of a business plan. • identifies the challenges involved in making a business plan. • observes the role of government in entrepreneurship development. 	<ul style="list-style-type: none"> • Structure of a business plan • Uses of a business plan • Challenges of planning a business • Government role in entrepreneurship development 	<ul style="list-style-type: none"> • Illustrate to the learner the different structures of a business plan. • Ask the learner to draw a business plan for his/her project. • Let the learner make a classroom presentation on the challenges encountered in preparing a business plan. • Lead the learner in a guided discussion on the role of government in entrepreneurship development.

Assessment Strategy

Task the learner to prepare a simple business plan.

Teaching and Learning Resources

- Business magazines
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

module : Managing a Business

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> scans the environment within which to run a business. identifies the risks involved in managing a business. sets measures to sustain competition in business. exhibits good leadership skills to promote implementation of the business plans. 	<ul style="list-style-type: none"> Business environment Business risks Sustaining competitiveness of a business Leadership and motivation in a business 	<ul style="list-style-type: none"> Lead the learner in a discussion on how to manage a business in a changing environment. Invite an industrialist to guide the learner on the risks involved in business and how to sustain competitiveness. Demonstrate the best leadership styles for the learner to emulate.

Assessment Strategies

Give the learner:

- i) assignment to describe the macro and micro business environment.
- ii) homework to analyse the leadership styles, power and motivation of an entrepreneur.

Teaching and Learning Resources

- Business magazines
- Compendiums about entrepreneurs*
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

module Entrepreneurship

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • appreciates the importance of entrepreneurship ethics. • identifies the roles of ethics in entrepreneurship. • describes the ethical challenges facing entrepreneurs. • identifies solutions to ethical challenges. 	<ul style="list-style-type: none"> • Introduction to entrepreneurship ethics • Importance of entrepreneurship ethics • Ethical challenges facing entrepreneurs. • Solution to ethical challenges 	<ul style="list-style-type: none"> • Guide the learner in a group discussion on the importance and roles of ethics in entrepreneurship. • Guide the learner in a brainstorming session on ethical challenges facing entrepreneurs and how to overcome them.

Assessment Strategy

Task the learner to discuss in groups the importance and role of ethics in entrepreneurship.

Teaching and Learning Resources

- Business magazines
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

Suggested References

Brychan, T. Miller, C. and Lyndon, M., (2011). Innovation and Small Businesses, Vol.1. London, BookBoon Publishers.

Greg, B. (2006). Six Sigma for Small Business. Texas, Entrepreneur Press.

- Kuratko (2008). *The Emergence of Entrepreneurship Education: Development, Trends and Challenges*, 9th ed. Srivastava S. B. (2001). *A Practical Guide to Industrial Entrepreneurs*. New Delhi, Sultan Chand & Sons.
- Timmons, J. A & Spinelli S. (2003). *New Venture Creation and Entrepreneurship for the 21st century*, 6th ed. Boston, McGraw-Hill.

NCHC 126: Real Life Project

Duration: 60 Hours

Module Overview

The module is intended to develop the learner's skills and abilities to create awareness for the goods / services of the started project. This will involve implementing the plans created in project 1 as the business runs. A series of organising and management processes shall be undertaken to monitor, control and maintain the deliverables as the project records for the inventories, finances, achievements, and all transactions are emphasised.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) manage Front office operations.
- ii) provide nutritious meals to customers.
- iii) maintain personal hygiene, food hygiene and work place hygiene.
- iv) observe safety precautions at work.
- v) provide first aid services.

Project Implementation

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • creates awareness of the nature of business • provides the required goods/service. • records the transactions following the accounting principles. 	<ul style="list-style-type: none"> • Creating awareness • Acquiring stock • Maintaining records • Managing a project 	<ul style="list-style-type: none"> • Encourage the learner to record every business transaction. • Guide the learner to discuss how to manage business. • Check on how the learner handles customers.

Sample projects

- Set up guestrooms
- Sell assorted fruits
- Set up bar / restaurant
- Provide outside catering services
- Set up coffee shop
- Prepare and sell fresh juices
- Food production
- Table clothes
- Table flowers
- Wreaths

Detailed Module Description**Semester****NCHC Fundamentals of Front Office
Operations**

Duration: 75 Hours

Module Overview

This module will equip the learners with skills to create an impressive image for an organization to the prospective guests. It provides a systematic approach to front office procedures by detailing the flow of activities through a hotel; from reservations to check-out. The learner will acquire skills and techniques needed to keep the front office desk attractive and profitable.

Learning Outcomes

By the end of the module the learner should be able to:

- i) organise front office.
- ii) demonstrate qualities of a good receptionist at operational level.
- iii) operate the equipment and tools used at the front office.

**Module 1: Introduction to
Operations**

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies Front office terminologies. • justifies the importance of front office. • designs layout of a hotel front office. 	<ul style="list-style-type: none"> • Front office terminologies • Meaning of hotel front office • Importance of front office • Layout of front office 	<ul style="list-style-type: none"> • Lead the learner in a guided discussion on front office terminologies. • Let the learner brainstorm the importance of front office. • Illustrate the front office layout according to various sizes of hotel.

Assessment Strategy

Task the learner to explain the importance of the front office to a hotel.

Teaching and Learning Resources

- Reception desk
- Computer
- Flip Charts/Flip Stand
- Mark pens
- Booking diary
- Reservation forms
- Office Telephones
- Bound books, loose leaf
- Guest registration book / form
- Key rack
- Room rack
- Guest comment cards
- Stationery

Module 2: Front

Organization

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • draws the organisation structure of a small and medium sized front office • performs the roles and responsibilities of a front office staff • exhibits the qualities of a good front office staff 	<ul style="list-style-type: none"> • Organisation structure of small and medium sized front office • Roles and Responsibilities of front office staff • Attributes of front office staff • Front office equipment and materials 	<ul style="list-style-type: none"> • Task the learner to draw the organisation structure of a small and medium sized front office. • Guide the learner in a discussion on the roles /responsibilities and qualities of front office staff • Guide the learner in a discussion on the relationship between

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> operates front office equipment and materials coordinates with other departments in a hotel 	<ul style="list-style-type: none"> Relationship with other departments 	<ul style="list-style-type: none"> front office and other departments Play a DVD about front office operations of a hotel for the learner to gain more knowledge about front office activities

Assessment Strategies

Task the learner to:

- draw the organizational structure of a front office of small, medium and large sized hotel.
- describe the relationship between front office and other departments.

Teaching and Learning Resources

- Reception desk
- Organisational Charts
- Booking diary
- Reservation forms
- Office Telephones
- Bound books, loose leaf
- Guest registration book / form
- Key rack
- Room rack
- Guest comment cards
- Stationery

module 3

Duration: 8 hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> classifies hotels by size, type of guests and ownership. designs hotel organizational structures (for small and large hotels) 	<ul style="list-style-type: none"> Classification of hotels by location, size, type of guests and ownership Hotel organizational structures (for small hotels and large hotels) 	<ul style="list-style-type: none"> Lead the learner in a guided discussion on the categories of hotels. Task the learner to illustrate hotel organisation structures for small, medium and large hotels. Lead the learner in a guided discussion on the

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> grades hotels according to stars. 	<ul style="list-style-type: none"> Hotel rates 	<ul style="list-style-type: none"> star rating system and its effect on hotel performance.

Assessment Strategy

Give the learner assignment to compute tariffs and bill the customer.

Teaching and Learning Resources

- Reception desk
- Computer
- Flip Charts/Stand
- Mark pens
- Booking diary
- Reservation forms
- Office Telephones
- Bound books, loose leaf
- Guest registration book / form
- Key rack
- Room rack
- Guest comment cards
- Stationery

module 4: Guest

tages

Duration: 20 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> • makes pre-arrival arrangements for the guests • receives and registers guests • creates a conducive environment for the guest's stay • prepares for guest departure 	<ul style="list-style-type: none"> • Pre-arrival activities • Arrival activities • Occupancy • Departure 	<ul style="list-style-type: none"> • Lead the learner in a guided discussion on the pre-arrival activities. • Let the learner role-play how to receive and register guests. • Lead the learner in a discussion on the activities carried out during occupancy. • Let the learner role-play the activities carried out during guest departure.

Assessment Strategies

Task the learner to:

- i) make a list of activities carried out in preparation for arrival of guest.
- ii) describe the activities during arrival processes.
- iii) identify activities during guest occupancy.

Teaching and Learning Resources

- Reception desk
- Booking diary
- Reservation forms
- Office Telephones
- Bound books, loose leaf
- Guest registration book / form
- Key rack
- Room rack
- Guest comment cards
- Stationery
- Guest Cycle Charts

module 5: Reservation

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • justifies the importance of advance booking for hotel services. • identifies various types, sources and means of making a reservation. • follows the recommended 	<ul style="list-style-type: none"> • Meaning and importance of reservation • Types of reservations • Sources of reservations • Means of making reservations • Reservation 	<ul style="list-style-type: none"> • Lead a discussion on the meaning and importance of reservation. • Lead the learner in a discussion on the types, sources and means of making reservations. • Let the learner role-play the reservation procedure.

Competences	Content	Teaching and Learning Strategies
procedure for booking hotel services. <ul style="list-style-type: none"> documents and maintains reservation records. handles overbooking, black listed guests and cancellations. 	procedures <ul style="list-style-type: none"> Reservation records Handling overbooking Handling black listed guests 	<ul style="list-style-type: none"> Guide the learner on how to document reservation records. Demonstrate to the learner how to make reservations. Demonstrate to the learner how to handle overbooking, black listed guests and cancellations.

Assessment Strategy

Task the learner to:

- i) identify sources, types and means of making reservation.
- ii) illustrate the reservation procedure.
- iii) write reservation records.

Teaching and Learning Resources

- Reception desk
- Booking diary
- Reservation forms
- Office Telephones
- Bound books, loose leaf
- Guest registration book / form
- Key rack
- Room rack
- Guest comment cards
- Stationery

module 6: Registration

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> prepares for guest arrival. checks-in guests according to 	<ul style="list-style-type: none"> Pre-arrival arrangements Check-in procedures Registration methods 	<ul style="list-style-type: none"> Illustrate the check-in stages. Let the learner role-play on how to check-in a guest. Illustrate to the learner

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> • their categories. • records guest particulars. • maintains check-in records. • applies different methods of registering guests. • receives payment according to company's policy. • checks-out the guest. 	<ul style="list-style-type: none"> • Registration records(Hotel register, registration forms) • Methods of payment • Check out procedures 	<ul style="list-style-type: none"> • the different methods of registering a guest. • Guide the learner to make check-in records. • Demonstrate the different methods of payment. • Take the learner on a study tour in a hotel to get an insight of the different payment modes. • Lead the learner in a discussion on the procedure of checking-out the guest.

