



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](mailto: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	17 <sup>th</sup> November 2017	
Title	<input checked="" type="checkbox"/> Mr	<input type="checkbox"/> Ms <input type="checkbox"/> Other
Surname	Borg	
Name	Stefan	
Email Address	<a href="mailto:Stefan@busybee.com.mt">Stefan@busybee.com.mt</a>	
Telephone / Mobile	7909 0929	
Name of the Education and Training Provider <small>Entity already licensed or requesting new or revised license from NCFHE.</small>	Busy Bee Training Institute (BBTI)	
Address/es where programme shall be delivered: <small>Entity should also indicate premises of placements/clinical training, if applicable.</small>	Busy Bee Group Mdina road Birkirkara BKR 300	
Tuition License	Licensed, but requiring revised license due to this application (License no: _____) <input type="checkbox"/>	Not licensed, and requesting provider accreditation through separate application. <input checked="" type="checkbox"/>



(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.

	<p><b>Mission statement</b></p> <p>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.</p> <p><b>Aims and objectives</b></p> <p>At BBTI, our aims and objectives are:</p> <ol style="list-style-type: none"> <li>1. to provide sufficient academic knowledge for a student to able to meet the standards required by the industry</li> <li>2. to provide personal instruction and hands-on training from qualified professionals in a comfortable atmosphere</li> <li>3. to foster each individual career goals from the minute they enrol and maintain a positive relationship with alumni throughout their careers</li> <li>4. to provide individual attention to students from their instructors</li> <li>5. to provide the best instructors, location, ingredients and equipment available to our students teach the art, science, technique, and methods needed to excel</li> <li>6. to present opportunities to our students to become a part of the Busy Bee Group</li> <li>7. to promote lifelong learning by providing education courses for professionals, students and food enthusiasts.</li> </ol>	
<p><b>Type of Course</b>          Refer to pages 53-56 of the Referencing Report 2016</p>	<p>Qualification <input type="checkbox"/></p>	<p>Award <input checked="" type="checkbox"/></p>
<p><b>Title of the Qualification / Award</b>          Please also include the appropriate abbreviation (ex. B.Sc, M.Psych, PhD etc.) adjacent to the title.</p>	<p>Vocational Education &amp; Training Award in Introduction to Food &amp; Beverage Service</p>	
<p><b>Proposed MQF Level</b>          (Refer to pages 37-52 of the Referencing Report 2016 for more information).</p>	<p>MQF Level 1</p>	
<p><b>Hours of Total Learning</b>          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 established from time to time by</p>	<p>Contact Hours<sup>1</sup>          (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).</p> <p style="text-align: center;"><input type="text" value="15"/></p>	<p>Supervised Placement and Practice Hours          (During these hours the learner is supervised, coached or mentored.)</p> <p style="text-align: center;"><input type="text" value="90"/></p>

<sup>1</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

NCFHE.	<b>Self-Study Hours</b> (Estimated workload of research and study.) <div style="float: right; border: 1px solid black; padding: 2px 10px;">10</div>	<b>Assessment Hours</b> (Examinations/ presentations/ group work/ projects etc.) <div style="float: right; border: 1px solid black; padding: 2px 10px;">10</div>
<b>Total Learning Hours</b>	_____ 125 _____ Hours	
<b>Total number of ECTS / ECVET for Course Completion</b> <small>Figures with a decimal point will NOT be accepted. ECTS must be rounded integers.</small>	_____ 5 _____ ECTS / ECVETs	
<b>Course Type and Duration</b>	Full-Time <input type="checkbox"/> <div style="margin-left: 200px;">Part-Time <input checked="" type="checkbox"/></div>	
	<small>(Double click on the box and mark checked under Default Value.)</small>	
	_____ 0 _____ weeks/months	_____ 6 weeks _____ weeks/months
<b>Course Rationale</b> <small>Explain your reasoning behind offering this course/what is the marked need for this course/how this course fulfils these needs.</small>	<p>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.</p> <p>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.</p>	
<b>Target Group</b> <small>Indicate the sort of learners that you anticipate joining this course.</small>	<p>The Busy Bee Academy will seek to enhance the employability of eligible persons within the Catering Industry such as:</p> <ol style="list-style-type: none"> <li>a. Students who are attending educational training programs within the educational systems</li> <li>b. Mature employees who are seeking new ways to increment their revenue</li> <li>c. Housewives who wish to supplement their family income</li> <li>d. Unemployed persons who are ready to learn and undertake a career in the Catering Industry</li> </ol>	
<b>Relationship to Occupation/s</b> <small>List the occupations for which this course prepares the student. Make reference to skills frameworks and/or occupational/professional standards wherever possible.</small>	<p>Employment opportunities exist in:</p> <ul style="list-style-type: none"> <li>• hotels,</li> <li>• restaurants,</li> <li>• cafes,</li> <li>• bistros,</li> <li>• bars,</li> <li>• cafeterias,</li> </ul>	

