BAR

National Commission for
Further and
Higher Education
Malta

AFFILIATE OF
ENQA

Application Form
ACCREDITATION OF EDUCATION PROGRAMMES
within the Malta Qualifications Framework

The **entire** application form needs to be filled in electronically in **Word format** to allow for efficient processing and feedback. Upon completion, kindly submit this form to: accreditation.ncfhe@gov.mt.

The accreditation process is the necessary procedure that an institution has to go through in order for the courses they offer to be pegged to the Malta Qualifications Framework as indicated in the Referencing Report 2016. Further information can be found in the **Accreditation Manual of Procedures** downloadable from here.

Section A: General Information					
Date of Submission	7ᵗʰ December 2017				
Title	☒ Mr		☐ Ms		☐ Other
Surname	Borg				
Name	Stefan				
Email Address	Stefan@busybee.com.mt				
Telephone / Mobile	7909 0929				
Name of the Education and Training Provider Entity already licensed or requesting new or revised license from NCFHE.	Busy Bee Training Institute (BBTI)				
Address/es where programme shall be delivered: Entity should also indicate premises of placements/clinical training, if applicable.	Busy Bee Group Mdina road Birkirkara BKR 300				
Tuition License	Licensed, but requiring revised license due to this application (License no: _____)	☐	Not licensed, and requesting provider accreditation through separate application.		☒

	(Double click on the box and mark checked under Default Value.)

Section B: Overall Course Description

Brief Profile of the Education and Training Provider Where applicable, include: ethos/philosophy, business model, organigram, experience and expertise in training provision.	Busy Bee can trace its origins to 1933, the Busy Bee Confectionery was established in Msida serving Maltese favourites like the renowned ricotta filled kannoli, almond pastries, pastini and krustini. By the turn of the millennium Busy Bee became one of the leading outside catering companies and a household name in Malta, synonymous with genuine and wholesome products.

Over the years the confectionery was established as an Italian styled Coffee Shop whilst at the same time Busy Bee was also providing quality catering for weddings parties and receptions. In 1988, Busy Bee acquired Villa Mdina at Naxxar, consolidating Busy Bee's leading position in the field of outside catering and it is no secret that Busy Bee's success story reflects the dedication and commitment of its management and staff.

For the past years Busy Bee, like the rest of the Catering industry, has been experiencing serious difficulties to identify and recruit staff and believes that an effort should be made to portray the importance of the service industry as a career and reviving the art of waiting on people.

Philosophy & Rationale of the programme

Having always been at the forefront of the industry and the recent investment of Eur 6m in a state of the art production facility, Busy Bee will be setting up the **'Busy Bee Training Institute' (BBTI)** to provide knowledge and training in the field of culinary arts to school leaving students and adults who wish to undertake a career in catering or who wish to supplement their income by having a part-time job in the catering industry.

BBTI's class schedules will be designed to accommodate both full-time and part-time students/employees as well as stay at home mothers who wish to have a career in catering with flexible hours.

An integral part of BBTI's training programs is the provision of hands-on experience. After a pre-set number of theoretical classes, students will be required to undertake hands on experience where they will be monitored and guided by their supervisors. Following the successful completion of one of the programs the students will placed in the heart of the job market, where they will continue to work for Busy Bee for a pre-determined number of months, and subsequently seek other placements that match their personal career goals. |

Mission statement

BBTI strives to offer an effective and innovative education in which students are equipped to achieve excellence in the culinary arts. BBTI will accomplish this in a passionate, disciplined environment that fosters quality, excellence and creativity in students through on-going assessments, practice sessions and institutional improvement for the benefit of our students and staff.

Aims and objectives

At BBTI, our aims and objectives are:

1. to provide sufficient academic knowledge for a student to able to meet the standards required by the industry
2. to provide personal instruction and hands-on training from qualified professionals in a comfortable atmosphere
3. to foster each individual career goals from the minute they enrol and maintain a positive relationship with alumni throughout their careers
4. to provide individual attention to students from their instructors
5. to provide the best instructors, location, ingredients and equipment available to our students teach the art, science, technique, and methods needed to excel
6. to present opportunities to our students to become a part of the Busy Bee Group
7. to promote lifelong learning by providing education courses for professionals, students and food enthusiasts.