Assessment Strategies

Task the learner to:

- i) describe the steps to follow when checking-in a guest.
- ii) explain different methods of registering a guest.

Teaching and Learning Resources

- Reception desk
- Booking diary
- Reservation forms
- Office Telephones
- Bound books, loose leaf
- Guest registration book / form
- Key rack
- Room rack
- Guest comment cards
- Stationery

Suggested References

- Abbot P. & Lewry S. (2002). *Front Office Procedures, Social Skills, Yield and Management*, 2nd ed. , Routledge Publishing Co.
- Beavis JRS & Medlik (2002). *A manual of Hotel Reception*, 2nd ed. London, Heinemann.
- Collin D. & Baird C., (2008). *Front Office Operations..*, Longman Publishers.
- James, A.B. (2002). *Hotel Front Office Management*. Wiley
- Joan, C.B. (2004). *Hotel, Hostel & Hospital Housekeeping*, 5th ed. New Delhi, Replika Press Pvt Ltd.
- Matt A. C. (2014). *Front office Management in Hospitality Lodging Operations*, 3rd ed. Mexico, Create Space Independent publishing Platform.
- Mulumba, M. (2014). *A Guide for Hotel Reception and Front Office Operations*, 1st ed. Olca Publications.
- Robyng, G. (2004). *Catering towards a Career*, 2nd ed. Brisbane, Pearson Educational Australia Pty Ltd.
- Tewari J. R. (2009). *Hotel Front Office Operations and Management*, 1st ed. London, Oxford University press.

NCBL Introduction Business Law

Duration: 45 Minutes

Module Overview

This module is designed to introduce the learner to legal aspects of trade at different levels of catering business. It will provide the learner with knowledge about the court systems and their jurisdictions, terms of agreements in trade and how to settle commercial disputes.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) apply the legal principles to business problems.
- ii) write legal agreements.
- iii) operate business within the legal framework.

Module 1: Nature of Business

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines Business law. • identifies classes of law in Uganda. • identifies the sources of law in Uganda. 	<ul style="list-style-type: none"> • Meaning of law • Classification of law • Sources of law in Uganda 	<ul style="list-style-type: none"> • Let the learner brainstorm the definition of business law. • Guide the learner in a discussion on classification and sources of law.

Assessment Strategy

Assign the learner to identify the sources of law in Uganda.

Teaching and Learning Resources

- The Constitution of the Republic of Uganda, 1995 (amended 2005)
- The Local Government Act
- Hotel Act
- Samples of written agreements

- Flipcharts/Stand
- mark pens
- Computer

Module 2: Administration of Law in Uganda

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • illustrates the system and hierarchy of courts in Uganda. • describes the composition of the different courts and the powers of their jurisdictions. • illustrates the legal procedures followed in handling business issues. 	<ul style="list-style-type: none"> • Court system and hierarchy • Composition and jurisdiction of different courts 	<ul style="list-style-type: none"> • Let the learner brainstorm the powers and jurisdiction of different court in Uganda. • Guide the learner on the composition of different courts and their jurisdictions in handling cases. • Illustrate the procedure followed in handling cases.

Assessment Strategy

Give the learner task to draw the structure of courts in Uganda and describe the jurisdictions of each court.

Teaching and Learning Resources

- The Constitution of the Republic of Uganda, 1995 (amended 2005)
- The Local Government Act
- Hotel Act
- Samples of written agreements
- Flipcharts/Stand
- mark pens

odule

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • observes the legal persons in eyes of law. • analyses the capacity of legal persons to enter into contracts. 	<ul style="list-style-type: none"> • Capacity of persons to enter into legal relations: <ul style="list-style-type: none"> - minors - married women - persons of unsound mind - unincorporated bodies (sole proprietorship, partnership, associations) - citizenship/nationality and domicile 	<ul style="list-style-type: none"> • Lead the learner in a discussion on the legal persons and their capacities to contract. • Task the learner to identify the unincorporated bodies and their operations. • Let the learner distinguish between nationality and domicile.

Assessment Strategies

Task the learner:

- i) to identify the legal persons in the eyes of law.
- ii) with cases on capacity to contract to analyse and advise the parties involved.
- iii) to describe the procedures for acquisition of citizenship.

Teaching and Learning Resources

- The Constitution of the Republic of Uganda, 1995 (amended 2005)
- The Local Government Act
- Hotel Act
- Samples of written agreements
- Flipcharts/Stand
- mark pens

Module 4: Nature of Hotel and Catering

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> adheres to the Hotel laws while doing hotel business. justifies the purpose of law in catering business. applies the Tourism and Hotel Acts in catering business. 	<ul style="list-style-type: none"> Hotel and catering legislation Purpose of law in the catering business The Uganda Tourism Act 2008 The Hotel Act CAP 90 	<ul style="list-style-type: none"> Use a case study to guide the learner on the application of the hotel and catering legislation. Guide the learner in a discussion on the purpose of law in the catering business. Take the learner through Uganda Tourism and Hotel Acts.

Assessment Strategy

Task the learner to research on the importance of the Hotel Act CAP 90.

Teaching and Learning Resources

- The Constitution of the Republic of Uganda, 1995 (amended 2005)
- The Local Government Act
- Hotel Act
- Samples of written agreements
- Flipcharts/Stand
- mark pens

Module 5: Law of Contract

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> defines contract analyses the importance of contract. 	<ul style="list-style-type: none"> Definition and nature of a contract Purpose and 	<ul style="list-style-type: none"> Task the learner to define the term contract. Guide the learner to identify the importance

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> identifies the forms and types of contracts. observes the exclusion clauses of a contract. executes the essential elements of a valid contract. discharges the contract following the recommendations by law. sets mitigation measures for breach of contract. 	<p>importance of the of the contract</p> <ul style="list-style-type: none"> Forms of contracts Exclusion clauses Essential elements of a valid contract Discharge/termination of a contract Remedies for breach of a contract 	<p>of signing a contract.</p> <ul style="list-style-type: none"> Lead the learner in a brainstorming session on the forms of contract. Group the learner to discuss the elements of a valid contract. Use a case study to guide the learner on the factors that lead breach of a contract. Lead the learner in a guided discussion on the circumstances under which a contract may be terminated.

Assessment Strategies

Test the learner on:

- i) forms of contracts.
- ii) exclusion clauses.
- iii) the essentials of a valid contract.
- iv) the remedies for breach of contract.

Teaching and Learning Resources

- The Constitution of the Republic of Uganda, 1995 (amended 2005)
- The Local Government Act
- Hotel Act
- Samples of written agreements
- Flipcharts/Stand
- mark pens

Module : Laws of Agency

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines agency • identifies the types of agents. • creates agency relationship. • executes the duties of a principal/agent. • appointments and remunerations an agent. 	<ul style="list-style-type: none"> • Definition of an agency • Types of agents • Creation of agency • Rights and duties of the principal and agent • Appointment remuneration and termination of an agent 	<ul style="list-style-type: none"> • Group the learner to role-play a principal-agent relationship. • Lead the learner in a guided discussion on the types of agents in the law of agency. • Give the learner homework to research the appointment, remuneration and termination of agency.

Assessment Strategies

- i) Give the learner homework to discuss how agents are created.
- ii) Test the learner on the duties and rights of the principal and an agent.

Teaching and Learning Resources

- The Constitution of the Republic of Uganda, 1995 (amended 2005)
- The Local Government Act
- Computer
- internet
- Hotel Act
- Samples of written agreements
- Flipcharts/Stand
- Mark pens

module : Dispute Resolution

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • selects the method for solving disputes. • follows the right procedures to resolve disputes. • solve disputes without going to court. 	<ul style="list-style-type: none"> • Methods of dispute resolution • Procedure of dispute resolution • Alternative dispute resolution 	<ul style="list-style-type: none"> • Give the learner dispute cases to analyse and make class presentation. • Let the learner demonstrate an understanding of dispute resolution through role-plays.

Assessment Strategies

Let the learners:

- i) discuss the methods of dispute resolution in Uganda.
- ii) describe the procedures for dispute resolution.

Teaching and Learning Resources

- The Constitution of the Republic of Uganda, 1995 (amended 2005)
- The Local Government Act
- Hotel Act
- Samples of written agreements

Suggested References

Bakibinga, D. (2006). Law of Contract in Uganda. Kampala, Professional Publisher and Consultant Ltd.

Essel, R. D. & Howard, C.G. (2011). Principles of Business Law, 4th ed. New Jersey, Pearson Prentice Hall Inc.

Partnership Law in Uganda (2003). Kampala, Professional Publisher and Consultant Ltd.

NCCC Customer Care

Duration: 60 Hours

Module Overview

This module is intended to expose the learner on ways of delivering quality customer service in any industry. The focus will be on the skills and knowledge required to perform effectively as a representative of an organization. The module is designed to develop appropriate knowledge and attitudes to employee in order to serve customers better.

Module Learning Outcomes

By the end of the module, the learner should be able to:

- i) handle different customers in a business environment.
- ii) create value, satisfy and retain customers in the organization.

Module 1: Introduction to Customer Service

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • sets strategies for providing customer care. • justifies the importance of customer Care and service to a business. • provides customer care. 	<ul style="list-style-type: none"> • Definition of customer care and customer service. • Ways of providing customer care • Importance of customer care 	<ul style="list-style-type: none"> • Guide the learner in a discussion on the meaning of customer care and service. • Let the learner brainstorm on the ways of providing customer care and service. • Group learners to role play provision of customer care.

Assessment Strategy

Give the learner homework to research about ways and importance of providing customer care by an organisation.

Teaching and Learning Resources

- Computer
- internet
- Flipcharts/ Flip Stand
- Video/Audio
- Customer Care Manuals
- mark pens

module 2: Customer Care

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategy
<p>The learner:</p> <ul style="list-style-type: none"> • attends to telephone calls • listens and communicates effectively with guests. • asks for pardon where a communication is not clear. • observes the non-verbal communication in a conversation. • demonstrates self-respect before the customers. 	<ul style="list-style-type: none"> • Telephone customer service <ul style="list-style-type: none"> - answering the telephone, - active listening - putting callers on hold - transferring a call - taking a message - closing the call • Effective listening: <ul style="list-style-type: none"> - asking for clarity - dialogue development, - use of non-verbal cues - presentation skills 	<ul style="list-style-type: none"> • Guide the learner through practice how to answer telephone calls. • Organise a video show depicting telephone etiquette. • Lead the learner in a guided discussion on the importance of observing the non-verbal communication. • Let the learner demonstrate the self-respecting presentation skills.

Assessment Strategy

Give the learner assignments about the skills required while attending to callers.