<p>In addition, please indicate whether the course leads to a warranted profession or regulated occupation.</p>	<ul style="list-style-type: none"> <li>fast food outlets and</li> <li>outside catering companies.</li> </ul>
<p><b>Entry Requirements</b>          Specify what requirements the students should have before joining this course (qualifications/ language and/or digital competences).</p>	<p>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.</p>
<p><b>Overall Course Objectives</b>          Please include the overall knowledge, skills and competences acquired by the learner at the end of the course.</p>	<p>This course is designed to:</p> <p style="text-align: right;"><i>WEBSITE</i></p> <ol style="list-style-type: none"> <li>expose students to restaurant and bar service</li> <li>enhance the students by developing their technical, practical and professional skills to allow them to function with minimum supervision</li> <li>upgrade the sales and marketing skills so that the student may competently and confidently give suggestions to customers which will increase the profit base of the operation</li> <li>develop attitudes to quality and value in respect of people, management and customer care</li> </ol>
<p><b>Learning Outcomes for Communication Skills for the whole course</b>          If the course is specifically about communication skills e.g. writing or speaking skills, this section may be left out, and Section D for each module filled in.)</p>	<p>Left blank</p>
<p><b>Learning Outcomes for Learning to Learn Skills for the whole course</b>          These learning outcomes should focus on the learner's ability to pursue and plan future learning and self-development.</p>	<p>Upon successful completion of this course, the learner will:</p> <p style="text-align: right;"><i>WEBSITE</i></p> <ol style="list-style-type: none"> <li>identify and describe the various food and beverage service positions</li> <li>describe and demonstrate selling skills required in a food and beverage operation.</li> <li>identify types and functions of tableware.</li> <li>demonstrate the various service techniques and management techniques.</li> <li>calculate customer bills</li> <li>demonstrate customer-handling skills.</li> <li>outline duties and responsibilities of food and beverage service personnel.</li> </ol>
<p><b>General Pedagogical Guidelines and Procedures for this course</b>          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</p>	<p>Through a Student-Centered 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 taught.</p> <p>Namely, the methods used will be:</p> <ul style="list-style-type: none"> <li><b>LECTURES</b> - A formal or semi-formal discourse in which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships</li> </ul>

<p>mastery.</p> <p>If the programme includes an online learning component, please 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.</p>	<ul style="list-style-type: none"> <li>• <b>DISCUSSIONS</b> - A method in which group discussion techniques are used to reach instructional objectives.</li> <li>• <b>DEMONSTRATIONS</b> - 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.</li> <li>• <b>TUTORIALS</b> - A method of instruction in which an instructor works directly with an individual student.</li> <li>• <b>ROLE PLAYS</b></li> </ul>
<p><b>General description of minimum qualifications for tutors / lecturers for this course.</b></p> <p>Outline the minimum qualifications for any persons involved in:</p> <ol style="list-style-type: none"> <li>a) Course Design and Content Development;</li> <li>b) Technical and Media Support;</li> <li>c) Teaching Course, and Interacting and Supporting Learners</li> <li>d) Providing support to persons in (c).</li> </ol> <p>Please refer to NCFHE's Manual of Procedures available <a href="#">here</a> for further guidance.</p>	<p><b>Course desing and content</b> Head of School and Consultants</p> <p><b>Technical support</b> Busy Bee Manufacturing Ltd. resources</p> <p><b>Teaching Course and supporting learners</b> Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourism Studies (ITS) or a similar institution at least 3 levels higher than the MQF level at which they are teaching.</p> <p>Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role.</p> <p><b>Support</b> Tutors, Head of School and Admissions dept.</p>
<p><b>General assessment policy and procedures</b></p> <p>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.</p> <p>Please describe your procedures to ensure cheating and plagiarism does not take place during assessments.</p>	<p>Assessing will be mainly carried in two ways:</p> <ul style="list-style-type: none"> <li>• • Classroom evaluation through teacher devised class tests and written assessments with multiple choice questions and questions</li> <li>• Placement evaluation - During Placement Evaluation the students will be observed whilst carrying out their duties and the examiner will evaluate to what extent the students can apply on the job what has been learnt during their studies.</li> </ul> <p>To deter cheating and plagiarisim during classroom assesments,</p> <ol style="list-style-type: none"> <li>1. students will be given a clear and explicit definition of plagiarism at the beginning of the course</li> <li>2. cheating and copying will be harshly penalised</li> <li>3. written assignments will encourage originality and discourage plagiarism</li> </ol>