Type of Course Refer to pages 53-56 of the Referencing Report 2016	Qualification	☐	Award	☒	
Title of the Qualification / Award Please also include the appropriate abbreviation (ex. B.Sc, M.Psych, PhD etc.) adjacent to the title.	Vocational Education & Training Award in Bartending				
Proposed MQF Level (Refer to pages 37-52 of the Referencing Report 2016 for more information).	MQF Level 1				
Hours of Total Learning The minimum number of total learning hours for accreditation is presently 25 hours of which at least 20% (5 hours for every ECTS) must be contact hours or as otherwise	Contact Hours[1] (Lectures/ seminars/ tutorials/ participation in online forums/ video-lectures and other learning activities, all of which must be under the direction and control of an instructor).	15	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)	90	

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[1] In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

established from time to time by NCFHE.	Self-Study Hours (Estimated workload of research and study.)	10	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	10
Total Learning Hours	_____125_____ Hours			

Total number of ECTS / ECVET for Course Completion Figures with a decimal point will **NOT** be accepted. ECTS must be rounded integers.	_____5_____ ECTS / ECVETs

Course Type and Duration	Full-Time ☐ Part-Time ☒
	(Double click on the box and mark checked under Default Value.)
	_____0_____ weeks/months _____6 weeks_____ weeks/months

Course Rationale Explain your reasoning behind offering this course/what is the marked need for this course/how this course fulfils these needs.	For the past years the Catering Industry has been experiencing serious difficulties to identify and recruit staff and it is no secret that most restaurant owners have had to resort to employing part-timers to fill the gap. The last MIA-Deloitte survey, in 2016, states that 57% of the people employed in the catering sector are part-timers. Busy Bee believes that an effort should be made to portray the importance of the service industry as a career and reviving the art of waiting on people. Furthermore Busy Bee believes that education and training in these professions should not and cannot be solely entrusted to the various educational institutions but it should be followed up by the industry operators themselves, in order to ensure that more people in the sector see their jobs as careers and not just a fall back option when everything else fails.
Target Group Indicate the sort of learners that you anticipate joining this course.	The Busy Bee Training Institute will seek to enhance the employability of eligible persons within the Catering Industry such as: a. Students who are attending educational training programs within the educational systems b. Mature employees who are seeking new ways to increment their revenue c. Housewives who wish to supplement their family income d. Unemployed persons who are ready to learn and undertake a career in the Catering Industry
Relationship to Occupation/s List the occupations for which this course prepares the student. Make reference to skills frameworks and/or occupational/professional standards wherever possible.	Employment opportunities exist in: • hotels, • restaurants, • cafes, • bistros, • bars, • cafeterias,

In addition, please indicate whether the course leads to a warranted profession or regulated occupation.	- fast food outlets and - outside catering companies.
Entry Requirements Specify what requirements the students should have before joining this course (qualifications/ language and/or digital competences).	No particular entry requirements are necessary for this course except for a basic standard of literacy and numeracy. Candidates must also be fluent in Maltese or English.
Overall Course Objectives Please include the overall **knowledge, skills** and **competences** acquired by the learner at the end of the course.	This course is designed to: 1. equip the student with the background and service of alcoholic and non-alcoholic drinks suitable for service in a variety of bars, especially those in a cafeteria setting, and also restaurant 2. enhance the students by developing their technical, practical and professional skills to allow them to function with minimum supervision 3. develop attitudes to quality and value in respect of people, management and customer care
Learning Outcomes for Communication Skills for the whole course If the course is specifically about communication skills e.g. writing or speaking skills, <u>this section may be left out,</u> and Section D for each module filled in.)	Left blank
Learning Outcomes for Learning to Learn Skills for the whole course These learning outcomes should focus on the learner's ability to pursue and plan future learning and self-development.	Upon successful completion of this course, the learner will: 1. identify the fundamentals of a beverage operation inclusive of physical components 2. demonstrate sales techniques 3. prepare beverages and perform beverage service 4. describe major characteristics of alcoholic products and non-alcoholic beverages 5. be knowledgeable in local legislation relating to the sale of alcohol beverages
General Pedagogical Guidelines and Procedures for this course Consider an appropriate mix of teaching/learning methods that are fit for purpose and that allow learners with different learning styles and abilities to achieve mastery. If the programme includes an online learning component, please	Through a Student-Cantered Approach to Learning tutors will seek to coach and facilitate student learning and overall comprehension of material through various teaching methods according to the module/unit being thought. Namely, the methods used will be: **LECTURES** - A formal or semi-formal discourse is which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships **DISCUSSIONS** - A method in which group discussion techniques are used to reach instructional objectives.