Teaching and Learning Resources

- Computer
- internet

- Flipcharts/ Flip Stand
- Video/Audio
- Customer Care Manuals
- mark pens

Module 3: Customer Retention

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines customer retention. • creates a positive attitude towards the organisation. • maintains customer retention. • provides quality services to satisfy customers. 	<ul style="list-style-type: none"> • Meaning of customer retention • First impression (meaning and tips of creating positive impressions) • Importance of customer retention • Service Quality Factors (SQFs) 	<ul style="list-style-type: none"> • Guide the learner in a discussion on the strategies for creating good impression about an organisation. • Group the learner and task him/her to discuss the importance of customer retention to a business. • Let the learner role-play customer handling to ensure retention.

Assessment Strategies

Task the learner to:

- identify the factors that affect the quality of service delivery.
- explain the benefits of customer retention in hospitality organisations.

Teaching and Learning Resources

- Computer
- internet
- Flipcharts/ flip stand
- Video/Audio
- Customer Care Manuals
- Mark pens

module Customer frustration

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies causes of customer frustrations. resolves conflicts. attends to upset customers. 	<ul style="list-style-type: none"> Meaning of customer frustration Causes of customer frustration Conflicts and their possible solutions Guidelines for calming down upset customers 	<ul style="list-style-type: none"> Let the learner brainstorm on the meaning and causes of customer frustration. Guide the learner in a discussion on the causes of customer frustration. Let the learner role-play on conflict resolution.

Assessment Strategies

Task the learner to:

- discuss the causes of customer frustration.
- give measures for calming down upset customers.

Teaching and Learning Resources

- Computer
- internet
- Flipcharts/ Flip Stand
- Video/Audio
- Customer Care Manuals
- mark pens

module : Time Management

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> observes time management. analyses the effects of wasting time to the business. mitigates time wasters. 	<ul style="list-style-type: none"> Time management skills Time wasters Effects of poor time management Mitigation of time wasters 	Guide the learner in a discussion on the effects of time management to a business.

Assessment Strategies

Give the learner tasks to:

- i) discuss the causes and effects of poor time management to a business.
- ii) suggest the time management solutions.

module 6: Dealing with difficult

Duration: 12 Hours

Competence	Content	Teaching and Learning Strategies
The learner sets measures for effective handling of difficult customers without hurting them.	<ul style="list-style-type: none"> • Talkative customers • Aggressive customers • The 'know it all' customer • Indecisive customer • Suspicious customers 	<ul style="list-style-type: none"> • Guide the learner in a discussion on the meaning and tips essential for dealing with difficult behaviour. • Group the learner to role-play the handling of difficult customer.

Assessment Strategy

Give the learner homework to discuss types of customers and how to handle them.

Teaching and Learning Resources

- Computer
- Internet
- Clock
- Flipcharts/ Flip Stand
- Video/Audio
- Time Management Manuals
- mark pens

Suggested References

- Chris, R. (1997). Understanding customer, 2nd ed. Butterworth, Heinemann.
- David. A. Stale. Understanding customer; a Psychological approach (
- Jeff, T. (2018). Customer Service Tip of the week: Over 52 Ideas and Reminders to Sharpen your Skills – Toister Performance Solutions.
- Jeff, T. (2017). The Service Culture Handbook: A Step – by – Step Guide to Getting your Employees Obsessed with Customer Service; Toister Performing Service.
- Lee. O. (2013). The Customer Rules: The 39 Essential Rules for Delivering Sensational Service: Currency, 1st ed.

NCHC Beverage Service

Duration: 60 Hours

Module Overview

This module will enable the learner to gain expertise in presenting a variety of dishes and beverages in a manner that is appreciated by customers. It involves professional receiving of guests, serving and presenting their bills adequately.

Learning Outcome

By the end of this module, the learner should be able to apply technical and social skills to orient customers about the available foods and beverages and serve them satisfactorily.

Sub module 1 Introduction to Beverage Service

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines terms applied in beverage service. • classifies beverages. 	<ul style="list-style-type: none"> • Terms used in beverage service • Classification of beverages (alcoholic and non-alcoholic) 	<ul style="list-style-type: none"> • Task the learner to mention various beverages known to them. • Involve the learner in classifying of the named beverages.

Assessment Strategy

Task the learner to classify alcoholic and non-alcoholic beverages.

Teaching and Learning Resources

- Computer
- Internet
- Samples of Beverage
- Flip Charts/ Flip Stand
- Mark Pens

module 2: Bar operations

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines a bar. • classifies bars. • sets up and organises a bar. • staffs a bar. • opens a bar. • closes a bar. 	<ul style="list-style-type: none"> • Meaning of bar • Types of bar operations • Bar Setting and layout • Organization structure of a bar • Duties and responsibilities of bar staff • Bar mise en place (opening and closing procedures) 	<ul style="list-style-type: none"> • Lead the learner in a guided discussion on meaning and types of bars. • Task the learner to draw the lay out and organisation structure of a bar. • Guide the learner on the duties and responsibilities of bar staff and the procedure of opening and closing of a bar.

Assessment Strategies

Task the learners to:

- i) staff a bar.
- ii) open and close a bar.

Teaching and Learning Resources

- Computer
- Bar equipment and Furniture
- Bar Organisational Charts
- Internet
- Samples of Beverage
- Flip Charts/ Flip Stand
- Mark Pens

module 3: equipment and

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • names and classifies bar tools and equipment. 	<ul style="list-style-type: none"> • Bar equipment (Fridges , Blender, Crusher, Ice machine, Sinks) • Bar tools (jigger, shaker, 	<ul style="list-style-type: none"> • Task the learner to classify bar tools and equipment. • Display the various

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> • handles bar tools and equipment professionally. • identifies the types of glasses used in a bar. • washes, polishes and frosts glasses. 	strainer, mixing glass, cutting board, knife, Stirring spoon, optics) <ul style="list-style-type: none"> • Glassware <ul style="list-style-type: none"> - types of bar glasses - washing and polishing techniques • Frosting and chilling of glasses 	types of glasses. <ul style="list-style-type: none"> • Demonstrate the washing, polishing and frosting of glasses.

Assessment Strategy

Task the learner to use bar equipment.

Teaching and Learning Resources

- Computer
- Bar equipment and Furniture
- Bar Organisational Charts
- Internet
- Samples of Beverage
- Flip Charts/ Flip Stand
- Mark Pens

module 4 Non alcoholic beverages

Duration: 12 hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> • names the types of hot non-alcoholic beverages • names the types of cold non-alcoholic beverages 	<ul style="list-style-type: none"> • Preparation of Hot beverages <ul style="list-style-type: none"> - Tea (types of teas, procedure for making teas , storage of tea) - Coffees (instant , espresso, cappuccino, cafe Macchiato, cafe mocha, storage of coffee) - chocolate /cocoa 	Demonstrate the preparation and service of hot and cold non-alcoholic beverages

Competences	Content	Teaching and Learning Strategy
<ul style="list-style-type: none"> prepares and serves hot and cold non-alcoholic beverages 	<ul style="list-style-type: none"> Cold beverages (aerated drinks: soda, spring water/ mineral water, squash, juices, syrup) Order of service 	

Assessment Strategy

Task the learner to prepare and serve hot and cold non-alcoholic beverages.

Teaching and Learning Resources

- Computer
- Bar equipment and Furniture
- Bar Organisational Charts
- Internet
- Samples of Beverage
- Flip Charts/ Flip Stand
- Mark Pens

module Fermented and distilled alcoholic beverages

Duration: 10 hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> classifies alcoholic beverages. presents and serves beers and distilled alcoholic beverages. 	<ul style="list-style-type: none"> Classification of alcoholic beverages Fermented alcoholic beverages (beers and wines) Distilled alcoholic beverages (spirit, rum, brandy, vodka and whisky). 	Demonstrate the presentation and service of beers and distilled alcoholic beverages.

Assessment Strategy

Task the learner to classify and serve alcoholic beverages.

Teaching and Learning Resources

- Computer
- Samples of alcoholic beverages
- Bar equipment and Furniture
- Bar Organisational Charts
- Internet
- Flip Charts/ Flip Stand
- Mark Pens

module Classification and service of

Duration: 10 hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines and applies the terminologies of wines. • classifies, serves and stores wines. 	<ul style="list-style-type: none"> • Terminologies of wines • Types of wines • Storage of wines • Service of wines 	<ul style="list-style-type: none"> • Lead the learner in a guided discussion on terminologies and classification of wines. • Demonstrate the service and storage of wines.

Assessment Strategy

Task learners to:

- serve: red wines and white wines.
- store wines.

Teaching and Learning Resources

- Computer
- Bar equipment and Furniture
- Bar Organisational Charts
- Internet
- Samples of Wines

- Flip Charts/ Flip Stand
- Mark Pens

Suggested References

- Davies, B, & Stone, S (1985). Food and Beverage Management. Heinemann, U.K.2. Collins
- Dennis, L & John, C. (2009). Food and beverage service, (7th Ed). Fakenham Ltd, Norfolk.
- Durkan, A. & Cousins, J. (1995). The Beverage Book. Hodder Arnold H&S.
- English Dictionary-Complete and unabridged. (2003). Harper Collins Pub.
- John, F. & Currie, A (1965). The Waiter, (2nd Ed).
- Katsigris, C. & Thomas, C. (2006). The Bar and Beverage Book. John Wiley & Sons Inc.
- Lillicrap, D and Cousins, P (2010) Food and Beverage Service, 8th Edition, Book Power, U.K.
- Lou Heiss, M & Heiss, R. (2007). Hot Drinks: Cider, Coffee, Tea, Hot Chocolate, Spiced Punch, and Spirits, Ten Speed Press.
- Marzia, M & Cathy, M, (2001). An Introduction to Food and Beverage Studies, (2nd Ed). Global Books and Subscription Services, New Delhi.
- Rande, W. & Luciani, V. (2000). The Beverage Service World. Prentice Hall.

NCHC Linen and Laundry Operations

Duration: 60 Hours

Module Overview

This module builds on the foundation of the learner's knowledge to demonstrate housekeeping management skills. It will enable the learner to show an understanding of how to control keys, manage linen room, laundry and staff maintain floors and walls in a hotel establishment.

Learning Outcomes

By the end of the module, the learner should be able to:

- i) supervise the use of laundry equipment and tools.
- ii) manage the activities in the linen room.
- iii) care for different types of floor finishes, floor coverings, and wall finishes.

module Linen operations

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • purchases linen according to the specifications. • performs linen room activities. • designs linen usage cycle. • controls the usage of linen. • justifies the need for hiring linen. • cares and maintains staff uniforms. 	<ul style="list-style-type: none"> • Rules for linen purchase • Activities in the linen room • Linen usage cycle • Control of linen (requisitions, stock taking) • Linen hire (advantages and disadvantages) • Handling of uniforms 	<ul style="list-style-type: none"> • Guide the learner on the rules for purchasing linen. • Demonstrate to the learner the activities carried out in the linen room. • Illustrate the linen usage cycle. • Demonstrate the measures involved in controlling the use of linen. • Guide the learner in a discussion on the concept of linen hire • Guide the learner on handling of staff uniforms.