**Section C – Outline of Course**

<b>Module/Unit Title</b>	<b>Compulsory or Elective</b>	<b>ECTS/ECVETs</b>	<b>Mode of Teaching</b> <small>(Lectures, workshop, placement, asynchronous forums, VLE etc.)</small>	<b>Mode of Assessment</b> <small>(Examination, assignment, project, reflective diary/blog etc.)</small>
1. Introduction to Food & Beverage Service	Compulsory	1	Lecture	Classroom Evaluation
2. Carriage & Equipment	Compulsory	1	Workshop	Placement Evaluation
3. Social Skills & Menu Knowledge	Compulsory	1	Lecture	Classroom Evaluation
4. Non-Alcoholic Beverages & Stillroom Preparations	Compulsory	1	Workshop	Placement Evaluation
5. Venue Preparation & Service Procedure	Compulsory	1	Workshop	Placement Evaluation
<b>Total ECTS/ECVETS Requesting Accreditation</b>	<b>_____ 5 _____ ECTS/ECVETs</b>			
<b>Total ECTS/ECVETS for Course Completion</b>	<b>_____ 5 _____ ECTS/ECVETs</b>			
<b>Exit Awards/Qualifications</b> <small>(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).</small>	<b>Not Applicable</b>			



**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)**

<b>Title of the Module / Unit</b>	<b>Introduction to Food &amp; Beverage Service</b>
<p><b>Module / Unit Description</b>          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.</p>	<p>This module is an introduction to the industry. It will help the tutor ensure that all those present start from a level playing field and that all the students understand the different types of outlets and their respective style of food service. Particular emphasis will be given to service in cafeterias, restaurants and outside catering.</p> <p>Most of what is learned during this first module will be mentioned and referred to repeatedly in the following modules.</p>
<p><b>Learning Outcomes</b></p>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>
	<ul style="list-style-type: none"> <li>a) describe the importance of teamwork list the duties to be carried out by the restaurant staff.</li> <li>b) state the importance of courtesy, tact, patience and good humour in the working situation.</li> <li>c) describe the inter-relationship of the food and beverage department with other departments within the establishment.</li> </ul>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<ul style="list-style-type: none"> <li>a) outline the different types of food service organizations describe staffing structures for various establishments discuss the qualities of good food service staff and their responsibilities to the customer, management and fellow workers.</li> <li>b) describe the types and styles of food service offered by a variety of establishments</li> </ul>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) understand staffing requirements according to the type of service</li> <li>b) distinguish the duties and roles and responsibilities' of fellow team members during the shift or function</li> <li>c) adapt to the different styles of food service</li> </ul>	

	<p><b>Judgment Skills and Critical Abilities</b> 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.</p> <p>The learner will be able to:</p> <p>a)</p>	
	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <p>a)</p>	
	<p><b>Module-Specific Learner Skills</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a)</p>	
	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a)</p>	
<b>Hours of Total Learning for this Module / Unit</b>	<p>Contact Hours <input type="text" value="3"/></p> <p>(Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor).</p>	<p>Supervised Placement and Practice Hours <input type="text" value="18"/></p> <p>(During these hours the learner is supervised, coached or mentored.)</p>
	<p>Self-Study Hours <input type="text" value="2"/></p> <p>(Estimated workload of research and study.)</p>	<p>Assessment Hours <input type="text" value="2"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<b>Total Learning Hours of this Module</b>	_____ 25 _____ Hours	
<b>Total Number of ECTS / ECVET of this Module / Unit</b>	_____ 1 _____ ECTS / ECVETs	