explain from a pedagogical standpoint your selection of specific modes of delivery such as video-lectures, asynchronous vs synchronous discussions, peer-learning, connected learning etc. In particular, show how the digital methods chosen, if any, are equivalent or superior to non-digital methods of teaching/learning.	• **DEMONSTRATIONS** - A method of instruction where the instructor by actually performing an operation or doing a job shows the students what to do, how to do it, and through explanations brings out why, where, and when it is done. • **TUTORIALS** - A method of instruction in which an instructor works directly with an individual student. • **ROLE PLAYS**
General description of minimum qualifications for tutors / lecturers for this course. Outline the minimun qualifications for any persons involved in: a) Course Design and Content Development; b) Technical and Media Support; c) Teaching Course, and Interacting and Supporting Learners d) Providing support to persons in (c). Please refer to NCFHE's Manual of Procedures available here for further guidance.	**Course desing and content** Head of School and Consultants **Technical support** Busy Bee Manufacturing Ltd. resources **Teaching Course and supporting learners** Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourisim Studies (ITS) or a similar institution. Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role. **Support** Tutors, Head of School and Admissions dept.
General assessment policy and procedures Consider an appropriate mix of assessment procedures that are fit for purpose and that allow learners with different learning styles and abilities to show mastery. Please describe your procedures to ensure cheating and plagiarism does not take place during assessments.	Assessing will be mainly carried in two ways: • Classroom evaluation will be carried out through teacher devised oral and written class tests. Depending on the module, class tests may include multiple choice questions, true or false questions and short answer questions. • Placement evaluation - During Palcement Evaluation the students will be observed whilst carrying out their duties and the examiner will evalutate to what extent the students can apply on the job what has been learnt during their studies. To deter cheating and plagiarisim during classrom assesments, 1. students will be givem a clear and explicit definition of plagiarism at the beginning of the course 2. cheating and copying will be harshly penalised 3. written assignments will encourage originality and discourage plagiarism

Section C – Outline of Course

Module/Unit Title	Compulsory or Elective	ECTS/ ECVETs	Mode of Teaching (Lectures, workshop, placement, asynchronous forums, VLE etc.)	Mode of Assessment (Examination, assignment, project, reflective diary/blog etc.)
Introduction to Bar Operations	Compulsory	1	Lecture	Classroom Evaluation
Bartending Equipment, Tools and Glassware	Compulsory	1	Workshop	Placement Evaluation
Coffe	Compulsory	1	Workshop	Placement Evaluation
Service Bar and Inventory	Compulsory	1	Lecture	Classroom Evaluation
Bar Sanitation & Carriage of Drinks	Compulsory	1	Workshop	Placement Evaluation

Total ECTS/ECVETS Requesting Accreditation	_____5_____ **ECTS/ECVETs**
Total ECTS/ECVETS for Course Completion	_____5____ **ECTS/ECVETs**
Exit Awards/Qualifications (If applicable, should the course contain any exit point awards/ qualifications for completing a specified number of ECTS less than the total amount required for completion of studies, kindly indicate).	**Not Applicable**

Section D – to be filled in for each module / unit listed in Section C – Outline of Course	
Sub-Section D _1_ *(Insert a consecutive number according to module)*	
Title of the Module / Unit	**Introduction to Bar Operations**
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	An introduction to bar operations provides students with an introduction of the industry and work involved when considering a career in this sector and wants to learn to pour the perfect cup. This course will give students all the knowledge and hands on experience they need to get started.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	This is just an introductory module, no specific competences will be acquired.
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	Upon completion of the topic the student will be able to: a) define the term "bar" b) illustrate the different parts of a bar such as back bar, under bar, etc. c) describe the duties of a barman, a bar waiter/waitress and a bar porter d) mention the different types of bar operations e) mention the social and legal responsibilities of the bartender f) identify different types of customers found in Bars
	Skills – at the end of the module/unit the learner will have acquired the following skills:
	This is just an introductory module, no specific skills will be acquired.
	Judgment Skills and Critical Abilities This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both. The learner will be able to: a)