Assessment Strategy

Task the learners to:

- i) illustrate the linen usage cycle.
- ii) state the guidelines to be followed when purchasing linen.
- iii) state the measures taken in controlling the use of linen.

Teaching and Learning Resources

- Chalkboard
- Linen
- Linen Usage guides
- Manila / flipcharts / markers
- Internet
- Computers
- Projectors
- DVD

module 2: Laundry operations

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • distinguishes between a commercial laundry and in-house laundry. • uses and maintains laundry tools and equipment appropriately. • launders different fabrics. • removes stains from fabrics. • dry cleans garment. 	<ul style="list-style-type: none"> • Types of laundries: <ul style="list-style-type: none"> • commercial laundry • in-house laundry • Advantages and limitations of on premises laundry • Laundry tools and equipment • Laundry of different fabrics • Laundering process • Dry cleaning (process, solvents used) • Procedure of handling guest laundry • The valet service 	<ul style="list-style-type: none"> • Guide the learner in a discussion on types of laundry. • Take the learner to the laundry for a study on how to use and maintain equipment and tools. • Demonstrate the laundry process, removing of stain and dry cleaning.

Assessment Strategy

Task learners to:

- i) distinguish between commercial laundry and in-house laundry.
- ii) describe how to use and care for various equipment used in the laundry.
- iii) describe the laundering process.

Teaching and Learning Resources

- Chalkboard
- Laundry tools and equipment
- Laundry fabrics
- Manila / flipcharts / markers
- Internet
- Computers
- Projectors
- DVD

module 3: Stain Removal

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies the right procedure to wash clothes. • classifies stains. • removes stains. • applies stain removal agents. • applies stain removal methods. 	<ul style="list-style-type: none"> • Washing process • Identification and removal of stain. • Classification of stains • General rules of stain removal • General rules for removal of unknown stain • Stain removal agents • Stain removal methods(physical and chemical) 	<ul style="list-style-type: none"> • Group the learner and guide him/her to describe the wash process. • Guide the learner to classify different types of stains. • Play a video on rules of stain removal / demonstrate the removal of different stains. • Task the learner to identify stain removal agents. • Demonstrate the physical and chemical stain removal methods.

Assessment Strategies

Task learners to:

- i) classify stains.

- ii) explain the general rules of stain removal.
- iii) apply the physical and chemical stain removal methods to remove stains from fabrics.

Teaching and Learning Resources

- Chalkboard
- Manila / flipcharts / markers
- Internet
- Computers
- Projectors
- DVD

Module 4: Care of floors and walls

Duration: 16 Hours

Competence	Content	Teaching and Learning Strategy
The learner: maintains floor finishes, coverings, and walls.	<ul style="list-style-type: none"> • Types, use and care of Floor finishes <ul style="list-style-type: none"> - concrete / cement - terrazzo - lino tiles - wood - ceramics • Types, use and care of floor coverings • Wall maintenance 	Lead the learner on a study tour to establishments furnished with different types of floors finishes, floor coverings and walls.

Assessment Strategy

Task the learners to clean different types of floors and walls.

Teaching and Learning Resources

- Chalkboard
- Manila / flipcharts / markers
- Internet
- Computers
- Projectors
- DVD

Suggested References

- Campbell, J. David, F. & Victor, C. (2008), Theory of Catering, 11th ed. Norfolk, Fakanham Ltd.
- Joan, C. B. (2004). Hotel, Hostel & Hospital Housekeeping, 5th ed. New Delhi, Replika Press Pvt Ltd.
- Mulumba, M. (2013). A Guide for Hotel Housekeeping and Laundry Operations. Olca Publications.
- Robyng, G. (2004). Catering towards a Career, 2nd ed. Brisbane, Pearson Educational Australia Pty Ltd.

NCHC Real Life Project

Duration: 60 Hours

Module Overview

This module is intended to provide the learner with opportunities to make another choice of products/services for real-life projects. The learner will put into practice the skills acquired in class to prepare and produce a wide range of baked products.

Learning Outcomes

By the end of this module a learner should be able to:

- i) make soft beverages.
- ii) launder various types of linen.
- iii) run guest house.

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> • operates a guest house. • renders public telephone services. • makes soft drinks • launders clothes. 	<ul style="list-style-type: none"> • Front office operations • Beverage services • Linen laundering • Sample projects: <ul style="list-style-type: none"> • Run a guest house • Provide public telephones services • Prepare beverages • Dry cleaning services 	Guide the learner in their real life project operations.

Detailed Module Description for Year 2 Semester 2

NCHC Pastry and Baking

Duration: 75 Hours

Module Overview

This module is designed to enable the learner to master ordinary pastries and basic baking techniques. The learner will gain exciting and dynamic career in making fast foods in a professionally equipped kitchen. With guidance from teachers, the learner will acquire skills to measure ingredients, bake, dessert decoration, and presentation.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) produce a range of baked products.
- ii) perform pastry art.
- iii) manage bakeries.
- iv) prepare an assortment of fast foods.

Module 1: Concepts of Pastry and Bakery

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies the pastry and bakery terms correctly • identifies tools and equipment used in pastry and bakery • identifies pastry 	<ul style="list-style-type: none"> • Overview of the pastry section • Terms used in pastry and bakery • Pastry and bakery ingredients • Pastry and 	<ul style="list-style-type: none"> • Engage the learner in a discussion on pastry and bakery terms • Display various pastry and bakery ingredients for the learner to get acquainted • Demonstrate to the learner the use and care of various pastry

Competences	Content	Teaching and Learning Strategies
ingredients • follows the recommended baking procedures	bakery tools and equipment • Baking procedures	and bakery tools and equipment • Guide the learner in a discussion on the baking procedures

Assessment Strategies

Task the learners to:

- i) describe the various terms used in pastry and bakery.
- ii) describe the purpose of different pastry and bakery tools and equipment.
- iii) identify ingredients used in baking a given product.

Teaching and Learning Resources

- **Equipment:** cookers (electric and gas), charcoal stoves, refrigerators, mixers, ovens.
- **Tools:** chopping boards, knives, source pans, frying pans, plates, bowls, cutleries, fuel, water, dust-bins, plate wipers, hand wipers, caps, aprons, whisks, grater , icing kits, pastry cutter, pastry brush
- **Ingredients:** Sugars, baking flours, butter , eggs , lemon ,yeast, baking powder, bicarbonate of soda, Essences, food colours, assorted spices, assorted flavours, chicken, cheese, minced meat, fruits, vegetables, cooking oil, lard, margarine.
- Computer
- Flip charts /flip stand
- Mark pens

Module 2: Pastry

Duration: 15 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • prepares and cooks sugar pastry products. • prepares and cooks short pastry products. • prepares and cooks puff pastry products. • prepares and cooks Filo pastry products. • prepares and cooks flaky pastry products. • Prepares and cooks Danish pastry products. 	<ul style="list-style-type: none"> • Sugar pastry (cut-out-cookies, bake well tart, apple tart, banana tart) • Short pastry (pineapple pie, banana pie, baked Jam Roll) • Puff pastry (meat pie, chicken pie, sausage roll) • Filo pastry (samosas, spring rolls, pastry crisps, chapatti) • Flaky pastry • Danish pastry (cocks comb, jam rolls, jam fold-over, croissants) 	<ul style="list-style-type: none"> • Demonstrate preparation of various pastry products. • Let the learner practise the preparation of various pastry products.

Assessment Strategy

Task the learner to prepare and cook different pastry dough products.

Teaching and Learning Resources

Equipment: Cookers (electric and gas), charcoal stoves, refrigerators, mixers, ovens.

Tools: Chopping boards, knives, source pans, frying pans, plates, bowls, cutleries, fuel, water, dust-bins, plate wipers, hand wipers, caps, aprons, whisks, grater, icing kits, pastry cutter, pastry brush

Ingredients: Sugars, baking flours, butter, eggs, lemon, yeast, baking powder, bicarbonate of soda, Essences, food colours, assorted spices, assorted flavours, chicken, cheese, minced meat, fruits, vegetables, cooking oil, lard, margarine.

odule 3: Yeast ough roduc

Duration: 14 Hours

Competence	Content	Teaching and Learning Strategies
The learner prepares and cooks yeast dough products.	<ul style="list-style-type: none"> • Bread (sweet bread, salted, bread rolls, loaf, buns, burger rolls) • Doughnuts (twisted, jam, ginger, cinnamon) • Pizzas (Bolognaise, Napolitaine, mushroom, mixed vegetable) 	<ul style="list-style-type: none"> • Demonstrate preparation of various yeast dough products. • Let the learner practise the preparation of various dough products.

Assessment Strategy

Task the learner to prepare and cook different yeast dough products.

Teaching and Learning Resources

Equipment: cookers (electric and gas), charcoal stoves, refrigerators, mixers, ovens.

Tools: chopping boards, knives, source pans, frying pans, plates, bowls, cutleries, fuel, water, dust-bins, plate wipers, hand wipers, caps, aprons, whisks, grater , icing kits, pastry cutter, pastry brush

Ingredients: Sugars, baking flours, butter , eggs , lemon ,yeast, baking powder, bicarbonate of soda, Essences, food colours, assorted spices, assorted flavours, chicken, cheese, minced meat, fruits, vegetables, cooking oil, lard, margarine.

module 4: Sweet roducts

Duration: 14 Hours

Competence	Content	Teaching and Learning Strategies
The learner prepares and cooks sweet products.	<ul style="list-style-type: none"> • Fruit sweets (banana fritters, pineapple fritters, pineapple upside down) • Sweet sauces (custard, chocolate, jam, apricot, lemon, strawberry) 	<ul style="list-style-type: none"> • Demonstrate preparation of various sweet products. • Let the learner practise the preparation of various sweet products.

Assessment Strategy

Task the learner to prepare and cook different sweet products.

Teaching and Learning Resources

Equipment: Cookers (electric and gas), charcoal stoves, refrigerators, mixers, ovens.