<p><b>Explain how this module/unit will be taught in line with Section B</b></p> <p>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.</p>	<p>The methods used for this unit will be:</p> <ul style="list-style-type: none"> <li>• <b>LECTURES</b> - A formal or semi-formal discourse in which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships</li> <li>• <b>DISCUSSIONS</b> - A method in which group discussion techniques are used to reach instructional objectives.</li> </ul>
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p> <p>Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).</p> <p>In addition, identify and describe the digital learning tools being used for your course and any other relevant information.</p>	<p>Assessment will be carried out through:</p> <ul style="list-style-type: none"> <li>• • Classroom evaluation through teacher devised class tests and written assessments with multiple choice questions and questions (100%)</li> </ul>
<p><b>Reading List</b></p> <p>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.</p>	<p><b>Core Reading List</b></p> <p>1) Lecturer's Notes</p> <p><b>Supplementary Reading List</b></p> <p>1) The Waiter &amp; Waitress and Wait Staff Training Handbook: A Complete Guide to the Proper Steps in Service for Food &amp; Beverage Employees by Lora Arduser</p>

<p><b>Description of minimum formal qualifications and experience required to teach this Module/Unit</b></p> <p>Additional Unit Qualifications for persons responsible for:</p> <ul style="list-style-type: none"> <li>a) Course design and content development</li> <li>b) Technical and media support;</li> <li>c) Teaching course, and interacting and supporting learners;</li> <li>d) Providing support to persons in (c).</li> </ul> <p>Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs).</p>	<p><b>Course desing and content</b>          Head of School and Consultants</p> <p><b>Technical support</b>          Busy Bee Manufacturing Ltd. resources</p> <p><b>Teaching Course and supporting learners</b>          Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourism Studies (ITS) or a similar institution at least 3 levels higher than the MQF level at which they are teaching.</p> <p>Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role.</p> <p><b>Support</b>          Tutors, Head of School and Admissions dept.</p>
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<b>Section D – to be filled in for each module / unit listed in Section C – Outline of Course</b>	
<b>Sub-Section D _2_ (Insert a consecutive number according to module)</b>	
<p><b>Title of the Module / Unit</b></p>	<p><b>Service &amp; Equipment</b></p>
<p><b>Module / Unit Description</b>          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.</p>	<p>In service, being 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 'service' or 'the carriage of trays' will give students the confidence needed to be confident on the job.</p> <p>Furthermore, this module will now introduce students to the different types of equipment they will have access too during their placement and also on the job.</p>
	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"> <li>a) carry a tray, with and without food / drinks.</li> <li>b) Be able to use and operate safely most of the hand tools and equipment</li> <li>c) Be able to clean and store equipment used</li> </ul>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<p>Upon completion of the topic the student will be able to:</p> <ul style="list-style-type: none"> <li>a) identify large and small equipment in the food service and ancillary service</li> </ul>

<b>Learning Outcomes</b>	areas b) identify and describe the function and care of hand tools and equipment c) list the safety measures that should be taken when using equipment in the food service area d) describe appropriate cleaning procedures for all equipment.	
	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) return empty glasses, dispose of ice, straws, stir sticks b) use large and small equipment following safety protocols c) identify and describe the function and care of hand tools and equipment d)	
	<p><b>Judgment Skills and Critical Abilities</b>          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.</p> <p>The learner will be able to:</p> a)	
	<p><b>Module-Specific Communication Skills</b>          (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> a)	
	<p><b>Module-Specific Learner Skills</b>          (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> a)	
<p><b>Module-Specific Digital Skills and Competences</b>          (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> a)		
<b>Hours of Total Learning for this Module / Unit</b>	Contact Hours <input style="width: 50px; text-align: center;" type="text" value="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 <input style="width: 50px; text-align: center;" type="text" value="18"/> (During these hours the learner is supervised, coached or mentored.)