	Module-Specific Communication Skills (Over and above those mentioned in Section B) The learner will be able to: a)
	Module-Specific Learner Skills (Over and above those mentioned in Section B) The learner will be able to a)
	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to a)

Hours of Total Learning for this Module / Unit	Contact Hours 3 (Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor).	Supervised Placement and Practice Hours 18 (During these hours the learner is supervised, coached or mentored.)
	Self-Study Hours 2 (Estimated workload of research and study.)	Assessment Hours 2 (Examinations/ presentations/ group work/ projects etc.)

Total Learning Hours of this Module	_____25_____ Hours
Total Number of ECTS / ECVET of this Module / Unit	_____1_____ ECTS / ECVETs
Explain how this module/unit will be taught in line with Section B Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information.	The methods used for this unit will be: • **LECTURES** - A formal or semi-formal discourse is which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships

Explain how this particular module/unit will be assessed in line with Section B Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%). In addition, identify and describe the digital learning tools being used for your course and any other relevant information.	Assessment will be carried out through: • Classroom evaluation will be carried out through teacher devised oral and written class tests. Depending on the module, class tests may include multiple choice questions, true or false questions and short answer questions. (100%)
Reading List Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is 'classic/canonical' texts, such as the original texts by Piaget in psychology or Plato's Republic in Philosophy.	**Core Reading List** 1) Lecturer's Notes **Supplementary Reading List** The Waiter & Waitress and Wait Staff Training Handbook: A Complete Guide to the Proper Steps in Service for Food & Beverage Employees by Lora Arduser
Description of minimum formal qualifications and experience required to teach this Module/Unit Additional Unit Qualifications for persons responsible for: a) Course design and content development b) Technical and media support; c) Teaching course, and interacting and supporting learners; d) Providing support to persons in (c). Where these roles are performed by third parties, please provide	**Course desing and content** Head of School and Consultants **Technical support** Busy Bee Manufacturing Ltd. resources **Teaching Course and supporting learners** Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourisim Studies (ITS) or a similar institution. Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role. **Support** Tutors, Head of School and Admissions dept.

information relating to such arrangements (such as contracts and SLAs).	

Section D – to be filled in for each module / unit listed in Section C – Outline of Course

Sub-Section D _2_ *(Insert a consecutive number according to module)*

Title of the Module / Unit	**Bartending Equipment, Tools and Glassware**
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	Bar staff must use a wide range of equipment items that help them to prepare, mix and serve guests drink efficiently, expertly and seemingly effortlessly. Furthermore equipment is used to blend and squeeze fruit, steam milk, wash crockery, prepare ice, etc. It is crucial for students to have a clear understanding and be able to use utensils and equipment in bar which meets the expectations of the guests.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to: a) operate the bar equipment and utensils b) be able to blend and squeeze fruit c) steam milk d) wash crockery e) prepare ice
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
	Upon completion of the topic the student will be able to: a) identify the basic bartending equipment and tools b) describe the use of equipment and tools c) identify the names, sizes and uses of glassware for the bar
	Skills – at the end of the module/unit the learner will have acquired the following skills:
	The learner will be able to: a) wash and polish glasses b) frost, rim and chill glassware.

Judgment Skills and Critical Abilities
This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to:

a)

Module-Specific Communication Skills
(Over and above those mentioned in Section B)

The learner will be able to:

a)

Module-Specific Learner Skills
(Over and above those mentioned in Section B)

The learner will be able to

a)

Module-Specific Digital Skills and Competences
(Over and above those mentioned in Section B)

The learner will be able to

a)

Hours of Total Learning for this Module / Unit	Contact Hours **3** (Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor).	Supervised Placement and Practice Hours **18** (During these hours the learner is supervised, coached or mentored.)
	Self-Study Hours **2** (Estimated workload of research and study.)	Assessment Hours **2** (Examinations/ presentations/ group work/ projects etc.)