Tools: Chopping boards, knives, source pans, frying pans, plates, bowls, cutleries, fuel, water, dust-bins, plate wipers, hand wipers, caps, aprons, whisks, grater, icing kits, pastry cutter, pastry brush

Ingredients: Sugars, baking flours, butter, eggs, lemon, yeast, baking powder, bicarbonate of soda, Essences, food colours, assorted spices, assorted flavours, chicken, cheese, minced meat, fruits, vegetables, cooking oil, lard, margarine.

module 5: Cake making

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies various cake making ingredients follows cake making procedures. prepares and cooks various types of cakes. ices and decorates cakes. 	<ul style="list-style-type: none"> Cake making ingredients Cake making procedure Types of cakes (queen cakes, cake loaf, fruits cakes, banana cakes) Cake icing and decorating 	<ul style="list-style-type: none"> Display various cake making ingredients for the learner to get acquainted. Demonstrate to the learner the various cake making procedures. Let the learner practise the preparation of various cakes. Demonstrate preparation of different types of icing. Use guided discovery to decorate a cake.

Assessment Strategies

Task the learner to:

- prepare and cook various types of cakes.
- ice and decorate cakes.

Teaching and Learning Resources

- **Equipment:** cookers (electric and gas), charcoal stoves, refrigerators, mixers, ovens.
- **Tools:** chopping boards, knives, source pans, frying pans, plates, bowls, cutleries, fuel, water, dust-bins, plate wipers, hand wipers, caps, aprons, whisks, grater , icing kits, pastry cutter, pastry brush
- **Ingredients:** Sugars, baking flours, butter , eggs , lemon ,yeast, baking powder, bicarbonate of soda, Essences, food colours, assorted spices, assorted flavours, chicken, cheese, minced meat, fruits, vegetables, cooking oil, lard, margarine.

module 6: Other Pastry roducts

Duration: 12 Hours

Competence	Content	Teaching and Learning Strategies
The learner prepares and cooks other pastry products.	<ul style="list-style-type: none"> • Daddies • Local pancakes (kabalagala) • Mandazi • Bagiyas • Samosas • Musiba tayi • Pancakes (jam pancake, Banana pancake, apricot pancake, American pancake) 	<ul style="list-style-type: none"> • Demonstrate preparation of other pastry products. • Let the learner practise the preparation of other pastry products.

Assessment Strategy

Give the learner the task to prepare and cook dadies, pancakes, mandazi, bagiyas, samosas.

Teaching and Learning Resources

- **Equipment:** cookers (electric and gas), charcoal stoves, refrigerators, mixers, ovens.

- **Tools:** chopping boards, knives, source pans, frying pans, plates, bowls, cutleries, fuel, water, dust-bins, plate wipers, hand wipers, caps, aprons, whisks, grater , icing kits, pastry cutter, pastry brush
- **Ingredients:** Sugars, baking flours, butter , eggs , lemon ,yeast, baking powder, bicarbonate of soda, Essences, food colours, assorted spices, assorted flavours, chicken, cheese, minced meat, fruits, vegetables, cooking oil, lard, margarine.

Suggested References

- Campbell, J., David, F. & Victor, C. (2008). Practical Cookery, 11th ed. Norfolk, Fakanham Ltd.
- Delia, C. & Elizabeth, H. (1988). Food Facts: A Study of Food and Nutrition, 3rd ed. Hong Kong, Macmillan Education.
- Victor, C. and Ronald, K (1995). Practical Cookery, 8th ed

NCHC 222 Introduction to Food Sales and Marketing

Duration: 45 Hours

Module Overview

This module is intended to expose the learner to the core principles of marketing and sales in food and beverages service operations emphasizing food product development, consumer behaviour, marketing mix, selling techniques, marketing research, sales promotion techniques, purchase motivations and new developments in food marketing.

Module Learning Outcomes

By the end of the module, the learner should be able to:

- i) apply concepts of food sales and marketing.
- ii) develop appropriate marketing mix.
- iii) analyse marketing environment.
- iv) apply general selling techniques.

Module 1: Hospitality Marketing

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategy
The Learner: <ul style="list-style-type: none"> • applies marketing concepts. • justifies the need for marketing in hospitality businesses. 	<ul style="list-style-type: none"> • Introduction of hospitality sales and marketing • Importance and role of hospitality marketing to a Business organisation • The concepts of hospitality marketing 	Guide the learner in a discussion on marketing, the marketing concepts and the importance of marketing in hospitality businesses.

Assessment Strategies

Task the learner to:

- i) suggest the importance of marketing in hospitality businesses.
- ii) define marketing concepts.

Teaching and Learning Resources

- Flyers
- Promotional materials
- Public address system
- Television
- Telephone
- Cameras
- Packaging materials

module Managing roduct

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • manages stages in the food product. • differentiates the food product. • packages food. 	<ul style="list-style-type: none"> • Levels of food products • Packaging the food product • Stages in managing the food product • Food product differentiation 	<ul style="list-style-type: none"> • Guide the learner in a discussion on levels of food product and stages in managing the food product. • Using locally available packaged foods such as Ruwenzori water, guide the learner through the processes of packaging. • Group the learner and ask each to design a packaging material for his/her book. • Guide the learner to brainstorm packaging and differentiating the food product.

Assessment Strategies

Task learners to:

- i) identify the stages in managing the food product.
- ii) define food product differentiation.

Teaching and Learning Resources

- Flyers
- Promotional materials
- Public address system
- Television
- Telephone
- Cameras
- Packaging materials

Module 3: Service Marketing

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The Learner: <ul style="list-style-type: none"> • identify the characteristics of services. • justifies the importance of services marketing • applies guidelines to offer quality Service. 	<ul style="list-style-type: none"> • Definition • Characteristics of services marketing • Importance of service marketing • Service quality characteristics 	<ul style="list-style-type: none"> • Let the learner research the meaning and characteristics of services and present. • Guide the learner in a brainstorming session on the importance of service marketing. • Guide the learner in a discussion on the service quality characteristics.

Assessment Strategy

Task learners to:

- describe the characteristics of services.
- identify the characteristics of quality Service.

Teaching and Learning Resources

- Flyers
- Promotional materials
- Public address system
- Television
- Telephone
- Cameras
- Packaging materials

Module Marketing Environment

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies environmental factors affecting marketing in hospitality organisations. scans the hospitality marketing environment. 	<ul style="list-style-type: none"> Environmental influences on hospitality organizations <ul style="list-style-type: none"> micro-environment macro-environment-PESTE Environmental scanning (SWOT analysis) 	<ul style="list-style-type: none"> Let the learner discuss the factors affecting marketing in hospitality organisations. Let the learner brainstorm the characteristics of service marketing.

Assessment Strategy

Give learners assignment to describe the environmental factors influencing marketing in hospitality organisations.

Teaching and Learning Resources

- Flyers
- Flip charts/ Stands
- Mark pens
- Promotional materials
- Public address system
- Television
- Telephone
- Cameras
- Packaging materials

Module Market

Duration: 6 Hours

Competences	Contents	Teaching and Learning Strategy
The Learner: <ul style="list-style-type: none"> justifies the need for market research. provides goods and service according to 	<ul style="list-style-type: none"> Importance of market research Market research process Sources of information for market research 	<ul style="list-style-type: none"> Let the learner brainstorm the importance of market research. Guide the learner to

Competences	Contents	Teaching and Learning Strategy
customers' needs. • identifies the different sources of information for market research. • collects data using various methods. • identifies the challenges of market research.	<ul style="list-style-type: none"> - internal and external sources - primary and Secondary sources • Data collection methods and tools <ul style="list-style-type: none"> - interviews - observation - questionnaires • Challenges of market research 	discuss the market research process. • Let the learner research the data collection methods and tools and present. • Let the learner brainstorm the challenges of market research.

Assessment Strategies

Task the learners to:

- i) identify the challenges of market research.
- ii) describe the methods used for data collection.

Teaching and Learning Resources

- Flyers
- Computers
- Promotional materials
- Public address system
- Television
- Telephone
- Cameras
- Packaging materials

Module

Marketing

Hospitality

Duration: 4 Hours

Competence	Content	Teaching and Learning Strategy
The learner applies the marketing mix concept in hospitality context.	<ul style="list-style-type: none"> • Concept of the marketing mix • The 7 P's of the marketing mix (meaning and examples of) <ul style="list-style-type: none"> - product - price - promotion - place - people - process 	Guide the learner in a discussion on the concept of marketing mix and the 7 P's.

Assessment Strategies

Task learners to:

- i) give the meaning of marketing mix.
- ii) identify the 7 Ps of the marketing mix.

Teaching and Learning Resources

- Flyers
- Promotional materials
- Public address system
- Television
- Telephone
- Cameras
- Packaging materials

Module Marketing Communications

Duration: 10 hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • identifies the various marketing communication tools. • justifies the need for personal selling, publicity, advertising, sales, promotion, Public relations, merchandising and the Internet marketing. • applies personal selling, publicity, advertising, sales, promotion, public relations, merchandising and the Internet marketing. 	<ul style="list-style-type: none"> • Elements of marketing communications • Personal selling • Publicity • Advertising • Sales promotion • Public relations • Merchandising • Internet marketing 	<ul style="list-style-type: none"> • Guide the learner in a discussion on the elements of marketing communications. • Group the learner to discuss the importance of: <ul style="list-style-type: none"> - personal selling - publicity - advertising - sales promotion - public relations - merchandising - the Internet marketing

Assessment Strategy

Task learners to

- i) describe the sales promotion tools.
- ii) the challenges faced when advertising hospitality goods.

Teaching and Learning Resources

- Flyers
- Promotional materials
- Public address system
- Television
- Telephone
- Cameras
- Packaging materials

Modules Industry

Function in Hospitality

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The Learner: <ul style="list-style-type: none"> • performs roles of a sales man. • exhibits Qualities of a good salesman. • applies the selling techniques. 	<ul style="list-style-type: none"> • Role of the sales man • Qualities of a good salesman • General selling techniques • Franchising (meaning, process, advantages and disadvantages) 	<ul style="list-style-type: none"> • Guide the learner to discuss Role and qualities of a good salesman. • Let the learner brainstorm the general selling techniques. • Guide the learner in a discussion on the meaning, process, advantages and disadvantages of franchising.

Assessment Strategies

Task the learners to:

- i) identify selling techniques.
- ii) describe the roles of a sales man.
- iii) suggest the qualities of a good salesman.

Teaching and Learning Resources

- Flyers
- Promotional materials
- Public address system
- Television
- Telephone
- Cameras
- Packaging materials

Suggested References

- Kotler, P. (1997). Principles of Marketing. 7th ed. Englewood, Prentice-Hall international.
- Kotler, P. & Armstrong, G. (2004). Principles of Marketing, 10th ed. Upper Saddle River, Prentice Hall.
- Ntayi. J. (1999). Marketing Theory, 3rd ed. Problem Solving and Decision Making Approach and practical marketing.
- Station, .W. M. & Futrell. C. (1999). Fundamentals of Marketing, 8th ed. Prentice Hall international (UK) Limited.

