

NATIONAL BOARD FOR TECHNICAL EDUCATION

CURRICULUM AND COURSE SPECIFICATION

HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)

NOVEMBER 2004

PLOT B BIDA ROAD, KADUNA

NATIONAL DIPLOMA HOSPITALITY MANAGEMENT

PROGRAMME GOAL

The programme is designed to produce diplomates capable of supervising appropriate departments in Hospitality Organizations.

OBJECTIVES

At the end of the programme, the diplomate should be able to carry out the following tasks:

1. Produce Nigerian and International dishes using both local and exotic food commodities.
2. Organise accommodation in hospitality establishments.
3. Supervise restaurants and bar operations in hospitality organizations.
4. Supervise specific departments in large hospitality organizations.
5. Manage small to medium sized hospitality organizations

ENTRY REQUIREMENTS

- (1) The minimum entry requirement into the National Diploma Hospitality Management Programme is FOUR CREDIT level passes in the West African School Certificate (WASC), Senior Secondary School Certificate (SSCE), General Certificate of Education (GCE), Ordinary Level, National Examination Council (NECO) and National Business and Technical Examination Board (NABTEB) in not more than two sittings. The subjects must include Biology/Agricultural Science/Health Science, English and any two of the followings: Physics, Chemistry, Mathematics/Statistics, Economics, Food and Nutrition/Home Economics and Geography. At least a pass in Mathematics is compulsory.
- (2) Candidates who have successfully completed the Board's recognized Pre-National Diploma (science and technology) course may be admitted

into the programme. Such students must have passed Biology, Economics, English language and Mathematics at WASC, SSCE, GCE, NECO or NABTEB 'O' level, before undertaking the course.

Structure of Programme:

The National Diploma Hotel and Catering Management is a terminal programme and is structured to last for two years (four semesters). This incorporates three to four months of supervised industrial work experience (SIWES).

Evaluation of Award:

All terminal National Diploma examinations must be externally moderated. In grading the awards, the Board's Unified Grading System should be applied.

**NATIONAL DIPLOMA HOSPITALITY MANAGEMENT
CURRICULUM TABLE**

FIRST SEMESTER ND1

Course Code	Course Title	L	P	T	CU	Prerequisite
GNS 111	Citizenship Education	1	0	1	1	WASC or Equivalent
HMT 111	Introduction to Hospitality	2	2	4	4	
HMT 112	French Language I	2	2	4	4	“
HMT 113	Food & Beverage Production I	2	4	6	6	“
HMT 114	Food & Beverage Service I	2	4	6	6	“
HMT 115	Housekeeping Operation	2	3	5	5	“
OTM 101	Technical English	2	2	4	4	“
LTM 116	Computer Applications I	1	3	4	4	“
LTN 111	Introduction to Leisure, recreation and Tourism	1	2	3	3	
	TOTAL	15	22	37	37	

SECOND SEMESTER NDI

Course Code	Course Title	L	P	T	CH	Prerequisite
HMT 121	French Language II	2	2	4	4	WASC or Equivalent
GNS 111	Citizenship Education	1	0	1	1	CFR 101
HMT 122	Food & Beverage Production II	2	4	6	6	WASC or Equivalent
HMT 123	Food and Beverage Service II	2	4	6	6	HMT 112
HMT 124	Front Office Operation	2	4	6	6	HMT 113
HMT 125	Food Hygiene & Nutrition	2	2	4	6	HMT 114
HMT 127	Principles of Accounts I	1	3	4	4	WASC or Equivalent
LTM 124	Computer Applications II	1	3	4	4	“
TOTAL		13	22	35	35	

FIRST SEMESTER ND II

Course Code	Course Title	L	P	T	CH	Prerequisite
OTM 222	Communication Skills	1	1	2	2	
HMT 231	Food & Beverage Production III	2	4	6	6	HMT 122
HMT 232	Food and Beverage Service III	2	4	6	6	HMT I23
HMT 233	Accommodation Operation I	2	4	6	6	HMT 124
HMT 234	Food Science and Nutrition	2	2	4	4	WASC or Equivalent
HMT 235	Food Costing and Control	1	1	2	2	ACC111
HMT 236	Hospitality Management	2	2	4	4	-
ACCT 121	Principle of Accounts II	1	3	4	4	
TOTAL		13	21	34	34	

SECOND SEMESTER NDII

Course Code	Course Title	L	P	T	CH	Prerequisite
HMT 241	Food and Beverage Production IV	2	4	6	6	
HMT 242	Food & Beverage Service IV	2	3	5	5	
HMT 243	Accommodation Operation II	2	2	4	4	-
HMT 244	Bar Operation and Liquor Studies	2	2	4	4	-
LMT 226	Small Business management	1	1	2	2	-
HMT 246	Project	0	6	6	6	
HMT 238	Customer Service Management	2	2	4	4	
		11	20	31	31	

	Department/ Programme: NATIONAL DIPLOMA	Course Code: HMT 111		Credit Hours: 4
	Subject/Course: INTRODUCTION TO HOSPITALITY MANAGEMENT			Theoretical: 2 hours/week
	Year: 1 Semester: 1	Pre-requisite:		Practical: 2 hours /week

General Objectives: At completion of this course the student will;

- 1.1 Know the history of the development of the Hospitality Industry.
- 1.2 Know the scope of the Hospitality Industry.
- 1.3 Know the chain groups in the hospitality industry.
- 1.4 Know the different classification of the hotel industry.
- 1.5 Know the future trend in the Hospitality Industry.

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	Course: INTRODUCTION TO HOSPITALITY MANAGEMENT	Course Code: HMT 111		Credit Hours:		
				Theoretical: 2 hours/week		
	Year: 1	Semester: 1	Pre-requisite:	Practical: 2 hours /week		
	Theoretical Content			Practical Content		
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
Week	General Objective 1.0: Know the history of the development of the Hospitality Industry.					
1	1.1 Discuss the factors that influence the development of hospitality industry from the early times.	1.1 Explain the factors that influence the development of hospitality organisations	Classroom Books Board Marker/ Chalk	1.1 Describe the factors that influence the development of the hospitality industry from the early times	Guide students to discuss the factors that influenced the development of hotel industry. Lead discussion on the effect of travels on the development of	Charts Journals Brochures
5	1.2 Outline the effect of travels on the development of the hospitality industry.	1.2 Explain the effects of travels on the development of hospitality industry.		1.2 Describe		

				the effects of travels on the development of the hospitality industry.	the hospitality industry.	
WEEK	General Objectives: 2.0 Know the scope of the hospitality industry.					
6	2.1 Outline the position of the industry in the Nigerian economy	Explain the place of the industry in the Nigerian economy.	Classroom Books Board Market/ Chalk	Describe the position of industry in the Nigerian economy.	2.1 Group students to discuss the place of the industry in the Nigerian economy.	Charts Journal Brochures, etc.
7	2.2 Discuss the industry in the tertiary sector... 2.3 Identity the organisations that make up the industry.	Explain the industry in the tertiary sector Explain the organisations that make up the industry		Describe the industry in the tertiary sector.	2.2 Organise visit to the tertiary sector of the industry.	
8	2.4 Outline the industrial structure of the industry.	Explain the industrial structure of the industry.		Describe the organisations that make up the industry.	2.3 Guide students to draw the organisational structure of the industry.	
9	2.5 Outline the importance of the industry in the economy	Explain the importance of the industry in the economy.			2.4 Explain the industrial structure of the industry.	
	2.6 Discuss the industry and inflation.	Explain the industry and inflation.			2.5 Explain the importance of the industry in the economy	
10	2.7 Discuss the Government economic policies as they affect the industry.	Explain the Government economic policies as it affects the industry.		2.6 Explain the industry and inflation 2.7 Explain the		

					Government economic policies as it affects the industry.	
Week	General Objective 3.0 Know the different classification of the hotel industry.					
11	3.1 Group the hotel industry by means of facilities provided.	Explain how to inspect the hotel industry.	Classroom Book Board Market/ chalk Notebook Duster Hotel.	Describe the inspection of the hotel.	Group students to visit a hotel for inspection: [i] space and environment [ii] Facilities provided [iii] organisation of staff [iv] Location. Guide students to submit written report on hotel classification	Hotels Materials to record inspection result.
12	3.2 Discuss the classification of hotels by means of star rating.	Explain how to group the industry means of facilities provided.		Explain how to group the industry by means of the facilities provided.		
13	3.3 Discuss the inspection of the hotel 3.4 Classify the hotel according to: [i] space and environment [ii] Facilities provided [iii] organisation of staff [iv] location.	Explain how to classify according to: [i] space and environment [ii] Facilities provided [iii] organisation of staff [iv] location.		Describe how to classify the hotel according to: [i] space and environment [ii] Facilities provided [iii] organisation of staff [iv] Location. Describe the classification of hotels by means of start rating.		
Week	General Objective 4.0 Know the chain groups in the hospitality industry.					
13	4.1 Enumerate the chain groups in the industry.	Explain the chain groups in		Describe the	Lead,	

14	<p>4.2 State the advantages and disadvantage of large chain.</p> <p>4.3 Discuss integration with airline, railway and road transport.</p> <p>4.4 Discuss the economics of scale and give examples in the industry.</p>	<p>the industry.</p> <p>Enumerate the advantages and disadvantages of large chain.</p> <p>Highlight the integration with airline, railway and road transport.</p> <p>Explain the economics scale and given examples.</p>		<p>chain groups in the industry.</p> <p>Identify the advantages and disadvantages of large chain.</p> <p>Describe the integration with airlines, railways and road transport.</p> <p>Describe the economic of scales and give examples.</p>	<p>discussion on the chain groups in the industry.</p> <p>Guide students to identify the advantages and disadvantage of large chain.</p> <p>Students to be guided on the integration of airline, railways and road transport.</p> <p>Discuss the economic scale and give examples.</p>	
WEEK	General Objectives: 5.0 Know the future trend of the hospitality industry.					
15	5.1 Forecast the future trends in the hospitality industry.	Discuss the future trend in the hospitality industry.		Describe the future trend in the hospitality industry.	<p>Group student to discuss the future trends in the hospitality industry.</p> <p>Group to present and submit written</p>	Charts Journals Brochures, etc.

					report.	
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Assessment: Give details of assignments to be used:

Group presentation 50 % supported by written report 50%

Recommended Textbooks & References:

Baker K. and Huyton, J (2001) Hospitality Management: an Introduction

Journals: Hospitality Matters

Websites: www.caterer-online.com; www.cha-online.co.uk

Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code: HMT 112		Credit Hours: 4
Subject/Course: FRENCH LANGUAGE I			Theoretical: 2 hours/week
Year: 1 Semester: 1	Pre-requisite:	N/A	Practical: 2 hours /week

Course Aim/Goal: This course is designed to enable the student to acquire basic language skills to communicate with French-speaking clients.

General Objectives: On completion of this course, the student should be able to:

- 1.0 Situate oneself in the social and spatial contexts.
- 2.0 Understand and use basic French vocabulary
- 3.0 Make simple sentences using the present tense.
- 4.0 Understand and use simple French expressions.

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	Theoretical			Practical		
Week	Specific learning outcomes	Teacher's activities	Resources	Specific learning outcomes	Teacher's activities	Resources
	General Objective 1: Situate oneself in the social and spatial contexts.					
1	1.1 Understand conventions for: 1.1.1 greeting people 1.1.2 responding to greetings 1.1.3 introducing self 1.1.4 presenting a third party 1.1.5 thanking 1.1.6 farewelling 1.2 Understand correct usage of titles	Greet in French. Pronounce slowly basic words in French for students to imitate. Explain basic conventions such as shaking hands, kissing, and when they are used. Explain titles (Monsieur, Madame, Mademoiselle)	Chalkboard. Language laboratory. Textbooks.	1.1 Use conventions for: 1.1.1 greeting people 1.1.2 responding to greetings 1.1.3 introducing self 1.1.4 presenting a third party 1.1.5 thanking 1.1.6 farewelling 1.2 Address people with their correct titles	Guide students to listen to greetings in French in the language laboratory. Show films. Guide students in role-playing greetings between people in different	Language laboratory.

					relationships.	
2	1.3 Distinguish sounds 1.4 Know written alphabet 1.5 Understand personal pronouns	Pronounce simple words slowly for students to imitate sounds. Write words down. Explain sounds of different letters, e.g. accents (e-é-è-ç-a-à) and combinations (ai-on-en-ou...). Explain personal pronouns (je/tu...; moi/toi...) Explain difference between 'tu' and 'vous'.	Chalkboard. Language laboratory. Textbooks.	1.3 Make sounds. 1.4 Write down sounds. 1.5 Understand personal pronouns	Guide students to listening to sounds and repeating them in the language laboratory. Guide students to practise reading simple passages out loud. Guide students to becoming familiar with using different personal pronouns through simple exercises.	Language laboratory.
3	1.6 Identify objects in the classroom and immediate surroundings 1.7 Understand definite and	Pronounce words and ask students to write them. Explain gender in French.	Chalkboard. Textbooks.	1.6 Understand and name objects in the classroom and immediate surroundings. 1.7 Use definite and indefinite	Guide students to integrating words and articles in simple sentences.	Language laboratory.

	indefinite articles.	Explain plural in French. Explain uses of articles (un/une/des; le/la/les).		articles.		
4	<p>1.8 Identify and conjugate the verb 'être'.</p> <p>1.9 Understand the expressions "Je viens de/ J'habite à")</p> <p>1.10. Know words for different nationalities</p> <p>1.11 Identify countries where French is spoken</p>	<p>Conjugate the verb 'être' in simple sentences.</p> <p>Make sentences using the expressions "Je viens de/J'habite à"</p> <p>Pronounce and write down words for different nationalities.</p> <p>Guide students in identifying countries where French is the or one of the languages commonly used.</p>	<p>Flipchart</p> <p>Chalkboard.</p> <p>Textbooks.</p> <p>World map.</p>	<p>1.8 Make simple sentences using the verb 'être'.</p> <p>1.9 Use the expressions "Je viens de/ J'habite à")</p> <p>1.10 Understand and use words for different nationalities.</p> <p>1.11 Be familiar with countries where French is spoken.</p>	<p>Guide students in making their own sentences using the verb 'être'.</p> <p>If available, show films of French-speaking people from different countries.</p> <p>Guide students in role-playing simple conversations (e.g. with French-speaking clients from different</p>	<p>Language laboratory.</p> <p>Films.</p>

					countries at a hotel).	
General Objective 2: Understand and use basic French vocabulary						
5.	2.1 Count to 100. 2.2 Understand a telephone number 2.3 Identify different currencies used in French-speaking countries.	Explain numbers in French. 5.2 Explain how telephone numbers are given Explain different currencies used in French-speaking countries (Euro, Swiss francs, dirham, CFA francs ...)	Chalkboard. Textbooks. Chalkboard Textbooks.	2.1 Count to 100. 2.2 Take down a telephone number 2.3 Be familiar with different currencies used in French-speaking countries.	Guide students in listening to numbers and writing them down in figures and letters. Guide students in taking down telephone numbers Guide students in becoming familiar with different currencies.	Language laboratory.
6	2.4 Identify and conjugate the verb 'avoir'. 2.5 Identify possessive adjectives.	Conjugate the verb 'avoir' in simple sentences. Explain the different possessive adjectives (mon/ma, ton/ta...)and their usage.	Flip chart. Chalkboard. Textbooks.	2.4 Make simple sentences using the verb 'avoir'. 2.5 Use possessive adjectives.	Guide students in making their own sentences using the verb 'avoir'. Guide students in making their own sentences using	Language laboratory.

	2.6 Identify members of a family in French.	Pronounce and write down the names of different family members in French.		2.6 Make sentences referring to members of a family in French, using possessive adjectives.	possessive adjectives. Guide students in describing family members.	
7	2.7 Tell the time. 2.8. Understand the temporal preposition 'à' 2.9 Identify days of the week.	Explain how to tell the time in French. Explain the 24-hour clock. Show uses of the temporal position 'à' Explain the days of the week in French. Explain the general working week in France.	Chalkboard. Textbooks.	2.7 Ask, take down and tell the time. 2.8 Make simple sentences referring to the time. 2.9 Understand and use days of the week in simple sentences.	Guide students in reading the clock and a calendar. Guide students in noting their activities at different times of the day. Guide students in taking down hotel or restaurant reservations.	Clock. Language laboratory.

General Objective 3: Make simple sentences using the present tense.						
8	<p>3.1 Identify the groups of verbs.</p> <p>3.2 Use regular verbs ending in 'ER'.</p> <p>3.3 Explain the different languages students speak.</p>	<p>Explain how to differentiate the root from the ending of a verb.</p> <p>Conjugate 'ER' verbs in simple sentences.</p> <p>Use the verb 'parler' to introduce the words for different languages spoken around the world.</p>	<p>Flipchart.</p> <p>Chalkboard.</p> <p>Textbooks.</p>	<p>3.1 Understand how to identify different groups of verbs.</p> <p>3.2 Make simple sentences using verbs ending in 'ER'.</p> <p>3.3 Use words for different languages.</p>	<p>Guide students in identifying 'ER'-ending verbs.</p> <p>Guide students in making their own simple sentences with 'ER'-ending verbs.</p> <p>Guide students in describing themselves and the languages they speak.</p>	Language laboratory.
9	<p>3.4 Understand sentences in the negative.</p> <p>3.5 Speak about likes and dislikes.</p>	<p>Explain the use of 'ne/pas'.</p> <p>Introduce simple vocabulary related to leisure activities.</p>	<p>Chalkboard.</p> <p>Textbooks.</p>	<p>3.4 Make simple sentences in the negative.</p> <p>3.5 State likes and dislikes in French.</p>	<p>Guide students in making sentences about their likes and dislikes using the verb 'aimer'.</p> <p>Guide students in</p>	Language laboratory.

	3.6 Ask a question.	Explain the use of 'est-ce que'.		3.6 Ask simple questions.	making simple sentences in the negative using other verbs. Guide students in role-playing conversations between hotel staff and a French-speaking client visiting their area.	
10	3.7 Know the words for colours. 3.8 Understand simple adjectives.	Explain the words for colours. Explain simple adjectives (e.g. petit/grand; bon/mauvais; gentil/méchant...) and their positioning in the sentence. Explain how to link adjectives with the noun.	Chalkboard. Textbooks.	3.7 Use the words for colours. 3.8 Use simple adjectives.	Show films. Guide students in describing objects and people in their surroundings using colours and adjectives.	Language laboratory.
11	3.9 Understand and conjugate the verb 'aller'.	Make simple sentences using the verb 'aller'.	Chalkboard. Textbooks.	3.9 Use the verb 'aller'.	Guide students in taking directions.	Language laboratory.

	<p>3.10 Understand basic directions.</p> <p>3.11 Identify basic geographical prepositions (à-de-en)</p>	<p>Explain basic vocabulary used in giving directions.</p> <p>Guide students in understanding how to use basic geographical prepositions.</p>		<p>3.10 Give directions, using basic vocabulary and geographical prepositions.</p>	<p>Guide students in giving basic directions.</p> <p>Guide students in role-playing conversations between a local and a lost French-speaking person in their area.</p>	<p>Basic map.</p>
General Objective 4: Understand and use simple French expressions.						
12	<p>4.1 Identify and conjugate regular verbs ending in 'RE'.</p>	<p>Conjugate verbs ending in 'RE' in simple sentences.</p>	<p>Chalkboard. Textbooks.</p>	<p>4.1 Make simple sentences using regular verbs ending in 'RE'.</p>	<p>Guide students in identifying regular verbs ending in 'RE'.</p> <p>Guide students in making their own simple sentences using verbs ending</p>	<p>Language laboratory.</p>

	4.2 Use simple adverbs.	Make simple sentences using simple adverbs (quantity and frequency)		4.2 Use simple adverbs for quantity and frequency in sentences.	in 'RE'. Guide students in using the terms 'un peu' and 'très'.	
13	4.3 Identify and conjugate regular verbs ending in 'IR'. 4.4 Identify different occupations.	Conjugate verbs ending in 'RE' in simple sentences. Introduce students to the names of different occupations.	Chalkboard. Textbooks.	4.3 Make simple sentences using regular verbs ending in 'IR'. 4.4 Recognize and refer to different occupations.	Guide students in identifying regular verbs ending in 'IR'. Guide students in making their own simple sentences using verbs ending in 'IR'. Guide students in describing different occupations in their area.	Language laboratory.
14	4.5 Know the basic geography of French-speaking Europe.	Explain vocabulary for basic geography (e.g. 'ville', 'campagne', 'montagne',	Chalkboard. Textbooks.	4.5 Identify major geographical areas in France on a map using	Guide students in reading a map of metropolitan	Language laboratory.

		'mer'...).	Map of Europe.	simple vocabulary.	France.	Map of Europe.
15	4.6 Understand expressions used to describe the weather.	Explain expressions used to describe the weather.	Chalkboard. Textbooks. Map of Europe.	4.6 Describe the weather.	Guide students in role-playing conversations between two people from different areas.	Language laboratory. Map of Europe.

ASSESSMENT CRITERIA		
Coursework (including oral and written)	Oral examination	Written examination
%	%	%
50	25	25

Recommended Textbooks & References:

Escales. Méthode de français. Jacques Blanc, Jean-Michel Cartier, Pierre Lederlin. Paris : CLE International, 2001.

Taxi ! Méthode de français. Pierre-François Guédon. Paris : Hachette, 2004.

Panorama de la langue française, Jacky Girardet et Jean-Marie Cridlig, Paris : CLE International. 1996.

Studio 60, Christian Lavenne et al. Paris : Les Editions Didier, 2002.

Grammaire pour l'enseignement/apprentissage du FLE, Geneviève-Dominique de Salins, Didier/Hatier, Paris, 1996.

La grammaire des premiers temps, D. Abry, M-L Chalaron. Presses Universitaires de Grenoble, 2000.

	Department/ Programme:	Course Code:		Credit Hours: 6
	Subject/Course: FOOD & BEVERAGE PRODUCTION I	HMT 113		Theoretical: 2 hours/week
	Year: 1 Semester: 1	Pre-requisite:		Practical: 4 hours /week

General Objectives:

At completion of this course the student will:

- 1.0 Know the scope of catering operation
- 2.0 Know basic kitchen equipment and tools
- 3.0 Know basic kitchen equipment and tools
- 4.0 Know how to use various catering tools
- 5.0 Know health, safety and hygiene procedures in Catering
- 6.0 Understand the basic principles of cookery
- 7.0 Know the classification and sources of supply of food commodities

	Course: FOOD & BEVERAGE PRODUCTION I	Course Code: HMT 113		Credit Hours: 6
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				Theoretical: 2 hours/week		
	Year: 1	Semester: 1	Pre-requisite:		Practical: 4 hours/week	
	Theoretical Content			Practical Content		
General Objective 1.0 Know the scope of catering operation						
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 Understand the different types of catering operation with regard to food preparation. 1.2 Understand the contribution, which the hospitality industry makes to the National Economy, health and well being of the community as well as a commercial, and welfare enterprise.	Describe various catering operations	Text books e.g. Theory of Catering, Kinton and Ceserani			
2	1.3 Understand the structure and organization of different types of catering operation. 1.4 Understand the professional attributes of a caterer including an understanding of consumer's needs and demands. 1.5 Understand the employment and economic opportunities in catering industry.		Research books Books “			
General Objective 2.0 Know basic kitchen equipment and tools						
3	2.1 Understand the various types of cooking equipment, utensils and their uses. 2.2 Know the importance of maintenance of equipment in catering. 2.3 Know the parts of the equipment in 2.1 above. 2.4 Identify the causes of faults and malfunctions in various catering equipment. 2.5 Clean catering equipment and utensils	List some catering equipment – utensils Identify their parts Show how to clean catering equipment Visit a standard kitchen Assignment and test	Some catering equipment Cleaning materials Equipment catalogue	Identify the various type of cooking equipment and utensils Discuss the importance of maintenance of equipment Clean the various cooking equipment	Show the various types of cooking equipments Demonstrate how to clean the various	Kitchen Cooking equipments e.g. Bain Marie, knives, oven, potato peeler, slices etc.

	applying the correct procedure – practical				cooking equipment.	
General Objective 3.0 Know basic kitchen equipment and tools						
4	<p>3.1 Know the tools/equipment used for the following and use each appropriate tool:</p> <p>(i) slicing (ii) dicing (iii) chopping (iv) shredding (v) peeling</p> <p>3.2 (i) whisking (ii) stirring (iii) blending (iv) beating (v) larding (vi) rolling</p> <p>3.3 Explain the care of the equipment in 3.1 above.</p>	<p><u>Identify the tools/equipment use the following use:</u></p> <p>(vi) slicing (vii) dicing (viii) chopping (ix) shredding (x) peeling</p> <p>3.4 (i) whisking (ii) stirring (iii) blending (iv) beating (vii) larding (viii) rolling</p> <p>Demonstrate how to clean and store away Assignment</p>	<p>Equipment to be used for demonstration of the activities in the kitchen machine, knives etc</p> <p>Posters</p> <p>Books</p>	<p>Demonstrate the use of the tools and equipment</p> <p>Demonstrate how to clean and store the equipment</p>	<p>Guide students to identify the kitchen tools and equipments</p> <p>Guide students on how to clean and store the kitchen equipments.</p>	<p>The Kitchen The kitchen equipment</p> <p>Books.</p>
General Objective 4.0 Know how to use various catering tools						
5	<p>4.1 Understand the importance of personal hygiene in the prevention of the spread of germs through the care of skin, hair, hands, feet and teeth.</p> <p>4.2 Understand the importance of scrupulous cleanliness, correct uniform, footwear and protective clothing in catering practice.</p> <p>4.1 Understand and apply the hygiene use of body cosmetics in catering.</p> <p>4.2 Understand company and statutory regulations regarding the wearing of jewellery in catering.</p> <p>4.3 Understand the hygienic handling of food during storage, preparation, cooking and serving.</p>	<p>Explain to the students type of foot wear clothing and uniform not suitable in the kitchen</p> <p>Explain the importance of scrupulous cleaning, correct uniform, foot wear etc.</p> <p>Explain and apply the statutory regulations regarding wearing of the jewellery in catering.</p>	<p>Samples of foot wear uniform etc. Books Pictures of various uniforms</p> <p>Books some cosmetic samples Book</p>	<p>Discusses the hygiene handling of food during storage, preparation, cooking and serving. Discuss the danger associated with re-heating of food.</p> <p>Discuss the courses and methods of</p>		

<p>6</p>	<p>4.4 Understand the danger associated with re-heating of food. 4.5 Understand the causes and methods of preventing food poisoning and the importance of compliance with food hygiene regulations. 4.6 Know common kitchen pests and their control procedures. 4.7 Know cooking and house keeping materials and equipment using correct cleaning agents. 4.8 Identify the possible causes of accident and fire in the kitchen 4.9 Know fire and accident appropriately.</p>	<p>Understand the danger associated with re-heating of food Identify suitable cleaning agents Identify common kitchen pest and their control procedures Explain first aid and treatments for minor cuts. Assignment Identify the possible courses of accident and fire in the kitchen Demonstrate how to put off fire outbreak Explain how to put off fire outbreak Explain high-risk areas and the dangers arising from incorrect use of kitchen equipment and tools Explain different types of fire extinguisher.</p>	<p>Books Journals Samples “ “ Pictures of various uniforms Books some cosmetic samples Book “ “ Books, Journals Sample of cleaning agents Books First aid box Books Fire equipment i.e extinguishers, blankets, sand and fire</p>	<p>preventing food poisoning and the importance of compliance with food hygiene regulation. Identify content kitchen pest and their control procedures. Identify cooking and housekeeping materials and equipments using correct cleaning agents. Identify the possible courses of accidents and fire in the kitchen. Report fire and accident appropriately Identify the simple first aid procedure for minor cuts, burns and electric shock. Identify high-risk areas and the dangers arising from the incorrect use of other equipment and tools. Discuss types of fire</p>		
<p>7</p>	<p>4.10 Know the simple first aid procedure for minor cuts, burns and electric shock. 4.11 Know high-risk areas and the dangers arising from the incorrect use of kitchen equipment and tools. 4.12 Understand the types of fire and use different types of fire extinguishers.</p>	<p>4.10 Know the simple first aid procedure for minor cuts, burns and electric shock. 4.11 Know high-risk areas and the dangers arising from the incorrect use of kitchen equipment and tools 4.12 Understand the types of fire and use different types of fire extinguishers.</p>				

		Assignment Demonstrate how to put off fire outbreak	hydrants	extinguishers.		
General Objectives: `5.0 Know health, safety and hygiene procedures in Catering						
	Special Learning Objective	Teachers Activities	Resources			
5	4.1 Explain the importance of personal hygiene in the prevention of the spread o germs through the care of skin, hair, hands, feet and teeth. 4.2 Explain the importance of scrupulous cleanliness, correct uniform, footwear and protective clothing in catering practice.	Show students type of foot wet clothing and uniform not suitable in the kitchen	Books Pictures of various uniforms	Discussion on the importance personal hygiene in the prevention of the spread of germs through the care of skin, hair, hand feet and teeth.	Students to define the importance of personal hygiene. Lead discussion on the importance of personal cleanliness	Samples of foot wear, uniforms etc.
6	4.3 Describe and apply the hygiene use of body cosmetics in catering. 4.4 Explain company and statutory regulations regarding the wearing of jewellery in catering.	Show relevant cosmetics	Books some cosmetic samples Book “ “ Books, Journals	Discussion on the importance of proper cleaning, correct (See 4.2 under Theoretical content). Discussion company and statutory regulations regarding wearing of Jewellery in catering.	Students to apply the hygienic use of body cosmetics in catering. Lead discussion on the company and statutory regulations regarding wearing of Jewellery in Catering.	Samples of foot wear, uniform Samples of Cosmetics
7	4.5 Describe the hygienic handling of food during storage, preparation, cooking and serving. 4.6 Explain the danger associated with re-heating of food. 4.7 Explain the causes and methods of preventing food poisoning and the importance of compliance with food hygiene regulations. 4.8 Identify common kitchen pests and their control procedures.	Mention suitable cleaning agents Test Demonstrate first and treatments for minor cuts Assignment	Sample of cleaning agents Books First aid box Books Fire equipment i.e	Discuss the hygienic handling of food during storage, preparation, cooking and serving Discuss the causes	Student to define the hygienic handling of food	The regulation regarding wearing of Jewellery in Catering (handbook). Cooking equipment

8	<p>4.9 Clean cooking and house keeping materials and equipment using correct cleaning agents.</p> <p>4.10 Identify the possible causes of accident and fire in the kitchen</p> <p>4.11 State the simple first aid procedure for minor cuts, burns and electric shock.</p> <p>4.12 Know high-risk areas and the dangers arising from the incorrect use of kitchen equipment and tools.</p> <p>4.13 List the types of fire and use different types of fire extinguishers.</p>	<p>Demonstrate how to put off fire outbreak</p>	<p>extinguishers, blankets, sand and fire hydrants</p>	<p>and methods of preventing food poisoning and the importance of compliance with food hygiene regulation.</p> <p>Identify kitchen pest and their control procedures.</p> <p>Identify cooking and housekeeping materials and equipments using correct cleaning agents.</p> <p>Identify the possible courses of accidents and fire in the kitchen</p> <p>Report fire and accident appropriately.</p> <p>Identify the simple first aid procedure for minor cuts, burns and electric shock.</p> <p>Identify high-risk areas and the dangers arising from the incorrect use of kitchen equipment and tools.</p>	<p>during storage, preparation, cooking and serving.</p> <p>Lead discussion on the dangers associated with re-heating of food.</p> <p>Guide students to identify and discuss the methods of preventing food poisoning and the importance of compliance with food hygiene regulation.</p> <p>Students to define and give examples of common kitchen pest and their control procedures.</p> <p>Students to define and give examples of cleaning agents used for cleaning cooking and housekeeper material and equipments, using correct cleaning</p>	<p>and utensils</p> <p>Samples of re-heated foods.</p> <p>Food hygiene regulation handbook</p> <p>Posters of kitchen food pest.</p> <p>Handbook on pest control.</p> <p>Samples of cleaning agents</p> <p>Samples of fire fighting equipments.</p> <p>Same as above.</p> <p>Samples of first aid equipment</p> <p>Kitchen and equipments</p>
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				Discuss a type of fire extinguishers.	<p>methods.</p> <p>Lead discussion on possible causes of accident and fire in the kitchen.</p> <p>Demonstrate to students how to put off fire outbreak.</p> <p>Lead students to define simple first aid procedure for minor cuts, burnt and electric shock.</p> <p>Lead discussion on high risk areas and dangers arising from the incorrect use of kitchen equipments and tools.</p> <p>Guide students to the use of different types of fire extinguishers.</p>	Samples of fire extinguishers
General Objective 6.0 Understand the basic principles of cookery						
9	<p>1.1 Select and prepare raw materials using manual and mechanized methods.</p> <p>1.2 Prepare sandwiches, salads and hors d'oeuvres.</p>	Explain the preparation of raw material using both manual and mechanized methods.	Kitchen raw material of any type and equipment	Discuss the preparation of raw materials	Students to define and give examples of raw materials	Kitchen equipment and Raw materials.