Total Learning Hours of this Module	_____25_____ Hours

Total Number of ECTS / ECVET of this Module / Unit	_____1_____ ECTS / ECVETs

Explain how this module/unit will be taught in line with Section B Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information.	The methods used for this unit will be: • **LECTURES** - A formal or semi-formal discourse is which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships • **DEMONSTRATIONS** - A method of instruction where the instructor by actually performing an operation or doing a job shows the students what to do, how to do it, and through explanations brings out why, where, and when it is done. • **TUTORIALS** - A method of instruction in which an instructor works directly with an individual student.
Explain how this particular module/unit will be assessed in line with Section B Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%). In addition, identify and describe the digital learning tools being used for your course and any other relevant information.	Assessment will be carried out through: • Placement evaluation - During Palcement Evaluation the students will be observed whilst carrying out their duties and the examiner will evalutate to what extent the students can apply on the job what has been learnt during their studies (100%)
Reading List Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is 'classic/canonical' texts, such as the original texts by Piaget in psychology or Plato's Republic in Philosophy.	**Core Reading List** 2) Lecturer's Notes **Supplementary Reading List** 1) The Waiter & Waitress and Wait Staff Training Handbook: A Complete Guide to the Proper Steps in Service for Food & Beverage Employees by Lora Arduser

Description of minimum formal qualifications and experience required to teach this Module/Unit	Course desing and content Head of School and Consultants **Technical support** Busy Bee Manufacturing Ltd. resources **Teaching Course and supporting learners** Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourisim Studies (ITS) or a similar institution. Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role. **Support** Tutors, Head of School and Admissions dept.
Additional Unit Qualifications for persons responsible for: e) Course design and content development f) Technical and media support; g) Teaching course, and interacting and supporting learners; h) Providing support to persons in (c). Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs).	

Section D – to be filled in for each module / unit listed in Section C – Outline of Course

Sub-Section D _3_ *(Insert a consecutive number according to module)*

Title of the Module / Unit	**Coffee Making**
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	Beer, wine, soft drinks, etc. are bought by consumers as finished products and their only consumer-controlled variable is the temperature at which they are served. Coffee is unique among artisanal beverages in that the brewer plays a significant role in its quality at the point of consumption and hence the need for a thorough understanding of the characteristics of a good cup and how to prepare it.
	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	The learner will be able to: a) Master the best practices and effective techniques required of a professional barista to consistently produce great tasting hot beverages b) Ongoing cleaning of an coffee machine c) Daily and weekly maintenance of a coffee machine
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:

Learning Outcomes	a) Coffe flavor profiles: eg. The meaning of "rich" or "strong" coffee
	b) Production, Processing, & Roasting: A single origin vs blends? A Guatemalan and an Ethiopian? and how do these affect the consumers
	c) Extraction & Brewing
	d) Grinding
	e) Milk Steaming & Pouring
	f) be familiar with espresso-based drinks such as latte, cappuccino, long black, Americano, etc.

Skills – at the end of the module/unit the learner will have acquired the following skills:

The learner will be able to:

a) Operate a coffee machine

b) Preparing a range of espresso coffees

c) Texturing milk

d) Preparing cappuccinos, café latte, etc.

e) Coffee presentation

Judgment Skills and Critical Abilities
This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to:

a)

Module-Specific Communication Skills
(Over and above those mentioned in Section B)

The learner will be able to:

a)

Module-Specific Learner Skills
(Over and above those mentioned in Section B)

The learner will be able to

a)

	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to a)		
Hours of Total Learning for this Module / Unit	Contact Hours (Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor). [3]	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.) [18]	
	Self-Study Hours (Estimated workload of research and study.) [2]	Assessment Hours (Examinations/ presentations/ group work/ projects etc.) [2]	
Total Learning Hours of this Module	_____25_____ Hours		
Total Number of ECTS / ECVET of this Module / Unit	_____1_____ ECTS / ECVETs		
Explain how this module/unit will be taught in line with Section B Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information.	The methods used for this unit will be: • **DISCUSSIONS** - A method in which group discussion techniques are used to reach instructional objectives. • **DEMONSTRATIONS** - A method of instruction where the instructor by actually performing an operation or doing a job shows the students what to do, how to do it, and through explanations brings out why, where, and when it is done. • **TUTORIALS** - A method of instruction in which an instructor works directly with an individual student.		
Explain how this particular module/unit will be assessed in line with Section B Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).	Assessment will be carried out through: • Placement evaluation - During Palcement Evaluation the students will be observed whilst carrying out their duties and the examiner will evalutate to what extent the students can apply on the job what has been learnt during their studies (100%)		