	<b>Self-Study Hours</b> (Estimated workload of research and study.) <div style="border: 1px solid black; width: 40px; height: 40px; display: inline-block; text-align: center; vertical-align: middle;">2</div>	<b>Assessment Hours</b> (Examinations/ presentations/ group work/ projects etc.) <div style="border: 1px solid black; width: 40px; height: 40px; display: inline-block; text-align: center; vertical-align: middle;">2</div>
<b>Total Learning Hours of this Module</b>	_____ 25 _____ Hours	
<b>Total Number of ECTS / ECVET of this Module / Unit</b>	_____ 1 _____ ECTS / ECVETs	
<b>Explain how this module/unit will be taught in line with Section B</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: <ul style="list-style-type: none"> <li>• <b>TUTORIALS</b> - A method of instruction in which an instructor works directly with an individual student.</li> <li>• <b>LECTURES</b> - A formal or semi-formal discourse in which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships</li> <li>• <b>DEMONSTRATIONS</b> - 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.</li> </ul>	
<b>Explain how this particular module/unit will be assessed in line with Section B</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: <ul style="list-style-type: none"> <li>• Placement evaluation - During Placement Evaluation the students will be observed whilst carrying out their duties and the examiner will evaluate to what extent the students can apply on the job what has been learnt during their studies (100%)</li> </ul>	
<b>Reading List</b>  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	<b>Core Reading List</b>  2) Lecturer's Notes  <b>Supplementary Reading List</b>  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	

<p>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.</p>	
<p><b>Description of minimum formal qualifications and experience required to teach this Module/Unit</b></p> <p>Additional Unit Qualifications for persons responsible for:</p> <ul style="list-style-type: none"> <li>e) Course design and content development</li> <li>f) Technical and media support;</li> <li>g) Teaching course, and interacting and supporting learners;</li> <li>h) Providing support to persons in (c).</li> </ul> <p>Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs).</p>	<p><b>Course desing and content</b>          Head of School and Consultants</p> <p><b>Technical support</b>          Busy Bee Manufacturing Ltd. resources</p> <p><b>Teaching Course and supporting learners</b>          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 at least 3 levels higher than the MQF level at which they are teaching.</p> <p>Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role.</p> <p><b>Support</b>          Tutors, Head of School and Admissions dept.</p>

<p><b>Section D – to be filled in for each module / unit listed in Section C – Outline of Course</b></p>	
<p><b>Sub-Section D _3_ (Insert a consecutive number according to module)</b></p>	
<p><b>Title of the Module / Unit</b></p>	<p><b>Social Skills &amp; Menu Knowledge</b></p>
<p><b>Module / Unit Description</b>          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.</p>	<p>Even when employees understand their roles and the specific protocol for delivering quality service, there will still be instances where a hectic dinner rush results in miscommunication between staff themselves and sometimes, with patrons. This module encompasses all the social skills required to handle day to day situations as well as difficult situations.</p> <p>Students will be thought that menu knowledge is a very important and integral part about being a good server. Students will understand the importance of learning their menu to give them the right tools to help people make the right decisions when it comes to their meal.</p>

	<p>The lectures will focus on typical cafeteria, restaurant and outside catering menus.</p>
<p><b>Learning Outcomes</b></p>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>
	<p>Upon completion of the topic the student will be able to:</p> <ul style="list-style-type: none"> <li>a) demonstrate the aptitude and the social skills required to deal with fellow staff members and deal with customer complaints, and unusual situations, to ensure the smooth running of the restaurant</li> </ul>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<p>Upon completion of the topic the student will be able to:</p> <ul style="list-style-type: none"> <li>a) discuss the social skills that are necessary for the smooth running of the restaurant.</li> <li>b) discuss methods of dealing with customer complaints, and unusual situations.</li> <li>c) define the term “menu” and explain a variety of menu terms</li> <li>d) list foods that may be cooked to order and indicate the cooking times</li> <li>e) identify terms that are used to denote the degree of cooking required.</li> <li>f) explain the factors affecting the customer’s choice of a meal</li> <li>g) identify the courses that form the menu for breakfast, lunch, dinner and indicate their usual order.</li> </ul>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<ul style="list-style-type: none"> <li>a) be able to communicate clearly with team members</li> <li>b) be able to deal with and report customer complaints</li> <li>c) be able to guide customers choosing their meal</li> <li>d) be able to meet and greet patrons</li> </ul>
	<p><b><i>Judgment Skills and Critical Abilities</i></b>          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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a)</li> </ul>
<p><b><i>Module-Specific Communication Skills</i></b>          (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p>	