NCBK Basic Kiswahili

Duration: 45 Hours

Module Overview

This module introduces the learner to the basic Kiswahili as used in the industry and by the general public. The learner will appreciate Kiswahili as a language spoken and apply it in the day-to-day business dealings; communicating in any situation that arises in the course of conducting business.

Learning Outcomes

By the end of the module, the learner should be able to:

- i) make simple expressions in Kiswahili.
- ii) count in Kiswahili.
- iii) construct coherent Kiswahili sentences.

module 1: Introduction to Kiswahili

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • acknowledges the importance of learning and using Kiswahili language. • correctly greets elders, peers and the young at different times. • introduces oneself. • makes introduction of oneself and other persons. 	<ul style="list-style-type: none"> • Origin and spread of Kiswahili • Importance of Kiswahili to Ugandans • Greetings <ul style="list-style-type: none"> - at different times - to elders, peers, the young - to one person - to many people • General Introduction <ul style="list-style-type: none"> - of oneself - of others 	<ul style="list-style-type: none"> • Allow the learner to buzz over different greeting styles. • Ask the learner to make self-introductions before the class.

Assessment Strategies

Assess the learner on the:

- i) importance of learning Kiswahili in the context of hotel and institutional catering.
- ii) greeting of peers, elders and supervisors at different times.

module 2: Definite Articles

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • makes correct use of the Swahili alphabet. • pronounces Swahili verbs and names in the correct accent. • states phrases in the correct tense. 	<ul style="list-style-type: none"> • Vowels and consonants, • Verbs and nouns • Production of Kiswahili sounds/accents 	<ul style="list-style-type: none"> • Use tapes/compact disks for learners to listen to word sounds and pronunciations. • Guide the learner on the names of different places and common titles in the catering profession. • Set out a number of Kiswahili vowels, verbs and nouns for the learners to practice their application. • Use a tape recording to produce Kiswahili sounds for the learner to emulate.

Assessment Strategies

Assess learners on:

- i) word pronunciation.
- ii) use of verbs and nouns.

Teaching and Learning Resources

- Kiswahili dictionary
- Documentaries
- Charts
- Video recordings
- Tape recorders
- Radio cassettes

module 3: Polite Language

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> expresses appreciation to others. makes requests for products, services, or places by names. identifies people by their professional titles. 	<ul style="list-style-type: none"> Welcoming customers Making requests Presenting menu Expressing appreciation Advertising of products Negotiating for better terms Asking for pardon 	<ul style="list-style-type: none"> Organise a role-play in which the learner shall make simple expressions involving asking for a particular product, service, place or direction and appreciating for the assistance offered. Let the learner express themselves by asking for forgiveness for a wrong done.

Assessment Strategies

- Assess the learner as he / she express himself in a role-play.
- Give the learner assignment to design and format a Kiswahili advert for a hotel menu.

odule 4: Indefinite rticles

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> combines words to construct good sentences. asks and responds to inquiries expresses likes and dislikes. 	<ul style="list-style-type: none"> Introductory vocabulary Sentence pattern Questions and responses Expressing likes and dislikes 	<ul style="list-style-type: none"> Guide the learner to use the indefinite article to construct sentences. Group the learner to role-play the asking and answering of questions related to catering services. Ask the learner to express his/her likes and dislikes in the role-play.

Assessment Strategy

Assess the learner on the construction of sentences in response to questions.

odule 5: Numbers and rithmetic

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> counts and numbers items using the cardinal and ordinal numbers. states the time, date, days and months correctly. 	<ul style="list-style-type: none"> Counting cardinal numbers Counting ordinal numbers Time, dates, days, months 	<ul style="list-style-type: none"> Lead the learner in the counting exercise. Guide the learner in stating time and dates. Ask the learner to make presentations of his/her date of birth.

Assessment Strategies

Task the learner to:

- i) count using ordinal and cardinal numbers.
- ii) state different periods in Kiswahili.

Teaching and Learning Resources

- Charts of numbers, dates and days
- Calendar
- Clock
- Mathematical symbols

Grammar and syntax

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • makes a logical flow of sentence construction. • applies the singular and plural nouns/verbs correctly. • applies correct Kiswahili tenses in sentence construction. 	<ul style="list-style-type: none"> • Basic sentence elements • Sentence logic • Singular and plural • Tenses 	<ul style="list-style-type: none"> • Guide the learner to make sentences in Kiswahili using first person singular and first person plural. • Let the learner demonstrate the application of different tenses in sentence construction.

Assessment Strategy

Give the learner exercises on:

- i) the way words are arranged the in a sentence.
- ii) the rule of singular and plural.
- iii) the application of tenses.

module : Professional related Vocabulary

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies the terminologies used in hotels and catering correctly. • identifies and names the tools, materials, and equipment used in hotel and catering.. • refers to officers by their titles. • describes the 	<ul style="list-style-type: none"> • Terminologies used in hotels • Prices, quantity, quality, order • Names of tools, materials, and equipment used in hotel and catering. • Professional titles like chef, manager, cook, cashier, caterer, waiter, storekeeper, visitor, and customer 	<ul style="list-style-type: none"> • Guide the learner to identify and name the tools, materials, and equipment used in hotels and catering. • Ask the learner to research on the Kiswahili titles for the staff that work in hotels and catering industry. • Let the learner discuss the tasks

Competences	Content	Teaching and Learning Strategies
tasks performed by different officials in the hotel and catering establishments	<ul style="list-style-type: none"> Tasks performed in hotels and catering establishments 	performed by different hotels and catering officers.

Assessment Strategy

Assign the learner to write the titles and tasks performed by various professionals in hotel and institutional catering.

Teaching and Learning Resources

- Kiswahili dictionary
- Reading charts
- Audio CD packs
- Radio cassette
- Video tapes

Suggested References

- Donavan, M. & Lutz M. (2011). Swahili: A Complete Module for Beginners. 2nd ed. Dar-es-Salaam, Living Language Publishers.
- Maw, J. E. (2012). Swahili for Starters: A Practical Introductory and Intermediate Level. Almasi, W. F. (2014). Swahili Grammar for Introductory and Intermediate levels
- Perrot, D.V. (2010). Essentials of Business Kiswahili. A teach yourself Guide. Nairobi, Kenya Publications.
- Peter, M. W. (2006). Simplified Swahili. New York, Longman Group

Fundamentals of Food Costing

Duration: 60 Hours

Module Overview

In order to maximise revenues in any business, there is need to plan, forecast and manage costs. Food costing and portion control are two ways to help price menus correctly by hoteliers so as to maximise profits. This module is intended to provide the learner with skills, knowledge and competences to assess the food costs incurred on ingredients offered in a menu and the revenue generated by preparing and serving that food.

Learning Outcomes

By the end of the module, the learner should be able to:

- i) Comprehend and implement cost control measures within the food and beverage service establishments.
- ii) Use costs to analyse the performance of an establishment.

module 1: Concepts of Food Costing

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • justifies the importance of food costing. • applies food costing concepts. • identifies elements of sales and costs. • computes food costs, kitchen 	<ul style="list-style-type: none"> • Meaning of costing • Importance of costing • Concepts of costs <ul style="list-style-type: none"> - current costs - past and sunk costs - value added costs - conversion costs - charging costs • Cost unit • Cost centre • Elements of sales and costs • Sales volume and sales mix • High and low margin return 	<ul style="list-style-type: none"> • Guide the learner to brainstorm the meaning and importance of food costing. • Guide the learner on the computation of elements of costs and sales. • Group the learner and task him/her to find out the

Competences	Content	Teaching and Learning Strategies
percentages, representative customer, high and low margin return.	<ul style="list-style-type: none"> • The representative customer • Reward for capital invested • Composition of food cost and kitchen percentages 	composition of kitchen costs and present findings to the class.

Assessment Strategy

Give the learner homework to:

- i) discuss the importance of food costing.
- ii) compute representative customers of a dish.
- iii) identify elements of sales and costs.

Teaching and Learning Resources

- Chalk board
- Stationary
- Calculator
- Manila / flip charts / markers
- Internet
- Computers
- Projectors
- DVD

module 2 Cost Classification

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • differentiates between direct cost and indirect cost. • distinguishes between fixed and variable costs attached to food business. 	<ul style="list-style-type: none"> • Direct and indirect costs • Fixed and variable costs 	<ul style="list-style-type: none"> • Guide the learner in a discussion on the difference between direct and indirect costs. • Illustrate fixed and variable costs and let the learner emulate.

Assessment Strategies

Task the learner to:

- i) distinguish between direct cost and indirect cost.
- ii) illustrate fixed and variable costs related to food and beverage costing.

Teaching and Learning Resources

- Chalk board
- Manila / flip charts / markers
- Internet
- Computers
- Projectors
- DVD

module 3 Dish and Banquet Costing

Duration: 10 hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • prepares a shopping list for dishes. • computes the dish gross profit. • calculates total food costs using costing sheets. • calculates selling prices for various dishes. • computes banquet/function costs. 	<ul style="list-style-type: none"> • Computation of dish gross profit • Costing sheets and the concept of supplement • Banquet/function costing 	<ul style="list-style-type: none"> • Illustrate to the learner how to develop shopping list and task him/her to make one for respective dishes. • Illustrate to the learner how to calculate dish gross profit and let him/her practice. • Illustrate how to develop dish costing sheet for various dishes and let him/her practise. • Group the learner and task him/her to calculate selling prices for dishes and banquets/functions.

Assessment Strategies

Task the learner to:

- i) develop a shopping list of items for making a given dish.
- ii) compute gross profit for a given dish.

- iii) draw dish costing sheet and compute total food cost.
- iv) calculate the selling price for a given dish.

Teaching and Learning Resources

- Chalk board
- Manila / flip charts / markers
- Internet
- Computers
- Projectors
- DVD
- Ingredients
- Samples of Shopping Lists
- Meat (beef, chicken, fish)
- Calculators
- Weighing scale
- Knives
- Cleaver
- Chopping boards
- Bowls

module 4 Costing of hicken and

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • identifies meat cuts. • costs special cuts of meat, chicken and fish. • applies the concept of usable meat to cost special cuts. 	<ul style="list-style-type: none"> • Costing of meat cuts • Costing of chicken cuts • Costing of fish cuts • Concept of usable meat 	<ul style="list-style-type: none"> • Display different cuts of meat, fish and chicken and let the learner identify them. • Illustrate the costing of meat cuts and let the learner practise. • Guide the learner in a discussion on the applicability of the concept of usable meat

Assessment Strategies

Task the learner to:

- i) identify special cuts of meat, chicken and fish.
- ii) cost different cuts of meat, chicken and fish.