10	1.3 Describe recipe formulation and standard ratios of ingredients.	demonstrate the preparation of salads, sandwiches etc.	“	Discussion on the selection of Sandwiches, salads and horn d’oeuvres.	Demonstrate the preparation of salad-wishes, salad and horsd’ oeuvres	As above.
	1.4 State the need for consistency in texture, temperature, timing, presentation and service of completed products.	Explain recipe formulation and standard ratios of ingredients.	Raw materials and equipment Same as above Raw materials, commodities and equipment	Discuss recipe formulation and standard ratios of ingredients		As above.
11	1.5 State the necessity for economic use of commodities, materials and equipment in food preparation.	Explain the need for consistence (See 5.4 Theoretical) Take students market survey.	Portion control equipment Raw materials	Discuss the need for consistency in texture, temperature, timing, presentation and service of completed products.	Demonstrate recipe formulation and standard ratios of ingredients.	As above.
12	1.6 Identify current market prices of basic commodities for food preparation.	Explain the necessity for economic use (See 5.5 Theoretical)	Food commodities and equipments		Lead discussion on need for consistency in texture, temperature, timing presentation and service of completed products.	
	1.7 Identify the range of basic convenience food products available. 1.8 Compare the identified products in 5.2 above with fresh products.	Explain the current market prices.	Same as above			
13	1.9 Identify basic methods of cookery.	Identify the range of basic convenient food products available.	Same as above	Discuss the necessity for economic use of commodities, materials and equipment in food preparation.	Students to identify and discuss the necessities for economic use of commodities, materials and equipment in food preparation.	
	1.10 Produce a selection of dishes applying different methods of cooking e.g.	Explain salad and horns d’oeuvoers as identified.	Same as above			
	(i) Boiling: Vegetables, soups, stocks and sauces.	Demonstrate the production of dishes using different methods of cooking	Same as above	Kitchen equipment, raw materials, demonstration kitchen	Identify the current market prices of the basic commodities for food preparation.	
	(ii) Steaming: Vegetables, fish, sweet and savo ury	Explain the basic method of cookery.				Guide students to identify current market prices of
	(iii) Poaching: Fish, fruits, poultry eggs	Identify selection of		Lead discussion on	Identify the range of basic	

		<p>dishes Test and applying different method of cooking.</p> <p>Take students on market survey</p> <p>Take students on visit to a super market</p> <p>Demonstrate the production of dishes using different methods of cooking</p> <p>Test</p> <p>Identify basic methods of cookery.</p> <p>Discuss selection of dishes applying different methods of cooking e.g.</p> <p>(a) Boiling: Vegetables, soups, stock and sauces.</p> <p>(ii) Steaming: Veg.</p> <p>(iii) Poaching:</p> <p>(iv) Stewing:</p> <p>(v) Braising:</p> <p>(vi) Roasting:</p> <p>(vii) Frying:</p> <p>(viii) Grilling:</p> <p>(ix) Baking:</p>	<p>basic methods of cookery.</p> <p>Guide students to identify selection of dishes applying different methods of cooking.</p> <p>As above.</p>	<p>convenience food products available.</p> <p>Identify products in 5.2 and compare with fresh products.</p>	<p>the basic commodities for food preparation.</p> <p>Lead discussion on the range of basic convenience food products avoidable.</p> <p>Students to identify and discusses products in 5.2 above with fresh products.</p> <p>Organize market survey in relation 5.5, 5.6 and 5.8</p>	
<p>General Objectives: 7.0 Know the classification and sources of supply of food commodities.</p>						

14	7.1 Know the simple commodities in their various groups. 7.2 State the different uses of commodities mentioned in 1.1 above.	Explain simple commodities (See 7.1) Organise Market Survey.	Market Market and various food commodities	Discussion on Commodities in 7.1 above to produce Nigerian and International dishes.	Use the commodities in 7.1 above to produce Nigerian and International dishes.	Market and various food commodities e.g. Mango, Orange, Gari, Fresh vegetables, milk, tin tomatoes etc.
15	7.3 Compare fresh and convenience products with reference to identifications, selection, quality, Unit cost, preservation, storage, hygienic handling and nutritional value.	Guide students to identify samples of fresh and convenient foods in the Market.	e.g. Mango, Orange Gari Pre-vegetable, milk, tin tomatoes etc.			

Assessment: Give details of assignments to be used:
Practical 50%; Project (function) 50%;

Recommended Textbooks & References:

	Department/ Programme:	Course Code:		Credit Hours: 6
	Subject/Course: FOOD AND BEVERAGE SERVICE I	HMT 114		Theoretical: 2 hours/week
	Year: 1 Semester: 1	Pre-requisite:		Practical: 4 hours /week

General Objectives: At completion of this course the student will:

- 1.0 Know the scope of the food and beverage service in the Hospitality Industry
- 2.0 Understand waiting as a career
- 3.0 Understanding personal and environmental hygiene and safety
- 4.0 Know organizational structure for food and beverage operations
- 5.0 Know different types of equipment, furniture and décor in the restaurant
- 6.0 Know the safe use, care and cleaning of counter and restaurant using basic cleaning materials
- 7.0 Understand restaurant working practices and procedures

	Course: FOOD AND BEVERAGE SERVICE I	Course Code: HMT 113			Credit Hours: 6	
					Theoretical: 2 hours/week	
	Year:	Semester:	Pre-requisite:			Practical: 4 hours /week
	Theoretical Content			Practical Content		
General Objective 1.0 Know the scope of the food and beverage service in the Hospitality Industry						
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 Explain the set-up of food and beverage service industrial sub-sector. 1.2 Explain the type of food and beverage service operations.	Explain the set-up of food and beverage service industrial sub-sector.	Books Board	Draw the set-up of Food and Beverage service industrial sector	Lead students to draw the structural set-up of the food and Beverage service industrial sector.	Charts Posters
2	1.3 Identify the types of food and beverage service points in the industrial sub-sector.	Explain the types of food and beverages service points in the Industrial sub-sector.	Lecture notes Classroom	List the type of food-beverage service operations Describe the type of food and beverage service points in the industrial sub-sector	List and group the types of food and beverage service operation Explain the type of food and beverage service points in the industrial sub-sector.	
General Objective 2.0 Understand waiting as a career						
3	2.1 Describe waiting as a career. 2.2 State the attributes and functions of an ideal waiter.	Explain waiting as a Career.	Classroom Chalk/Marker Board Books	Discuss waiting as a Career	Students to demonstrate the waiting.	Charts Porters

4	2.3 Explain the job opportunities, future prospects, job satisfaction with regards to different catering organisations.	<p>Explain the attributes of an ideal waiter.</p> <p>Explain the job opportunities, future prospects, job satisfaction with regards to different catering organisations.</p>		<p>Discuss the attributes and functions of an ideal waiter.</p> <p>Discuss the job opportunities, future prospects, job satisfaction with regards to different catering organisations.</p>	<p>List and discuss the attributes and functions of an ideal waiter.</p> <p>Students to list and discuss job opportunities, future prospects, job satisfaction with regards to different caring organisations.</p>	Hospitality magazine
week	General Objective 3.0 Understanding personal and environmental hygiene and safety					
5	3.1 Explain the importance of personal hygiene and appearance in Food Service Operations. 3.2 Describe the main ways in which personal hygiene is achieved. 3.3 Explain the potential hygiene risk in food service areas.	<p>Explain the importance of personal hygiene and appearance in food service operation.</p> <p>Explain the main ways in which personal hygiene is achieved.</p> <p>Explain the potential hygiene risk in food service area.</p>	Classroom Chalk Board	<p>Describe the importance of personal hygiene and appearance in food service operation.</p> <p>Describe the main ways in which personal hygiene is achieved</p>	<p>Demonstrate the importance of personal hygiene and appearance in food service operation</p>	Clean Uniform Soap
6	3.4 Explain the conditions, practices and procedures required to minimize hygiene risk in food service areas as it affects: (a) Design features (b) Siting of equipment and utensils (c) Food manipulation techniques (d) Required temperature for food service (e) Personal hygiene (f) Cleaning procedures	<p>Explain the conditions, practices and procedures required to minimize hygiene risk in food service areas as it affects:-</p> <p>(a) Design features (b) Siting of equipment and utensils</p>	Classroom ChalkMaker Board	<p>Describe the potential hygiene risk in food areas</p> <p>Describe the conditions, practices and procedures required to minimize hygiene risk in food service areas as it affects</p>	<p>Demonstrate the main ways in which personal hygiene is achieved.</p> <p>Students to list and discuss the potential hygiene risk in food service areas.</p>	Soap razor blade Posters Charts
7	3.5 Explain the importance of applying appropriate methods of waste disposal in catering. 3.6 Explain the importance of applying appropriate methods of waste disposal in catering.	<p>© Food manipulation techniques (a) Required temperature for food</p>	Classroom ChalkMaker Board	<p>(a) Design features (b) Siting of equipment and</p>	<p>Demonstrate the conditions,</p>	

	<p>3.7 Describe acceptable standards of cleanliness in food service areas with regards to:</p> <p>(a) floor service (b) table coverings (c) furniture (d) tablewares (e) condiments and accompaniments (f) serving equipment</p> <p>3.8 Describe safety hazards in food service situations.</p> <p>3.9 List and describe codes of personal behaviour, which contributes to safe practice in food service areas.</p>	<p>service (b) Personal hygiene (c) Cleaning procedures.</p> <p>Explain the importance of applying appropriate methods of waste disposal.</p> <p>Explain the importance of applying appropriate methods of waste disposal in catering.</p> <p>Explain acceptable standards of cleanliness in food service areas with regards to: (a) floor service (b) table coverings © furniture (a) tablewares (b) condiments and accompaniments (c) serving equipment.</p> <p>Explain safety hazards in food service situations</p> <p>Demonstrate codes of personal behaviour which contributes to safe practice in food service area.</p>	<p>Classroom Chalk/Marker Board</p>	<p>utensils © Food manipulation techniques (a) Required temperature for food service (b) Personal hygiene (c) Clean procedure.</p> <p>Describe the importance of applying appropriate methods of waste disposal in catering.</p> <p>As above.</p> <p>Draw the acceptable standard of cleanliness in food service areas with regards to a) floor service (b) table coverings © furniture (d) table wares (e)condiments and accompaniments (f)serving equipment.</p> <p>Identify safety hazards in food service situations</p>	<p>practices and procedures required to minimize hygiene risk in food service areas as it affects (a) Design features (b) Siting of equipment and utensils © Food manipulation techniques Required temperature for food service Personal hygiene Clean procedure.</p> <p>Demonstrate the application of appropriate methods of waste disposal in catering.</p> <p>As 3.5 above. Demonstrate the acceptable standards of cleanliness in food service</p>	<p>As above</p> <p>As above.</p> <p>Cleaning equipmen</p>
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				Describe codes of personal behaviour, which contributes to safe practice in food service areas.	areas with regards to (a) floor service (b) table coverings (c) furniture (d) tablewares (e) condiments and accompaniments (f) serving equipment. Demonstrate safety hazards in food service situations. Demonstrate the codes of personal behaviour, which contributes to safe practice in food service areas.	ts Charts and posters Fire fighting equipments e.g. fire extinguishers, blankets, protective clothing etc. Charts Posters.
week	General Objective 4.0 Know organizational structure for food and beverage operations					
10	4.1 List the different grades of staff in the food and beverage service operations. 4.2 Describe the duties of the staff listed above. 4.3 Explain the necessary mes-en-place and post service task.	“ students participation practically	Classroom Chalk Board Laboratory	Understand the way staff co-operat	Visit to a local restaurant	Vehicle
Week	General Objective 5.0 Know different types of equipment, furniture and décor in the restaurant					

11	5.1 Explain the types of chairs and sideboards found in the food service areas and describe their uses. 5.2 Identify restaurant equipment such as utensils, silverware, stainless steel ware, glassware, cookery/china and disposables.	Show students different types of equipment, furniture and décor in the restaurant “	Classroom, Chalk, Board, furniture Classroom, chalk, board, the wares Classroom, chalk, board, the areas furniture and equipment	Visualise the setting of a restaurant and understand the location and use of different materials, utensils, etc.	Reflection on visit made during previous week	Whiteboard and pens
12	5.3 State the importance of interior decoration in food service area. 5.4 Identify the type of furniture in current use. 5.5 Evaluate the appropriate Food Service portion control equipment.					
Week	General Objective 6.0 Know the safe use, care and cleaning of counter and restaurant using basic cleaning materials					
13	6.1 Demonstrate the safe use of basic cleaning materials and equipment such as: (a) Cloths (b) Brushes (c) Swabs (d) Mops (e) Brooms	Demonstrate:Practical handling and use of these materials/equipment Demonstration: Practicalise the use and maintenance of these equipment/utensils	Classroom Chalk Board Materials and equipment			
12	6.2 Demonstrate the use, care and cleaning of food and beverage service equipment such as: (a) Spoons (b) Ladles (c) Plates (d) Containers (e) Dishes (f) Trays (g) Glasses (h) Cookery (i) Pots (j) Bottle and can openers (k) Coffee, tea and other beverage equipment		Classroom Chalk Board Equipment/u tensils			

Week	General Objectives: 7.0 Understand restaurant working practices and procedures					
14	7.1 Demonstrate a methodical approach to the following. (a) Preparation of restaurant for service. (b) Arrangement and sequence of food into bains-marie (c) Line-up (d) Work during service (e) After-service procedures	Prepare a restaurant for service for students to see	Classroom Chalk Board Restaurant laboratory Classroom Chalk Board			
15	7.2 State the importance of 7.1 (a) – (d) above to customer relation. 7.3 Describe the procedure for re-ordering and replenishing supplies. 7.4 Portion control and describe their effect on customer relations. 7.5 Explain the importance of proper storage of food after service. 7.6 Distinguish useable items and waste. 7.7 Describe the methods of waste control.	Demonstrate the portion control I	Stores			

Assessment: Give details of assignments to be used:

Course test 50 %; Practical 50 %

Recommended Textbooks & References:

Department/ Programme: NATIONAL DIPLOMA IN HOSPITALITY MANAGEMENT	Course Code: 115		Credit Hours: 5
Subject/Course: HOUSE KEEPING OPERATION			Theoretical: 2 hours/week
Year: Semester:	Pre-requisite:		Practical: 3 hours /week

General Objectives: On completion of this course, the student should be able to:

- 1.0 Know the organization and work of the house-keeping department
- 2.0 Know the relationship between house-keeping department and other departments in the establishments.
- 3.0 Know the various cleaning agents and their uses.
- 4.0 Know the various cleaning tools and equipment and their uses care and maintenance.
- 5.0 Know the types of pests and their control
- 6.0 Know the importance of house-keeping stores and the methods.
- 7.0 Know the importance of a safe environment and how this is to be achieved.

	Course: HOUSE KEEPING OPERATION	Course Code: HMT 115		Credit Hours: 75		
	Course Specification: THEORY AND PRACTICAL			Theoretical: 2 hours/week		
	Year: Semester:	Pre-requisite:		Practical: 3 hours/week		
	Theoretical Content		Practical Content			
	General Objectives:1.0 Know the organization and work of the house keeping department					
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1organizational structure of the house keeping department in both commercial and welfare establishment. 1.2t the house keeping personnel found in different classes of hospitality establishments. 1.3te the qualities, duties and the responsibilities of the staff in 2.2 above.	Explain the organisation structure of different establishments' large small, commercial and welfare discussion on the different structures. Explain the different personnel in the housekeeping department and the qualities required of them. Explain the responsibilities of each personnel	Sample charts of hospitality organisations. Charts	Outline the organisational structure in both commercial and welfare establishment List the housekeeping personnel found in different classes of hospitality establishments State the qualities, duties and the responsibilities of the staff in 2.2 above.	List the house keeping personnel found in different classes of hospitality establishments. State the qualities, duties and the responsibilities of the staff in 2.2 above.	Sample charts of hospitality organisations.
Week	General Objective 2: Know the relationship between housekeeping department and other departments in the establishments					
2	2.1 Explain meaning and essence of the co-operation between the house keeping department and other departments.	. List the department in a hospitality establishment.	Chalk Board Flip Chart Overhead	Explain the essence of the co-operation between the house-keeping	Draw flow charts to describe the	Flip charts

	<p>2.2 Describe the departments' involved e.g. front officer, maintenance, laundry, restaurant etc in hospitality establishments.</p> <p>2.3 Describe the relationship between the housekeeping department and those listed in 3.2 above.</p>	<p>Examine the relationship between the departments and how they co-operate.</p>	<p>projector</p>	<p>department and other departments.</p> <p>Describe the departments, involved e.g. front office, maintenance, laundry, restaurant etc in hospitality establishments.</p> <p>Describe the relationship between the housekeeping department and those listed in 2.2 above.</p>	<p>relationship between departments in the hospitality establishment.</p>	<p>Flow charts.</p>
Week	General Objectives: 3.0 Know the various cleaning agents and their uses					
3	<p>3.1 Outline the importance of cleaning agents in hospitality establishments.</p> <p>3.2 Identify the different cleaning agents found in the house keeping departments e.g. soaps, soap less detergent or synthetic detergent, abrasives, toilet cleansers, window cleaners, polishes etc.</p> <p>3.3 Explain the choice and suitability of each of the cleaning agents in 4.2 above</p> <p>3.4 Explain the use of each of the cleaning agents in above</p>	<p>Examine the importance of cleaning agents.</p> <p>Discuss the choice of cleaning agents in terms of their suitability to specific cleaning.</p>	<p>Soap, flakes, soap powder.</p> <p>Liquid soap, soap less detergents, abrasives toilet cleaners</p> <p>Fabrics-different kinds.</p>	<p>Identify the cleaning agents found in the housekeeping department e.g. soaps, soapless detergent, abrasives, toilet cleansers, window cleaners, polishes.</p>	<p>Show examples of cleaning agents.</p> <p>Demonstrate the use of each cleaning agent.</p>	<p>Cleaning agents - Soaps and soapless detergents abrasives toilet cleansers polishes.</p>

Week	General Objectives 4.0 Know the various cleaning tools and equipment and their uses, care and maintenance					
4	4.1 Identify the different types of cleaning tools and equipment used for cleaning e.g. mops, dusters, mops buckets etc. 4.2 Describe the choice, use and suitability of each of the equipment in 4.1.	Describe the different tools and equipment used for cleaning	Mop, Mop bucket,	Identify types of cleaning tools and equipment used for cleaning e.g. mops mop buckets, dusters.	Show samples of cleaning tools.	Different types of mops and mop buckets.
5	4.3 Explain the maintenance of the equipment in 4.1. 4.4 Use each of the equipment in 4.1 above to clean suitable areas. 4.5 Explain the cleaning terms used in the industry e.g. dusting, scrubbing, damp dusting, mopping, vacuum cleaning etc. 4.6 Apply any of the above process in cleaning.	Describe the different tools and equipment used in cleaning Explain the maintenance of equipment. Demonstrate the cleaning of a mop after use.	brushes, brooms, vacuum cleaners, dust pan etc.	Use each of the equipment in 4.1 above to clean suitable areas.	Describe the use of each tool. Demonstrate the use of the equipment and tools to clean suitable areas.	Different types of dusters, brooms, brushes, - long and short, dust pans vacuum cleaners.
6	4.7 Describe the methods, types of cleaning agents and equipment used for the following surfaces: furniture, w.c, floors, baths and washbasin taps etc.	Explain the cleaning terms e.g. mops, dusters, mops, buckets etc. Explain dry dusting and wet dusting. Explain scrubbing with brush mopping Explain use of vacuum cleaners.		Explain the maintenance of the equipment in 4.1	Guide students to use the tools and equipment in 4.1 to clean suitable areas. Demonstrate the cleaning of tools and equipment after use e.g. washing of mops	

					dusters, mop buckets.	
Week	General Objective 5.0: Know types of pests and their control					
7	5.1 Identify the types of pests commonly found in establishments in the hospitality industry e.g. rats, mice, cockroaches etc. 5.2 Describe pest control measures. 5.3 Apply pest control measures in 5.1 above.	Describe the different types of pests commonly found in establishments. Explain the havoc caused by pests List pest control measures available.	Pictures of pests, insecticides, rat/mice traps, moth balls, camphor.	Identify the types of pests commonly found in establishments in the hospitality industry e.g. rats, mice, cockroaches etc. Describe pest control	Show pictures of pests. Describe the common pests and the havoc they can cause in hospitality establishments. Take students	.Pictures of pests Samples

					to likely places where they can be found. Explain the control of pests.	of insecticide rodent killers rat traps moth balls camphor
Week	General Objectives: 6.0 Know types of pests and their control					
8	6.1 Describe the layout of a housekeeping store. 6.2 Explain the storage requirements, issuing and method of control.	Describe typical layout of a housekeeping store. Explain the storage of equipment, and control of store.	Requisition books	Describe the layout of a housekeeping store. Explain the storage of equipment, issuing and method of control.	Take students to housekeeping store in a hospitality establishment to see the layout and proper storage and control of equipment and tools. Draw the layout of a housekeeping store.	
Week	General Objective 7.0 Know the importance of housekeeping stores and the methods of control					
9 10 11	7.1 Explain the importance of personal and environmental hygiene 7.2 State the importance of fire prevention. 7.3 State fire prevention measures. 7.4 Operate fire-fighting equipment. 7.5 State the importance of accident prevention. 7.6 State the causes of accidents. 7.7 Explain basic first aid procedures in a hospitality establishment. 7.8 Identify the various illness or emergencies, which	Discuss the importance of personal and environmental hygiene. Explain the causes of accidents and how they can be prevented. Discuss the basic first aid procedures. Discuss causes and types of	Water, fire extinguishers, hose reels, sand bucket, fire blanket First aid box and content	Explain the importance of personal and environmental hygiene State the causes of accidents State the importance of	Show a first aid box and contents	First aid box

	<p>could occur.</p> <p>7.9 Identify the treatment for illness or emergencies.</p> <p>7.10 Explain the security hazards, associated with the building e.g. fires, key pilfering.</p> <p>7.11 Identify measures to adopt to prevent fire outbreaks</p> <p>7.12 State the causes and types of fire in a hospitality establishment.</p> <p>7.13 Explain measures to adopt to prevent key thefts.</p>	<p>fires in a hospitality establishment.</p>		<p>accident prevention</p> <p>Explain the basic first aid procedures in a hospitality establishment</p> <p>Identify the various illnesses or emergencies which could occur</p> <p>Identify the treatment for illness or emergency</p> <p>State the causes of fires.</p> <p>State the importance of fire prevention</p> <p>State fire prevention measures.</p> <p>Describe fire fighting equipment</p> <p>Describe basic fire aid procedures in a hospitality establishment</p>	<p>Demonstrate the treatment of minor common ailments such as fainting, nose bleeding cuts and bruises, scalds, burns</p> <p>Demonstrate the use of a fire fighting equipment.</p>	
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				Identify measures to adopt to prevent fire outbreaks Explain the security hazards associated with buildings e.g. fires, key pilfering. Explain measures to adopt to prevent key theft.	Conduct a fire drill.	
Week	General Objectives: 8.0 Know the importance of a safe environment and how this is to be achieved					
12	7.14 Explain the importance of personal and environmental hygiene 7.15 State the importance of fire prevention. 7.16 State fire prevention measures.	Assignment Conduct a fire drill Demonstration of the use of fire fighting equipment	Water, fire extinguishers, hose reels, sand bucket, fire blanket			
13	7.17 Operate fire-fighting equipment. 7.18 State the importance of accident prevention. 7.19 State the causes of accidents.	Demonstration of procedures of first aid. Demonstration of actions to take in the event of the emergencies or illnesses in 8.8	First aid box and content First aid box and content			
14	7.20 Explain basic first aid procedures in a hospitality establishment. 7.21 Identify the various illness or emergencies, which could occur.		Mop, mop bucket, dusters, brushes, broom, vacuum cleaners, dust pan etc.			
15	7.22 Identify the treatment for illness or emergencies. 7.23 Explain the security hazards, associated with the building e.g. fires, key pilfering. 7.24 Identify measures to adopt to prevent fire outbreaks and key theft.	Demonstration assignment				

Assessment: Give details of assignments to be used:

Practical 50 %; Projects 50 %

Recommended Textbooks & References:

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code: HMT 121		Credit Hours: 4
	Subject/Course: FRENCH LANGUAGE II			Theoretical: 2 hours/week
	Year: 1 Semester: 2	Pre-requisite:	French I	Practical: 2 hours/week

Course Aim/Goal: This course is designed to enable the student to communicate with French speakers in a range of situations.

General Objectives: On completion of this course, the student should be able to:

- 1.0 Engage in simple conversations in French.
- 2.0 Express oneself in the future.
- 3.0 Express oneself in the past.

	Theoretical			Practical		
Week	Specific learning outcomes	Teacher's activities	Resources	Specific learning outcomes	Teacher's activities	Resources
	General Objective 1: Engage in simple conversations in French.					
1	<p>1.1 Identify direct object pronouns</p> <p>1.2 Understand comparative sentences</p> <p>1.3 Understand simple vocabulary related to holidays.</p>	<p>Explain the usage of direct object pronouns.</p> <p>Explain how to construct comparative sentences ('plus ... que').</p> <p>Explain simple vocabulary related to holidays.</p>	<p>Chalkboard</p> <p>Textbooks.</p>	<p>1.1 Replace nouns with direct object complements in simple sentences.</p> <p>1.2 Make simple comparative sentences</p> <p>1.3 Use simple vocabulary related to holidays.</p> <p>1.4 Know where people go on holidays in France.</p>	<p>Guide students in carrying out simple exercises using direct object complements.</p> <p>Guide students in understanding and making their own simple comparative sentences, using holiday-related vocabulary.</p> <p>Show films of holidays areas in France.</p>	<p>Language laboratory.</p>

2	<p>1.4 Understand how to conjugate key irregular verbs</p> <p>1.5 Understand use of 'trop' and 'pas assez'.</p> <p>1.6 Understand vocabulary for the rooms of a home or building.</p> <p>1.7 Understand types of housing in France.</p>	<p>Explain conjugation for key irregular verbs</p> <p>Explain use of 'trop' and 'pas assez'</p> <p>Explain vocabulary for the rooms of a home or building.</p> <p>Explain types of housing common in France and the uses of the different rooms.</p>	Chalkboard. Textbooks.	<p>1.4 Make sentences using key irregular verbs.</p> <p>1.5 Use 'trop' and 'pas assez' in simple sentences.</p> <p>1.6 Use the vocabulary for the rooms of a home or building.</p>	<p>Guide students in making simple sentences using key irregular verbs.</p> <p>Guide students in making simple sentences using 'trop' and 'pas assez'.</p> <p>Guide students in writing descriptions of hotels in their community for French tourists.</p>	Language laboratory.
3	<p>1.8 Identify pronominal verbs.</p> <p>1.9 Understand how to</p>	<p>Give examples of pronominal verbs.</p> <p>Explain situations in which</p>	Chalkboard Textbooks	<p>1.7 Make sentences using pronominal verbs</p> <p>1.8 Excuse oneself.</p>	<p>Guide students in understanding and making sentences using pronominal verbs</p> <p>Guide students in responding</p>	Language laboratory.

	excuse oneself. 1.10 Identify common forms of entertainment in French-speaking countries.	one may need to excuse oneself, and how to do so.			to situations requiring them to excuse themselves. Guide students in replying to an invitation. Show films.	
4	1.11 Identify the imperative form of verbs. 1.12 Understand simple interrogative sentences using 'où' and 'qui'.	Explain conjugation of the imperative form. Explain how to use 'où' and 'qui' in simple interrogative sentences.	Chalkboard Textbooks	1.10. Use the imperative form of verbs. 1.11 Make simple interrogative sentences using 'où' and 'qui'. 1.12 Hold a short telephone conversation.	Guide students in using the imperative form of verbs in simple sentences. Guide students in understanding and making simple interrogative sentences using 'où' and 'qui'. Guide students in role-playing short telephone conversations.	Language laboratory.
5.	1.13 Identify geographical prepositions	Explain how to use the different geographical	Chalkboard Textbooks	1.13 Use geographical prepositions in simple	Guide students in using geographical prepositions in	Language laboratory.