	a)	
	<p><b>Module-Specific Learner Skills</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a)</p>	
	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a)</p>	
<b>Hours of Total Learning for this Module / Unit</b>	<p>Contact Hours <input type="text" value="3"/></p> <p>(Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor).</p>	<p>Supervised Placement and Practice Hours <input type="text" value="18"/></p> <p>(During these hours the learner is supervised, coached or mentored.)</p>
	<p>Self-Study Hours <input type="text" value="2"/></p> <p>(Estimated workload of research and study.)</p>	<p>Assessment Hours <input type="text" value="2"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<b>Total Learning Hours of this Module</b>	_____ 25 _____ Hours	
<b>Total Number of ECTS / ECVET of this Module / Unit</b>	_____ 1 _____ ECTS / ECVETs	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p> <p>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.</p>	<p>The methods used for this unit will be:</p> <ul style="list-style-type: none"> <li>• <b>LECTURES</b> - A formal or semi-formal discourse in which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships</li> <li>• <b>DISCUSSIONS</b> - A method in which group discussion techniques are used to reach instructional objectives.</li> <li>• <b>ROLE PLAYS</b></li> </ul>	

<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p> <p>Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).</p> <p>In addition, identify and describe the digital learning tools being used for your course and any other relevant information.</p>	<p>Assessment will be carried out through:</p> <ul style="list-style-type: none"> <li>Classroom evaluation through teacher devised class tests and written assessments with multiple choice questions and questions (100%)</li> </ul>
<p><b>Reading List</b></p> <p>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.</p>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"> <li>Lecturer's Notes</li> </ol> <p><b>Supplementary Reading List</b></p> <ol style="list-style-type: none"> <li>The Waiter &amp; Waitress and Wait Staff Training Handbook: A Complete Guide to the Proper Steps in Service for Food &amp; Beverage Employees by Lora Arduser</li> </ol>
<p><b>Description of minimum formal qualifications and experience required to teach this Module/Unit</b></p> <p>Additional Unit Qualifications for persons responsible for:</p> <ol style="list-style-type: none"> <li>Course design and content development</li> <li>Technical and media support;</li> <li>Teaching course, and interacting and supporting learners;</li> <li>Providing support to persons in (c).</li> </ol> <p>Where these roles are performed by third parties, please provide</p>	<p><b>Course design and content</b>        Head of School and Consultants</p> <p><b>Technical support</b>        Busy Bee Manufacturing Ltd. resources</p> <p><b>Teaching Course and supporting learners</b>        Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourism Studies (ITS) or a similar institution at least 3 levels higher than the MQF level at which they are teaching.</p> <p>Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role.</p> <p><b>Support</b>        Tutors, Head of School and Admissions dept.</p>

information relating to such arrangements (such as contracts and SLAs).	
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<b>Section D – to be filled in for each module / unit listed in Section C – Outline of Course</b>	
<b>Sub-Section D _4_</b> <i>(Insert a consecutive number according to module)</i>	
<b>Title of the Module / Unit</b>	<b>Non-Alcoholic Beverages &amp; Stillroom Preparations</b>
<b>Module / Unit Description</b> 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.	This unit deals with the skills and knowledge required to prepare and serve non-alcoholic beverages in a range of settings with a focus on the cafeteria, restaurant, and outside catering contexts.
	Students will also be introduced to stillroom preparations providing items of food and beverage required for the service of meal and not catered for by other major departments in a restaurant. During this unit, students will learn how to stock, maintain and prepare stillroom preparations.
	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
	a) Be able to prepare and serve beverages, both hot and cold b) Be able to prepare limes, lemons and oranges for service with tea, etc.
	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) classify and describe methods of preparation and service of non-alcoholic beverages. b) describe the correct procedures for preparing pots, pats, and curls of butter c) name the methods of preparing limes, lemons and oranges for service with tea.



<b>Learning Outcomes</b>	etc.
	Skills – at the end of the module/unit the learner will have acquired the following skills:
	<p>Upon completion of the topic the student will be able to prepare and serve :</p> <ul style="list-style-type: none"> <li>a) a range of non-alcoholic beverages such as soft drinks, teas, coffees, etc.</li> <li>b) Butter</li> <li>c) Toasts and bread</li> <li>d) Milk, sugar (for coffee and tea).</li> <li>e) Sliced lemon and orange.</li> <li>f) Condiments.</li> <li>g) Proprietary sauces</li> <li>h) Jellies, preserves, etc.</li> </ul>
	<p><b><i>Judgment Skills and Critical Abilities</i></b>  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.</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a)</li> </ul>
	<p><b><i>Module-Specific Communication Skills</i></b>  (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a)</li> </ul>
	<p><b><i>Module-Specific Learner Skills</i></b>  (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> <li>a)</li> </ul>
<p><b><i>Module-Specific Digital Skills and Competences</i></b>  (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ul style="list-style-type: none"> <li>a)</li> </ul>	