In addition, identify and describe the digital learning tools being used for your course and any other relevant information.	
Reading List Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is 'classic/canonical' texts, such as the original texts by Piaget in psychology or Plato's Republic in Philosophy.	**Core Reading List** 3) Lecturer's Notes **Supplementary Reading List** 2) The Waiter & Waitress and Wait Staff Training Handbook: A Complete Guide to the Proper Steps in Service for Food & Beverage Employees by Lora Arduser
Description of minimum formal qualifications and experience required to teach this Module/Unit Additional Unit Qualifications for persons responsible for: i) Course design and content development j) Technical and media support; k) Teaching course, and interacting and supporting learners; l) Providing support to persons in (c). Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs).	**Course desing and content** Head of School and Consultants **Technical support** Busy Bee Manufacturing Ltd. resources **Teaching Course and supporting learners** Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourisim Studies (ITS) or a similar institution. Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role. **Support** Tutors, Head of School and Admissions dept.

Section D – to be filled in for each module / unit listed in Section C – Outline of Course

Sub-Section D _4_	*(Insert a consecutive number according to module)*
Title of the Module / Unit	**Service Bar & Inventory**
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	As the name suggests these bars are in full view of the guests but used only for dispensing beverages to the servers against guest's orders or in a typical outside catering setting, which is the main contributor to Busy Bee's income stream. The course is designed to cater, and students may, chose whether to work in a coffee shop setting behind a bar or a service bar on functions during the weekends.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	a) set up a service bar (main focus being service bars for functions) b) stocking and replenishing a service bar
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:

	Upon completion of the topic the student will be able to:
	
	   a) identify service bar supplies.
	   b) explain various service bar ordering systems
	   c) explain what is meant by "rotation" of stock.

	Skills – at the end of the module/unit the learner will have acquired the following skills:
	Upon completion of the topic the student will be able to: a) operate a service bar
	Judgment Skills and Critical Abilities This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both. The learner will be able to: a)
	Module-Specific Communication Skills (Over and above those mentioned in Section B) The learner will be able to: a)

	Module-Specific Learner Skills (Over and above those mentioned in Section B) The learner will be able to a)
	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to a)
Hours of Total Learning for this Module / Unit	<table><tr><td>Contact Hours (Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor). **3**</td><td>Supervised Placement and Practice Hours **18** (During these hours the learner is supervised, coached or mentored.)</td></tr><tr><td>Self-Study Hours **2** (Estimated workload of research and study.)</td><td>Assessment Hours **2** (Examinations/ presentations/ group work/ projects etc.)</td></tr></table>
Total Learning Hours of this Module	_____25_____ Hours
Total Number of ECTS / ECVET of this Module / Unit	_____1_____ ECTS / ECVETs
Explain how this module/unit will be taught in line with Section B Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information.	The methods used for this unit will be: • **LECTURES** - A formal or semi-formal discourse is which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships • **DISCUSSIONS** - A method in which group discussion techniques are used to reach instructional objectives.
Explain how this particular module/unit will be assessed in line with Section B Please include assessment weightings for this particular	Assessment will be carried out through: • Classroom evaluation will be carried out through teacher devised oral and written class tests. Depending on the module, class tests may include multiple choice questions, true or false questions and short answer questions. (100%)

module (Example: Presentation: 40% and Assignment: 60%). In addition, identify and describe the digital learning tools being used for your course and any other relevant information.	
Reading List Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is 'classic/canonical' texts, such as the original texts by Piaget in psychology or Plato's Republic in Philosophy.	**Core Reading List** 4) Lecturer's Notes **Supplementary Reading List** 3) The Waiter & Waitress and Wait Staff Training Handbook: A Complete Guide to the Proper Steps in Service for Food & Beverage Employees by Lora Arduser
Description of minimum formal qualifications and experience required to teach this Module/Unit Additional Unit Qualifications for persons responsible for: m) Course design and content development n) Technical and media support; o) Teaching course, and interacting and supporting learners; p) Providing support to persons in (c). Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs).	**Course desing and content** Head of School and Consultants **Technical support** Busy Bee Manufacturing Ltd. resources **Teaching Course and supporting learners** Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourisim Studies (ITS) or a similar institution. Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role. **Support** Tutors, Head of School and Admissions dept.