	(à/en/aux/chez/dans) 1.14 Understand vocabulary for different forms of transport.	prepositions (à/en/aux/chez/dans) Explain different forms of transport available in France.		sentences. 1.14 Make sentences using the vocabulary for different forms of transport. 1.15 Respond to an emergency situation.	simple sentences, using the vocabulary for different forms of transport. Explain the different emergency services personnel in France. Guide students in responding to emergency situations.	
General Objective 2: Express oneself in the future.						
6	2.1 Identify the future tense. 2.2 Understand vocabulary for months and years.	Explain conjugation of the future tense. Explain vocabulary for months and years.	Chalkboard. Textbooks.	2.1 Make simple sentences using the future tense. 2.2 Reply to simple interrogative sentences relating to time using vocabulary for	Guide students in making simple sentences using the future tense. Guide students in role-playing conversations relating to date, e.g. between a hotel receptionist and a client wishing to make a	Language laboratory.

	2.3 Understand interrogative sentences using 'quand'.	Give examples of simple interrogative sentences using 'quand'.		months and dates. 2.3 Make simple interrogative sentences using 'quand'.	reservation.	
7	2.4 Identify the verb 'être' in the future tense. 2.5 Identify temporal prepositions used to indicate the future.	Explain conjugation of the verb 'être' in the future tense. Explain use of temporal prepositions used to indicate the future ('dans, en, pour, pendant').	Chalkboard. Textbooks.	2.4 Use the verb 'être' in the future tense. 2.5 Make sentences using temporal prepositions that indicate the future.	Guide students in making different sentences using the verb 'être' in the future, with appropriate temporal prepositions. Guide students in describing what they will do after they graduate.	Language laboratory.
8	2.6 Identify the verb 'avoir' in the future tense. 2.7 Identify indirect object pronouns.	Explain conjugation of the verb 'avoir' in the future tense. Explain how indirect object	Chalkboard. Textbooks.	2.6 Make sentences using the verb 'avoir' in the future tense. 2.7 Use indirect object	Guide students in making sentences using the verb 'avoir' in the future tense. Guide students in reworking sentences to use indirect	Language laboratory.

		pronouns are used.		pronouns in sentences.	object pronouns.	
9	2.8 Identify the verb 'aller' in the future tense. 2.9 Understand interrogative sentences with 'pourquoi' and 'comment'.	Explain conjugation of the verb 'aller' in the future tense. Make interrogative sentences using 'pourquoi' and 'comment' as examples.	Chalkboard Textbooks.	2.8 Make sentences using the verb 'aller' in the future tense. 2.9 Make interrogative sentences using 'pourquoi' and 'comment'.	Guide students in role-playing conversations between a tourism agent and a French-speaking person travelling in their area who requires explanations of a itinerary.	Language laboratory.
10	2.10 Understand the expression of condition using 'Si' + <i>present</i> . 2.11 Understand common expressions used in greeting cards. 2.12 Identify major holidays celebrated in France.	Explain expressions using 'si' + <i>present</i> . Give examples of common expressions used in greeting cards/ ('adresser ses voeux') Explain how major holidays are celebrated in France, including Bastille Day, the	Chalkboard Textbooks. Films.	2.10 Make sentences using the expression 'si' + <i>present</i> . 2.11 Use common expressions used in greeting cards. 2.12 Understand major holidays celebrated in	Guide students in listening to and making conditional sentences using the expression 'si' + <i>present</i> . Guide students in making greeting cards for different times of year/life. Show films on major holidays celebrated in France.	Language laboratory. Films. Items used to celebrate French holidays as appropriate.

		new year and the main religious holidays.		France.	If appropriate, organize for students to attend a celebration ceremony at a French institution or organize one in the classroom.		
General Objective 3: Express oneself in the past.							
11	3.1 Identify the <i>passé composé</i> .	Explain conjugation of the <i>passé composé</i> tense.	Chalkboard Textbooks.	3.1 Use the <i>passé composé</i> in sentences using verbs expressing action and state.	Guide students in using the <i>passé composé</i> in sentences using verbs expressing action and state.	Language laboratory.	
	3.2 Understand the difference between verbs expressing action, and verbs expressing state.	Explain the difference between verbs expressing action, and verbs expressing state. Explain the effect of this on endings in the past tense.		3.2 Use the expression 'Il y a'.			Guide students in using the expression 'Il y a'.
	3.3 Understand the expression 'Il y a'.	Give examples of sentences using the expression 'Il y a'.		3.3 Read and explain a curriculum			Guide students in role-playing job interviews.

				vitae.		
12	<p>3.4 Understand interrogative sentences using 'quel' /le/ls/les'.</p> <p>3.5 Identify basic vocabulary for food.</p> <p>3.6 Understand basic French conventions for eating.</p>	<p>Make simple sentences using 'quel' as examples.</p> <p>Explain basic vocabulary for food.</p>	Chalkboard Textbooks.	<p>3.3 Make interrogative sentences using 'quel/le/ls/les'</p> <p>3.4 Use basic vocabulary for food.</p> <p>3.5 Know basic French conventions for eating.</p> <p>3.6 Know how to place and take orders in a restaurant.</p>	<p>Guide students in making interrogative sentences using 'quel'.</p> <p>Guide students in describing how they cook their favourite local food.</p> <p>Guide students in role-playing conversations between restaurant personnel and French clients.</p>	Language laboratory.
13	<p>3.7 Identify the imperfect tense.</p> <p>3.8 Understand temporal prepositions used to</p>	<p>Explain when the imperfect tense is used.</p> <p>Explain conjugation of the imperfect tense.</p> <p>Explain temporal prepositions used to expression the past</p>	Chalkboard. Textbooks.	<p>3.7 Make sentences using the imperfect tense.</p>	<p>Guide students in making sentences using the imperfect tense and <i>passé composé</i>, with appropriate temporal prepositions.</p> <p>Guide students in role-playing conversations</p>	Language laboratory.

	express the past.	<i>(en, depuis, pendant)</i>			between a tourist interested in the history of a monument or area of their community and a guide.	
14	3.9 Understand vocabulary expressing broad political and historical events.	Explain vocabulary expressing broad political and historical events.	Chalkboard Textbooks.	3.8 Understand broad historical events in France.	Show films/news. Guide students in reading and commenting on short articles on French politics.	Language laboratory. Films.
15	3.10 Know the main institutions and figures of the French political system	Explain the main institutions and figures of the French political system	Chalkboard Textbooks.	3.9 Situate the main institutions and figures of the French political system.	Show films/news. Guide students in reading and commenting on short articles on French politics.	Language laboratory. Films.

ASSESSMENT CRITERIA

Coursework (including oral and written)	Oral examination	Written examination
%	%	%
50	25	25

Recommended Textbooks & References:

Escales. Méthode de français. Jacques Blanc, Jean-Michel Cartier, Pierre Lederlin. Paris : CLE International, 2001.

Taxi ! Méthode de français. Pierre-François Guédon. Paris : Hachette, 2004.

Panorama de la langue française, Jacky Girardet et Jean-Marie Cridlig, Paris : CLE International. 1996.

Studio 60, Christian Lavenne et al. Paris : Les Editions Didier, 2002.

Grammaire pour l'enseignement/apprentissage du FLE, Geneviève-Dominique de Salins, Didier/Hatier, Paris, 1996.

La grammaire des premiers temps, D. Abry, M-L Chalaron. Presses Universitaires de Grenoble, 2000.

	Department/ Programme:	Course Code:		Credit Hours: 6
	Subject/Course: FOOD PRODUCTION II	HMT 122		Theoretical: 2 hours/week
	Year: 1 Semester: 2	Pre-requisite:		Practical: 4 hours /week

General Objectives

At the end of this course the student will:

- 1.0 Know the accepted food purchasing methods and procedures
- 2.0 Understanding menu planning and its importance to the consumer and the caterer
- 3.0 Understanding the preparation and uses of soup, sauces and gravies
- 4.0 Know the preparation of cold salads, hot and cold snacks and savouries and breakfast dishes
- 5.0. Know how to prepare sweet

	Course: FOOD PRODUCTION II	Course Code: HMT 122		Credit Hours: 6		
				Theoretical: 2 hours/week		
	Year:	Semester:	Pre-requisite:	Practical: 4 hours /week		
	Theoretical Content		Practical Content			
General Objective 1.0 Know the accepted food purchasing methods and procedures						
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 Food purchasing – definition of methods and choices	Explain the meaning of food purchasing in the context of an hospitality establishment, giving details of methods and procedures	Books, lecture notes, OHT or PPP, white board and pens	Understand the meaning of food purchasing in the context of an hospitality establishment, giving details of methods and procedures	Guide the students to differentiate between routine food shopping and hospitality establishment food shopping. Students to be divided into groups and identify differences between routine (home) food shopping and hospitality establishment (i.e. quantity, no. of visits to shops, different kinds of food, etc.)	White board, flip chart and pens.
2	1.2 Identification of food purchasing procedures					
Week	General Objective 2.0 Understanding menu planning and its importance to the consumer and the caterer					

3	2.1 Describe the functions and importance of the consumer and the catering establishments.	Explain the importance of the consumer and the catering establishment.	Books Lecture Note Textbook	Describe the functions and importance of the consumer and the catering establishment.	Lead discussion on the foundations and importation of the consumers and the catering establishment.	
4	2.2 Identify different types of meals (to include special functions) and their forms of service.	Explain different types of meals (to include special function) and their forms of service.	Lecture Note Text Books	Describe different types of meals (to include special functions) and their forms of service.	Identify and group the different types of meals (to include special functions) and their forms of service.	Kitchen.
5	2.3 Explain the principles of menu planning 2.4 Conjugate menus in accordance with accepted principles.	Explain the principles of menu planning. Explain menus in accordance with accepted principles.	Text Book	Describe the principles of menu planning.	Guide students in compiling and standard menu e.g. Table 'dhotel, special function etc.	Examples of menu Kitchen
6	2.5 State the reasons for portion control. 2.6 Identify areas of profit and loss in portion control.	Explain the reasons for portion control Explain the areas of profit and loss in portion control.	Text Book	Describe menus in accordance with accepted principles. Discuss reasons for portion control Describe areas of profit and loss in portion control	Guide students to identify portion control equipments Lead students to identify areas of profit and loss in portion control.	Kitchen equipments Kitchen equipment.
Week	General Objective 3.0 Understanding the preparation and uses of soup, sauces and gravies					

7	3.1 Preparation and uses of soup	Explain the uses and preparation processes in the preparation of soups	Text Books	Preparation of: Soups	Demonstrate and guide students to the preparation of: Soups	Kitchen
8	3.2 Preparation and uses of sauces	Explain the uses and preparation processes in the preparation of sauces	Soup, sauces and gravies recipes	Sauces	Sauces	Kitchen equipments
9	3.4 preparation and uses of gravies	Explain the uses and preparation processes in the preparation of gravies		Gravies	Gravies	Kitchen equipment
Week	General Objective 4.0 Know the preparation of cold salads, hot and cold snacks and savouries and breakfast dishes					
10	4.1 Describe the items needed in various basic salad presentations, their points of quality, correct storage and handling. 4.2 Prepare salad items for all types of presentation and display, as a preliminary dish, main course or accompaniment. 4.3 Store various salads correctly.	Explain the items needed in various salad presentation. Explain salad items for all types of presentation and display.	Books Lecture Note	Identify the items needed in various basic salad presentations, their points of quality, correct storage and handing.	Students to list and compile various basic salad ingredients.	Market Raw Material
11	4.4 Produce hot and cold snacks, savouries and breakfast dishes. 4.5 Display items for cold buffet, cafeteria, bar and counter presentations to attract customers. 4.6 Explain the importance of speed of services and the attractive display of snacks, including wrapping and selling.	Explain how to store various salad correctly. Explain how to produce hot and cold snacks savoury and breakfast dishes Explain how to display items for cold buffed cafeteria, bar	Books Books Book	Identify salad items for all types of presentation and display. Describe how to store various salads correctly. Describe how to produce prepare hot and cold snacks savouries and breakfast dishes. List items for cold buffet cafeteria, Bar, and	Students to prepare salad items for all types of presentation and display. Guide students on how to store various salads correctly. Demonstrate how to prepare and produce hot and cold snacks etc.	Raw materials Kitchen Equipment. Cold room Refrigerator Storage facilities Raw materials Kitchen equipment.

		and counter etc. Explain the importance of speed of service and the attractive display of snacks, industry wrapping and selling.		counter for presentations to attract customers. Appreciate the importance of speed of services and the attractive, display of snacks including wrapping and selling.	Students to produce Hot and Cold snacks, savouries and breakfast dishes. Demonstrate how to carry out services with speed and attractive display snacks including wrapping and selling.	Kitchen equipment for display Raw material. Wrapping paper Menu list (card) Display cabinet.
Week	General Objective 5.0. Know how to prepare sweet					
12	5.1 Prepare a variety of sweets from raw materials, ready-mix, brought-in lines and other convenience products.	Explain how to prepare variety of sweets from raw materials ready mix, brought in lines and other convenience products.	Books	Describe the preparation of variety of sweets from raw materials ready mix brought in line and other convenience product.	Guide students to prepare variety of sweets from raw materials etc.	Food materials kitchen equipments
13	5.2 Describe the use of sweet commodities, their storage and handling. 5.3 Describe the hygienic preparation and processing of hot and cold sweet presentations.	Discuss the use of sweet commodities their storage and handling. Explain the preparation and processing of hot and cold sweet presentation.	Books Books	Describe the use of sweet commodities their storage and handling. Demonstrate the hygienic preparation and processing of Hot and Cold sweets for presentation.	Lead discussion on the use of sweet commodities and their storage and handling Carryout hygienic preparation and processing of Hot and Cold sweets.	Use-kitchen Laboratory. Kitchen equipments Pastry Room Cold display Cabinet Equipments.

Week	General Objective 6: Know how to produce preserve and present variety of sweets					
14	5.4 Produce, preserve and present the following variety of sweets: (i) basic pastes (ii) Basic sponge items i.e Sponge pudding etc. (iii) cold sweets from convenience products	Explain how to produce preserve and present variety of sweets in 5.4	Books Samples chart	Demonstrate how to produce, preserve and present variety of sweets as in 5.4	Teacher to guide students on production, preservation and presentation of variety of sweets in 5.4	Raw materials. Cooking equipments Preservative i.e. Lemon etc.
15	(iv) ice cream sweets (using bought in ice cream) (v) hot sweets and sauces (vi) bought in gateaux, pastries and fresh fruit.					Serving equipment.

Assessment: Give details of assignments to be used:
Practical 50%; Projects (function) 50 %;

Recommended Textbooks & References:

	Department/ Programme:	Course Code:		Credit Hours: 6
	Subject/Course: FOOD AND BEVERAGE SERVICE II	HMT 123		Theoretical: 2 hours/week
	Year: 1 Semester: 2	Pre-requisite:		Practical: 4 hours /week

General Objectives

At the end of this course the student will:

- 1.0 Know the types and styles of food service
- 2.0 Know menus and accompaniments
- 3.0: Know the different types of alcoholic and non-alcoholic beverage available in catering industry
- 4.0 Know the control system in food service

	Course: FOOD AND BEVERAGE SERVICE II	Course Code: HMT 123		Credit Hours: 6		
				Theoretical: 2 hours/weeks		
	Year: 1	Semester: 2	Pre-requisite:	Practical: 4 hours/week		
	Theoretical Content		Practical Content			
	General Objective 1.0 Know the types and styles of food service					
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 Describe and demonstrate the different types and styles of service such as the following: (a) waiter service (b) plate and full silver service	Explain the different types and styles of service as in 1.1.	Classroom Chalkboard	Identify the different types and styles of service as in (a) Waiters Service (b) Plate and Full Service.	Guide to demonstrate the different types and styles of service as in 1.1.	Service equipment for different types/styles of service e.g Flambe lamp Chaffy dish
2	(c) family service (d) gueridon service, individual tray service (e) cafeteria service			(c) Family service (d) Gueridon service individual tray service (e) Cafeteria service	Guide to demonstrate the different types and styles of service as in 1.1.	Trays Trolley Crockery
3	(f) conventional and free flow service (g) full self service (h) meals on the wheel		Books	(f) Conventional and free flow service (g) Full Self Service (h) Meals on the wheel	Guide to demonstrate the different types and styles of service as in	Vending machine Cookers

4	(i) automatic vending machine (j) outdoor catering				(i) Automatic Vending Machine (j) Outdoor Catering	1.1. Guide to demonstrate the different types and styles of service as in 1.1.	Vending machine Cookers
5	1.2 Explain the relative merits of the various methods of food service in 1.1 above.	Explain the relative merits of the various methods of food service as in 1.1 above.	Lecture Note Book				
week	General Objective 2.0 Know menus and accompaniments						
5-6	2.1 Define menu and accompaniments. 2.2 Explain the principles of menu construction in relation to the provision of meals.	Explain menus and accompany	Classroom Chalk Board	Identify different types of menu and their accompaniments. Describe the principles of menu construction in relation to the provision of meals.	Guide students to identify and list types of menu and their accompaniment.		Chart/Poster of menu and accompaniments list/card Plain card board markers of different colours.
7	2.3 Explain the two popular types of menus and covers (a) A 'la carte (b) Table d'hote	Explain the principles of menu construction in relation to the provision of meals.	Text Books	Describe the two popular types of meals and covers - A lacarte - Table 'dhote	Lead students to design menu cord.		
8	2.4 Identify the main types of accompaniments served with food items.	Explain the main types of accompaniments served with food items.	Lecture Notes	Identify the main types of accompaniments served with food items.	Show with samples alacerte and table d'hote covers.		Sample chart, diagrams. Equipments kitchen.
9	2.5 Describe different types of alcoholic and non-alcoholic beverage available in the catering industry.	Explain the different types of alcoholic and non-alcoholic beverage available in the catering industry.	Text Book.	Classify the different types of alcoholic and non-alcoholic beverage available in the catering industry.	Students to list and compile the main types of accompanim		Chart pictures.

					ents served with food items. Illustrate with samples of alcoholic and non-alcoholic beverage in the catering industry.	
week	General Objective 3.0: Know the different types of alcoholic and non-alcoholic beverage available in catering industry					
10	3.1 Define alcoholic and non-alcoholic beverages. 3.2 Identify the common beverages available in the food service area such as tea, coffee, milk and cocoa drinks.	Explain alcoholic and non-alcoholic beverages.	Text Books	Identify alcoholic and non alcoholic Beverages.	Show samples of alcoholic and non-alcoholic Beverages.	Pictures Sample Charts.
11	3.3 Describe how Beverages can be kept before service. 3.4 Apply the service procedures to tea, coffee, and non-alcoholic beverages such as aerated waters, natural spring, mineral waters, squashes, juices and syrups in dispense bars.	Explain the common beverages available in the Food service areas such as tea, coffee, milk and cocoa drink. Explain how the Beverages can be kept before service. Explain the service procedure of tea, coffee, and non-alcoholic beverages such as aerated waters, natural spung, mineral heaters squashes, juices and symposin dispence Bero.	Pictures chart Lecture Note Board Restaurant wares and furniture Samples of Beverages Restaurants	List and describe the common beverages available in the Food service area such as tea, coffee, milk and cocoa drinks. Describe using samples how the beverages as in 3.2 can be kept later before service. Apply the service procedure using alcoholic and non-alcoholic Beverages.	Illustrate with samples of alcoholic and non-alcoholic beverages available in the food service area. Guide students to prepare samples of Beverages as	Display Samples of different Beverages. Samples of Beverages e.g. tea, coffee etc. Restaurant equipments such as cup/saucers etc. Restaurant samples of Beverages service

			equipments e.g. cups/saucers, Glasses etc.		in 3.2 before later use. Demonstrate to students' service procedures of alcoholic and non-alcoholic beverages.	equipments.
week	General Objective 4.0 Know the control system in feed service					
12	4.1 Explain the functions and procedures of control in food service	Explain the functions and procedures of control in food service.	Text Books	Identify and differentiate the functions and procedures of control of food service.	Guide students to design dockets and Bills.	Plain sheet card board
13	4.2 Describe the three different types of control system such as: (a) triplicate checking system (b) duplicate checking system (c) waiter billing machine	Explain the three types of control system as in (a) triplicate checking system (b) duplicate checking system © waiter billing machine	Samples of Dockets Bills	Identify and differentiate the three types of control system used in food service.	Guide students to design dockets and Bills.	Marker (different colours) Ruler Biro.
14	4.3 Prepare an analysis of food service sales from a given data.	Exhibit/show the three types of the order forms and the analysis book.	Text Books lecture Notes Samples of Dockets Bills.	Prepare an analysis of food service sales form.	Students directed to work in groups to design analysis sales form/Book from a given data.	Same as above.
15		Explain how to prepare analysis book using order forms.	Text books Samples of order forms, analysis book.			Plain sheets Cardboard, different colours of marker Biro Ruler.

Assessment: Give details of assignments to be used:

Practical 50 %; Projects 50 %;

Recommended Textbooks & References:

	Department/ Programme: NATIONAL DIPLOMA IN HOSPITALITY MANAGEMENT	Course Code: 124		Credit Hours: 6
	Subject/Course: FRONT OFFICE OPERATION			Theoretical: 2 hours/week
	Year: 1 Semester: 2	Pre-requisite:		Practical: 4 hours /week

General Objectives: On completion of this course, the student should be able to:

- 1.0 Understand the relationship of the front office department with other departments within the organization.
- 2.0 Understand the value and attributes of social skills of the front office employee
- 3.0 Know the functions of the front office and its employees
- 4.0 Know the checking procedures and the various records for registration
- 5.0 Know the communication processes in hospitality organisations
- 6.0 Know the importance of the telephone as a means of communication

	Course: ACCOMODATION OPERATIONS II (FRONT OFFICE)	Course Code: HMT 124		Credit Hours: 6		
				Theoretical: 2 hours/week		
	Year: Semester:	Pre-requisite:		Practical: 4 hours /week		
	Theoretical Content	Practical Content				
General Objective 1.0: Understand the relationship of the front office department within the organization						
Week	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	<p>1.1 Explain how Front Office department gives the first impression of the organization.</p> <p>1.2 Outline the interrelationship of the Front Office with other departments (restaurants, housekeeping) and back of house (kitchen and housekeeping, laundry) and also of other service department (finance, security, maintenance, marketing).</p> <p>1.3 State the benefits that exist in fostering positive relations for</p> <p>1.3.1 Improved customer service</p> <p>1.3.2 Increased sales</p> <p>1.3.3 Good working atmosphere – team 'spirit'</p>	<p>Explain the interdependence between the front office and other departments.</p> <p>Discuss ways in which the first impression of an establishment can be created through the front office.</p> <p>Discuss how interrelationship between the front office and other departments can improve customer service, increase sales and encourage esprit d'coup.</p>	<p>Organisation charts</p> <p>Video</p> <p>Video cassette</p> <p>TV</p> <p>Diagrams</p> <p>Flip chart</p>	<p>Understand how front office department gives the first impression of the organization.</p> <p>Outline the interrelationship of the front office with other departments – restaurant, housekeeping, kitchen, laundry and other service departments such as finance, security maintenance, marketing.</p> <p>State the benefits that exist in fostering positive relations.</p> <p>Improved customer service</p> <p>Increased sales</p> <p>Good work place atmosphere team spirit.</p> <p>Relate the different components of</p>	<p>Draw charts to show the interrelationships of the front office and the other departments.</p> <p>Take students on an industrial visit.</p> <p>Show video of a front office at work.</p> <p>Lead the students in group disussions role plays on how the front office creates a first impression how</p>	<p>Charts</p> <p>Video Set</p> <p>TV.</p> <p>Video cassette.</p>
2	<p>1.4 Relate the different components of the Front Office in: Front desk; Concierge; Switch board; Reception room; Lounge; Porters and luggage handling.</p> <p>1.5 State the relevance of product knowledge in Front Office operations</p>	<p>Explain the importance of product knowledge in front office</p>				

	1.6 Draw and explain the organizational structure of the front office.	operations.		the Front Office – Front desk, concierge, switch board. Reception room, Lounge, Porters and luggage handling. State the relevance of product knowledge in front office operations Explain the organisational structure of the front office.	positive relationship fosters increased customer service, increased sales and good work place atmosphere. Draw the organisational structure of the front office.	
General Objective 2.0: Understand the value and attributes of social skills of the Front Office employee.						
3	2.1 Describe the quality of the front office employee in terms of 2.2 High standard of professional attitude. 2.3 Hygiene standards. 2.4 Etiquette and communication skills 2.5 Dress code	Explain what is required of front office employees in terms of their professional attitudes, standard of personal hygiene grooming and communication skills.	Pictures	Describe the quality of the front office employee in terms of: High standard of professional attitude Hygiene standards Etiquette and communication skills Dress code.	Lead a discussion on the qualities of front office employees with regard to appearance i.e. grooming, professional attitude, personal hygiene and communication skills.	Photographs pictures of front office employees
General Objective 3.0: Know the functions of the Front Office and its employees						
4	3.1 Explain the functions of the front office which include: 3.1.1. Receiving and welcoming guests 3.1.2. Checking in/out of guests 3.2 Explain the importance of discretion and importance of the guest and his	Explain the functions of the front office. Discuss the importance of discretion in dealing	Reception area	Explain the functions of the front office which include; 3.1.2 Checking guests in or out 3.1.3 Giving directions to the guests within the organisation and making recommendations of suitable facilities.	Demonstrate checking in and out of guests. Illustrate with examples the	.Samples of relevant document

8	<p>an appropriate manner relevant department (room service, switch board, concierge, housekeeping) g. Prepare guest folios h.. Record payment details</p> <p>4.1 Records for guest registration Describe and identify the different types of registers, e.g. book form, loose leaf, individual cards. Explain and apply the procedure for guest registration Explain and apply the uses of the luggage book and luggage pass Explain and apply the use of the black book Explain and apply the use of visitor's record card, room record card, guest alphabetical index, arrival and departure list, change of room form.</p>	<p>Describe the procedure for confirmation of reservation in accordance with the establishment procedure allocation of rooms.</p> <p>Explain the use, compilation and distribution of arrival lists, guests folio guests payment documents.</p> <p>Explain the types and use of the guests register, visitors record index arrival and departure list, change of room form, room record form.</p>		<p>Compile arrival list noting any special needs of guest.</p> <p>Distribute arrival list in an appropriate manner to notify relevant departments (e.g. room service, restaurant, kitchen, housekeeping, switch board, concierge etc.)</p> <p>Prepare quest folios.</p> <p>Record payment details.</p>	<p>confirm reservation</p> <p>Show how to compile arrival list and distribute to relevant departments</p> <p>Show how to prepare guests folio</p> <p>Show how to record payments</p> <p>Show the different types of registers and how they are used.</p> <p>Demonstrate how to registers a guest</p> <p>Show the use of a luggage book and a luggage pass</p> <p>Pass the black book and how it is used.</p> <p>Show the use of visitors record</p>	<p>receipt books luggage pass note book.</p>
9	<p>4.2 Check in procedures/Guest registration m. Welcome guests and confirm details of reservation. If a work-in, guest just commence with registration after adequate information to the guest and approval from the guest n. Follow the registration procedures for guests with/without reservation</p>	<p>Explain the procedure in welcoming guests and registering guests with reservation and those without.</p> <p>Describe and explain the use of telex, facsimile, computer facilities.</p> <p>Explain how information technology is used in reservation – CRS, Guest history</p>				

		<p>record internet advertising, credit card sales, key card and security.</p> <p>Describe how information technology is used in front office statistics.</p> <p>Explain simple forecasting and yield management in front office operations.</p>			<p>card room record card, requests alphabetical index, arrival and department forums, change of room form</p> <p>Demonstrate how to welcome guest</p>	
General Objective 5:						
10	<p>Explain to guest clearly details relating to room keys, guest mails an messages and safety deposit facilities</p> <p>p. Describe to guests clearly the room and general facilities</p> <p>q. Give the key and direct the guest to the correct room</p> <p>r. Know how to handle guest luggage and receptionist should relate to the porters in accordance with the organizational procedures</p>	<p>Describe how details relating to room keys can be passed to guest, how to describe the room and the facilities of the hotel to guests.</p> <p>Explain how to give the room key to the guests and how to direct guests to the room.</p>			<p>Demonstrate how to pass information concerning room keys to guests.</p> <p>Demonstrate the passing of messages and the handling of safe deposit and mails.</p>	<p>Key</p> <p>Luggage</p>
11	<p>s. Follow authorized procedures to ensure guests receive requested wake up calls mail and messages</p> <p>t. Know how to order taxi services at the request of guest</p> <p>u. Use appropriate social skills in addressing the guest at all</p>	<p>Explain how to handle guests luggage applying [r]p[er] procedure.</p> <p>Explain how to follow proper procedure to ensure that guests receive mails, messages and wake up calls.</p>			<p>Demonstrate how to give the key to the guest and how to direct the guest to the room.</p>	

	<p>times</p> <p>v. Offer forward reservations and perform appropriate farewell practices to encourage repeat customers</p>	<p>Describe how to order a taxi.</p> <p>Explain how to use the right social skills in addressing the guest at all times,</p> <p>Describe how to offer forward reservation and how to perform appropriate farewell practices to encourage repeat customers.</p>			<p>Demonstrate the handling of guests luggage.</p> <p>Guide students to play a role and handle the procedures of providing services of wake-up call, messages, mails.</p> <p>Guide students to order a taxi for guest</p> <p>Demonstrate how to address the guest at all times.</p> <p>Demonstrate the offer of forward reservation and the social skill needed in saying farewell to the guest.</p>	<p>Telephone Letter</p> <p>Telephone..</p>
General Objective 5.0: Know the communication processes in hospitality organization						
12	<p>5.1 Define the term communication and the importance in any organization.</p> <p>5.2 Describe and list the different forms of verbal and non-verbal communication:</p> <p>i. Know the different</p>	<p>Provide Videos on communications</p> <p>Show samples</p>	Telephone Video	Deal with problem situations	Role play based on the provision of a set of information to a customer	