<b>Hours of Total Learning for this Module / Unit</b>	<b>Contact Hours</b> <input type="text" value="3"/> (Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor).	<b>Supervised Placement and Practice Hours</b> <input type="text" value="18"/> (During these hours the learner is supervised, coached or mentored.)
	<b>Self-Study Hours</b> <input type="text" value="2"/> (Estimated workload of research and study.)	<b>Assessment Hours</b> <input type="text" value="2"/> (Examinations/ presentations/ group work/ projects etc.)
<b>Total Learning Hours of this Module</b>	_____ 25 _____ Hours	
<b>Total Number of ECTS / ECVET of this Module / Unit</b>	_____ 1 _____ ECTS / ECVETs	
<b>Explain how this module/unit will be taught in line with Section B</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: <ul style="list-style-type: none"> <li>• <b>DEMONSTRATIONS</b> - 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.</li> <li>• <b>TUTORIALS</b> - A method of instruction in which an instructor works directly with an individual student.</li> </ul>	
<b>Explain how this particular module/unit will be assessed in line with Section B</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: <ul style="list-style-type: none"> <li>• Placement evaluation - During Placement Evaluation the students will be observed whilst carrying out their duties and the examiner will evaluate to what extent the students can apply on the job what has been learnt during their studies (100%)</li> </ul>	
<b>Reading List</b>  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	<b>Core Reading List</b>  3) Lecturer's Notes  <b>Supplementary Reading List</b>  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	

<p>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.</p>	
<p><b>Description of minimum formal qualifications and experience required to teach this Module/Unit</b></p> <p>Additional Unit Qualifications for persons responsible for:</p> <ul style="list-style-type: none"> <li>m) Course design and content development</li> <li>n) Technical and media support,</li> <li>o) Teaching course, and interacting and supporting learners;</li> <li>p) Providing support to persons in (c).</li> </ul> <p>Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs).</p>	<p><b>Course desing and content</b>          Head of School and Consultants</p> <p><b>Technical support</b>          Busy Bee Manufacturing Ltd. resources</p> <p><b>Teaching Course and supporting learners</b>          Tutors are expected to have a minimum of 5 years hands on experience in the industry PLUS a certification from the Institute of Tourism Studies (ITS) or a similar institution at least 3 levels higher than the MQF level at which they are teaching.</p> <p>Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role.</p> <p><b>Support</b>          Tutors, Head of School and Admissions dept.</p>

<p><b>Section D – to be filled in for each module / unit listed in Section C – Outline of Course</b></p>	
<p><b>Sub-Section D _5_</b> <i>(Insert a consecutive number according to module)</i></p>	
<p><b>Title of the Module / Unit</b></p>	<p><b>Venue Preparation &amp; Service Procedure</b></p>
<p><b>Module / Unit Description</b>          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.</p>	<p>The unit 'Venue Preparation &amp; Service Procedure' will encompass a various number of topics. Apart from that which has already been covered in the previous sections, such as stillroom preparations, the students will cover new areas such as the preparation of the tables, different crockery and glasses, etc. And, the student will be instructed on the proper way and procedure to conduct service.</p>

<b>Learning Outcomes</b>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>
	<ul style="list-style-type: none"> <li>a) describe the service procedure</li> <li>b) interpret the daily menus</li> <li>c) outline how to take a customer’s order correctly and discuss reasons why orders should be written clearly.</li> <li>d) describe clearing techniques of crockery, cutlery and flatware.</li> <li>e) discuss methods of serving tea and coffee.</li> <li>f) discuss methods of presenting the bill.</li> </ul>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"> <li>a) identify the appropriate crockery, cutlery and flatware for the service of specific meals and describe their functions</li> <li>b) name and describe a variety of glasses</li> <li>c) be able to distinguish the different service in an restaurant, cafeteria or a stand up reception</li> </ul>
	<p>Upon completion of the topic the student will be able to:</p> <ul style="list-style-type: none"> <li>a) discuss the procedures for preparing the dining room or venue for service.</li> <li>b) illustrate suitable table arrangements for the venue taking into consideration, the room size, type and style of service and space allocation per person.</li> </ul>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"> <li>d) greet and take a customer’s order correctly and answer questions related to menu</li> <li>e) clear crockery, cutlery and flatware.</li> <li>f) serve tea and coffee.</li> <li>g) demonstrate upselling skills</li> <li>h) present the bill.</li> </ul>
	<p>Upon completion of the topic the student will be able to:</p> <ul style="list-style-type: none"> <li>a) prepare the dining room for service taking into consideration, the room size, type and style of service and space allocation per person.</li> </ul>