Teaching and Learning Resources

- Chalk board
- Manila/flip charts /markers
- Internet
- Computers
- Projectors
- DVD
- Meat (beef, chicken, fish)
- Calculators
- Weighing scale
- Knives
- Cleaver
- Chopping boards
- Bowls

module 5: Portion control

Duration:12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • justifies the purpose of portion control. • makes use of portion control equipment and tools. • identifies the factors that affect portion control. • makes use of standard recipes, portion control charts to obtain the required portions. • performs regular checks and supervision to ensure proper portion control. 	<ul style="list-style-type: none"> • Purpose of portion control • Portion control equipment • Factors affecting portion control • Standard recipes, Portion control charts, • Regular checking 	<ul style="list-style-type: none"> • Let the learner brainstorm the purpose of portion control. • Display portion control equipment and tools and let the learner practise how to use them. • Group the learner and task him/her to discuss the factors affecting portion control. • Demonstrate how to use standard recipe and portion control charts to obtain required portions and let the learner practise. • Let the learner brainstorm the activities involved in regular checking/supervision to ensure proper portion control.

Assessment Strategies

Let the learner:

- i) justify the purpose of portion control.
- ii) identify the factors affecting portion control.

Teaching and Learning Resources

- Weighing scale
- Measuring jars,
- Scoops
- Ladles
- Calculators
- Graph paper
- Rulers
- Food checks
- Store
- Sample store records
- Computers
- Stationery

module 6: Handling Stores

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • justifies the importance of stores. • designs/organises store. • exhibits the store keeping skills. • records and inspects stock. • applies FIFO and LIFO methods to issue stock. • controls the flow of stock and maintains order levels. • counts and records stock balance. 	<ul style="list-style-type: none"> • Meaning of stores and basic concepts • Importance of stores • Features of a good store • Qualities of a good store keeper • Stock taking, stock control and importance • Issuing function (FIFO, LIFO) 	<ul style="list-style-type: none"> • Lead the learner in a guided discussion on the purchasing and receiving procedure for stock. • Illustrate the recording of stock and learners practice. • Demonstrate the inspection procedure and let the learner emulate. • Illustrate how to use FIFO and LIFO when issuing stock. • Take the learner to a store to observe the systems applied in storing, counting and recording stock.

Assessment Strategies

Task the learner to:

- i) describe the purchasing and receiving process.
- ii) describe the procedures for issuing stock.
- iii) apply FIFO / LIFO method to issue stock in a given case scenario.

Teaching and Learning Resources

- Chalk board
- Manila / flip charts / markers
- Internet
- Computers
- Projectors
- DVD
- Food Stuff
- Calculators
- Weighing scale
- Portion control equipment
- Sample store records
- Stationery

Suggested References

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NCHC 225: Introduction to Events Management

Duration: 60 Hours

Module Overview

This module introduces the learner to the concepts of managing events. It is intended to provide the learner with knowledge and skills in managing events, train and setting up venues.

Learning Outcomes

By the end of this module, the learner will be able to:

- i) apply concepts of event management.
- ii) demonstrate knowledge and skills of managing events.
- iii) set up various venues for events.

module 1 Introduction to Events Management

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The Learner: <ul style="list-style-type: none"> • explains various terms related to events management. • justifies the importance of event management. • classifies events. • organises events. • assigns roles to the staff at events. 	<ul style="list-style-type: none"> • Definition of key terms (event, banquet, conference, gala, cocktail party) • Importance of events management • Types of events and expectations of the clients • Characteristics of different types of events. • Roles of event manager • Attributes of events managers • Duties of other events staff • The event life cycle 	<ul style="list-style-type: none"> • Let the learner brainstorm the meaning of key terms in events management. • Group the learner and let him/her discuss the importance, types and characteristics of events. • Lead the learner in a discussion on the roles of staff at events.

Assessment Strategy

Task the learner to:

- i) classify events.
- ii) describe the events life cycle.

Teaching and Learning Resources

- Computer
- Decoration materials
- Tents
- Internet
- Flip Charts/Stands
- Tables
- Chairs
- Table and chair linen

module 2: Venue rganisation

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • examines factors to consider when choosing venue/sites for different types of events. • prepares venues for events. • designs the sitting arrangement for an event. 	<ul style="list-style-type: none"> • Factors to consider when choosing venue/sites for different types of events • Clearing and cleaning venues • Layout of the venue site • Seating arrangements • Event themes/ visual effects to enhance event themes 	<ul style="list-style-type: none"> • Lead the learner in a discussion on factors to consider when choosing venue/sites for different types of events. • Group the learner and let him/her discuss the factors to consider in the layout of a venue site, viewing areas, circulation areas, exit doors and routes, high table location, planning for people with disabilities. • Group the learner and task him/her to design a seating arrangement for a workshop, a wedding reception, etc. and let him/her present to the rest of the class.

Assessment Strategy

Task the learner to design the seating arrangement for different events.

Teaching and Learning Resources

- Decoration materials
- Tents
- Tables
- Chairs
- Table and chair linen

module 3: Venue decoration

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The Learner: <ul style="list-style-type: none"> • justifies the importance of venue decoration. • applies different decoration designs for events. • costs decoration services. 	<ul style="list-style-type: none"> • Importance of venue decoration • Types of decorations for events • Factors to consider when choosing decorations for various events • Decorating rooms, halls, tents, outdoor venues • Costing decoration services 	<ul style="list-style-type: none"> • Task the learner in groups to discuss the reasons for decorating venues. • Display different decoration designs for events and task the learner to name them. • Let the learner discuss the factors to consider when choosing decorations for various events • Illustrate the costing of decoration service for an event.

Assessment Strategy

Task the learner to decorate various events venues

Teaching and Learning Resources

- Decoration materials
- Tents
- Tables
- Chairs
- Table and chair linen

module 4: Ushering at events

Module: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> exhibits qualities of a good usher. performs the duties of an usher. observes the do's and don'ts at events. gives special attention to special groups. solves guest complaints at events. 	<ul style="list-style-type: none"> Qualities of ushers Duties of ushers Work ethics of ushers (do's and don'ts/offenses) Ushering procedures Handling special groups (guest of honour, people with disabilities, VIPs) Handling complaints and compliments 	<ul style="list-style-type: none"> Group the learner and task him/her to discuss the qualities and duties of an event usher. Let the learner brainstorm the do's and don'ts of event ushers. Guide learner in a role-play about guest complaint handling.

Assessment Strategy

Task the learners to select suitable personnel for ushering.

Teaching and Learning Resources

- Seat labels
- Suggestion/complaint book

module 5: Conference & Banqueting process

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
<p>The Learner:</p> <ul style="list-style-type: none"> selects the appropriate communication channel when handling guest inquiries formulates Banquet event order 	<ul style="list-style-type: none"> Handling enquiries, walk-ins, emails, telephones Banquet event order form/sheet Programme 	<ul style="list-style-type: none"> Let learners present the advantages and disadvantages of using emails, telephones. Illustrate the

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> form/sheet. formulates an event cycle for a particular event and implements it. Justifies the benefits of organizing conferences and banquets. Mitigates the challenges associated with organizing conferences and banquets Evaluates events. 	<ul style="list-style-type: none"> formulation Run through events Benefits of organizing conferences and banquet. Challenges of organizing conferences and banquets. Evaluation / Checklist of Events- before, during and after events. 	<ul style="list-style-type: none"> banquet event order form/sheet. Illustrate the event cycle. Let the learner discuss the benefits of organizing conferences and banquets. Let the learner discuss the challenges associated with organizing conferences and banquets.

Assessment Strategy

Task the learner to discuss the benefits and challenges associated with organising events.

Teaching and Learning Resources

- Computer
- Decoration materials
- Stationary
- Tents
- Internet
- Flip Charts/Stands
- Tables
- Chairs
- Table and chair linen

Suggested References

- Avrich, B. (1994), Event and Entertainment Marketing, Vikas, Delhi.
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NCHC 226: Real Life Project 4

Duration: 60 Hours

Module Overview

The module will enable the learner to gain skills and competences to bake and make pastry products such as bread rolls, cookies, doughnuts, buns, pizzas, samosas and chapatti.

Learning Outcomes

By the end of this module a learner should be able to:

- i) improve product quality.
- ii) organise events.
- iii) maximise profits.

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • bakes, packs and sells Cakes. • makes Yeast dough products. • makes Sugar pastry products. • prepares and sells fast foods. • prepares and sells mandazi dough products. • prepares variety of snacks • sets up a laundry. 	<p>Sample projects</p> <ul style="list-style-type: none"> • Bake, pack and sell Cakes (Fruit Cakes, Marble Cakes, Queen Cakes, banana cakes, ceremonial cakes, Muffins) • Make yeast dough products (doughnuts, loaves of bread, bread rolls, croissants) • Make sugar pastry products(piped cookies, cut cookies, fruit scones, rock buns) • Prepare and sell fast foods(chips, chaps, egg rolls, scotch eggs ,egg and chapatti roll) • Prepare and sell mandazi dough products (half cakes, daddies, soft mandazi) • Prepare snacks(cassava crisps, potato crisps, bagiya) 	<ul style="list-style-type: none"> • Guide learners on factors to consider when choosing a real life project to set up. • Illustrate to learners how to make a project plan. • Guide learners on how to make a budget for a real life project. • Supervise implementation of the project. • Illustrate to learners how to make a project report.

NCHC Internship

Duration: 240 Hours

Module Overview

This module introduces the concept of attachment to industry and studios to learn practical skills by exposing the learner to workplace environment. This will not only enable him / her to understand the theories studied but to have hands-on practice in a real job situation. The learner will be able to advance the theoretical knowledge by backing it up with the practical experience of the job.

Learning Outcome

By the end of this module, the learner should be able to exhibit practical skills in managing hotel and catering activities.

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> observes safety, health and environmental regulations. acquaints with working environment. familiarizes with tools, equipment, and materials in the catering establishments. translates theoretical knowledge learnt into practice in a working environment. interrelates with others. writes performance reports. demonstrates ethical and professional code of conduct. 	<ul style="list-style-type: none"> Safety, health and environmental regulations Acquaintance with work environment Familiarization with equipment, tools and other office procedures Recordkeeping Relating with others Report writing Ethical code of conduct Customer care 	<ul style="list-style-type: none"> Lead the learner in a guided discussion on the importance of internship, how it is conducted, where it can be conducted and when to conduct it. Write introduction letters for the learner to send to firms that he/she intends to train. Send institute staff to search for places for the learner's internship. Record the learner's contact to ease follow up and internship supervision. Supervise the learner as he/she trains. Guide and advise the learner in the areas of need.