13	<p>telecommunication systems: PBX (Private Branch Exchange); PMBX (Private Manual Branch Exchange); Push-button intercom system,; loud speaking system; Automatic answering phone; telex; free phone</p> <p>ii. Apply establishment procedures to guest mail such as: proper dating, recording of correspondence, distribution to persons.</p> <p>iii. Use standard procedures to</p> <ul style="list-style-type: none"> o prepare outgoing correspondence o business filing techniques in front office o handling registered mails <p>iv. Handling enquiries of guests e.g inform guests on places of interests and festivals taking place.</p> <p>v. What interpersonal skill needed in communication and know how best to obtain necessary information from a guest applying adequate social skills</p>	Role play on interpersonal skills				
General Objectives: 6.0 Know the importance of the telephone as a means of communication						
14	<p>IMPORTANCE OF TELEPHONE</p> <p>6.1 Explain the importance of the telephone in a hotel and state the meaning and use of AD & C, PABX and STD.</p> <p>6.2 Apply adequate telephone skills in:</p> <ul style="list-style-type: none"> (i) Timing-importance of answering incoming calls promptly (ii) Speaking clearly (iii) Listening skills (iv) Information gathering and collecting customer information 	<p>Lectures</p> <p>Discussion</p> <p>Case studies</p>	Pictures		Student to role play on a problematic situation, responding to clients in an appropriate matter. Role play: telephone conversation with a customer	telephone

15	(v) Confirming understanding 6.3 Apply telephone skills in merchandising <ul style="list-style-type: none"> ○ assertiveness ○ product knowledge and b able to explain promotional packages and property facility to generate sales ○ meeting customer needs ○ offers ○ value of product knowledge 6.4 State the importance, describe and operate a telephone switch board.					
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Assessment: Give details of assignments to be used:

Coursework/ Assignments 50%; Practical 50 %;

Recommended Textbooks & References:

Abbott, P and Lewry (1993) front office procedures, Social skills and Management, London: Butterworth Heinemann

Baker, S. Huyton, J and Bradley, P (2000) Principles of Hotel front Office Operations 2nd Ed. London: Continuu

Bardi J (1996) Hotel front office management 2nd Ed. Chichester: Wiley

Boella, M.J and Pannett, A. (2000) Principles of Hospitality Law, Cassell, London

Braham B (1993) Hotel Front Office 2nd ed - Cheltenham: Stanley Thornes

Verginis, C and Wood, R. (1999) Accommodation Management: perspectives for the International hotel Industry London: International Thompson Business Press

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code: HMT 125		Credit Hours: 4
	Subject/Course: FOOD HYGIENE AND NUTRITION			Theoretical: 2 hours/week
	Year: 2 Semester: 1	Pre-requisite:		Practical: 2 hours /week

General Objectives: On completion of this course, the student should be able to:

- 1.0 Know the importance of Hygiene in food handling.
- 2.0: Know the natural sources of contamination of foods.
- 3.0 Know the importance of food infection and means of controlling them.
- 4.0 Know the types of spoilage of specific foods.
- 5.0 Understand the Nutritional importance of food and problems associated with Nutrition deficiencies.
- 6.0 Know the metabolism of food in the body

	Course: FOOD HYGIENE AND NUTRITION	Course Code: HMT 125		Credit Hours: 4		
				Theoretical: 2 hours/week		
	Year:	Semester:	Pre-requisite:		Practical: 2 hours/week	
	Theoretical Content			Practical Content		
	General Objective 1.0 Know the importance of Hygiene in food handling.					
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1-2	<p>1.1 Explain the basic personal hygiene regulations in catering as it affects personal cleanliness; hands, bathing, fingernails, mouth, nose etc.</p> <p>1.2 Describe other procedures for maintaining food and kitchen hygiene e.g. maintaining good working conditions, correct storage of food stuff at the right temperature, correct heating of food, protection of food from vermin and insects etc.</p> <p>1.3 Describe other methods of preventing food infection in catering:- food handlers periodic medical test, Bi-annual selection, use of equipment, temperature control and food storage, correct methods of washing up refuse disposal control etc.</p> <p>1.4 Explain the role of legislative and established code of conduct and practice in the catering industry.</p>	<p>Explain personal hygiene in cleanliness hands, bathing, fingernails, mouth and nose.</p> <p>Explain other procedure for maintaining food and water hygiene e.g. maintaining good working condition, correct storage of foodstuff at the right</p>	<p>Books</p> <p>Soap</p> <p>Cleaning equipment</p>	<p>Appreciate the basic personal hygiene.</p> <p>Maintaining food and Kitchen hygiene</p> <p>Present food infection in the kitchen.</p>	<p>Guide students on how to maintain personal hygiene in catering.</p> <p>Guide students on how to maintain food and</p>	<p>Soaps and other washing materials.</p> <p>Refrigerators, cookers, tec.</p>

		temperature correct food heating and food protection from various insects, etc.			kitchen hygiene e.g. store food at the right temperate, heat food correctly, etc. Subject certain food spoilage e.g. exposing some cook foods, storing of list of food in the refrigerators.	
Week	General Objective 2.0: Know the natural sources of contamination of foods.					
	2.1 Identify sources: - air, water, soil, man and animals as primary sources and chemicals as secondary sources of food contamination. 2.2 List some specific microorganisms, which could be identified with sources listed in 2.1 above. 2.3 Describe the process of contamination of food by	Identify sources of food contamination		Identify microorganisation responsibility for	Lead students in identifying	

3-4	the microorganisms identified in 2.2 above.	Group some specific		food spoilage.	the micro organisation responsible for food spoilage.	
Week	General Objective 3.0 Know the importance of food infection and means of controlling them.					
5-7	<p>3.1 Identify the common types of food and water borne infections (diseases): - typhoid fever, cholera, viruses, dysentery etc.</p> <p>3.2 Describe the nature of the organisms responsible for the infection listed in 6.1 above.</p> <p>3.3 Describe the method of controlling 6.1.</p> <p>3.4 Describe the symptoms of the infections listed in 6.1 above.</p> <p>3.5 Describe the methods of spread and control of the diseases in 6.1 above e.g. natural body defenses, public health measures including immunization.</p> <p>3.6 Describe first aid measure to be applied in cases of food infection.</p>	<p>Explain method of processing of food infection in catering handless periodic medical test, bi-annual selection, use equipment's temperature control, food storage to correct methods of washing up refuse disposal.</p> <p>Discuss the role of legislative to establish code of conduct and practice in catering industry.</p>	<p>Books.</p> <p>Refusal disposal materials, thermometer , etc.</p>		<p>Subject foods in different groups to spoilage and compare with normal ones.</p> <p>Display different types of food materials values.</p> <p>Prepare, process and</p>	<p>Food from the main four groups e.g. products, chicken from poultry products, milk from diary products; fish from sea foods groups</p> <p>Charts Textbooks</p>

					store the foods and compare with fresh ones.	Charts Poosters.
					Provide nutritional requirement for people with different nutritional problems.	
Week	General Objective 4.0 Know the types of spoilage of specific foods.					
	<p>4.1 Identify the major causes of food spoilage: - enzymes, microorganisms, pests, mechanical forces etc.</p> <p>4.2 Describe the physical characteristics of 7.1 above.</p> <p>4.3 Explain how the factors in 7.1 above can be eradicated to prolong the life of foods.</p> <p>4.4 Describe spoilage of the following specific foods: -</p> <p style="padding-left: 40px;">(a) Meat and meat products</p> <p style="padding-left: 40px;">(b) Poultry and poultry products</p>	<p>Explain major causes of food spoilage by amzymes, microorganism, mttsetle.</p> <p>Explain spoilage of the following food materials</p>	Text books			

	<ul style="list-style-type: none"> (c) Milk and diary products (d) Fish and other sea foods (e) Canned foods (f) Fruits and vegetables (g) Bread and other bakery products (h) Beer, wine and soft drinks. 	<p>meat and meat products</p> <p>Poultry and Poultry products, milk and diary products.</p> <p>Explain spoilage in canned foods, fruits and vegetables bread and other baked products, etc..</p>				
Week	General Objective 5.0 Understand the Nutritional importance of food and problems associated with Nutrition deficiencies.					
12	<ul style="list-style-type: none"> 1.1 Define Food. 1.2 Explain the chemical composition of food. 1.3 Explain the effects of preparation, processing, cooking and storage on the nutritive value of foods e.g. tubers, cereal grains, fruits and vegetables. 1.4 Define Nutrients. 1.5 Differentiate between food and nutrients. 1.6 List the classes of nutrients and 	<p>Display different types of food of different material values.</p>	Textbooks			

13	<p>their food sources.</p> <p>1.7 Define the following terms: a. Nutritional status b. Malnutrition</p> <p>1.8 Explain malnutrition and the common symptoms associated with it e.g. kwashiorkor, marasmus, obesity etc.</p> <p>1.9 State the factors that affect nutritional requirements e.g. age, sex, size and body composition, occupation, physiological conditions etc.</p> <p>1.10 Explain the nutritional requirements of the following: - (a) Infants (b) Children (c) Adolescents (d) Pregnancy and lactation</p>	<p>Provide pictures of patients with kwashiorkor, inarasmus, obesity et.</p>	<p>Textbooks</p> <p>Charts and posters</p>			
14		<p>Display the nutritional</p>				

		pictures for each stage.				
WEEK	General Objectives: 6.0 Know the metabolism of food in the body					
15	6.1 Explain the mammalian alimentary canal. 6.2 Describe the digestion, absorption, assimilation and storage of the following nutrients in the human body: (a) carbohydrates (b) proteins (c) fats	Provide diagram of alimentary canal and explain to students the activities in each section of the canal	Textbooks	Identify the mammalian Alimentary canal	Provide diagram of alimentary/a nd explain to student the authorities in each section of the canal.	Charts

Assessment: Give details of assignments to be used:
 Course test 50%; Practical 50 %

Recommended Textbooks & References:

PROGRAMME: NATIONAL DIPLOMA IN HOSPITALITY MANAGEMENT	Code: HMT 127	Credit Hours: 60 hours 4.0
Course: PRINCIPLES OF ACCOUNTS	Pre-requisite: WASC/SSC Accounts	Theoretical: 1 hours/week - 25 %
Semester: FIRST SEMESTER		Practical: 3 hours/week - 75 %

Goal: This course is designed to expose the students to the principles of accounting and the application of same to different types of transactions.

GENERAL OBJECTIVES:

On completion of this module the students should be able to:

- 1.0 Know history, principles, role and conventions of accounting.**
- 2.0 Understand principles of double entry.**
- 3.0 Know capital and revenue items.**
- 4.0 Know books of original entry.**
- 5.0 Know the uses of ledger.**
- 6.0 Know trial balance.**
- 7.0 Know how errors are identified.**
- 8.0 Know the uses of journal.**
- 9.0 Understand bank reconciliation statements.**
- 10.0 Know depreciation.**
- 11.0 Understand accruals and prepayment.**
- 12.0 Know final accounts.**

PROGRAMME: NATIONAL DIPLOMA IN HOSPITALITY MANAGMENT	Code: ACC 111	Credit Hours: 60 hours 4.0
Course: PRINCIPLES OF ACCOUNTS	Pre-requisite:	Theoretical: 1 hours/week – 25%
Semester FIRST SEMESTER		Practical: 3 hours/week - 75%

Theoretical Content				Practical Content		
Week	General Objective 1: Know history, principles, role and conventions of accounting.			Specific Learning Outcomes	Teacher's Activities	Resources
	Specific Learning Outcomes	Teacher's Activities	Resources			
1	1.1 State the history of accounting and the conventions. 1.2 Explain the principles involved in accounting.	(i) Give brief definition of accounting. (ii) Explain the concepts and conventions of Accounting..	Overhead projector	1. Demonstrate their knowledge of the history, principles, role and convention of accounting.	Organise students into role model group relating accounting activities to business hospitality industry.	Flipcharts Overhead projector
2	1.3 Explain the role of accounting activity in the operation of an enterprise. 1.4 State the significance of accounting activities in the operation of a Hhotel/catering industry.	(iii) Discuss the relationship of accounting activities in the operation of a hospitality industry. (iv) State the importance of accounting activities to an hospitality industry.				
General Objective 2: Know capital and revenue items.						
3	2.1 Define capital and revenue items. 2.2 Classify capital and revenue	(i) Explain capital and revenue items.	Overhead projector	Classify items into revenue or capital	Direct students to list revenue	Flip charts Overhead

	items. 2.3 Explain the accounting treatment with respect to capital and revenue items in a transaction.	(ii) Discuss the treatment of capital and revenue items in the books of accounts.		expenditure. Differentiate capital expenditure from revenue expenditure.	and capital items that may be used in a medium size hospitality industry e.g. a 3-Star hotel.	projector.
General Objective 3: Understand principles of double entry.						
4	3.1 Explain the principles of double entry. 3.2 Make correct entries in the ledger as it affects the debit and credit aspects of a transaction.	(i) Explain the principles of double entry. (ii) Illustrate posting of transactions into accounts in the ledger.	Overhead projector Worked examples	1. Demonstrate their understanding of principles of double entry. 2. Post various business transactions into accounts in the ledger.	1. Guide students in posting transactions into various accounts. 2. Organise students to make classroom presentations in groups e.g. one group sales, one group purchases.	Flipchart Overhead projector Transparencies.
General Objective 4: Know books of original entry.						
5	4.1 Define books of original entry. 4.2 Name and explain the books of original (e.g. cash book, sales day book, purchases day book, return inwards and outwards books, journal, petty cash book and the imprest system).	(i) Define source documents. (ii) Explain the books of original entry and how transactions are recorded in them.	Overhead projector	1. Record transactions into book of original entry. 2. Post into the accounts in the ledger.	Illustrate with sample transactions entries from books of original entry to the ledger using a computer spreadsheet	Overhead projector Transparencies. Pre-printed source documents.
6	4.3 Explain the uses of the various books. 4.4 Make accounting entries in the various books.			3. Balance the accounts in the ledger.	Explain the	Computer spreadsheet application

				4. Extract trial balance.	effect of such entries on the trial balance.	
General Objective 5: Know the use of ledger.						
7	5.1 Define a ledger. 5.2 Explain the uses of the ledger and its importance.	(i) State the various types of ledger. (ii) Explain the uses and importance of ledger and how to post to the accounts in the ledger	Overhead projector	Ability to carry out simple postings into and out of the ledgers	Give interactive quizzes to test the understanding of the topic.	Kalamazoo Interactive Quizes downloaded from Internet .
8	5.3 Post properly to accounts in a ledger and carry down periodic balances. 5.4 Explain the end use of ledger balance.	(iii) Illustrate how to balance accounts to form a trial balance.				
General Objective 6: Know trial balance.						
9	6.1 Define a trial balance. 6.2 State the need for a trial balance and its use. 6.3 Explain how a trial balance is extracted. 6.4 Extract through practice the trial balance of a transaction, at the end of a period.	(i) Explain the uses of and how to extract a trial balance. (ii) Illustrate with examples how to extract a trial balance.	Overhead projector Worked examples	Able to extract a trial balance.	Directing students to extract trial balance using a spreadsheet	Computer spreadsheet application
General Objective 7: Know how errors are identified.						
10	7.1 Explain how errors may be identified. 7.2 Categorize the common occurrence of accounting errors. 7.3 Identify errors in accounting. 7.4 Correct such errors that are identified in an account by use of journal entries.	(i) Explain how errors can be identified and corrected. (ii) State effect of errors on the financial statements.		1. Identify sources of accounting errors. 2. Correct errors using journal.	Show the uses of the Journals. Students directed to work in groups to work on exercise to correct a trial balance.	T-accounts downloaded from Internet trial balance competed on spreadsheet.

General Objective 8: Know the uses of journal.						
11	8.1 Define Journal. 8.2 Explain the use and the importance of journal vouchers. 8.3 Explain the use of a journal in relation to transactions which do not involve cash payments or cash receipts. 8.4 Make various journal entries.	(i) Explain and demonstrate the use and importance of the journal.	Overhead projector Worked examples	Able to post journal entries in books of account	Students directed to work in groups to present on the practical uses of the journal in a one trip, three, four and five star hotel.	flipchart
General Objective 9: Understand bank reconciliation statements.						
12	9.1 Define a bank reconciliation statement. 9.2 Explain the need for a reconciliation. 9.3 Carry out a bank reconciliation, of a given cash account and bank account.	(i) Explain what bank reconciliation is and why it is necessary to prepare it. (ii) Illustrate the preparation of bank reconciliation statements.	Overhead projector Worked examples	1. Carryout a bank reconciliation of a given cash and bank account.	Direct the students to carry out a bank reconciliation exercise and graphically produce the statement.	Sample blank bank statements. Pro-form a in computer.
General Objective 10: Know depreciation.						
13	10.1 Define depreciation. 10.2 Explain the necessity for periodic depreciation. 10.3 Determine the depreciation of assets of a business for a relevant period. 10.4 Trace depreciation entries in accounting to its final stage.	(i) Define depreciation and explain the various methods used. (ii) Calculate depreciation using straight line method and reducing balance method. (iii) Show how depreciation should appear in the books of accounts.	Overhead projector Worked examples	Compute depreciation using straight line and reducing balance method either manually or with the aid of computer.	Students directed to compute hard asset depreciation using a case study.	Computer packages. Projector Transparenci es. Spreadsheets
General Objective 11: Understand accrual and prepayment.						
14	11.1 Define accruals and	(i) Define accruals,	Overhead	1. Ascertain	Demonstrate the	Spreadsheet.

	prepayments. 11.2 Explain the accounting treatment of accruals and prepayments.	prepayments and explain their accounting treatment.	projector Worked examples	accurate and prepayments using examples such as rent electricity, insurance etc. 2. Calculate accruals and prepayments.	calculation of accurate and prepayments using various examples.	
General Objective 12: Know final accounts.						
15	12.1 Explain the meaning of final accounts. 12.2 Describe the stages in the preparation of final accounts. 12.3 Extract a single final account of a sole trader (Trading Profit and Loss Account and the Balance Sheet).	(i) Explain the meaning of final accounts. (ii) Illustrate the preparation of final accounts.	Overhead projector Worked examples	1. Prepare adjustments to reflect the corrected errors, depreciation, accrual and prepayments in the final accounts of a sole trader. 2. Prepare Trading and Profit and loss account and balance sheet.	Direct students to prepare an ETB using a case study. Direct students to prepare P-L and balance sheet from ETB produced above.	ETB produced using computer spreadsheet. Final accounts produced on spreadsheet.

ASSESSMENT CRITERIA			
Coursework 25%	Course test %	Practical 25%	Other (Examination/project/portfolio) 50%

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code: HMT 231		Credit Hours: 90
	Subject/Course: FOOD AND BEVERAGE PRODUCTION III			Theoretical: 2 hours/week
	Year: 2 Semester: 1	Pre-requisite:		Practical: 4 hours /week

General Objectives: On completion of this course, the diplomate should be able to:

- 1.0 Understand the concepts and principles of kitchen planning
- 2.0 Know simple hors d'oeuvre and salads
- 3.0 Understand the importance of Nutrition in food preparation
- 4.0 Understand elementary Larder work (fish, poultry, meal and games)
- 5.0 Know the use of potatoes and vegetables.

	Course: FOOD AND BEVERAGE PRODUCTION III	Course Code: HMT 231		Credit Hours:		
				Theoretical: 2 hours/week		
	Year:	Semester:	Pre-requisite:		Practical: 4 hours /week	
	Theoretical Content			Practical Content		
	General Objective 1.0: Know the importance of costing and control in catering					
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 Describe the factors involved in the choice of design for different establishment e.g cost, durability etc.	Explain the factors involve in the choice of design for differ and establishment e.g. cost durability.	Books	Identify the factors involved in the choice of design for different establishment e.g cost, durability etc.	Students directed to list out factors involved in the choice of design for different establishment.	
2	1.3 Explain the principles of equipment arrangement in a kitchen. 1.4 Sketch transport and delivery route and drainage system for a kitchen. 1.5 Outline current development in kitchen systems. General Objectives: 3.0 Know simple hors d'oeuvre and salads	Explain the principles of equipments arrangement in a kitchen.	TextBooks, Diagram and Brochures.			
3		Explain transport and delivery route and	Classroom Board chalk	Identify the principles of equipment	Guide students to sketch kitchen layout	Plain sheet pencil.

		<p>dramage systems for kitchen.</p> <p>Explain the current development in kitchen system.</p>	Books.	<p>arrangement in a kitchen.</p> <p>Introduce examples to illustrate transport and delivery note and drainage system for a kitchen.</p>	<p>and show arrangement of equipment.</p> <p>Arrange visit to standard kitchen in catering establishment, Hotels.</p> <p>Illustrate with sketch transport and delivery route and drainage system for a kitchen.</p> <p>Visit standard catering establishment e.g. Hotel, Hospitals etc.</p>	<p>Standard kitchen e.g. hotel, hospital, Hostels etc.</p> <p>Same as above.</p>
Week	General Objective 2.0: Understand the concepts and principles of kitchen planning					
	2.1 Classify the various single and composite hors					

4	d'oeuvre.	Explain the various simple and composite hors dovuvre.	Text books	Identify the various simple and composite materials and product fro making horsd'oeuvre	Direct students to compile and prepare various single and composite hourse d'oeuvre.	Raw Materials Kitchen Cooking equipments.
	2.2 Identify the various single and compound salads. 2.3 Describe the raw materials and special products available for salad making.		Text books			
5	2.4 Identify the source, season, quality and cost of the materials in 5.3 above.	Explain the various single and componel salads	Lecture Note	List the various single and compound materials for making salads,	Students directed to work in groups to compile and prepare single and compound salad.	Same as above
	2.5 Prepare hors d'oeuvre and salad dishes to include the economic utilization of raw and cooked food. 2.6 Control portion with regard to hor d'oeuvre and salad dishes.		Text Books			
6	2.7 Make various salad dressing and sauces. 2.8 Prepare cold fish, meat, poultry, game and pies including basic decorated aspic and chauffroid dishes.	Explain raw materials and special products available for making salad.	Text Books	List out the raw materials and special products available for making salads.	Group students to compile and prepare salad dishes to include the economic	Raw materials Kitchen cooking equipments
	2.9 Present and portion cold table items using accompaniments such as: wine, liaison, reductions, glazes, marinades and natural liquor in meal and fish sauces.		Text Books			
7	2.10 Apply the advantageous use of convenience production in food production.	Explain the sauce season quality and cost of the materials in 2.3 above.	Text Books	Identify the source season, quality and cost		
	2.11 Evaluate the quality and cost differences between use of convenience products and use of those produced by traditional methods.		Text Books			
8		Explain horse d'oeuvre and salad dishes.	Text Books			
			Text Book			
		Explain portion control led to regards to salad and horse d'oeuvre.				

		<p>Explain various salad dressing.</p> <p>Explain how to prepare cold fish, meat, poultry game and piles including basic decorated aspic and shaufroid dishes.</p> <p>Explain how to portion cold table items using using accompaniments smilias wine, liason, reduction, marinaldes and natural liquor meat and fish saucers.</p> <p>Explain the advantageus used of convenience product in food production.</p>	Text Books	<p>of materials listed in 2.3</p> <p>Identify horsd'oeuvre and salad dishes to include the economic utilization of raw and cooked food.</p> <p>List and demonstrate portion contro equipments with regard to hors doeuvre and salad dishes.</p> <p>Identify the various salad dressing and</p>	<p>utilization of raw materials.</p> <p>Guide students to marked survey.</p> <p>Compile and produce suitable salad dishes nearing in mind season, quality and cost of materials.</p> <p>Group students.</p> <p>Prepare horsdoeuvre and salad dishes.</p> <p>Prepare hors</p>	<p>Visit to market Raw Materials kitchen cooking equipments.</p> <p>Raw materials Kitchen cooking equipments.</p> <p>Raw</p>
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		<p>Explain the quality and cost differences between use of convenience products and those produced by traditional methods.</p>	<p>saucers.</p> <p>Identify cold meat, fish poultry/game etc dishes.</p> <p>List out cold table items using accompaniments salads wine, glazes, liaison etc.</p> <p>Identify the advantageous use of convenience foods in food production.</p> <p>Identify the</p>	<p>doeuvre and salad dishes</p> <p>applying portion control.</p> <p>Guide students to prepare various salad dressing and sauces.</p> <p>Students to prepare different cold dishes from meat, poultry, game etc.</p> <p>Students to prepare cold dishes using appropriate</p>	<p>Materials</p> <p>Kitchen</p> <p>Cooking equipments</p> <p>portion control equipment.</p> <p>Raw materials</p> <p>kitchen cooking equipments</p> <p>Same as above.</p> <p>Raw materials</p> <p>kitchen</p>
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				<p>quality and cost differences between convenience products and those produced by traditional methods.</p>	<p>accompaniments.</p> <p>Guide students to compile and produce dishes using appropriate convenience food product.</p> <p>Students to prepare dishes using convenient products and compare with dishes prepared using traditional materials.</p>	<p>cooking equipments</p> <p>Raw materials kitchen cooking equipments</p>
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						Raw materials kitchen cooking equipment convenience foods.
Week	General Objective 4.0: Understand the importance of Nutrition in food preparation					
9	3.1 Outline the structure and composition of various foods viz: meat, cereals, fruit and vegetables, fats and oils, eggs, milk and cream. 3.2 Compare the nutritional value, appearance, taste, cot and convenience of novel proteins. 3.3 Identify the effect of protein on the nutritional content of menu when various preserved commodities are substituted for fresh.	Explain the structure and composition of various foods viz: meat, cereals, fruit and vegetables, fats and oils, eggs, milk and cream.	Text Books Chart Chart books	Outline the structure and composition of various foods viz.: meat, cereals fruit and vegetable, fats, oils, egg milk and cream.	Guide students to draw and label of various foods e.g. meat eggs, fruits etc.	Card Board coloured makers biro pencil.
10	3.4 Describe the precautions to be taken during food storage, preparation, cooking and service to maintain optimum nutrient content of commodities. 3.5 Describe changes in the nutritive value of food during storage.		Text Books			

		novel proteins.	Text Books	Identify and compare the nutritional value, appearance, testes, and convenience of novel proteins.	Demonstrate samples and compare nutritional value, appearance, tastes.	Kitchen Food Materials Equipments.
		Explain the effect of protein on the nutritional content of menu when various preserved commodities are substituted for fresh.	Text Books	State the precautions to be taken during food storage, preparation, cooking and service to maintain optimum nutrient content of commodities.	Students directed to work in groups on precaution to be taken	“
		Explain changes in the nutritive value of food during storage.	Text Books	Identify the effect of protein on the nutritional content of menu when	Demonstrate using samples food to	Kitchen Food Materials Equipments.

				various preserved commodities are substitute for fresh ones.	know the effect of protein on commodities	
				Identify changes nutritive of food during storage.	Demonstrate to students.	Kitchen Food Materials Equipment
Week	General Objective 5.0: Understand elementary larder work (fish, poultry, meat and games)					
11	4.1 Describe the types of fish, poultry, meat and games in common use in the industry.	Explain the types of fish, meat poultry and games commonly used in the industry.	Kitchen, raw materials	Identify the types of fish, poultry, meat and games commonly used in the catering industry.	Demonstrate using samples of food commodities	Kitchen Raw Materials.
12	4.2 Apply appropriate methods of cookery to whole or cut fresh, frozen or other prepared forms of items in 11.1 above.	Demonstrate the cooking of fish, poultry, meat and games using different methods of cooking.	Kitchen, raw materials	Identify methods of cookery to whole or cut fresh frozen or other prepared form	Demonstrate the cooking of Fish, poultry, meat and games using	Raw Food materials Kitchen equipment
	4.3 Identify the characteristics of fish, poultry, meat and games.	Explain appropriate methods of cookery to	Equipment for portion control			
	4.4 Use appropriate garnishes, sauces, stuffing processes and presentations in each of 11.2 above.					
	4.5 Apply portion control in the preparation, cooking and the service of fish, poultry, meat and games.					

		<p>whole or cut freshy frozen or other prepared forms of items in 4.1</p> <p>Explain the characteristics of fish, poultry, meat and games. Explain appropriate garnishes, sources, stuffy processes and presentation in each 4.1</p> <p>Explain portion control in the preparation, cooking and the service of fish, poultry, meat and games.</p>		<p>items.</p> <p>List characteristic of Fish, Poultry, Meat and Games.</p> <p>Identify appropriate garnishes, sauces, studding process and presentation.</p> <p>Identify and apply portion control in the preparation, cooking and the service of Fish poultry meat and games.</p>	<p>different methods of cooking.</p> <p>Apply appropriate methods of cookery to whole or cut fresh frozen or other prepared forms of items in fish, poultry meat and games.</p> <p>Students to prepare dishes using appropriate ganishes sauces,</p>	<p>Kitchen Raw Materials</p> <p>Cooking equipment</p> <p>“</p>
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					stuffing processes and presentation in 4.3 above.	
					Guide students to compile and prepare dishes applying portion control in the preparation, cooking and service of fish, meat and games.	Kitchen Raw materials cooking equipments service equipment.ty
Week	General Objective6.0: Know the use of potatoes and vegetables					
13	5.1 Classify vegetables and potatoes. 5.2 Explain the sources, purchasing quality and	Explain vegetables and	Books	Identify	Prepare	Kitchen Raw

14	storage of vegetables and potatoes.	potatoes		vegetables and potatoes used in the catering industry.	vegetables and potatoes	Material
	5.3 Explain the selection of vegetables and potatoes for specific culinary applications.		Text Books			
	5.4 Prepare vegetables using mechanical equipment.	Display different types of vegetables.				
	5.5 Apply preliminary cooking processes to vegetables.					
15	5.6 Prepare, cook and present fresh and convenience vegetables.					
	5.7 Evaluate the finished quality and cost of fresh and convenience vegetables.	Explain the sources	Text Books	Identify the sources	(To be repeat as above)	Kitchen Raw Materials
	5.8 Describe the use of vegetables as an adjunct to a meal, garnish to a dish and as a separate course.	purchasing quality and storage of vegetable and potatoes.				
	5.9 Explain why the cooking of vegetables should be done close to the serving time as much as possible.					
		State the selection of vegetables and potatoes for specific culinary applications.				
			Text Books	Classify the selection of vegetables and potatoes for specific culinary application.	Prepare vegetables and applying preliminary cooking processes to vegetables	Kitchen, raw materials equipment
		Explain vegetable using mechanical equipment.				
		Explain preliminary processes of vegetables	Text Books			
	State how to prepare cook and present fresh			Identify vegetables using mechanical	(To repeat as above)	“(to repeat as above)

		and convenience vegetables. Explain how to evaluate and cost fresh convenience vegetables.		equipments Apply preliminary cooking processes to vegetable	“	Kitchen raw materials equipment.
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Assessment: Give details of assignments to be used:
Practical 50%; Projects 50%;

Recommended Textbooks & References:

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code:HMT 232		Credit Hours:6
	Subject/Course: FOOD AND BEVERAGE SERVICE III			Theoretical: 2 hours/week
	Year: Semester:	Pre-requisite:		Practical: 4 hours /week

General Objectives: In completion of this course, the student should be able to:

- 1.0 Know the importance of interpersonal skills in food service operation.
- 2.0 Know the preparation and cleaning of tables in food service area.
- 3.0 Know the control system in food service area
- 4.0 Know the process and techniques for dealing with guests' compliments, queries and complaints
- 5.0 Know standard and traditional food service systems

	Course: FOOD AND BEVERAGE SERVICE III	Course Code: HMT 232		Credit Hours: 6		
				Theoretical: 2 hours/week		
	Year:	Semester:	Pre-requisite:		Practical: 4 hours/week	
	Theoretical Content			Practical Content		
General Objective 1.0: Know the preparation and cleaning of tables in food service area						
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
	IMPORTANCE OF INTERPERSONAL SKILLS IN FOOD SERVICE OPERATION					
1	1.1 Describe the importance of appearance, courtesy, tact, patience and a pleasant manner in contact with customers and colleagues.	Explain the importance of appearance, courtesy, tact, patience and a pleasant manner in contact with customers and colleagues.	Classrooms Chalk/marker Board	Describe team work and communication in food service operation		
	1.2 Explain the necessity for sensitivity to people with different values and expectations in food service operations.	Identify the sensitivity areas in the food service operation.	“ “			
2	1.3 Explain the importance of team's work in the food service operations.		Classrooms Chalk/marker			
	1.4 Explain the need for effective communication and		rs			
				Group students and demonstrate the importance of team work	Charts Posters Organisation Charts.	