	<p><b><i>Judgment Skills and Critical Abilities</i></b> 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.</p> <p>The learner will be able to:</p> <p>a)</p>	
	<p><b><i>Module-Specific Communication Skills</i></b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <p>a)</p>	
	<p><b><i>Module-Specific Learner Skills</i></b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a)</p>	
	<p><b><i>Module-Specific Digital Skills and Competences</i></b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <p>a)</p>	
<b>Hours of Total Learning for this Module / Unit</b>	<p>Contact Hours <input type="text" value="3"/></p> <p>(Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor).</p>	<p>Supervised Placement and Practice Hours <input type="text" value="18"/></p> <p>(During these hours the learner is supervised, coached or mentored.)</p>
	<p>Self-Study Hours <input type="text" value="2"/></p> <p>(Estimated workload of research and study.)</p>	<p>Assessment Hours <input type="text" value="2"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<b>Total Learning Hours of this Module</b>	_____ 25 _____ Hours	
<b>Total Number of ECTS / ECVET of this Module / Unit</b>	_____ 1 _____ ECTS / ECVETs	





<p><b>Explain how this module/unit will be taught in line with Section B</b></p> <p>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.</p>	<p>The methods used for this unit will be:</p> <ul style="list-style-type: none"> <li>• <b>DEMONSTRATIONS</b> - 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.</li> <li>• <b>TUTORIALS</b> - A method of instruction in which an instructor works directly with an individual student.</li> <li>• <b>ROLE PLAYS</b></li> </ul>
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p> <p>Please include assessment weightings for this particular module (Example: Presentation: 40% and Assignment: 60%).</p> <p>In addition, identify and describe the digital learning tools being used for your course and any other relevant information.</p>	<p>Assessment will be carried out through:</p> <ul style="list-style-type: none"> <li>• Placement evaluation - During Placement Evaluation the students will be observed whilst carrying out their duties and the examiner will evaluate to what extent the students can apply on the job what has been learnt during their studies (100%)</li> </ul>
<p><b>Reading List</b></p> <p>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.</p>	<p><b>Core Reading List</b></p> <p>4) Lecturer's Notes</p> <p><b>Supplementary Reading List</b></p> <p>4) The Waiter &amp; Waitress and Wait Staff Training Handbook: A Complete Guide to the Proper Steps in Service for Food &amp; Beverage Employees by Lora Arduser</p>

<p><b>Description of minimum formal qualifications and experience required to teach this Module/Unit</b></p> <p>Additional Unit Qualifications for persons responsible for:</p> <ul style="list-style-type: none"> <li>q) Course design and content development</li> <li>r) Technical and media support;</li> <li>s) Teaching course, and interacting and supporting learners;</li> <li>t) Providing support to persons in (c).</li> </ul> <p>Where these roles are performed by third parties, please provide information relating to such arrangements (such as contracts and SLAs).</p>	<p><b>Course desing and content</b> Head of School and Consultants</p> <p><b>Technical support</b> Busy Bee Manufacturing Ltd. resources</p> <p><b>Teaching Course and supporting learners</b> 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 at least 3 levels higher than the MQF level at which they are teaching.</p> <p>Persons providing supervision during the placements are expected to have a minimum of 3 years experience in a supervisory role.</p> <p><b>Support</b> Tutors, Head of School and Admissions dept.</p>
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**For further assistance:**

Accreditation Unit  
 National Commission for Further and Higher Education  
 Sir Temi Zammit Buildings, Malta Life Sciences Centre Ltd,  
 Malta Life Sciences Park,  
 San Gwann, SGN 3000, MALTA

Email: [accreditation.ncfhe@gov.mt](mailto:accreditation.ncfhe@gov.mt)

Telephone: +356 2381 0115