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- Apegu, J. N. (2005). *How to Create a Sustainable Business*. London, Longman.
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Appendices

Appendix Internship Guidelines

The guidelines below should be followed during internship:

- i) It starts at the end of the 3rd term.
- ii) It takes a minimum period of 6 weeks.
- iii) It is carried out at the world of work located in any part of Uganda including the training institutions.
- iv) The training institution has the duty to:
 - Budget for internship.
 - Obtain money from government for the government sponsored learner.
 - Explain to the learner what he/she is expected to do.
 - Find placements for internship.
 - Post learners to internship industry.
 - Supervise and assess learners during internship training.

Supervision

- i) There should be a world of work or field or industry supervisor and an academic supervisor from the training institution.
- ii) The academic supervisor visits the attachment site or firm at least once, and interacts with both the learner and field supervisor.

Assessment

Assessment marks should be categorized as follows:

- | | |
|---------------------------------------|-----|
| i) Assessment by field supervisor | 50% |
| ii) Assessment by academic supervisor | 30% |
| iii) Field attachment report | 20% |

All the above assessment categories should be carried out for one to complete internship training. The marks awarded by each category must be verified by UBTEB.

Appendix Internship Assessment Form for Field or Onsite Supervisor

Name of institution..... Name of the firm..... Name of the learner.....Signature..... Registration. Name of supervisor..... Signature..... Date.				
	Area of Assessment	Marks	Score	Area of Improvement
A	Attendance percentage of days and times within the days present)	5		
B	Work Performance Involvement	30		
	1. Co-operation with other staff	5		
	2. General ability to use various equipment, machines or plant in the industry	10		
	3. Flexibility—willingness to learn from various sections in industry	7		
	4. Job planning	8		
C	Initiative and Innovations	15		
	1. Problem-solving	8		
	2. New ideas on improvement for efficiency of performance or operations	7		
D	Time Management	5		
	1. Reporting on time	1		
	2. Leaving at specified break-off or stoppage time	1		
	3. Meeting deadlines on assignments given by supervisors or instructors	3		
E	Discipline and Safety Observation	15		

	1. Use of right equipment for right job	4		
	2. Obeying instructions	4		
	3. Proper handling of equipment and / or materials	2		
	4. Ability to practise safety measures in the workplace	3		
	5. Knowledge of first aid procedures in case of accident	2		
F	Practical Skills	20		
	1. Ability to put into practice training instructions from instructors or supervisors	4		
	2. Ability to relate theoretical knowledge with practical applications	4		
	3. Proper use of manuals and interpretation of drawings	4		
	4. Ability to carry out troubleshooting on equipment, (put right mistake in work or finishing)	4		
	5. Ability to service and repair equipment (clean and maintain tools and workplace)	4		
G	General Remarks (other assessment at discretion of assessor)	5		

The assessment shall be carried out as indicated in each area then the total mark obtained will be computed out of 50%.

Appendix Internship Assessment Form for Academic Supervisor

Name of Institution..... Name of the Firm.....				
Name of Student Signature.....				
Registration Number..... Name of Supervisor				
Signature Date.....				
	Area of Assessment	Marks	Score	Area of Improvement
A	Attendance (was the learner at his workplace?)	5		
B	Understanding of tasks	21		
	1. Did the learner provide weekly summary of work performed?	2		
	2. How did the learner describe the tasks performed?	4		
	3. How was the learner able to explain why tasks were being done in a particular way?	3		
	4. How did the learner explain problems experienced when carrying out the work and how they were solved?	3		
	5. How did the learner explain the knowledge and skills acquired at the institute that enabled him / her to perform?	2		

	6. How did the learner describe the new knowledge and skills gained?	3		
	7. How did the learner explain the relationship with other co-workers and supervisors, and what are the plans to improve or maintain it?	2		
	8. How did the learner relate the internship tasks to the training as a technician?	2		
C	General Remarks (other assessment at discretion of examiner)	4		
	Total mark	30		

The assessment shall be carried out as indicated in each area and then the total mark obtained shall be computed out of 30%.

Appendix : Field Attachment Report and Guide Internship

The report should be written in English and contain the following to be assessed as shown:

No	Contents	Maximum Score
1	Cover page: i) Name of institution ii) Name of department iii) Name of learner and year of study iv) Place of internship v) Period of internship e.g. July—September 2018 vi) Academic and field supervisor's signatures	1 mark
2	Acknowledgements i) Acknowledge all assistance during field training ii) Acknowledge assistance during report writing	0.5 marks
3	Executive Summary or Abstract i) To include statement of the most practical work carried out ii) Challenges iii) Conclusions	2 marks
4	Table of Contents This should show the content of the report and page numbers where they first occur.	0.5 marks
5	List of Figures i) All figures in the report should have a number and a caption. ii) Figures must be numbered according to the chapters where they occur, for example, Figure 4.1, to refer to first figure in chapter 4. iii) The pages where the figures occur should be shown in the list of figures.	0.5 marks
6	List of Tables i) All tables in the report should have a number and a header. ii) Tables should be numbered according to the chapters where they occur for example; Table 2.1, to refer to first table in Chapter 2. iii) The pages where the tables occur should be shown in the list of tables.	0.5 marks
7	List of Acronyms or Abbreviations Acronyms used should be given in alphabetical order with their full meaning shown.	0.5 marks

8	Introduction i) Location and description of place of field attachment ii) Objectives of field attachment iii) Structure, organisation iv) Tasks carried out by the place attached to e.g. if District Local Government describe its role in society	2 Marks
9	Main Body of the Report i) Description of work carried out ii) Duties and responsibilities assigned and how they were carried out iii) New knowledge and skills gained iv) Relationship with other staff and supervisor v) Problems experienced and how they were handled	8 marks
10	Conclusions A brief summary of knowledge gained as outlined in the objectives	1mark
11	Recommendations i) For improving internship, usually derived from problems experienced ii) For improvement of work output at the place of work (this is included if allowed by the field supervisor)	1.5 marks
12	References i) Design standards and guidelines used during training ii) Books and the Internet material iii) Harvard style of referencing should be used, for example, Kyalikisa, R. (2018), "Effect of window net on the reduction of Malaria," Journal Health Construction, Vol. 17, Page 123 – 127	1 mark
13	Appendices i) Drawings ii) Photographs, etc.	1 mark
Total mark		20 marks

Appendix 1 Implication for Training NCHIC Students Learner's Items

Tools	Estimated Cost (Shs)
Kitchen knife	4,000
Spatular	10,000
Pastry cutters	12,000
Mixing bowls	10,000
Cake tester	15,000
Cooks tongs	15,000 pair
Colander	20,000
Fish slicer	20,000
Strainer	6,000
Egg cups	4,000
Apron and cap	20,000
Trays	5,000
Bowls	10,000
Order pads	10,000 book
Table numbers	2,000
Table mats	20,000 dozen
Table cloths	30,000 pair
Cash register	5,000 book
Service tongs	10,000 pair
Menu cards	2,000
Potato peeler	10,000
Serving Plates	15,000 set
Cutlery	20,000 set
Whisk	15,000
Measuring jugs	8,000
Hand washing soap	3,000 bar
Hand towels	5,000
Safety pin	500
Glassware	25,000 dozen
Bottle opener	3,000
Drinking straws	8,000 packet
Toothpicks	1,000 pack
Matches	1,500 dozen
Lighter	1,500
Cocktail meddlers	10,000
Cocktail strainers	10,000
Coffee pot	18,000
Lemon squeezer	12,000

Napkin	10,000 packet
Buckets	6,000
Dusters	5,000
Gloves	1,000 pair
Pens	500
Document files	2,500
Paper clips	5,000
Calculators	15,000
Portion control charts	2,000
Pencils	500
Rulers	1,500
Nutrition chart	2,000
Hand wash bucket	7,000
Scissors	5,000 pair
Cello tape	2,000 roll
Masking tape	1,000 roll
Flowers	15,000 pack
Decoration ribbons	5,000 roll
Decoration cloth	4,500 meter
TOTAL	477,000=

Institution's Items	
Mortar and pestle	20,000
Weighing scale	35,000
Mallet	20,000
Charcoal stoves	25,000
Slicing machine	30,000
Deep-fat fryer	250,000
Deep freezer	1,000,000
Cooking pots	70,000
Pans	150,000 set
Dish washer	200,000
Chopping boards	15,000
Electric cooker	800,000
Refrigerator	1,000,000
Pressure cooker	350,000
Steamer	400,000
Barbeque stove	600,000
Blender	150,000
Coffee machine	150,000
Oven	800,000
Griller	150,000
Griddle	150,000
Hotplate	200,000
Electric kettle	80,000
Masher	60,000

Micro-wave	600,000
Mincer	50,000
Pepper-miller	70,000
Percolator	120,000
Range cooker	600,000
Charcoal	80,000 sack
Toast racks	40,000
Stoves	20,000 each

Check spindles	40,000 set
Side board	400,000
Bain Marie	1,000,000
Soup desiccator	100,000
Ashtrays	15,000
Wine buckets / coolers	30,000
Ice buckets	20,000
Ice tongs	6,000 pair
Bar stirrers	5,000
Cork screw	35,000
Bar towels	20,000
Ice scoop / shovel	20,000
Measuring cups / spoons	50,000 a set
Display shelves	200,000
Dining tables	150,000 each
Ice crushers	50,000
Cash counters	200,000
Counterfeit detectors	100,000
Metal detector	150,000
Dustbins	6,000
Squeegees	20,000
Mops	20,000
Brushes	15,000
Brooms	2,000
Cloth hangers	3,000
Pillows	40,000 a pair
Mattresses	200,000
Bath mat	15,000
Linen	20,000
Fire extinguishers	60,000
Maids' cart / trolley	200,000
Guest bed	400,000 double
Storage shelves	200,000
Suction cleaner	300,000
Dressing mirror	30,000
Calendar	10,000

Washing machine	1,500,000
Flatiron	60,000
Ironing board	35,000
Presser	1,00,000
Water extractor / laundry drier	1,000,000
Stationery	18,000 a ream
Laundry soap	4000 a bar
Toilet soap	2,000
Credit card reader	100,000
Stapling machine	6,000
Staple wires	1,500 packet
Staple remover	2,500
Document stamp	10,000
Stamp pad	5,000
Computer	1,500,000
Fax machine	800,000
Telephone switchboard	200,000
Filing cabins	400,000 each
Photocopier	2,500,000
Document scanner	450,000
Billing machine	150,000
Guest register	20,000
Reservation forms	20,000
Hot air drier	170,000
Overhead projector	1,200,000
Still photo camera	400,000
Video camera	1,200,000
Office chairs	350,000
Front office desk	150,000
Printer	200,000
Wall clock	30,000
Key rack	300,000
Flower vessels	20,000
Watering cans	20,000
Tents	700,000
Function chairs	25,000
Public address system	2,500,000
Event lights	1,200,000
Platform / podium	700,000
TOTAL	30,331,000=





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