3	<p>procedures with a food service organization.</p> <p>1.5 Describe organization and attendance to the handling orders.</p>	<p>Describe the importance of team work and communication in the food service operation.</p>	<p>Organisation chart Charts Posters.</p>		<p>and communication in service operation.</p>	
4	<p>1.6 Explain the procedure for dealing with customers' requests and complaints.</p>	<p>Explain organisational set-up.</p>				
Week	General Objective 2.0: Know standard and traditional food service systems					
5	<p>PREPARATION AND CLEANING OF TABLES</p> <p>2.1 Describe how to clear tables thus:</p> <p>(a) fold napkins of different styles.</p> <p>(b) Prepare and stock the side board for service</p>	<p>Explain how to fold napkins of different styles and how to prepare and stock the sideboard for service.</p>	<p>Napkin Classrooms Chalk/Marker Side Board Board</p>	<p>Describe how to fold napkins of different styles and how to prepare and stock the side board for service</p>	<p>Demonstrate how to fold napkins of different styles, Demonstrate how to stock sideboard</p>	<p>Napkin/Service tray, trays cutlery glasswares etc. Restaurant.</p>
6	<p>(c) Load and carry a service tray</p> <p>(d) Lay plates, cutlery and glasswares in the presence of glass</p> <p>(e) Clear away plates, cutlery and glasswares in the presence of guests.</p>	<p>Explain how to load and carry service tray, lay plates, cutlery and glasswares in the presence of glass. Clear away plates, cutlery and glasswares in the</p>	<p>Tray, Cutlery, glasswares Restaurant equipment.</p>	<p>Describe how to load and carry trays, lay plates, cutlery and glasswares in</p>	<p>Demonstrate how to stock sideboard ready for service Demonstrate how to load</p>	

		presence of guests.		the presence of glass. Clear away plates, cutlery and glasswares in the presence of guests.	and carry tray, lay plates, cutlery and glasswares in the presence of glass. Clear away plates, cutlery and glasswares in the presence of guests.	
Week	General Objective 3.0: Know the process and techniques for dealing with guest compliments, queries and complaints					
7	CONTROL SYSTEM IN FOOD SERVICE AREA 3.1 Explain the functions and procedures of control in the food service area.	Students to discuss the control procedures and systems in the food service area.	Classrooms	Demonstrate the function and procedure of food control and the various checking systems.	Lead students to design and draw the food control checking systems.	Card boards plain sheets of papers Markers Biro etc.
8	3.2 Describe the three different types of control systems e.g. (a) Triplicate checking system. (b) Duplicate checking system (c) Waiter billing machine		Board			
	3.3 Prepare an analysis of food service figures from		Classroom Chalk Board			

9	given data.		Stationary			
Week	General Objective 4.0: Know the control system in food service area					
10	<p>PROCEDURES OF SERVING A GUEST</p> <p>4.1 Explain the procedures for dealing with customers' complaints queries and complaints such as:</p> <p>(a) Taking reservations</p> <p>(b) Welcoming customers</p> <p>© Seating customers</p>	Students to discuss customers complaints	Classrooms Chalk/Marker Board	Describe how to welcome customers and get the customer properly seated.	Demonstrate how to welcome and get the customer seated.	Restaurant/Dinning Room Restaurant equipment.
11	<p>(d) Addressing customers correctly</p> <p>(e) Giving guidance on menu and wine list</p> <p>(f) Making customers feel at ease</p> <p>(g) Selling organisational service</p>	Lead students on how to address guest and guide guest on the menu.	Menu Card Note Class Board	Describe how to address customers correctly and guide the customer on the menu and wine list comfortably.	Describe how to address customers correctly and guide the customer on the menu and wine list comfortably	Restaurant/Restaurant equipment menu card Wine list
12	<p>(h) Assisting with babies</p> <p>(i) Assisting elderly people</p> <p>(j) Assisting handicapped people</p>	Lead students on how to effectively sale the organisations services and courtesy.		Describe how to sell organisational services and	Demonstrate how to sell organisational	-

				how to assist babies, elderly and handicapped.	services and how to handle babies, elderly and handicapped people with courtesy.	
Week	General Objective 5.0: Know the importance of interpersonal skills in food service operation					
13	STANDARD AND TRADITIONAL FOOD SERVICE SYSTEMS				Explain the methods of service in the food service industry: banqueting service, buffet service, silver service, and hospital service.	Demonstrate the methods of service in the food service industry: banqueting service, buffet service, silver service, and hospital service.
14	5.1 Describe the main features of the following methods of service in the food service industry: banqueting service, buffet service, silver service cafeteria and hospital service.	Explain the main features of the following methods of service in the food service industry: banqueting service, buffet service, silver service cafeteria and hospital service.	Classrooms Chalk Marker Board Classroom Chalk/Marker Board	Explain the methods of service in the food service industry: banqueting service, buffet service, silver service, and hospital service.	Demonstrate the methods of service in the food service industry: banqueting service, buffet service, silver service, and hospital service.	Banquet service equipments Buffet service equipment Silver service equipments Cafeteria service equipment Hospital
	5.2 Explain a good service situation appropriate for each method of service referred to in 5.1 above.	Describe good service situation appropriate for each method of service referred to above in		Describe good service	Demonstrate good service	
	5.3 Explain the relative merits and demerits of the					

15	various methods in 5.1 above in relation to given service situation.	relation to advantages and disadvantages.		appropriate for each method of service in week 10 above, listing the advantages and disadvantages of each service	appropriate for each method of service. Group students to identify the advantages and the disadvantages of each service.	Restaurant. As above.
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Assessment: Give details of assignments to be used:
2 Practical worth 25% each (50% in total); Projects 50%

Recommended Textbooks & References:

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code:233		Credit Hours: 6
	Subject/Course: ACCOMMODATION OPERATION I			Theoretical: 2 hours/week
	Year: Semester:	Pre-requisite:		Practical: 4 hours /week

General Objectives On completion of the course, the student should be able to:

- 1.0 Know the organisational structure of a linen room
- 2.0 Know the importance of floors and floor covering
- 3.0 Know the basic electricity supply, lighting system in a hospitality, establishment
- 4.0 Understand the principles of interior decoration and floral arrangement.
- 5.0 Know the importance of soft furnishing
- 6.0 Know different types of fabrics (natural and man made), their suitability for use, care and laundry within the establishments.
- 7.0 Understand the techniques of sewing.

	Course: ACCOMMODATION OPERATION I	Course Code: HMT 233		Credit Hours:
				Theoretical: 2 hours/week
	Year:	Semester:	Pre-requisite:	Practical: 4 hours /week
	Theoretical Content		Practical Content	
	General Objective 1.0: Know different types of fabrics (natural and man made), their suitability for use, care and laundry within the establishments			

Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 State the common uses of Natural and man-made fibres e.g. (a) Natural fibre: cotton, linen, silk, wool etc. (b) Synthetic rayon, nylon, terylene acrilon etc. 1.2 Identify various fabrics in common use in Hospitality establishments.	Describe the various natural and man made fibres.	Textbooks, Chalk, Board	State the common uses of Natural and man-made fibres e.g.	Show pictures of cotton plant and sheep	Fabrics - Cotton, woollen linen man made.
3	1.3 Explain the properties and characteristics of the fabrics in 1.2 above. 1.4 Describe the making of fabrics – spinning, weaving and finishing. 1.5 Explain the qualities, uses and methods of laundry of the fabrics in 1.2 above.	Discuss the various fabrics in use in the Hospitality Industry.	Fabrics: cotton, linen, nylon, rayon, silk, wool, terylene, acrlon	Natural fibre: cotton, linen, silk, wool etc. Synthetic rayon, nylon, terylene acrilon etc	Show samples of different kinds of materials	Solvents organic solvents benzene acids and alkamines bleaches enzymes.
4	1.6 Identify the different types of laundry equipment available in the hospitality industry. 1.7 Explain the factors militating against the choice, care and maintenance of equipment mentioned in 1.6 above. 1.8 Explain the operational procedure of a dry cleaning service. 1.9 Differentiate between laundry service and dry cleaning service in Hospitality establishment. 1.10 Identify types of stains, e.g. water-soluble stains, insoluble stains, soluble in substances other than water etc.	Discuss the characteristics of fabrics in 1.2 Describe the making of fabrics – spinning weaving and finishing. Explain the uses and qualities and methods of laundry of fabrics in 1.2	Bus/transportation to spinning and weaving center Washing	Identify various fabrics in common use in Hospitality establishments. Explain the properties and	Take students to a weaving factory Take students to a hotel laundry to see the	Some proprietary brands Bed sheets Table

5	1.11 Explain the methods of stain removal in both natural and man-made fabric. 1.12 Remove stains from fabrics.	Describe different types of laundering equipment in use in the hospitality industry.	machine, spin dryer, pressing iron, ironing table, cloth hanger,	characteristics of the fabrics in 1.2 above.	operation of laundry equipment.	Cloths bed covers towels, pillow cases, blankets napkins.
6		Discuss factors militating against the choice, care and maintenance of laundry equipment in the hospitality industry. Explain the working of a dry cleaning service and differentiate between laundry service and dry cleaning service. Describe the types of stains and the methods of removing.	laundry basket, clothes pegs, bucket, bowl Solvents, organic solvents: benzene, carbon tetrachloride acids, alkalis, bleaches, enzymes etc.	Describe the making of fabrics – spinning, weaving and finishing. Explain the qualities, uses and methods of laundry of the fabrics in 1.2 above. Identify the different types of laundry equipment available in the hospitality	Show the various stain removal compounds. Direct students to remove stains Guide students to draw the organisation al structure and layout of a linen room Take	

				industry. Identify types of stains, e.g. water-soluble stains, insoluble stains, soluble in substances other than water etc.	students on a market survey to determine the price of linen	
Week	General Objective 2.0: Know the organizational structure of a linen room					
7	2.1 Outline the organizational structure and layout of a linen room. 2.2 Identify the equipment found in a standard linen room e.g. sewing machines, linen basket, sovling table etc. 2.3 Identify different types of hotel linen e.g. bed	Draw the organization structure and layout of a linen room List and explain the	Sewing machine, linen basket, sovling table			

8	<p>sheets, bed covers, towels, pillowcases, tablecloth, napkins etc.</p> <p>2.4 Describe the quality requirements including the choice of linen stated in 2.3 above.</p> <p>2.5 Describe methods of purchasing hotel linen e.g. contract buying, direct purchase by the house keeper, hiring, or buying by the hotel purchasing officer etc.</p> <p>2.6 Describe the storage and issuing procedures of hotel linen.</p>	<p>equipment found in the linen room</p> <p>Describe the types of hotel linen</p> <p>Describe the various methods of purchasing linen</p> <p>Describe the storage of linen</p> <p>Explain issuing procedure.</p> <p>Show the different linen</p> <p>Market survey to determine price of linen</p> <p>Demonstrate storage of linen.</p>	<p>Bed sheets, bed covers, towel, pillowcases, blankets, tablecloth, napkins</p> <p>Counter, shelves, tables, trolley, requisition book</p>			
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		Demonstrate issuing procedure.				
Week	General Objective 3.0: Understand the techniques of sewing					
9	<p>3.1 Identify different types of sewing machines available in a hotel linen room.</p> <p>3.2 Describe the operational mechanism of machines in 3.1 above.</p> <p>3.3 Describe the choice, care and maintenance procedures of the sewing machines mentioned in 3.1 above.</p> <p>3.4 Make basic stitches in sewing e.g. tacking, running, hemming, over sewing etc.</p> <p>3.5 Repair and renovate linen using sewing machines.</p>	<p>Describe the use of sewing machine.</p> <p>Explain the maintenance on cleaning and oiling of the machine.</p> <p>Illustrate the making of basic stitches</p> <p>Describe the use of machines in mending linen</p>	<p>Sewing machine, scissors, table, needle, stool, tape measure, fabric, threa, marker, button</p>			
Week	General Objective 4.0: Know the importance of soft furnishing					
	<p>4.1 Identify fabrics suitable for soft furnishing.</p> <p>4.2 Describe factors that influence the selection of fabrics for making curtains, cushion covers, bedcovers, pillowslips or cases etc.</p> <p>4.3 Select materials for making curtains, cushion covers, bedcovers, pillowslips etc.</p> <p>4.4 Calculate the amount of materials needed for</p>	<p>Describe the fabrics suitable for soft furnishing and why they are suitable.</p>	<p>Cotton, velvet, acrylic, damask,</p>			

10	<p>making the items in 4.3 above. 4.5 Sew curtains, cushion covers, bedcovers etc.</p>	<p>Explain the factors which influence the choice of fabrics for various articles e.g. curtain, bed sheet.</p> <p>Explain factors which affect the amount of materials needed for making the items in 4.3</p> <p>Illustrate the sewing of items in 4.3</p>	<p>draylon</p> <p>Sewing machines, thread, needles etc.</p>			
Week	General Objective 5.0: Know the importance of floors and floor covering					
11	<p>5.1 Identify the different types of floor finishes. 5.2 Identify different floor covering e.g. cork, wood, plastic tiles, ceramic tiles, carpets, linoleum etc.</p>	<p>Identify the different types of floors and floor finishes used in the hospitality industry.</p> <p>Describe the different</p>	<p>Samples of floor materials and floor coverings.</p>		<p>Display different flooring materials and floor covers.</p>	<p>Cement ceramic tiles, wood, plastic tiles, carpet, linoleum.</p>

		floor coverings in use e.g. cork, wood, plastic tile, carpet linoleum.				
Week	General Objective 6.0: Know the basic electricity supply, lighting system in a hospitality establishment					
12	6.1 Identify technical terms like D.C and A.C, conductor, volts, AMPS etc. 6.2 Identify different types of fuses. 6.3 Explain the uses of fuses and stabilizers.	Define the electrical terms DC, AMPS, Volt, conductor. Explain the use of different types of fuses.	Fuses, stabilizers, bulbs – filament, fluorescent		Show different types of fuses. Demonstrate how to change fuses	Fuses tungsten filament plugs.
13	6.4 Describe the lighting system e.g. filament, fluorescent. 6.5 Describe the lighting system suitable for the following areas: bedroom, bathroom, staircases, fire exit etc. 6.6 Explain the importance of effective lighting in a hospitality establishment.	Describe filament and fluorescent lighting system stating the advantages and disadvantages of each. Describe the lighting system suitable for various areas of the hospitality establishment e.g. bedroom, stair case,	Lamp holders, lamp shades, pelmets for concealed lighting		Show pictures and illustration of lighting of various areas from magazines and books	

		<p>bathroom, kitchen, fire exit.</p> <p>Explain the importance of effective lighting in the hospitality industry.</p>			<p>Guide the students to sketch different areas of the hotel and the types of lighting suitable for them.</p> <p>Take students on an excursion to a hotel to see different lighting effects.</p>	
Week	General Objectives: 7.0 Understand the principles of interior decoration and floral arrangement					
14	<p>7.1 Explain the terms: interior decoration and floral arrangement.</p> <p>7.2 Explain factors to bear in mind when planning interior decoration and floral arrangement.</p> <p>7.3 Explain the effect of bad interior decoration and floral arrangement to an operation.</p>			<p>Explain interior decoration and floral</p>		

15	<p>7.4 Furnish a room for particular purpose e.g. guest room, lounge etc.</p> <p>7.5 Arrange flowers for the rooms mentioned in 7.4 above.</p>			<p>arrangement.</p> <p>Discuss the factors to bear in mind when planning interior decoration and floral arrangement</p> <p>Discuss the effect of bad interior decoration and flower arrangement on a hospitality operation.</p>		
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Assessment: Give details of assignments to be used:
 Projects 100% based on 4 different tasks worth 25% each.

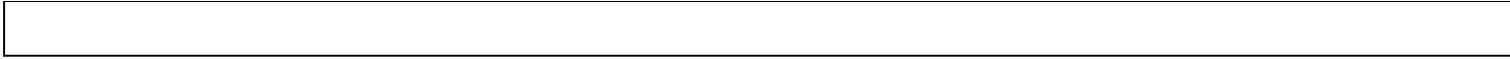
Recommended Textbooks & References:

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code: HMT 234		Credit Hours: 4
	Subject/Course: FOOD SCIENCE AND NUTRITION			Theoretical: 2 hours/week
	Year: Semester:	Pre-requisite:		Practical: 2 hours /week

General Objectives

At the end of this course the student should be able to:

- 1.0 Understand the basic principle of food science
- 2.0 Understand the principles of food processing and preservation
- 3.0 Understand the fundamental principles of traditional food processing and preservation in Nigeria
- 4.0 Know the effects of additives in food processing and preservation
- 5.0 Know the effects of processing and preservation on the nutritive value of foods
- 6.0 Understand the principles of enrichment and supplementation of foods
- 7.0 Understand the colloid system
- 8.0 Understand the concept of sensory evaluation
- 9.0 Understand the effect of colour in food acceptance
- 10.0 Understand the concept of food texture
- 11.0 Understand the concept of food flavouring



	Course: FOOD SCIENCE AND NUTRITION	Course Code: HMT 234		Credit Hours: 4		
				Theoretical: 2 hours/week		
	Year:	Semester:	Pre-requisite:		Practical: 2 hours /week	
	Theoretical Content			Practical Content		
	General Objective 1.0 Understand the basic principle of food science					
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 Outline the scope of food science. 1.2 Outline the basic principles of food science. 1.3 Explain the origin and growth of food science. 1.4 Explain the relationship between food science, nutrition and dietetics and hospitality management.	Lecture	Whiteboard and pens	Understand different food origins	Guide students to the identification of different kind food	Different kind of food kitchen Pictures of food which might be not native of the location
Week	General Objective 2.0 Understand the principles of food processing and preservation					
2	2.1 Explain the reasons for food processing. 2.2 Explain the reasons for food preservation. 2.3 Describe the different types of food processing	Lecture	Whiteboard and pens	Apply theory to practice	Display fresh foods	Fruit and vegetables

3	<p>and preservation techniques.</p> <p>2.4 Explain the principles of the techniques in 2.3 above.</p> <p>2.5 Identify various foods and their proper processing and preservation methods.</p> <p>2.6 List the advantages and disadvantages of the various food processing and preservation techniques.</p> <p>2.7 Describe how to process and preserve certain food items e.g. fruit, vegetables, tubers, and grains.</p>		<p>Food and other kitchen utensils</p> <p>Please note that these will be used throughout the entire course both in lecture and practical.</p> <p>Lecturer will have to ensure availability of food, utensils and what's needed for the demos.</p>		<p>and the processed ones</p> <p>Demonstrate the processing methods of fruit and vegetables</p>	<p>Kitchen and kitchen utensils</p>
Week	General Objective 3.0 Understand the fundamental principles of traditional food processing and preservation in Nigeria					

<p>4</p> <p>5</p>	<p>3.1 Identify traditional foods of plant origin and animal origin in Nigeria.</p> <p>3.2 Describe the traditional methods of fruit and vegetable processing and storage in Nigeria and explain their merits and demerits e.g. drying, fermentation, salting etc.</p> <p>3.3 Describe the various local methods of processing the following tuber crops in Nigeria: (a) Yam to yam products e.g. yam flour, chips etc. (b) Cassava to cassava products e.g. garri, etc. (c) Plantain to plantain products e.g. chips, etc.</p> <p>3.4 Describe various local methods of grain processing in Nigeria.</p> <p>3.5 Describe the various local methods of meat and fish processing and storage in Nigeria e.g. drying and salting.</p> <p>3.6 Suggest ways of improving traditional methods of food processing and storage in Nigeria.</p> <p>3.7 Describe various ways of preserving and processing of Nigerian vegetables and spices e.g. (a) Vegetables: (i) Bitter leaf; drying (ii) Ewedu (b) Spices: Pepper; drying and grinding</p> <p>3.8 Preserve the vegetables and spices in 3.7 above.</p> <p>3.9 Describe the ways of processing and preserving fruits in Nigeria.</p> <p>3.10 Process and preserve the fruits in 3.9 above.</p> <p>3.11 Identify Nigerian local wines and beverages and outline their methods of manufacture and preservation e.g. palm wine, burukutu, pito etc.</p>	<p>Lecture</p>	<p>Whiteboard and pens</p>	<p>Apply theory to practice</p>	<p>Demonstrate the processing of yam to yam products cassava to cassava products and plantain to plantain products</p> <p>Demonstrate the processing and preservation of traditional Nigerian food</p>	<p>.kitchen and kitchen utensils</p>
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6					Use of spices and identification of different flavours through tasting	Spices and kitchen
Week	General Objective 4.0 Know the effects of additives in food processing and preservation					
7	<p>4.1 Define food additives.</p> <p>4.2 Identify examples of food additives used in food processing and preservation.</p> <p>4.3 Explain the use of food additives in food processing and preservation.</p> <p>4.4 State the importance of additives in food processing and preservation.</p> <p>4.5 Classify additives under the following headlines: non-nutritive additives and nutritive additives.</p> <p>4.6 Explain the effectiveness of chemical additives.</p> <p>4.7 Process and preserve various food items with additives.</p>	Lecture	Whiteboard and pens	Apply theory to practice	Produce samples of food additives used in food processing and preservation	
8						

Week	General Objective 5.0 Know the effects of processing and preservation on the nutritive value of foods					
9	<p>5.1 Explain the term “Nutritive value of foods”.</p> <p>5.2 Explain how the nutrient contents of food are effected by the following food preparation methods:</p> <p>(i) preparation operations e.g. peeling, washing etc.</p> <p>(ii) heat treatment e.g. bleaching, pasteurization, sterilization, canning, smoking, roasting etc.</p> <p>(iii) fermentation and pickling</p> <p>(ii) Irradiation</p> <p>5.3 Describe the change that occurs to the nutrients during refrigeration and freezing of foods.</p> <p>5.4 Explain how the nutrients contents of food are effected by the addition of preservation e.g. antioxidants.</p>			Apply theory	Demonstrate the processing and preservation of some food items	
Week	General Objective 6.0 Understand the principles of enrichment and supplementation of foods					
10	<p>6.1 Define food enrichment.</p> <p>6.2 Identify the nutrients used in enrichment/fortification.</p> <p>6.3 List examples of enriched food.</p> <p>6.4 Define food supplementation.</p> <p>6.5 List examples of supplemented foods.</p> <p>6.6 Identify the nutrients used in food supplementation.</p> <p>6.7 Distinguish between enriched and supplementation.</p>	<p>Demonstration</p> <p>Show samples of floor cover</p>	<p>wood,</p> <p>plastic tiles,</p> <p>quarry,</p> <p>terrazzo,</p> <p>linoleum,</p> <p>ceramic.</p>	Apply theory	Visit to shops flooring materials e.g. cork, carpet,	Transport
Week	General Objectives: 7.0 Understand the colloid system					
		Lecture		Apply theory	Practical	Kitchen and

11	<p>7.1 Define colloids</p> <p>7.2 Classify colloids.</p> <p>7.3 List examples of each of colloids.</p> <p>7.4 Identify types of colloidal system</p> <p>7.5 List properties of colloids.</p> <p>7.6 Explain properties of colloids.</p> <p>7.7 List factors that influence colloid dispersion.</p> <p>7.8 Explain reversible and irreversible solutions.</p> <p>7.9 Explain the reasons for 7.8 above.</p> <p>7.10 List examples of changes in the dispersion of particle in food by the following:-</p> <p>(i) Mechanical action</p> <p>(ii) Heating and addition of other substances e.g. acids, emulsifiers.</p>		Whiteboard and pens		Demonstration	kitchen utensils
Week	General Objectives: 8.0 Understand the concept of sensory evaluation					
12	<p>8.1 Define sensory or organoleptic test.</p> <p>8.2 List methods use in organoleptic test.</p> <p>8.3 Explain the importance of sensory tests in food science</p> <p>8.4 List the apparatus used in sensory tests.</p> <p>8.5 Explain the arrangement of each of 8.4 above.</p> <p>8.6 State the factors affecting acceptability of a new food product.</p> <p>8.7 Carry out sensory tests.</p> <p>8.8 Evaluate sensory test results.</p>	Demonstrate the sensory tests in food	Whiteboard and pens	Understand the value of sensory tests	Introduce student to sensory tests	laboratory

	8.9 Identify the differences in taste between whole and mashed strained food products e.g. banana, guava etc.					
Week	General Objectives: 9.0 Understand the effect of colour in food acceptance					
13	<p>9.1 Define food colour.</p> <p>9.2 Classify the various food colours.</p> <p>9.3 Identify examples of 9.2 above.</p> <p>9.4 List colour pigments of importance in plants and animals tissues.</p> <p>9.5 Identify and explain the effect of each of the following on colour changes during cooking and processing of foods:- pH, alkalinity, acidity, iron pots, twican, ouzy, heat, freezing, etc.</p> <p>9.6 Identify colouring materials used in food industry.</p> <p>9.7 Identify and explain the harmful effects of colouring materials in foods.</p>	Display various food colours	Whiteboard and pens	Apply theory to practice	Demonstration on the use of colours and changing characteristics of food while cooking.	Kitchen and kitchen utensils Colours and selected food.
Week	General Objectives: 10.0 Understand the concept of food texture					
14	<p>10.1 Define food texture.</p> <p>10.2 Classify food texture.</p> <p>10.3 List examples of food with different textures.</p> <p>10.4 List the methods used for assessing the textual quality of food</p> <p>10.5 Explain each of 10.4 above.</p> <p>10.6 Identify the instruments used for testing food texture.</p> <p>10.7 Explain the functions of each of 10.6 above.</p> <p>10.8 Identify foods that are highly valued for their textures.</p> <p>10.9 Explain the reasons for 10.8 above.</p>	Show to students food of different texture		Experience food texture	Demonstration of food texture	Kitchen and kitchen utensils (specifically to test food texture)
Week	General Objectives: 11.0 Understand the concept of food flavouring					

15	11.1 Define food flavour. 11.2 Identify flavouring agents. 11.3 Classify food flavours. 11.4 Explain the characteristics of each of 11.3 above.	Display before the students different flavouring agents		Experience food flavours	Guide student to taste and appreciate different flavours	Flavours, kitchen and kitchen utensils.
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Assessment: Course test 40 %; Projects 60 %

PROGRAMME: NATIONAL DIPLOMA IN LEISURE AND TOURISM MANAGEMENT	Code: HMT 235	Credit Hours: 2.0
Course: FOOD COSTING AND CONTROL	Pre-requisite: ACC 111	Theoretical: 1 hours/week - 25%
Semester: SECOND SEMESTER		Practical: 1 hours/week - 75%

Goal: This course is designed to enable the student understand the application of accounting principles to specific business transactions.