Section D – to be filled in for each module / unit listed in Section C – Outline of Course

Sub-Section D _5_ *(Insert a consecutive number according to module)*	
Title of the Module / Unit	**Bar Sanitation & Carriage of Drinks**
Module / Unit Description Explain your reasoning behind wishing to provide this module/unit and how it fits within the whole course. A breakdown of the module/unit's content is also advisable.	Be it dining room service, be it cafeteria, restaurant or a function, the serving trays are one of the tools that the staff needs to master to be able perform their job properly. Mastering 'carriage' will give students the confidence needed to be confident on the job. Furthermore, this module will highlight the importance of keeping the bar and all the equipment clean.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	a) Keep and maintain all areas of the bar clean such as counters, blenders, beer drains, coolers, trash cans, etc b) Take orders from clients, prepare and serve drinks
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:

	Upon completion of the topic the student will be able to:
	
	    a) demonstrate bar sanitation and hygiene
	    b) identify a bar tray
	    c) Describe methods of placing orders on a tray so as to assist the bar waiter in remembering which drink belongs to each customer.

	Skills – at the end of the module/unit the learner will have acquired the following skills:

	The learner will be able to:
	
	    a) demonstrate how to carry a tray, with and without drinks.
	    b) return empty glasses, dispose of ice, straws, stir sticks

	Judgment Skills and Critical Abilities This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both. The learner will be able to: a)
	Module-Specific Communication Skills (Over and above those mentioned in Section B) The learner will be able to:

	a)
	Module-Specific Learner Skills (Over and above those mentioned in Section B) The learner will be able to a)
	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to a)

Hours of Total Learning for this Module / Unit	Contact Hours 3 (Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor).	Supervised Placement and Practice Hours 18 (During these hours the learner is supervised, coached or mentored.)
	Self-Study Hours 2 (Estimated workload of research and study.)	Assessment Hours 2 (Examinations/ presentations/ group work/ projects etc.)

Total Learning Hours of this Module	_____25_____ Hours

Total Number of ECTS / ECVET of this Module / Unit	_____1_____ ECTS / ECVETs

Explain how this module/unit will be taught in line with Section B Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information.	The methods used for this unit will be: • **DEMONSTRATIONS** - A method of instruction where the instructor by actually performing an operation or doing a job shows the students what to do, how to do it, and through explanations brings out why, where, and when it is done. • **TUTORIALS** - A method of instruction in which an instructor works directly with an individual student.

Explain how this particular module/unit will be assessed in line with Section B Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%). In addition, identify and describe the digital learning tools being used for your course and any other relevant information.	Assessment will be carried out through: • Placement evaluation - During Palcement Evaluation the students will be observed whilst carrying out their duties and the examiner will evalutate to what extent the students can apply on the job what has been learnt during their studies (100%)
Reading List Please distinguish between core and supplementary texts as applicable. Courses at MQF 5 and above should not just present the main legislation or one textbook/source, but present also other viewpoints and perspectives as applicable. For texts/sources with different editions, it is recommended that the latest version is included. For courses at MQF 5 and above it is recommended that texts should not be older than 10 years, although this threshold may be too low for higher MQF Levels especially in particular content areas. The exception is 'classic/canonical' texts, such as the original texts by Piaget in psychology or Plato's Republic in Philosophy.	**Core Reading List** 5) Lecturer's Notes **Supplementary Reading List** 4) The Waiter & Waitress and Wait Staff Training Handbook: A Complete Guide to the Proper Steps in Service for Food & Beverage Employees by Lora Arduser
Description of minimum formal qualifications and experience required to teach this Module/Unit Additional Unit Qualifications for persons responsible for: q) Course design and content development r) Technical and media support; s) Teaching course, and interacting and supporting learners; t) Providing support to persons in (c). Where these roles are performed by third parties, please provide	**Course desing and content** Head of School and Consultants **Technical support** Busy Bee Manufacturing Ltd. resources **Teaching Course and supporting learners** Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourisim Studies (ITS) or a similar institution. Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role. **Support** Tutors, Head of School and Admissions dept.

National Commission for Further and Higher Education — Malta

information relating to such arrangements (such as contracts and SLAs).	

For further assistance:

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