GENERAL OBJECTIVES:

On completion of this module the students should be able to:

- 1.0 Understand the nature of cost.
- 2.0 Understand the basic of food costing.
- 3.0 Understand the costing of different dishes.
- 4.0 Understand the banquet costing.
- 5.0 Know meat costing.
- 6.0 Understand the control system.
- 7.0 Understand different portion control methods
- 8.0 Know the use of monthly figure and operating statements
- 9.0 Understand the rationale behind feeding and its effects on food cost percentage

PROGRAMME: NATIONAL DIPLOMA IN LEISURE AND TOURISM MANAGEMENT	Code: ACC 121	Credit Hours: 2.0 hours
Course: FOOD COSTING AND CONTROL	Pre-requisite:	Theoretical: 1 hours/week - 25%
Semester SECOND SEMESTER		Practical: 1 hours/week - 75%

Theoretical Content				Practical Content		
Week	General Objective 1: Understand the nature of cost.					
	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1	1.1 List and classify cost concepts and terminologies 1.2 Describe the methodologies of control	Lecture	Overhead projector Worked	1. Demonstrate the need for control account in	State the uses of control account.	Accounting packages.

			examples	hospitality enterprises.	.	Spreadsheets.
General Objective 2: Understand the basic of food costing						
2	2.1 Understand food, labour and overhead costs as : percentage of sales and sale mix. 2.2 Understand return on capital invested in business	Lecture including also explanation of high and low margin returns and list examples	Overhead projector Worked examples	1. Demonstrate the need for control account in hospitality business enterprises.	State the uses of control account. Problem solving exercise	Accounting packages. Spreadsheets.
General Objective 3: Understand the costing of different dishes						
3	3.1 Understand weights and measures, conversions and equivalencies	lecture	Overhead projector Worked examples	1. Apply theory practice	In class exercise	Spreadsheets Accounting packages. Flipchart. Case study exercise.
4	3.2 Understand the use of food costing sheets					
5	3.3 Determine the selling prices of meals using unit of Multiple costing methods					
6	3.4 Understand the setting of prices for table d'hote and A la carte meals					
6	3.5 Understand the pricing policy					
6	3.6 Understand the development and use of cost benefit analysis trading account.					
7	3.2 Understand the meaning of breakeven analysis, breakeven point and sales breakeven point. 3.3 Understand the margin of safety					
General Objective 4 Understand the banquet costing						

8	4.1 Understand the meaning of banquet 4.2 Understand how to calculate the setting of price of banquet functions 4.3 Analyse the percentage composition of each item of expense incurred as percentage of the estimate sales – cost and profit statement	lecture	Overhead projector Worked examples	1. apply theory to practice	Direct students to prepare, using a computer spreadsheet, cost and profit statement	Spreadsheets. Flipcharts.
9						
General Objective 5 Know meat costing						
10	5.1 Understand the various factors responsible for the difference in weight from the time meat is purchased to the time is served (gross weight and net weight) 5.2 Understand the calculation of yield, waste 5.3 Know the different cuts of meat and the selling prices (including wholesale cuts)	Lecture with use of photos of different meat cuts	Overhead projector Worked examples	Visualise the purchase of meat.	-visit to the wholesale market.	vehicle.
11						

General Objective 6: Understand the control system						
12	6.1 Understand the ordering and receiving system of food stuff in any hospitality establishment. 6.2 understand the different methods of stock valuation LIFO (Last in First Out) FIFO (First In First Out)	Lecture	Overhead projector Worked examples	1Apply theory to practice.	Observation of school refectory stock	Spreadsheets
General Objective 7: Understand different portion control methods						
13	7.1 Understand the use of portion control in catering 7.2 Understand the use of some equipments like scales, graded scoops, and ladles, bar optics, graded standard backing sheets and measuring glasses. 7.3 Understand the advantages and disadvantages of recipe usage.	Lecture.		1. Prepare the final accounts of companies.	Direct and observe the students preparing the final accounts of Limited Liability Companies.	Spreadsheets Accounting packages. Flipcharts. Sample companies audited accounts.
General Objective 8: Know the use of monthly figure and operating statements						

14	8.1 Analyse gross profit statement as another mean of food cost control 8.2 Define operating statement and explain how such statements can be used to control the actual and budgeted expenses and revenue in hospitality establishments.	Lecture.		lapply theory to practice	Direct and observe the students preparing budgeted expenses and revenue calculation	and the packages. Flipcharts.	Spreadsheets Accounting packages. Flipcharts.
General Objective 9: Understand the rationale behind feeding and its effects on food co percentage							
15	9.1 Understand the effect of staff meals on the cost of food sold 9.2 calculate staff meals under a carefully controlled industrial situation and ideal set up 9.3 understand the purpose of feeding staff while on duty. 9.4 Understand the use of some equipments like scales, grded scoops, and ladles, bar optics, graded standard backing sheets and measuring glasses. 9.5 Understand the advantages and disadvantages of recipe usage.	Lecture.		1. Prepare the final accounts of companies.	Direct and observe the students preparing the final accounts of Limited Liability Companies.	and the packages. Flipcharts. Sample companies audited accounts.	Spreadsheets Accounting packages. Flipcharts. Sample companies audited accounts.

ASSESSMENT CRITERIA

Coursework 25%	Course test %	Practical 25%	Other (Examination/project/portfolio) 50%
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Suggested reading

Owen G (1998) Accounting for Hospitality, Tourism and Leisure, 2nd ed. , Harlow: Longman

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code: HMT 236		Credit Hours: 4
	Subject/Course: HOSPITALITY MANAGEMENT			Theoretical: 2 hours/week
	Year: 2 Semester:	Pre-requisite:		Practical: 2 hours /week

General Objectives: On completion of this course, the student should be able to:

- 1.0 Understand the nature of the hospitality Industry
- 2.0 Understand the organizational set up of the hotel industry
- 3.0 Organogramme of a hotel
- 4.0 Know the importance of health and safety at work
- 5.0 Understand accident prevention in the hospitality Industry task procedures

	Course: NATIONAL DIPLOMA IN TOURISM MANAGEMENT			Course HMT 236	Contact Hours 4 Credit Hours 4	
	Course: HOSPITALITY MANAGEMENT				Theoretical: 2 hours/week	
	Year: 1	Semester: 1	Pre-requisite:		Practical: 2 hours /week	
	Theoretical Content			Practical Content		
	General Objective 1.0 Understand the nature of the hospitality Industry					
Week /s		Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	Define hospitality industry Describe the varieties of hospitality industry: Hotels and restaurants (e.g. Hotels, restaurants, clubs, motel, (etc) Welfare and industrial catering (e.g. hospitals, nursing homes, residential establishment e.g. schools and colleges, halls of residence (etc)	Explain hospitality industry Explain the component of hospitality (i.e. International restaurant, welfare and industries catering e g hospitals, Nursing home etc	Textbooks Hand outs	Know the meaning of hospitality industry the ability to explain all the categories of the hospitality industry	*Arrange reading *Ask students to summarise the varieties of types of hospitality industry	Textbook Handout on the nature of hospitality industry Vehicle
2	Transport catering (e.g. railways, motorways, airlines, ferries cruise ship etc.					

					* Take Students to the various types of hotels, restaurant and recreational centres	
General Objective 2.0 Understand the organizational set up of the hotel industry						
3	<u>Specific Learning Objective</u> 2.1 Define the term organization 2.2 Itemize hotel departments: Front office Housekeeping Food and beverage Maintenance Accounting Administration	List and explain the departments in a hotel	Textbooks Charts	Know the term organization the ability to enumerate the various departments in a hotel	Give assignment of any organization of and supervise the task Visit a five star hotel and go through the various	Textbooks printer materials or journals vehicle

					Department	
WEEK	General Objective 3.0 Organogramme of a hotel					
4 5	<u>Specific Learning Objective</u> 3.1 Draw an organizational charts of: Small hotel Medium hotel Large hotel Differentiate between the organizational structure of small and large hotels		textbooks	*The organizational of charts of a hotel *Know the organizational structure of small and a large hotel	Ask students to draw an organizational chart of a hotel * students to compare an organizational structure of small and large hotel of a given work	Textbook Handout
	General Objective 4.0 Know the importance of health and safety at work					
6 7	Explain the basic principles of occupational hygiene Specify the rules of using chemicals Know the safety regulations	Take the students through safe	Fast track Food safety Videos	*The principles of occupational hygiene	*Let student demonstrate the safety	Textbooks Handouts

8 9	Describe the responsibility of the employers Explain the provision and use of work equipment.	procedures in the hospitality Industry.		*:List the rule of using chemicals. * Know the responsibility of the employers *Know the use of work equipment.	procedures in the hospitality industry *Ask Students to summarise the key points of health and safety at work *Demonstrate issue of different chronicles for cleaning	Red Cross manual
WEEK	General Objective 5.0 Understand accident prevention in the hospitality Industry task procedures					
13	<u>Specific Learning Objective</u> 6.1 Know the use of first aid equipments	Arrange for fire fighting procedure and prevention.	Textbooks Handouts and printed materials on	Know the simple procedure on first and unsafe understand fire	Demonstrate a single incident of first aid.	First aid Box, Five extinguisher Textbook

14	6.2 Explain fire precaution	Explain five precaution Discuss the methods of extinguish fire	first, aid and fire extinguisher s	prevention. Know the methods of extinguishing five	Ask student to explain the key points on five preventions and five extinguisher	
15	6.3 Describe the methods of extinguishing a fire					

Assessment: Give details of assignments to be used:

Coursework/ Assignments 50 %; Projects 50 %; Examination 50%

Recommended Textbooks & References:

	Department/ Programme: NATIONAL DIPLOMA	Course Code: HMT 238		Credit Hours:
	Subject/Course: INTRODUCTION TO CUSTOMER SERVICE			Theoretical: 2 hours/week
	Year: 2 Semester: 2	Pre-requisite:		Practical: 2 hours /week

General Objectives: On completion of this course the students should be able to:

- 1.0 Understand the customer service process and practicalities
- 2.0 Appreciate the basics of customer service in relation to the accommodation product
- 3.0 Appreciate the basics of customer service in relation to the reservation process (pre, during and post- visit)
- 4.0 Appreciate the basics of customer service in relation to the check-in and check-out processes
- 5.0 Appreciate the basics of customer service in relation to the corporate and group sales
- 6.0 Appreciate the basics of customer service in relation to electronic services

	PRPROGRAMME ND HOSPITALITY MANAGEMENT	Course Code: HMT 238		Credit Hours:		
	COURSE:INTRODUCTION TO CUSTOMER SERVICE			Theoretical: 2 hours/week		
	Year: II Semester:2	Pre-requisite:		Practical: 2 hours /week		
	Theoretical Content			Practical Content		
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
Week	General Objective. 1.0 Understand the customer service process and practicalities					
1	1.1 Define customer service (CS)	.Define and explain the meaning of CS	Sketches cardboard		Direct students in role playing.	Flipchart and coloured

2	1.2 Explain the CS process	Explain the CS process in terms of demand and supply of a service	sheets pictures		Group students to identify their perception of a good CS	pens
WEEK	General Objectives: 2.0 Appreciate the basics of customer service in relation to the accommodation product					
3	2.1 Highlight the key element of the 'accommodation product' and identify related CS	Guest rooms Room rates and tariffs Marketing material			Reflect on the accommodation product in terms of guest rooms vs tariffs	As 1 above
4	2.2 Explain various types of guest needs and CS required	Type of guests (i.e. business, leisure, female, couples, single, etc.)			Role playing: student to deal with different customer needs and wants	
Week	General Objective 3.0 Appreciate the basics of customer service in relation to the reservation process and the pre, during and post- visit experience					
5	3.1 Explain the 'guest cycle' (pre-visit arrival, arrival, occupancy, departure)	Highlight the different phases of the guest cycle (i.e. reservation, check-in and registration, mail and information, information		.	Student to identify Guest needs in relation to the phases highlighted.	First aid box, overhead projector films

6	3.2 Explain what makes a good CS from a customer perspective	service and baggage handling, telephone calls and messages, guest account handling, check-out and bill settling) Identify a good CS in relation to the above mentioned phases.			Role play students to respond to different needs scenario prepared by the tutor	Telephone, desk
7	3.3. Explain ways of dealing with customers with special needs (i.e. disabled customers)	Identify different CS specifications in relation to different kind of special needs			Simulation of service offered to customer with special needs (i.e. visually impaired, physically inpared, etc.)	
Week	General Objective 4.0 Appreciate the basics of customer service in relation to the check-in and check-out processes					
8	4.1 Welcoming the guest	Identify the 'checklist' for welcoming guests (i.e. eye		Understand differences in	Student to simulate	

<p style="text-align: center;">9</p>	<p>4.2 Check-out, settlement of accounts and 'good-bye'</p>	<p>contact, smile, posture, appearance, tone and clarity of voice, courtesy, etc.)</p> <p>Identify the role of CS in the last stage of customer stay and the importance of a good lasting impression.</p>		<p>customers needs and wants</p>	<p>handling of different scenarios (i.e. customer travelling from a long distance, customer not speaking any of the languages spoken at reception)</p> <p>Student to simulate handling of different scenarios (i.e. dealing with a late check-out request, type of settlement which might not be accepted and</p>	
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10	4.3 Identify the different cultural requirements of the customers.	Explain the different cultural requirements of the customers			why and how to explain and help the customer, etc. Apply the above to different customers and differentiate CS behaviour in relation to i.e. gender, status and nationality	
Week	General Objective 5.0 Appreciate the basics of customer service in relation to the corporate and group sales					
11	5.1. Explain the CS process in relation to corporate sales and group sales	Various stages of CS in relation to different types of customers (i.e. corporate, group and tours, incentive tours)		Understand differences in customers needs and wants	Student to simulate handling of different scenarios	
12	5.2. Identify ways of handling the 'arrival' and 'departure' dates effectively	Identify ways of dealing with Small vs large numbers		Assess a scenario and deal with a	Student to simulate handling of	

				large group arriving in a resort.	different scenarios	
Week	General Objective 6.0 Appreciate the basics of customer service in relation to electronic services					
13	6.1. Explain cost and benefits of electronic services	Explain the different electronic services available and assess related cost and benefits.		Identify cost and benefits related to specific services (i.e. tour ops, hospitality, etc)	Student to simulate handling of different scenarios.	
14	6.2. Explain the role of electronic services and identify various problem-solving scenarios – whose responsibility?	Identify responsibilities and actions to reflect needs of customers who have used electronic services.		Handling a serious problem occurred through an electronic (i.e. internet tour ops) reservation.		
15	6.3. Understand the role of CS and the implications associated with lack of service quality.	Explain service quality standards re: Traditional CS and CS associated with electronic services		Work on assignment		

Coursework/ Assignments 50 %; Practical/role play (10% X 5 role play/simulation) 50 %

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code:241		Credit Hours: 6
	Subject/Course: FOOD AND BEVERAGE PRODUCTION IV			Theoretical: 2 hours/week
	Year: Semester:	Pre-requisite:		Practical: 4 hours /week

General Objectives: On completion of this course, the students should be able to:

1. Know basic principle in cake making
2. Understand the preparation of eggs, grains and farinaceous dishes
3. Preparation of eggs grains and farinaceous dishes.
4. Understand the preparation of pastries, pudding and seats.
5. Understand the preparation of flavours, sand-wishes and beverages.
6. Understand the [process involved in preparation of non-alcoholic drinks.

	Course: FOOD PRODUCTION IV	Course Code: HMT 241		Credit Hours: 6		
				Theoretical: 2 hours/week		
	Year:	Semester:	Pre-requisite:		Practical: 4 hours/week	
	Theoretical Content			Practical Content		
General Objective 1.0: Know basic principle in cake making						
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	<p>1.1 Describe the different materials used in cake making and their properties.</p> <p>1.2 Make simple cake applying different methods.</p> <p>1.3 Identify the different faults in cake making and remedy them.</p> <p>1.4 Decorate cakes using different icing.</p>	<p>Explain the materials used in cake making and their properties.</p> <p>Explain different methods of making cakes.</p> <p>Explain different faults in cake making and how to remedy them.</p> <p>Explain how to decorate cakes using different</p>	<p>Books</p> <p>Text books</p> <p>Text Book</p> <p>Pictures.</p>	<p>Identify the different materials used in cake making and their properties</p> <p>Identify and Describe simple cake applying different materials</p> <p>Identify the different fault in</p>	<p>Students to list materials used in cake making and their properties.</p> <p>Demonstrate cake making by applying different methods.</p>	<p>Kitchen</p> <p>-</p> <p>Cake materials</p> <p>Kitchen Equipment.</p>

		types of icing.		cake making and how to remedy them. Identify different types of icing in cake decoration.	Bake simple cake applying different methods. Guide students in groups to decorate cake using different icing.	Cake materials e.g. egg, sugar, butter, Baking powder etc. Kitchen Equipments. Kitchen Icing materials e.g. Icing sugar, glycine, glucose, gelatine, egg etc. Icing equipments sweet pipinsbag, syringe,
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						nossles etc. Mixing machine etc.
Week	General Objective :2.0 Understand the preparation of eggs, grains and farinaceous dishes					
2	<p>2.1 Describe the use of eggs in food production.</p> <p>2.2 Prepare egg dishes and apply garnish, sauce and suitable accompaniments.</p> <p>2.3 Describe foods classified as farinaceous products.</p>	<p>Explain the uses of egg on food production.</p> <p>Explain egg dishes applying saucers, garnish, and suitable accompaniments.</p> <p>Explain farinaceous products.</p>	<p>Text Books</p> <p>Text Books</p> <p>Text Books</p>	<p>Identify the uses of eggs in food production</p> <p>Identify eggs dishes using ganishes sauces and suitable accompaniments.</p> <p>Identify foods classified as Farinaceous products.</p> <p>Identify eggs dishes using</p>	<p>Prepare egg dishes in food production</p> <p>Prepare egg dishes and apply ganish, sauce and suitable accompaniment</p> <p>Prepare Farinaceous</p>	<p>Kitchen Food materials Equipments</p> <p>Kitchen Food materials Equipments</p>

				ganishes snacks and suitable accompaniments.	dishes in food production.	
Week	General Objective: 3.0 Preparation of eggs grains and farinaceous dishes					
3	3.1 Make farinaceous dishes in the kitchen. 3.2 Explain the principles underlying the choice of ingredients in making farinaceous dishes. 3.3 Apply garnishes, sauces and accompaniments to farinaceous dishes.	Explain how to make Farinaceous dishes.	Text Books	Identify Farinaceous dishes in food production.	Prepare farinaceous dishes in the kitchen	.Kitchen Food Materials Equipments
4	3.4 Identify the varieties of grain used in cookery. 3.5 Produce grain dishes using different varieties. 3.6 Explain the need for correct rations of liquid to grain for varied presentations. 3.7 Apply garnishes, sauces or accompaniments to grain dishes.	Demonstrate preparation of egg grains and farinaceous dishes. Explain the principles underlying the choice of ingredients in making Farinaceous dishes. Explain how to apply ganishes, sauces and accompaniments to Farinaceous dishes.	Text Books Text Books	Describe the principles underlying the choice of ingredients in making Farinaceous dishes. Identify ganishes sauces and	Group students to discuss principles underlying the choice of Farinaceous dishes. Prepare	Kitchen Kitchen Raw Materials

		<p>Explain various grains used in cookery.</p> <p>Explain different methods of producing grain</p> <p>Explain the need to correct liquid to grain for various presentation</p> <p>Explain how to apply ganishes, sauces or accompaniments to grain dishes.</p>	Text Books	<p>accompaniments to farinaceous dishes.</p> <p>Identify the varieties of grain used in cookery.</p> <p>Identify the variety of grain dishes.</p> <p>Identify the need for correct ration of Liquid to grain for various presentation.</p> <p>Identify the sauces and accompaniment for grain dishes.</p>	<p>Farinaceous dishes and apply ganishes sauces and accompaniment.</p> <p>Prepare varieties of Grain dishes.</p> <p>Same as above</p> <p>Students to produce grain dishes applying correct ration of liquid.</p>	<p>Equipments.</p> <p>Kitchen Raw Materials Equipments.</p> <p>Same as above</p> <p>Raw materials Equipment Kitchen.</p>
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					Prepare varieties of grain dishes using suitable sauces, garnishes and accompaniments.	Raw materials Equipment Kitchen.
Week	General Objective: 4.0 Understand the preparation of pastries, pudding and sweets					
6	4.1 Describe the fats and flours and other commodities available for production of pastries, puddings and sweets. 4.2 Describe the sauce quality and storage of commodities available for production of pastries, puddings and sweets. 4.3 Make pastries, batters and dough by manual and mechanized means.	Explain the commodities available for the production of pastries, puddings and sweets.	Pictures, Text Books	Identify the fats and flours and other commodities available for production of pastries, pudding and sweets.	Demonstrate the preparation of pastries, pudding and sweets.	Kitchen Equipment Raw Materials
7	4.4 Describe the uses of products mentioned in 1.3 above. 4.5 Make various pastes, dough and batters or a range of presentations. 4.6 Show evaluation of recipe balance. 4.7 Produce various items using appropriate foams, egg emulsions, gelatin, emulsifying agents and	Explain the quality and storage of commodities available for production of pastries, pudding and sweets.	Text Books Text Books	Identify the		Raw

8	other food additives.					
	4.8 Describe raw materials for the production of hot and cold soufflés, pudding soufflés, hot and cold farinaceous and grain presentation and custard-based items.	Explain how to make pastries batters and dough by manual and mechanized means.	Text Books	saucers qualities and storage of commodities available for the production of pastries pudding and sweets	Prepare pastries, pudding and sweets.	materials Equipments Kitchen
	4.9 Prepare hot and cold sweets	Explain the uses of products mentioned in 4.1	Text Books	Select pastries, batters and dough to be produced by manual and mechanized means.	Make pastries, batters and doughs using manual and mechanized means.	Raw materials Equipments Kitchen
		Explain how to make various paste, dough and batters and evaluate recipe balance.				
		Explain how to produce various items using food additives.		Identify the uses of products mentioned in 4.3 above.	Demonstrate various pasters,	Kitchen Raw Materials
		Explain how to produce hot and cold soufflés, pudding soufflés, hot and cold farinaceous and		Identify different types of pastes, dough and batters.	dough and batter for a range of	

		<p>grain presentation and custard-based items.</p> <p>Explain how to prepare Hot and Cold sweet.</p>		<p>Describe evaluation of recipe balance</p> <p>Identify the various food additives e.g. Foam, egg, emulsions, gelatine, emulsifying agents etc.</p> <p>Select Raw Materials for the production of hot and cold soufflés pudding soufflés, hot and cold farinaceous and grain presentation and custard based</p>	<p>presentation.</p> <p>Guide students to prepare various paste, dough and batters for a range of presentation.</p> <p>Lead students to compile and produce an acceptable menu applying the principles of recipe balance.</p>	<p>Raw materials Kitchen Equipments</p> <p>Raw Materials Kitchen Equipments.</p>
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				items.	Produces various items using appropriate foams mentioned in 4.7	Raw Materials Kitchen Equipment
					Prepare Hot and Cold Sweet.	Raw Materials Kitchen Equipment
Week	General Objectives					
9	<p>4.10 Describe the use of chilling and freezing techniques.</p> <p>4.11 Present chilled and iced confectioneries.</p> <p>4.12 Explain the principle of sugar boiling.</p> <p>4.13 Produce various presentations using boiled sugar.</p> <p>4.14 Boil sugar to make caramel.</p> <p>4.15 Present various sweets using fresh and processed fruit.</p> <p>4.16 Make various sauces for sweet presentations.</p> <p>4.17 Prepare, cook and present the following using convenience products with evaluation of the</p>	<p>Explain the use of chilling and freezing techniques.</p> <p>Explain chilled and iced confectioneries.</p> <p>Explain the principle of</p>	<p>Books</p> <p>Raw materials and equipment</p> <p>Text Books</p>	<p>Identify hot and cold sweets.</p> <p>Identify chilling and freezing technique</p> <p>Describe chilled and oced</p>	<p>Select raw materials for the production of hot and cold soufflés, pudding etc.</p> <p>Hot and cold sweet.</p>	<p>Kitchen Raw Materials Equipmen ts.</p> <p>Kitchen,</p>

10	<p>quality and cost difference between them and those produced by traditional methods:</p> <p>(a) fermented goods</p> <p>(b) sponge</p> <p>(c) hot and cold sweets</p> <p>(d) iced confections</p> <p>(e) cold and boiled meringues</p> <p>(f) dry, glazed, baked and dipped petit fours</p>	sugar boiling.		confectionaries		equipment e.g. Cold room, Refridgerator etc.
		Explain various ways of presentation using boiled sugar.	Text Books	Identify principles of sugar boiling	Demonstrate clulling and freezen technic.	
		Explain how to make caramel.	Text Books	Describe various [resentation using boiled sugar.		Raw materials.
		Explain how to make sweet using fish and processed fruit.	Text Books	Describe how to make caramel	Prepare clulled and iced confection aries.	Kitchen Raw materials Equipmen ts
		Explain how to make various sauces for sweet presentations.	Text Books	Identify various sweets from Fresh and processed fruit	Show various presentation using boiled sugar.	Kitchen Equipmen t Raw materials.
		Explain how to prepare and present items in 4.17 using convenience products.	Text Books	Describe various sauces for sweet for presentation.	Produce various presentation using boiled	Raw materials

				Describe how to cook and present items listed in 4.17-9-f using convenience product.	sugar. Demonstrate how to prepare caramel. Prepare various sweets using fresh and processed fruit. Demonstrate to students various sauces for sweet and presentation. Prepare, look and present item listed in 4.17 using convenience product with	equipment kitchen. Raw materials equipment s kitchen Raw materials equipment kitchen
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					evaluation of the quality and cost difference between them and those produced by traditional methods.	
Week	General Objectives: 5.0 Understand the preparation of savouries sandwiches and beverages					
11	5.1 Describe hot and cold savouries using paste panadas, bread, biscuits, barquettes tartlets and bouchees. 5.2 Prepare and use fillings for hot and cold savouries. 5.3 Produce garnish and finish hot savouries.	Explain hot and cold saving savouries using paste panadas, bread, biscuits, barquettes tartlets and bouchees.	Text books “ “	Identify hot and cold savouries using paste panadas, bread, biscuit, brunettes tartlet and botches	Produce hot and cold savouries using paste, panada, bread, biscuit, barquettee, tartlet and bouches.	Raw materials equipment kitchen
12	5.4 Produce cold savouries and use aspic. 5.5 Identify the types of bread and bakery products suitable for making rolls and sandwiches. 5.6 Prepare and use fillings and toppings. 5.7 Identify and use appropriate commercially available wrappings for sealing and packaging.	Explain fillings for hot and cold savouries. Explain garnish and finish hot savouries Explain cold savouries	Text books	Describe how to use fillings for hot and cold savouries Identify garnish	Prepare and use fillings for hot and cold savouries.	Raw materials equipment kitchen Raw materials

		<p>and use aspic.</p> <p>Explain types of bread and bakery products suitable for making rolls and sandwiches.</p> <p>Explain fillings and Toppings.</p> <p>Explain the appropriate wrapping for sealing and packaging.</p>		<p>and finish hot savouries.</p> <p>Identify cold savouries and aspic.</p> <p>Describe the types of bread and bakery products suitable for making folsand sandwiches.</p> <p>Identify fillings and topping.</p> <p>Describe how to use appropriately commercially available wrappings for sealing and</p>	<p>Produce garnish and finish hot savouries.</p> <p>Produce cold saviouries and use aspic.</p> <p>Guide students to prepare bread and bakery product e.g. bread Sandwishes etc.</p> <p>Demonstrate how to apply fillings and topping</p>	<p>equipment kitchen.</p> <p>Same as above</p> <p>Raw materials equipment kitchen</p>
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				packaging.	Demonstrate appropriately how to use commercially available wrappings for sealing and packaging finished product.	Same as above. Kitchen Equipment e.g. Sealing machine nylon etc. Raw materials
Week	General Objective: 6.0 Understand the process involved in preparation off non-alcoholic drinks					
13	6.1 Describe the commodities available for making non-alcoholic beverages. 6.2 Prepare the following:- (a) Tea – china, India, lemon, iced tea (b) Coffee – instant, pot, ground, iced coffee, etc. (c) Other hot beverages	Explain the commodities available for making non alcoholic beverages. Demonstrate preparation	Text books	Identify the commodities available for making non-alcoholic	Demonstrate preparation of non-alcoholic beverages.	Raw materials kitchen equipments.

14	<p>(d) Hot chocolate / melted milk (e) Meat extracts, hot fruit drink</p>	<p>of non-alcoholic beverages.</p>	Text books	<p>beverages.</p>		
15	<p>(f) Milk, milk shakes and cordials (g) Ginger, beer, paw paw drinks (h) Rice, water, mint, lemon, pineapple drink</p>	<p>Explain the following 6.2.9 –h</p>		<p>Describe how to prepare the followings:</p> <p>Tea – china, India, lemon, iced tea</p> <p>Coffee – instant, pot, ground, iced coffee, etc.</p> <p>Other hot beverages</p> <p>Hot chocolate / melted milk</p> <p>Meat extracts, hot fruit drink</p> <p>Milk, milk shakes and cordials</p> <p>Ginger, beer, paw paw drinks</p> <p>Rice, water, mint,</p>	<p>Guide students to prepare the items listed in 6.2(a-h)</p>	<p>Kitchen Raw Materials Equipments.</p>

				lemon, pineapple drink		
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Assessment: Give details of assignments to be used:
Practical 100 %

Recommended Textbooks & References:

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code:242		Credit Hours: 5
	Subject/Course: FOOD BEVERAGE SERVICE IV			Theoretical: 2 hours/week
	Year: Semester:	Pre-requisite:		Practical: 3 hours /week

General Objectives: On completion of this course, the students should be able to:

1. Know clients' needs and expectations.
2. Acquire social skills and appreciate their importance in food sales and service
3. Understand the application of sales techniques in food service
4. Know the operation characteristics of the various sectors of the food service industry.

	Course: FOOD AND BEVERAGE SERVICE IV	Course Code: HMT 242		Credit Hours: 5		
				Theoretical: 2 hours/week		
	Year:	Semester:	Pre-requisite:		Practical: 3 hours/week	
	Theoretical Content			Practical Content		
General Objective : 1.0 Know client's need and expectations						
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 State the needs that the client might be seeking to satisfy, to include: (a) Physiological (b) Economical (c) Social (d) Psychological (e) Convenience	Explain the needs that the client might be seeking to satisfy: (a) Physiological (b) Economical © Social (d) Psychological (e) Convenience	Classroom, Chalk Marker Board			
2	1.2 Identify type of clients in terms of captive market segments as follows: (a) non-captive markets (b) semi-captive markets (c) captive markets	Students to group type of clients in terms of captive market segments	Classroom Board Marker/Chalk	Describe the type of clients in terms of captive market segments as	Guide students to group type of clients in	
	1.3 Define and give meal experience factors to include					

3	<p>(a) food and drink (b) level of service</p> <p>(c) level of cleanliness and hygiene (d) value for money/price (e) atmosphere</p>	<p>as follows:</p> <p>(a) non-captive markets (b) semi-captive markets © captive markets</p> <p>Explain the meal experience factors to include:</p> <p>(iii) food and drink (iv) level of service (v) level of cleanliness and hygiene (vi) value for money/price (vii) atmosphere</p>	<p>Chart</p> <p>Classroom Board Marker/Chalk</p>	<p>follows:</p> <p>(a) Non-Captive Market (b) Semi-Captive Market (c) Captive Market</p>	<p>terms of market segments and visit market</p> <p>Non-Captive Market Semi-Captive Market Captive Market</p>	<p>Market</p>
Week	General Objective 2.0 Acquire social skill and appreciate their importance in food sales and service					
5	<p>1.1 Identify the range of social skills important to sales and service situation.</p>	<p>Explain the range of social skills important to sales and service situations.</p>	<p>Classroom, chalk/Marker Board Restaurant-ware and</p>	<p>Describe the range of social skills important to sales and service situations.</p>	<p>Demonstrate the range of social skills important to sales and</p>	<p>Restaurant Charts Posters</p>
6	<p>1.2 Explain by means of examples why the skills</p>	<p>Students to discuss by</p>				

<p>7</p> <p>8</p>	<p>mentioned in 2.1 above are regarded as important.</p> <p>1.4 Carry out the following services:</p> <p>(a) take personal and telephone bookings for restaurant tables</p> <p>(b) establish customer contact in given situation</p> <p>(c) identify the host of a group of guests</p> <p>(d) lead customers to table and seat them</p> <p>(e) present menu card and take orders</p> <p>(f) deal with mind accidents and complaints</p> <p>(g) present bill</p>	<p>means of Examples the range of socials important too sales and service situations.</p> <p>Explain the following services</p> <p>take personal and telephone bookings for restaurant tables</p> <p>establish customer contact in given situation</p> <p>identify the host of a group of guests</p> <p>lead customers to table and seat them</p> <p>present menu card and take orders</p> <p>deal with mind accidents and complaints</p> <p>present bill</p>	<p>furniture</p> <p>As above</p> <p>As above</p>	<p>Describe the followings</p> <ul style="list-style-type: none"> o take personal and telephone bookings for restaurant tables o establish customer contact in given situation o identify the host of a group of guests o lead customers to table and seat them o present menu card and take orders o deal with mind accidents and complaints o present bill 	<p>service situations</p> <p>Demonstrate the following:</p> <p>(a) take personal and telephone bookings for restaurant tables</p> <p>(b) establish customer contact in given situation</p> <p>© identify the host of a group of</p>	<p>Restaurant</p>
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					guests (d)lead customers to table and seat them (e)present menu card and take orders (f)deal with mind accidents and complaints (g)present bill	
Week	General Objective 3.0 Understand the application of sales techniques in food service					
9	2.1 Explain sales techniques. 2.2 Identify the various selling methods used in the restaurant, bar and front office. 2.3 Describe the application of positive sales techniques in food and beverage sales and the service situation.	Explain and discuss sales techniques: List and discuss various selling methods used in the Restaurant.	Classroom, chalk/Marker Restaurant	Describe sales techniques and examine the various selling methods used in	Demonstrate sales techniques and lead/Guide	.Restaurant Charts Posters

10	2.4 List the requirements of effective sales display.	Explain the application of positive sales techniques in food and Beverage sales.	Chart Posters	the Restaurant. Describe the application of positive sales techniques in and Beverage sales and the service situation.	students to examine various selling methods used in the Restaurant.	
11	2.5 Design a sales display exhibiting the features mentioned in 3.4 above.	Group and discuss the requirements of effective sales display.	Restaurant	List the requirements of effective sales display.	Demonstrate sale techniques and group requirement of effective sales display.	Restaurant Charts Posters
12		Students to design a sales display exhibiting the features mentioned in 2.4	Chart Posters Marker	Design a sales display exhibiting the features mentioned in 2.4	Guide students to draw a sales display exhibiting	Card board Posters Charts

					the features mentioned in 2.4	
Week	General Objective 4.0 Know the operational characteristics of the various sectors of the food service industry					
13	3.1 Describe the various sectors of the food service industry such as:- (a) fast food operation (b) franchise operation (c) hospital catering (d) hotels – coffee shops, restaurants, snack bars (e) industrial catering	Explain the various sectors of the food service industry such as (a) fast food operation (b) franchise operation (c) hospital catering (d) hotels – coffeshops, restaurants, snack bars (e) industrial	Classroom Chalk/Marker Restaurant Wares and furniture Board	Describe the various sectors of the food service industry such as (a) fast food operation (b) franchise operation (c) hospital catering (d) hotels – coffeshops, restaurants, snack bars (e) industrial	Demonstrate the various sectors of the food service industry such as fast food operation franchise operation hospital catering	Hotel Hospital Fast Food Industry
14	3.2 Explain the principal characteristics of each of the sectors in 4.2 above.		Classroom Board Chalk/Marker			
15	Explain the followings: (f) catering (g) outdoor catering (h) specialty restaurant (i) institutional		(f) catering (g) outdoor catering (h) specialty restaurant (i) institutio			

		<p>catering – prison, welfare homes etc</p> <p>Students to discuss the principal characteristics of each of the sectors in 3.1 (a-i)</p>	Restaurant	<p>nal catering – prison, welfare homes etc</p>	<p>industrial</p> <p>catering outdoor catering specialty restaurant</p>	<p>Canteen Cafeterial</p>
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Assessment: Give details of assignments to be used:
Projects 100%

Recommended Textbooks & References:

Department/ Programme:	HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code:243		Credit Hours: 4
Subject/Course:	ACCOMMODATION OPERATION II			Theoretical: 2 hours/week
Year:	Semester:	Pre-requisite:		Practical: 2 hours /week

General Objectives: On completion of this course, the student should be able to:

- 1.0 Understand the reservation process and accommodation selling techniques.
- 2.0 Understand how to improve service quality in customer care and guest relations.
- 3.0 Know the payment procedures and the standard system of billing in hotels.
- 4.0 Know the equipment and the application of information technology in the Front Office (F.O.)
- 5.0 Know the legal aspects and the obligations of Front Office (F.O) management in a hotel.

	Course: FRONT OFFICE OPERATION II	Course Code: HMT 243		Credit Hours: 4		
				Theoretical: 2 hours/week		
	Year:	Semester:	Pre-requisite:		Practical: 2 hours/week	
	Theoretical Content			Practical Content		
General Objective 1.0 Understand reservation processes and accommodation selling techniques						
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 List and explain the details that should be known before taking a reservation: Room type and description; Number of rooms, Room rates; Hotel services and facilities; Double booking, cancellation, percentage occupancy; Density chart, advance booking.	Discuss the information which should be available before reservation.		List and explain the details that should be known before taking a reservation: Room type and description; Number of rooms, Room rates; Hotel services and facilities; Double booking, cancellation, percentage occupancy; Density chart, advance	Group discussion on making reservation and various means of reservation.	Cardboard Sheets Felt pen/markers
2	1.2 State and explain the different types of reservations including (a) New, amended, cancelled, confirmed, guaranteed (b) Individual, group/tour, travel agents, conferences, corporate (c) Also be familiar with leisure and business guests 1.3 List the different means of reservations (telephone, facsimile, telex, letters, in person, internet, and central reservation systems).	Explain the different types of reservation. Describe leisure and business quests. List the different means of making reservations		Room rates; Hotel services and facilities; Double booking, cancellation, percentage occupancy; Density chart, advance	Organise a visit to a first class hotel. Guide students to	Visit travel agents.

3	<p>1.4 Describe and apply the methods of advance a reservation e.g. forms and record reservation and occupancy reports.</p> <p>1.5 Follow organizational procedures regarding payment.</p>	<p>Describe the method of advance reservation</p> <p>Record advance reservation and occupancy reports.</p> <p>Explain organisational procedure regarding payment.</p>		<p>booking.</p> <ul style="list-style-type: none"> o State and explain the different types of reservations including o New, amended, cancelled, confirmed, guaranteed o Individual, group/tour, travel agents, conferences, corporate o Also be familiar with leisure and business guests <p>List the different means of reservations (telephone, facsimile, telex, letters, in person, internet, central reservation systems).</p> <p>Describe and apply</p>	<p>draw a density chart for illustration and fill in information.</p> <p>Work out occupancy percentages.</p> <p>Guide students to complete reservation forms and record reservation and occupancy reports.</p> <p>Students on</p>	
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				the methods of advance reservation forms and record reservation and occupancy reports.	industrial visit to see the different means of making reservation.	
					Visit to internet café to browse internet for internet booking.	
Week	General Objective 2.0: Understand how to improve service quality in customer care and guest relations					
4	2.1 Describe the value of time management for own tasks and for the guest, be able to complete tasks within set times.	Explain the importance of guests and management of the ability to perform tasks and complete tasks within set times.	Visit Video			
5	2.2 Explain how working as a team can enhance the quality of service by following management and operational procedures (i) List the attributes of a good team member (ii) State how the operations of other departments can be enhanced	Explain the importance of team work in				

6	<p>2.3 Customer care procedures at the reception. 2.4 Handle complaints and seeking assistance.</p>	<p>enhancing quality service.</p> <p>Analyse the attributes of a good team member.</p> <p>Discuss how the operation of other departments can be enhanced through team work or drawn back by lack of it.</p> <p>Explain customer care procedures at the front office.</p> <p>Explain how to handle guests' complaints and any assistance which a guests may seek.</p>			<p>Demonstrate the application of customer care at the reception.</p> <p>Apply role play to illustrate the handling of complaints and seeking assistance.</p>	
Week	General Objective 3.0 Know the payment procedures and the standard system of billing in hotels					
	3.1 Describe guest departure procedures					

7	<ul style="list-style-type: none"> (a) Source relevant information of guest expenditure and state of accommodation provided from other departments using accepted standard organizational procedures (b) Check guest account for accuracy before presenting to the guest (c) Take appropriate action to recover key or know about decoding techniques on key cards (d) Finalize safety deposit records according to the procedures (e) Luggage handling and transport coordination (f) Make forward reservations (g) Process messages for guests who have departed (h) Return correct deposits to guests 	<p>Explain how to ensure that adequate information on guests expenditure are gathered before billing the guest.</p> <p>Describe procedure in recovering the key or decoding.</p>	Computers		<p>Illustrate the principle of book keeping.</p> <p>Prepare sample of tabular ledger guests bill for students to make entries.</p>	
8	<p>3.2</p> <ul style="list-style-type: none"> (i) identify the basic principles of book keeping used in maintaining hotel accounts-guests tabular ledger, guest bill, billing machines (ii) Prepare and post transactions in the tabular ledger guests bills. (iii) Prepare guest bills using the billing machine. 	<p>Explain the final handing Safe deposits, luggage handling, forward reservations, process messages for guests who have left and return correct deposit to guests.</p> <p>Explain the standard system of hotel billing.</p>	Billing Machine			
9		<p>Describe the basic principles of book</p>				

		<p>keeping used in maintain hotel guest accounts, tabular ledger, guest bill, billing machines.</p> <p>Explain how to post transaction to the tabular ledger.</p> <p>Explain the preparation of guest bills using the billing machine.</p>			<p>Guide students in the use of the billing machine.</p>	
Week	General Objective 4.0 Know the equipment and the application of information technology in the FO operations					
10	4.1 Operate telex, facsimile and computer facilities in accordance with manufacturers' instructions.	Explain the use of telex, facsimile and computer facilities in accordance with manufacturers' instructions.	Reservation soft wax package.		Guide students in the use of the internet to see internet advertising and reservation and shopping.	Sample of credit cards
11	4.2 Explain how information technology is used in: (j) Reservations – CRS; Guest history record, internet advertisement, credit card sales, key card and security		Computer internet facilities.			
12	4.3 Describe how information technology is used in FO statistics.		E-mail			

			facilities Excel (spreadsheet)		use of credit cards in the payment of bills. Take students to hotel to see the use of keycards.	
Week	General Objective 5.0 Know the legal aspects and the obligations of FO management in a hotel					
13	5.1 Explain the right of lien. 5.2 Explain the obligations of a hotel to a guest and the government	Explain the proprietors' right of lien. Explain the obligation of the hotel to the guest and to the government.	Law books/legislation		Take students on industrial visit to see telephone exchange and other telecommunication systems.	Vehicle to take students.
14	5.3 Explain the law of contract in relation to hotel accommodation. 5.4 Describe the law relating to registration of guests.	Explain the law of contract in relation to reserving of hotel accommodation.			Show students the proper procedure for preparing outgoing mail, filling techniques.	
	5.5 Explain licensing laws 5.6 Explain the wages act as it affects the hospitality industry.	Discuss the law relating to registration of guests.				

15		<p>Describe the licensing laws.</p> <p>Describe the wages act as it affect the hospitality industry.</p>				
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Assessment: Give details of assignments to be used:
individual Coursework/ Assignments 40%; Group Presentation 60 %

Recommended Textbooks & References:

	Department/ Programme: : HOSPITALITY MANAGEMENT (NATIONAL DIPLOMA)	Course Code: HMT 244		Credit Hours: 4
	Subject/Course: BAR OPERATION AND LIQUOR STUDIES			Theoretical: 2 hours/week
	Year: 2 Semester: 2	Pre-requisite:		Practical: 2 hours /week

General Objectives: On completion of this course, the student should be able to:

- 1.0 Know the scope of bar operation and wine service
- 2.0 Understand health and safety aspects in bar operation
- 3.0 Know alcoholic and non-alcoholic beverages and their selling techniques
- 4.0 Understand the characteristics of alcoholic beverages
- 5.0 Know laws relating to the sales of alcoholic beverages

	Course: BAR OPERATION AND LIQUOR STUDIES	Course Code: HMT 244		Credit Hours: 4					
				Theoretical: 2 hours/week					
	Year:	Semester:	Pre-requisite:		Practical: 2 hours /week				
	Theoretical Content			Practical Content					
	General Objective 1.0 Know the scope of bar operation and wine service								
Week/s	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources			
1	1.1 Give an outline history of, and the development of bar operation and wine service in Nigeria and other wine producing countries.	Describe the history and the typical bar area.	Notes, chalk and blackboard, staff	Trace the history of and the development of operation and wine service.	Organise trip to an hotel with a bar/wines services.	Textbooks Chalk board			
2	1.2 Identify various personnel in the bar area bringing out their qualities and responsibilities. 1.3 Describe various types of bars e.g. public bar, dispense bar, cocktail bar, lounge bar etc.								
	1.4 Identify a bar layout. 1.5 Describe the various components of a bar layout.								
3							Diagrams and staff Lecture notes		Describe a bar layout and label all the components.

Week	General Objective 2.0 Understand health and safety aspects in bar operation					
4	2.1 Explain the personal hygiene necessary in bar operations e.g. the care of body, appearance, use of cosmetics and how this can be achieved.	Teach the personal hygiene necessary in bar operation..	Chalkboards Textbooks	Explain the simple first and procedures for minor accidents	Demonstrate the simple first and treatment for minor accidents.	First aid box. Chalkboard. Textbook.
5	2.2 Explain causes of accidents, which can occur in the bars, public cellars and storage areas and explain how these accidents can be prevented. 2.3 State the correct reporting procedures for bars and stores.	Mention and describe the simple first aid procedures for minor accidents.	First aid box.			
6	2.4 Describe the simple first-aid procedures for minor accidents e.g. cuts, burns etc and the procedure to be followed in the event of injury to the customers and colleagues.					
Week	General Objective 3.0 Know alcoholic and non-alcoholic beverages and their selling techniques					
7	3.1 Identify the types and characteristics of alcoholic and non-alcoholic beverages commonly available. 3.2 Identify non-alcoholic beverages found in stillrooms etc. 3.3 Recognize substandard and products.	Explain the differences between alcoholic and non-alcoholic. Explain how substandard and products can be recognised.	Lecture notes and textbooks A bar area and other books Stillroom	Explain the taking and handling or orders at the bar area. Describe the characteristics of non-alcoholic and	Organise the taking and handling or orders at the bar area. Prepare for service in	.Bar area glassware. Blacksound
8	3.4 Explain the requirements and purchasing factors and means of acquiring alcoholic beverages.					

9			and beverages Lab/bar area Lab/bar area Wine glasses and trays textbooks	alcoholic beverages.	bar area. Carry and clean any dirty glassware by hand. Was hand polish glassware at the bar area.	
Week	General Objective 4.0 Understand the characteristics of alcoholic beverages					
10 11	4.1 Explain what is meant by an alcoholic beverage. 4.2 List and explain the basic alcoholic beverages e.g. wine, cocktails, butters, spirits, beers, liqueurs. 4.3 Define the unit in which alcoholic contents of beverages are measured. 4.4 Explain different process of making alcoholic beverages e.g. fermentation, distillation, infusion etc. 4.5 Identify the different types of wines and	Identify the basic alcoholic beverages. Describe the process of making alcoholic beverages. State types of wine and countries produced. State main effect	Blackboard Lecture notes and books Supermarket and hotel bars	Explain basic alcoholic beverage. State the process of making alcoholic beverages. Identify types of	Display various alcoholic beverages for comparison. Organise a	Alcoholic and non-alcoholic beverages.

12	<p>countries in which they are produced and classify them accordingly.</p> <p>4.6 Explain the main effect alcoholic beverages have on human metabolism and behaviour.</p>	alcoholic beverages have on human metabolism and behaviour.	Lecture notes	wines and countries produced (present to students different types).	visit supermarket s and hotels where different beverages are sold.	
Week	General Objective 5.0 Know laws relating to the sales of alcoholic beverages					
13	<p>5.1 Explain the provision of laws relating-</p> <p>(i) to the sales and supply of drinks</p> <p>(ii) permitting hours for sales of drinks</p> <p>(iii) illegalities concerned with the sales of drink</p>	Make reference to cases where either the barman or customer contravene the law.	Textbooks Chalkboard.			
14	<p>(iv) right of entry to people with authority to enter and inspect the premises</p> <p>(c) licenses responsibility and customer's own responsibility</p> <p>(d) barkeeper's liability to the customer</p> <p>(e) explain the various types of licenses for operating a bar.</p>					

Assessment: Give details of assignments to be used:

Coursework/ Assignments %; Course test %; Practical %; Projects %; Examination %

Recommended Textbooks & References:

Programme: (National Diploma)	Course Code: HMT 246	Total Hours: 6
Course: Project		Theoretical: 0 hours /week
Year: 2 Semester: 4	Pre-requisite:	Practical: 6 hours /week

Goal: This course is designed to enable the student to undertake an individual project and write a report on it.

General Objectives: On completion of this course, the diplomate should be able to:

1. Research a chosen topic at ND level from available sources.
2. Collect data on the chosen topic.
3. Produce a report on the chosen topic.

	Theoretical Content			Practical Content		
	General Objective 1: Research a chosen topic at ND level from available sources.					
Week	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	1.1 Choose, under guidance, an appropriate topic of interest.	Provide guidance in finding suitable topics.	Textbooks Lecture Notes Internet	Selection of a topic of interest.	Provide guidance in finding suitable topics.	Textbooks Lecture Notes Internet
2	1.2 Research a chosen topic from available sources.	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet	Demonstrate research ability	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet
3	1.2 (continued) Research a chosen topic from available sources.	Provide guidance in finding suitable sources.	Textbooks	Demonstrate research ability	Provide guidance in	Textbooks

			Lecture Notes Internet		finding suitable sources.	Lecture Notes Internet
4	1.2 (continued) Research a chosen topic from available sources.	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet	Demonstrate research ability	Provide guidance in finding suitable sources.	Textbooks Lecture Notes Internet
General Objective 2: Collect data on the chosen topic.						
5	2.1 Collect data on the chosen topic from available sources.	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet
6	2.1 (continued) Collect data on the chosen topic from available sources.	Provide guidance in collecting data	Textbooks Lecture Notes	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes

			Internet			Internet
7	2.1 (continued) Collect data on the chosen topic from available sources.	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet
8	2.1 (continued) Collect data on the chosen topic from available sources.	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet
9	2.1 (continued) Collect data on the chosen topic from available sources .	Provide guidance in collecting data	Textbooks Lecture Notes Internet	Demonstrate ability to collect data	Provide guidance in collecting data.	Textbooks Lecture Notes Internet

General Objective 3: Produce a report on the chosen topic.						
10	3.1 Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet
11	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet
12	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet
13	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in	Textbooks	Demonstrate	Provide	Textbooks

		report writing	Lecture Notes Internet	ability in report writing	guidance in report writing	Lecture Notes Internet
14	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet
15	3.1 (continued) Produce a report on the chosen topic.	Provide guidance in report writing	Textbooks Lecture Notes Internet	Demonstrate ability in report writing	Provide guidance in report writing	Textbooks Lecture Notes Internet

Assessment: Give details of assignments to be used:

Coursework/ Assignments %; Course test %; Practical %; Projects %; Examination %

Type of Assessment	Purpose and Nature of Assessment (STA 226)	Weighting (%)
Examination	Final Examination (written) to assess knowledge and understanding	0
Test	0 progress tests	0
Practical	Report of up to 7,000 words	100
Total		100

Recommended Textbooks & References:

PROGRAMME: NATIONAL DIPLOMA IN LEISURE AND TOURISM MANAGEMENT	CODE: LTM111	CREDIT HOUR 3
COURSE: LEISURE AND TOURISM PRINCIPLES		Theoretical: 1 hours/week -
Year : 1 Semester: 1		<i>Practical 2 hours/week -</i>

GOAL:- This course is designed to enable the student acquire knowledge on the meaning and definition of Leisure and Tourism.

GENERAL OBJECTIVES:- On completion of this course, the diplomats should be able to:-

1. Know the meaning and definition of leisure and tourism
2. Understand the basic and major leisure and tourism terminologies.
3. Understand the concept and nature of leisure in tourism
4. Understand the concept and methods of approaches to leisure and tourism studies.
5. Understand the historic perspective of leisure travel and tourism.
6. Recognize the main factors responsible for the growth and trends in leisure and tourism.

Department/ Programme: NATIONAL DIPLOMA IN LEISURE AND TOURISM MANAGEMENT						
			Course Code: LTM 111	Contact Hours: 3-0 Credit Hours 3.0		
Subject/Course: LEISURE AND TOURISM PRINCIPLES				Theoretical: 1 hours/week		
Year: 1 Semester: 1		Pre- requisite:		Practical: 2 hours /week		
Specific Learning Outcomes			Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities
General Objectives 1.0: Know the meaning and definition of leisure and tourism					1.1.	

<p>1</p> <p>2</p> <p>3</p>	<p>1.1. Define leisure and tourism (leisure as part of the tourist needs and wants)</p> <p>1.2. Explain W.T.O.'s definition of International Tourist</p> <p>1.3 Distinguish between a tourist, traveler, visitor and excursionist.</p> <p>1.4 Explain the definition of tourism and tourist as propounded by different schools of thought</p>	<p>Lecture and guidelines for discussion, use of examples</p>	<p>OHTs and OHT's projectors or Power Point Projectors Text books (this is valid for all other lecture delivered in the programme), brochures, journals, magazines, slides, film etc</p> <p>Tourism A modern synthesis by Stephen J. Page Paul Brunt to cornel& Understanding tourism by Prof. Medlik. Heinemann Publisher</p>	<p>1.2. Identification of Leisure and Tourism forms</p> <p>1.3. familiarization with WTO website the WTO website</p> <p>1.4. identification of leisure and tourism activities (based on students' personal experiences)</p> <p>1.5. Evaluation of typical Nigeria examples Participatory discussion.</p>	<p>guidelines given for group discussion (students to be divided in pairs or group of 3/4 depending on class size) on brochures and internet based research</p>	<p>student to collect 2/brochures from travel agents and work in group using fleepcharts or OHTs, color pens Internet</p> <p>210</p>
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WEEK K	General Objective : 2.0 Understand the basic and major tourism terminologies					
4	2.1 Define and explain the role of the following: i. Tourist product ii. Tourist service iii. Tourist market' iv. Tourist destination v. Tourist attraction vi. Tourist resources vii. Infrastructure and superstructure viii. Information Air Transport Association (IATA)	Lecture with examples and illustration to include national and international cases	Text books, brochures, journals, magazines, slides, film etc Tourism A modern synthesis by Stephen J. Page Paul Brunt to cornel & Understanding tourism by Prof. Medlik. Heinemann Publisher	2.1, 2.2 and 2.3	Divide class into groups (of 2/3/ or 4 according to numbers). Let each group research into one of the listed topics (can be assigned by drawing topics from an hat – student to do this). Student to produce a working papers to be discussed by each group in the class	
5	xi. World Tourism Organization (WTO) xii. International Civil Aviation Organization xiii. Jet lag xiv. Inclusive tour 2.2. Emphasize the features and characteristic of the aforementioned terms					

WEEK	General Objective 3.0: Understand the concept and nature of leisure in tourism					
6	3.1 Define and explain leisure and leisure time	Lecture with examples and illustration to include local cases	An	Identifying	Undertake a	Vehicles
	3.2 Explain the importance and value of leisure in tourism		Introduction to	leisure and	fieldtrip to	
	3.3 Distinguish between recreation, entertainment and amusement in the context of leisure		travel and	recreation	local	
7	3.4 List various activities of the tourist that have leisure motives		tourism by	provision in the	recreation	
			Pram Nath and Sushma Seth 1998	locality	facilities in town. Show recreation centres to students. Students to report on fieldtrip.	
			INCLUDE LEISURE TEXTBOOK			
General Objective 4.0 : Understand the concept, methods of approaches to tourism studies						
8	4.1 Explain the following approaches used to study tourism: i) Product approach ii) Historical approach iii) Management approach	Treat in logical order through delivery of lecture	Tourism management text books	Compare faultiest to determine those suitable for different age groups	Explain Management of recreation facilities and target client	
9	iv) Economic approach v) Sociological approach vi) Inter-dispensary approach					
General Objective 5.0: Understand the historical prospective of leisure, travel and tourism						

10	5.1 Explain the beginning of tourism 5.2 Explain the growth of tourism during ages of coal and steam engines	Lecture on the historic development of Tourism from stone age to date	Tourism:- A modern synthesis by:- Stephen J. Page Paul Binnt J.O. cornel +	show an understanding of the leisure, travel and tourism development patterns.	student to take note during video and discuss content	Video on the Gran Tour by the BBC
11	5.3 Explain the development of tourism in the modern age.					
General Objective 6.0: Recognize the main factors responsible for the growth and trends in tourism						
12	6.1 Explain tourism demand factor	Lecture on the topics with references to be made on the trends in Nigeria	Bunkart and Medlik (1991) Tourism past present and future Heinemann press	understand the connection existing between demand and the Nigerian contex	student to identify under guidelines of the tutor current Nigerian trends using examples form the locality. Which are the main reasons for	
13	6.2 Examine the importance of the factor in tourism development					
14	6.3 Explain the characteristics of each factor					
15	6.4 Explain the factors responsible for the enhancement of tourism demand in modern times.					

					Nigerian to travel nationally and internationally? Why people travel to Nigeria?	
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Assessment: Give details of assignments to be used:

Individual Report on the fieldtrip highlighting positive and negative elements of the site visited 50 %

Group presentation on Leisure and Tourism in a Nigerian locality chosen by the student 50%

Recommended Textbooks & References:

Page et al (2001) Tourism: A modern synthesis, London: Thomson

Cundell (1997) Business systems for leisure and tourism, London Hodder and Stoughton

PROGRAMME: DIPLOMA IN LEISURE AND TOURISM MANAGEMENT			
COURSE: Computer Application 1	CODE:LMT 116		Credit Hours: 4
			Theoretical: 1 hrs/wk
Year: 1 Semester 1	Pre-requisite		Practical: 3 hour/week
<p>GOAL: The intent of the course is to understand the fundamental principles of computers and how to use Microsoft windows programs</p> <p>GENERAL OBJECTIVES On completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the fundamental principles of computers 2. Understand windows 'desktop' programs 3. Understand how to use word processing software and handle files and folders 4. Understand how to format text and general layout 5. Understand how to insert files, symbols and tables in documents 6. Understand how to use of presentation software programs 			

PROGRAMME: NATIONAL DIPLOMA IN LEISURE AND TOURISM MANAGMENT		COURSE CODE: LTM 116		Credit Hours: 4		
Course: COMPUTER APPLICATION 1		Pre-requisite:		Theoretical: 1 hours/week		
Year 1 Semester: 1	Practical: 3 hours/week -					
Theoretical Contents				Practical Contents		
General Objective 1: Understand the fundamental principles of computers						
Week	Specific Learning Outcomes	Teacher's activities	Resources	Learning Outcomes	Teacher's activities	Resources
1	1.1 Understand the concept of computers and its advantages	Explain the concepts of computing and the components of computer	Course book Data Show White board	Identify the parts of computer hardware such as a motherboard, processor, RAM , ROM	Demonstrate by working with students to show main parts of computer such as sample motherboard.	Computer parts such as input devices, processes and output devices
2	1.2 Outline the fundamental principles of computers including hardware and Software.					
General Objective 2: Understand windows 'desktop' programs						

3	2.1 Understand 'desktop' components such as concept of the icons, taskbar , display properties. 2.2 Understand how to use windows explorer program.	Explain the windows environment and the concept of desktop	Course book Data Show White board	Illustrate and Explain practically the windows desktop, windows explorer and windows control panel.	Provide real world examples to illustrate how to use : windows desktop, windows explorer and windows control panel.	Computer lap MS-Windows program Ms-Word Printer .
4	2.3 Understand how to use the different control panel programs; 2.4 Display, Add New Hardware, Add\Remove program, Mouse , Date\Time, Internet Option.					
General Objective 3.0 Understand how to use word processing software and handle files and folders						
5	3.1 Define the concept of word processing 3.2 Define the MS Word program. 3.3 Understand how to create Folders and files.	Discuss and explain the function of file, folder and how to create new documents.	Course book Data Show White board	Illustrate and Explain practically how to: - Create new document - Use File commands.	Provide real world examples to illustrate how to use : Create new document - Use File commands	Computer lap MS Windows program Ms-Word Printer.
6	3.4 Understand how to write documents use File commands including New, Save, Save as, Open, Close and Exit.					
General Objective 4:0 Understand how to format text and general layout						

7	4.1 Understand how to edit a document through use of Editing commands including Copy, Cut, Past, Select All, Find and Replacement.	Explain and demonstrate how to edit and display a document.	Course book Data Show White board	- Introduce example to illustrate how to: edit documents by use of Edit command.	Provide real world examples to illustrate how to use Edit commands.	Computer lap MS-Windows program Ms-Word Printer .
8	4.2 Understand how to display documents in deferent ways by the use of Display command.					
General Objective 5.0 Understand how to insert files, symbols and tables in documents						
9	5.1 Understand how to enhance a documents layout by use of the format commands including font, paragraph, numbering, and border.	Explain and demonstrate how to write enhance document layout.	Course book Data Show White board	Illustrate and explain practically methods to write enhanced document through some examples.	Provide real world examples to illustrate how to use enhanced document through some examples	Computer lap MS-Windows program Ms-Word Printer .

10	5.2 Understand how to insert e symbols and pictures in a document.	Explain and demonstrate how to write enhance document layout.	Course book Data Show White board	Illustrate and explain practically methods to write enhanced document through some examples.	Provide real world examples to illustrate how to use enhanced document through some examples	Computer lap MS-Windows program Ms-Word Printer .
11	5.3 Use Tools to improve ‘body text’ by for example spell checker and thesaurus					
12	5.4 Understand how to create and handle tables in a document and use the flowing commands including insert, remove , select , and table properties.	Explain and demonstrate how to handle tables.	Course book Data Show White board	Illustrate and explain practically table handling through examples.	Provide real world examples to illustrate how to handle tables	Computer lap MS-Windows program Ms-Word Printer .
General Objective 6.0 Understand how to use of presentation software programs						

13	6.1 Understand the use of presentation software programs including PowerPoint. 6.2 Explain the Main menu of Power Point	Explain and demonstrate the use of Powerpoint and presentation.	Course book Data Show White board	Illustrate and explain practically the use of Power point through real world examples.	Provide real world examples to illustrate how to use the PowerPoint program.	Computer lab Windows program, PowerPoint program
14	6.3 Create new presentation, save and open a file. 6.4 Understand how to insert and control slide.					
15	6.1 Understand how to add effective animations to slides. 6.2 Understand how to deliver presentation with Power point.					

Type of Assessment	Purpose and Nature of the Assessment	Weighting (%)
Examination	Final examination- (written) to assess Knowledge and understanding by of way short answer questions.	30
Test/ Short papers	At least one progress test for feedback.	20
Practical/ Coursework	Practical exam to assess student ability to use MS-windows, Ms-WORD and Power Point program.	50
		100

PROGRAMME: LEISURE AND TOURISM MANAGEMENT			
COURSE: Computer Application II	CODE:		Credit Hours: 4
	LTM: 124		Theoretical: 1 hrs/wk
Year: 1 Semester 2	Pre-requisite	LTM:116	Practical: 3 hour/week
<p>GOAL: The intent of the course is to understand the use of spreadsheet programs to perform different tasks such as mathematic and accounting applications</p> <p>GENERAL OBJECTIVES On completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic of spread sheet program 2. Understand how to format new document 3. Understand display methods in excel program and how insert files 4. Understand how to handle pictures in excel program 5. Understand page setup and how handle cells 6. Understand how Handle chart and data in Excel program 7. Understand the use of Macro in excel program. 			

PROGRAMME :- NATIONAL DIPLOMA IN LEISURE AND TOURISM MANAGEMENT				COURSE CODE:-LTM 124	CREDIT HOURS :4	
COURSE:- COMPUTER APPLICATION 11					Theoretical:- 1 hr/week	
Year 1	semester 2			Pre-requisite:LTM116	Practical:- 3hrs/week	
Theoretical Content				Practical Content		
General Objective 1: Understand the basic of spread sheet program						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1 2	Understand the use of Spread Sheet packages. - Use of excel program tool bar: Choices Menu Abbreviation Dialog Box Tool Bare Formatting Bar	Explain and demonstrate the use of spread sheet packages and excel tool bars.	Course book Data Show White board Computer with Excel program	Illustrate the use of excel program tool bar: Choices Menu Abbreviation Dialog Box Tool Bare Formatting Bare	Explain and supervise students exercises to illustrate the use of excel program tool bar	Course book Computer network lab with Excel packages.
General Objective 2.0: Understand how to format new document						

<p>3</p> <p>4</p>	<p>2.1 Understand how to create new document in appropriate format</p> <p>2.2 Understand how to use Key Board abbreviation</p> <p>2.1 Understand how to create Bullets Statement, ,numbering Statements, Save document , Open & Close Document Using Multiple Document selection, Movements Text Copy, find and Replace. 2.4 Know how to swap from English to other languages writing and the opposite.</p>	<p>Explain and demonstrate the creation of New document in appropriate format.</p>	<p>Course book Data Show White board</p>	<p>Practical example to illustrate how to: Create a new Document Text Formatting Using Key Board ,Bullets Statements Numbering Statements ,document Saving ,Open & Close Document Using Multiple Document Selection & Movements Text Copy, Find and Replacement</p>	<p>Explain and supervise students exercises to illustrate the use of excel commands</p>	<p>Course book Computer network lab with Excel packages.</p>
<p>General Objective 3.0: Understand display methods in excel program and how insert files</p>						

5	5.0 Understand how to display pages by use the following commands: Normal Display Planning Page Display	Explain and demonstrate the techniques used to display pages.	Course book Data Show White board	Practical example to illustrate : Display Methods, Normal Display Planning Page Display, Main Document Display, Ruler Setting Insert File and Insert Word Art 2.0,Insert Symbol	Explain and supervise students exercises to illustrate the use of excel commands	Course book Computer network lab with Excel packages.
6	Main Document Display Ruler Setting Insert File Insert Word Art 2.0 Insert Symbols					
General Objective 4.0: Understand how to handle pictures and drawings in excel program						
7	- Understand the different pictures format - Understand how to Insert Pictures in a document - Understand how to use Drawing tools - Understand how to Create Drawings in a document	Explain and demonstrate the techniques used to handle pictures and drawings.	Course book Data Show White board	Practical example to illustrate how to : Insert Picture, Picture Formatting, Drew Tools , Create Drew , And Control and setting Drew	Explain and supervise students exercises to illustrate the use of excel commands	Course book Computer network lab with Excel packages.
8	- Understand how to Control and set Drew tools.					
General Objective 5.0: Understand page setup and how handle cells						

9	- Understand how to prepare and handle pages ; Page setup, Page Numbering Handling Tables Create Table The Net (display & Hidden)	Explain and demonstrate the techniques used to handle pictures and drawings.	Course book Data Show White board	Practical example to illustrate how to : Page Numbers Table Manu plate Create Table The Net (display & Hidden) Add New Rows & Columns Delete Rows & Columns Impact Cells Disjoint Cells Formatting Of Manual & auto Table and Table Division	Explain and supervise students exercises to illustrate the use of excel commands	Course book Computer network lab with Excel packages.
10	Add New Rows & Columns Delete Rows & Columns Impact Cells Disjoint Cells Formatting Of Manual & auto Table Table Division					
General Objective 6.0: Understand how handle charts and data format in Excel program						
11	-Understand the charts and data format techniques Chart Types Chart Formatting Data Sorting Data Filtering Data Validation	Explain and demonstrate the techniques used to handle charts and data.	Course book Data Show White board	Practical example to illustrate how to Create Chart, Sorting data, Filtering Data, and Validate data	Explain and supervise students exercises to illustrate the use of excel techniques and commands	Course book Computer network lab with Excel packages.
General Objective 7: Understand the use of different Computing forums in excel spread sheets.						

12 13	- Understand the use of spread sheets formats in the process of computing, using different computing formats such as SUM, Ratio, Percentage , Averages, Present value, Interest rate,etc.	Explain and demonstrate the techniques in computing formats.	Course book Data Show White board	Practical example to illustrate how to use different computing techniques in spread sheets.	Explain and supervise students exercises to illustrate the use of excel techniques and commands	Course book Computer network lab with Excel packages.
14 15	- Understand the use of macro in excel program ; create and save a new macro, Macro Setting, and Macro Running	Explain and demonstrate the techniques used to handle Macros	Course book Data Show White board	Practical example to illustrate how to : Create new Macro Macro Setting and Macro Running	Explain and supervise students exercises to illustrate the use of excel techniques and commands	Course book Computer network lab with Excel packages.

Type of Assessment	Purpose and Nature of the Assessment	Weighting (%)
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Examination	Final examination- (written) to assess Knowledge and understanding by of way short answer questions.	30
Test/ Short papers	At least one progress test for feedback.	20
Practical/ Coursework	Practical exam to assess student ability to use of Excel program.	50
		100

Programme: (National Diploma)	Course Code: LTM 226	Total Hours: 2
Course: Small Business Management I		Theoretical: 1 hour /week
Year: 2 Semester: 4	Pre-requisite:	Practical: 1 hour /week

Goal: This course is designed to provide the student with the basic knowledge on the various tools used in the management of small-scale businesses.

General Objectives: On completion of this course, the diplomate will be able to:

1. Understand the nature of small-scale enterprises.
2. Understand the legal framework for small-scale enterprises.
3. Understand the role of governments in small-scale enterprises in Nigeria
4. Understand a business plan for a small-scale business enterprise.
5. Understand marketing management in a small business enterprise
6. Understand the general concept of production management
7. Know human capital needs for an enterprise

	Theoretical Content			Practical Content		
	General Objective 1: Understand the nature of small-scale enterprises.					
Week	Specific Learning Outcomes	Teacher's activities	Resources	Specific Learning Outcomes	Teacher's activities	Resources
1	<p>1.1 Define the range and scope of a small business.</p> <p>1.2 Explain the importance of a small business.</p> <p>1.3 Describe the problems associated with small business operations.</p>	<p>Explain range, scope and importance of a small scale business.</p> <p>Explain problems associated with small business operations.</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p>	<p>Select a small business enterprise and indicate its signs of success and failures.</p> <p>Use case studies based on a local organisation.</p>	<p>Guide students in identifying range, scope and importance of a small business.</p>	<p>Internet and relevant websites</p> <p>Guest speaker on small businesses</p>

2	<p>1.4 Describe types of businesses that could be run on a small scale.</p> <p>1.5 Describe the merits and demerits of being self-employed .</p> <p>1.6 Identify the starting problems and signs of failure of a small business</p>	<p>Explain types of businesses that could be run on small scale, their associated problems and signs of failure during operations.</p> <p>Explain wage employment and self employment.</p> <p>Explain the merits and demerits of self employment.</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p>	<p>Select a small business enterprise and indicate its signs of success and failures.</p> <p>Use case studies based on a local organisation.</p>	<p>Guide students in identifying types of businesses that could be run on small scale, their associated problems and signs of failure during operations.</p>	<p>Internet and relevant websites</p> <p>Guest speaker on small businesses</p>
General Objective 2 : Understand the legal framework for small-scale enterprises.						
3	<p>2.1 Explain the types of business organization.</p> <p>2.2 Identify the legal form of business.</p>	<p>Explain the types of business organization</p> <p>Explain legal formation and regulatory status of small business.</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p>	<p>Use CAMB to explain the regulatory framework of small</p>	<p>Guide students to identify the legal formation and</p>	<p>Internet and relevant websites</p>

		Explain environmental factors of business.		business. Group work to set up a small business – realistic scenarios Use of relevant documentation taken from the internet.	regulatory status of small business.	
4	2.3 Describe the environmental factors of business – law of sales, licenses, failure signs, etc. 2.4 Explain regulatory status and formation of small business.	Explain legal formation and regulatory status of small business. Explain environmental factors of business.	Text Books Journals Publications	Use CAMB to explain the regulatory framework of small business.	Guide students to identify the environmental factors of	Internet and relevant websites

				Group work to set up a small business – realistic scenarios	business.	
				Use of relevant documentation taken from the internet.		
General Objective 3: Understand the role of governments in small-scale enterprises in Nigeria						
5	3.1 Explain government policies for small enterprises development. 3.2 Explain the effects of government policies on direct and indirect assistance to small businesses	Explain government policies for small enterprises development and effects of the policies on direct and indirect assistance to these enterprises.	Text Books Journals Publications	Identify government policies and their effects on small scale business.	Guide students to evaluate the contributions of the promoting bodies (IDC, NASA,	Internet and relevant websites

					NERFUND, NDE, NAPEP etc to growth of small business in Nigeria.	
6	<p>3.3 State the role of the following institutions in promoting small enterprises</p> <p>(a) Industrial Development Centre (IDC)</p> <p>(b) State Ministries of Commerce and Industries.</p> <p>(c) State Export Promotion Committees.</p> <p>(d) Centre for Management Development (CMD)</p> <p>(e) National Directorate of Employment (NDE)</p> <p>(f) NAPPEP</p> <p>(g) CIRD</p> <p>(h) NERFUND</p> <p>(i) NACRDB, NEPC</p> <p>(j) NASSI, NASME, etc</p>	<p>Explain the following institutions and their roles in promoting small scale enterprises.</p> <p>- IDC, State Ministries of Commerce, State Export Promotion Committees, CMD, NDE, NAPPEP, CIRD</p> <p>NERFUND</p> <p>NACRDB, NEPC</p> <p>NASSI, NASME, etc</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p>	<p>Identify and explain beneficiaries of the bodies. Promotion SME in Nigeria.</p>	<p>Guide students to evaluate the contributions of the promoting bodies (IDC, NASA, NERFUND, NDE, NAPEP etc to growth of small business in Nigeria.</p>	<p>Internet and relevant websites</p>
General Objective 4 : Understand a business plan for a small-scale business enterprise.						

7	<p>4.1 Explain business plan.</p> <p>4.2 Explain the purpose of business plan</p> <p>4.3 Identify the components of a business plan from project development up to project cost.</p>	<p>Explain business Plan, its purpose and components from project development to project cost.</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p>	<p>Identify business plan.</p> <p>Identify how to plan in small business.</p> <p>Formulate a business plan for a particular project.</p>	<p>Guide students to:-</p> <p>Work in pairs to develop a relevant business plan.</p> <p>Refer to business planning information on the internet</p> <p>Present the plans and justify the goals</p>	<p>Internet and relevant websites</p>
8	<p>4.4 State the necessary steps in carrying out financial analysis and planning for a small business</p>	<p>Explain steps in carrying out financial analysis and planning for a small</p>	<p>Text Books</p> <p>Journals</p>	<p>Identify business plan.</p>	<p>Guide students to:-</p> <p>Work in pairs</p>	<p>Internet and relevant websites</p>

	<p>4.5 Compare personal goal and business goals.</p> <p>4.6 Identify influences of family goals in business goals</p>	<p>business.</p> <p>Explain personal goals and business goals.</p> <p>Explain influences of family goals in business goals.</p> <p>Invite a successful entrepreneur to give a talk.</p>	<p>Publications</p>	<p>Identify how to plan in small business.</p> <p>Formulate a business plan for a particular project.</p>	<p>to develop a relevant business plan.</p> <p>Refer to business planning information on the internet</p> <p>Present the plans and justify the goals</p>	
General Objective 5: Understand marketing management in a small business enterprise						
9	<p>5.1 Understand the basic concept of marketing.</p> <p>5.2 Identify the steps in conducting market surveys to determine demand and supply for particular products.</p> <p>5.3 Identify markets for specific products.</p>	<p>Explain basic concepts of marketing.</p> <p>Explain steps in conducting marketing survey to determine demand and supply for</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p>	<p>Identify the process of conducting a marketing survey.</p> <p>Identify appropriate</p>	<p>Guide students to use the internet to identify the marketing needs of</p>	<p>Internet and relevant websites</p>

		particular products. Explain how to identify markets for specific products.		training strategies for products produced on a small scale.	small business enterprises.	
10	5.4 Identify channels of distribution for a selected product or service. 5.5 Explain the promotional and sales activities for a selected product or service 5.6 Explain appropriate pricing strategies	Explain channels of distribution for a selected product or service. Explain promotional and sales activities for a selected product or service Explain appropriate pricing strategies	Text Books Journals Publications	Identify the process of conducting a marketing survey. Identify appropriate training strategies for products produced on a small scale.	Guide students to use the internet to identify the marketing needs of small business enterprises.	Internet and relevant websites
General Objective 6: Understand the general concept of production management						
11	6.1 Explain the basic concepts of production 6.2 Explain choice of appropriate technology 6.3 Identify types and sources of machinery and	Explain the basic concepts of production Explain choice of appropriate	Text Books Journals Publications	Identify appropriate technology for different types of SME.	Guide students to prepare a case study on the location	Internet and relevant websites

	<p>equipment.</p> <p>6.4 Explain the installed capacity.</p> <p>6.5 Explain the utilized capacity.</p>	<p>technology</p> <p>Explain types and sources of machinery and equipment, their installed and utilized capacity.</p>	<p>Sample business</p>	<p>Identify sources of machinery and material from the internet.</p> <p>Identify appropriate locations and their problems for SMES</p>	<p>of an industry and factory layout</p> <p>Oversee group work and guide reference to relevant web sites</p>	
12	<p>6.6 Identify sources of raw materials.</p> <p>6.7 Describe factory location and factors in the selection of site.</p> <p>6.8 Describe factory layout.</p> <p>6.9 Explain plant and machinery maintenance.</p> <p>6.10 Explain Plan and scheduling.</p>	<p>Explain sources of raw materials.</p> <p>Explain factory location, its layout and safety measures.</p> <p>Explain Plant and machinery maintenance.</p> <p>Explain plan and scheduling.</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Sample business</p>	<p>Identify appropriate technology for different types of SME.</p> <p>Identify sources of machinery and material from the internet.</p> <p>Identify appropriate</p>	<p>Guide students to prepare a case study on the location of an industry and factory layout</p> <p>Oversee group work and guide</p>	<p>Internet and relevant websites</p>

				locations and their problems for SMES	reference to relevant web sites	
13	<p>6.11 Explain quality control issues.</p> <p>6.12 Explain factory safety measures.</p> <p>6.13 Identify problems of production in the Nigerian situation.</p> <p>6.14 Explain how to cope with production problems in Nigeria.</p>	<p>Explain quality control.</p> <p>Explain problems of production in the Nigerian situation and how to cope with them.</p> <p>Organise a field trip to a successful small business establishment.</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Sample business</p>	<p>Identify appropriate technology for different types of SME.</p> <p>Identify sources of machinery and material from the internet.</p> <p>Identify appropriate locations and their problems for SMES</p>	<p>Guide students to prepare a case study on the location of an industry and factory layout</p> <p>Oversee group work and guide reference to relevant web sites</p>	<p>Internet and relevant websites</p>
General Objective 7: Know human capital needs for an enterprise						
14	7.1 Identify human capital needs for an enterprise.	Explain human capital management and its needs for small	<p>Text Books</p> <p>Journals</p>	Identify the recruitment and compensation	Guide students to prepare	Internet and relevant

	<p>7.2 Explain recruitment procedures.</p> <p>7.3 Explain need for training of workers.</p> <p>7.4 Explain how to motivate workers.</p>	<p>business enterprises.</p> <p>Explain recruitment procedures</p>	<p>Publications</p> <p>Cardboard</p>	<p>training procedures of workers in SMES.</p> <p>Identify problems of human capital management and how to solve them in SMEs</p>	<p>organization al charts for SME and how to forecast their employment needs.</p>	<p>websites</p>
15	<p>7.5 Explain how to compensate workers.</p> <p>7.6 Explain organization of work force, organizational chart.</p> <p>7.7 Explain problems of human capital management in small business enterprises.</p> <p>7.8 Explain how to cope with the problems of human capital management.</p>	<p>Explain need for training of workers.</p> <p>Explain how to motivate. and compensate workers</p> <p>Explain organization of work force.</p> <p>Guide students to prepare organizational, chart for a small business enterprise.</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Cardboard</p>	<p>Identify the recruitment compensation and training procedures of workers in SMES.</p> <p>Identify problems of human capital management and how to solve them in SMEs</p>	<p>Guide students to prepare organization al charts for SME and how to forecast their employment needs.</p>	<p>Internet and relevant websites</p>

		Explain problems of human capital management in small business enterprises and how to cope with them.				
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Assessment: Give details of assignments to be used:

Coursework/ Assignments %; Course test %; Practical %; Project %; Examination %

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Examination	Final Examination (written) to assess knowledge and understanding	0
Test	At least 1 progress test for feed back.	25
Practical / Project	Project with group (25%) and individual (50%) components to be assessed by the teacher	75
Total		100

PROGRAMME: NATIONAL DIPLOMA IN LEISURE AND TOURISM MANAGEMENT	Code: ACC 121	Credit Hours: 4.0
Course: PRINCIPLES OF ACCOUNTS II	Pre-requisite: ACC 111	Theoretical: 1 hours/week - 25%
Semester: SECOND SEMESTER		Practical: 3 hours/week - 75%

Goal: This course is designed to enable the student understand the application of accounting principles to specific business transactions.

GENERAL OBJECTIVES:

On completion of this module the students should be able to:

- 10.0 Understand Control Accounts.
- 11.0 Know the different methods for the collection of data for Final Accounts from incomplete records.
- 12.0 Understand manufacturing accounts and Trading Accounts.
- 13.0 Understand the accounts of non-trading organization.
- 14.0 Understand Partnership Accounts.
- 6.0 Understand the preparation of simple Company's Final Accounts.

PROGRAMME: NATIONAL DIPLOMA IN LEISURE AND TOURISM MANAGEMENT	Code: ACC 121	Credit Hours: 4.0 hours
Course: PRINCIPLES OF ACCOUNTS II	Pre-requisite:	Theoretical: 1 hours/week - 25%
Semester SECOND SEMESTER		Practical: 3 hours/week - 75%

Theoretical Content				Practical Content		
Week	General Objective 1: Understand Control Accounts.					
	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1	1.3 Define Control Accounts. 1.4 Explain the need and uses of	(i) Explain Debtors and Creditors	Overhead projector	1. Demonstrate the need for control	State the uses of control account.	Accounting packages.

2	control accounts in a business enterprise.	control/accounts. (ii) Prepare Control Accounts and state their uses.	Worked examples	account in business enterprises. 2. Prepare final accounts of enterprise from incomplete records.	Students to carry out preparation of final account from incomplete records manually or electronically using a case study exercise.	Spreadsheets.
General Objective 2: Know the different methods for the collection of data for Final Accounts from incomplete records.						
3	2.3 Explain the term incomplete records as distinct from complete records. 2.4 State and explain the different methods of collecting data for the preparation of final accounts from incomplete records. 2.5 Prepare the final account of an enterprises from incomplete records.	(i) Describe incomplete records. (ii) Differentiate single Entry bookkeeping from incomplete records. (iii) Explain causes of incomplete records. (iv) Prepare final accounts from incomplete records.	Overhead projector Worked examples	1. Demonstrate the need for control account in business enterprises. 2. Prepare final accounts of enterprise from incomplete records	State the uses of control account. Students to carry out preparation of final account from incomplete records manually or electronically using a case	Accounting packages. Spreadsheets.
4						

					study exercise.	
General Objective 3: Understand manufacturing accounts and Trading Accounts.						
5	3.1 Distinguish between manufacturing account and trading account.	(i) Explain manufacturing account and its components.	Overhead projector Worked examples	1. Determine prime cost overhead.	Display graphically preparation of final accounts of a manufacturing enterprise manually or electronically.	Spreadsheets Accounting packages. Flipchart.
6	3.2 Explain the details that will appear in such account.	(ii) Illustrate with examples the preparation of final accounts of a manufacturing enterprise.		2. Produce a format for a manufacturing account.		Case study exercise.
	3.3 Prepare a manufacturing account format.					
	P3.4 Prepare simple account of manufacturers, valuation of stock and work in progress of such organizations.					
General Objective 4: Understand the accounts of non-trading organizations.						
7	4.4 Explain a receipts and payments account.	(i) Explain Receipt and Payment Accounts.	Overhead projector Worked examples	1. Prepare the accounts of mosques, churches and clubs.	Direct students to prepare, using a computer spreadsheet, the accounts of non-profit making organizations using a case study exercise.	Accounting packages. Spreadsheets. Flipcharts.
8	4.5 Prepare a simple receipts and payments account.	(ii) Prepare the final accounts of a non-trading organization.				
	4.6 Differentiate Income and expenditure account from a receipts and payments accounts.	(iii) Compare the final accounts of non				
	4.7 Prepare an income and expenditure account from a receipts and payment accounts.					
	4.8 Distinguish between the records					

9	of a sole proprietor and that of non-trading organization. 4.9 Prepare the accounts of non-trading organization.	trading organization with that of a sole proprietor.				
General Objective 5: Understand Partnership Accounts.						
10 11	5.1 Explain the relationship that can appropriately be described as a partnership. 5.2 Explain the nature of partnership agreement. 5.3 Interpret the law relating to the partnership business. 5.4 Determine each partner's share in the relationship through the preparation of partnership profit and loss appropriation accounts at the end of each financial year. 5.5 Compute and make correct ledger entries relating to the interest due to the partners on their drawings. 5.6 Explain why interest should be allowed either on the partner's capital or drawing balances. 5.7 Explain the differences in approach between accounting for a partnership	(i) Explain the law relating to partnership, its formation and accounting procedures. (ii) Illustrate the preparation of partner's profit and loss appropriation account, current accounts, capital accounts and balance sheet.	Overhead projector Worked examples	1. Prepare partnership final accounts reflecting partners salaries interest on capital drawings and share of profit.	Direct and observe the students preparing final accounts of a partnership using a case study example.	Spreadsheets Accounting packages.

12	where the partners capitals are fixed and where they are not.					
General Objective 6: Understand the preparation of simple company's final accounts.						
13	6.1 Prepare appropriation account of a Limited Liability company.	(i) Explain the preparation of the appropriation account and Balance Sheet of a Limited Liability Company.		1. Prepare the final accounts of companies.	Direct and observe the students preparing the final accounts of Limited Liability Companies.	Spreadsheets Accounting packages. Flipcharts. Sample companies audited accounts.
14	6.2 Distinguish the appropriation account of a Limited Liability Company from that of partnership.					
15	6.3 Prepare a simple Balance Sheet of a Limited Liability Company.	(ii) Prepare the appropriation account and Balance Sheet of a Limited Liability Company.				

ASSESSMENT CRITERIA			
Coursework 25%	Course test %	Practical 25%	Other (Examination/project/portfolio) 50%

Suggested reading : Owen G (1998) Accounting for Hospitality, Tourism and Leisure, 2nd ed. , Harlow: Longman

PROGRAMME: ND Office Technology and Management	Code: GNS 201-202	Credit Hours: 4 hours
Course: Technical English II	Pre-requisite Technical English I	Theoretical: 2 hours/week - 50%
Semester: 3		Practical: 2 hours/week - 50%

Course main Aim/Goal: This course is designed to consolidate the student's competence in use of English Technical in business. At the end of this course the student should understand the key rules and techniques of English in a business environment.

General Objectives:

- 1.0 Review the rules of grammar.
- 2.0 Know how to write good essay, reports, and articles.
- 3.0 Comprehend the difference between denotative and connotative use of words.
- 4.0 Understand the techniques of comprehension and summary writing.
- 5.0 Understand registers.
- 6.0 Understand the principles of correspondence.

Theoretical Content			Practical Content			
Week	General Objective 1.0: Develop appropriate study skills using English Language.					
	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1-2	1.1 Revise the concepts of phrase and clause.	Define the terms phrase in and "Clause" and explain their various types.	Passages from relevant source books	Identify structural and functional phrases and clauses.	Guide students in the identification.	Phrases and clauses from relevant source books.
	1.2 Revisit the definition of the sentence.	Define the sentence and remind the various types.	As in 1.1	Identify structural and functional sentences.	Guide the students in the process.	Sentences from source books.
General Objective 2.0: Know how to write good essays, reports, and articles.						
3-5	2.1 List the different types of essay and identify the features of each type.	List and explain the different types, and features of each type of essay.	Model essays, literature, etc Handouts	a. Generate relevant information on a given topic. b. Draw up a good outline.	Assign topics and evaluate students work.	Handouts

				c. Write a good essay on a given topic.		
3-5-	2.2 Understand a report; its types, uses and characteristics.	Define a report and list types. Enumerate uses and characteristics of a good report.	Model of good reports.	Write a report.	Evaluate the report.	Handouts
	2.3 Appreciate the techniques for writing articles.	Explain techniques for writing articles.	Model essays and articles. Handouts	Write good articles for publication.	Evaluate and analyze published essays..	Newspapers Journals Magazines
General Objective 3.0 Comprehend the difference between denotative and connotative use of words.						
6-7	3.1 Understand the term denotation..	Explain the term denotation.	Groups of synonyms from source books.	a. Identify words used denotatively. b. Use words denotatively.	Compare denotative and connotative usage in group of synonyms eg woman, lady, female, client, customer, patient, fear, terror, dread, etc.	Groups of synonyms from source books.

	3.2 Understand the term connotative.	Explain the term connotation.	As in 3.1 above.	a. Identify words used connotatively. b. Use words connotatively.	Guide students and evaluate their work.	Handouts
General Objective 4.0: Understand the techniques of comprehension and summary writing.						
8-9	4.1 Give contextual explanations to statement from a text.	Explain the techniques answering questions on comprehension at a higher level of difficulty.	Comprehensi on passages.	Answer questions on comprehension passages at a higher level of difficulty.	Guide and grade students work.	
	4.2. Understand summary writing types and steps in writing them.	Explain and illustrate summary writing, types, and steps in writing them.	Passages from source books.	Write, within a specified length, a good summary of a given passage.	Guide and evaluate students' work.	
	4.3 Identify colloquialism, slangs and jargons.	Explain and illustrate colloquialisms, slangs and jargons.	Passages from relevant sources.	State appropriate use of jargons.	Guide students.	
General Objective 5.0: Understand registers.						
10	5.1 Understand registers.	Explain registers and factors influencing them viz field, mode, tenor.	Passages from source books.	a. Identify items of register in a given passage. b. List items of register in a given passage.	Guide and evaluate students' work.	Textbooks, workbooks.

General Objective 6.0: Understand the principles of correspondence.						
11-15	6.1 Recognise the different types of business letters.	Describe and illustrate the different types of business letters eg applications enquiry, invitation, complaints, and their replies.	Model business letters.			
	6.2 Apply suitable language for business letters.	Explain suitable language for specific types of business letter.	Handouts	Write business letters.	Guide and grade students' work.	Handouts Example of generic business letters
ASSESSMENT CRITERIA						
Coursework		Course test		Practical		Other (Examination/project/portfolio)
%		%		%		%
30				30		40

PROGRAMME: NATIONAL DIPLOMA IN QUANTITY SURVEYING		
Course: CITIZENSHIP EDUCATION		Course Code: GNS 111
		Contact Hours 2HRS/WEEK
Course Specification: Theoretical Content		
General Objective 1.0: Understand the Constitution of Nigeria		
Week	Specific Learning Outcome:	Teachers Activities
1-4	1.1 Explain the term constitution 1.2 Distinguish the different types of constitution 1.3 Highlight some provisions of an International Constitution 1.4 Explain the effectiveness of International Constitution 1.5 Explain the supremacy of the Nigerian Constitution to other laws with emphasis on the 1989 constitution 1.6 Evaluate the main parts of the Nigeria Constitution 1.7 Draft a constitution for an association 1.8 Trace the historical development of the Nigerian Constitution 1.9 Discuss the merits and demerits of each of the Nigerian constitutions 1.10 Explain the concept of “rule of law”	Ask the students: <ul style="list-style-type: none"> • what their understand by the term constitution and to distinguish the different rules of constitution known • to explain the effectiveness of International Constitution • to explain Nigerian Constitution to other laws. • To identify the main parts of the Nigerian Constitution. Assess to the students by given the assignment to draft a constitution for an association
General Objective: 2.0 Understand the federal system of government in Nigeria		
Week	Specific Learning Outcome:	Teachers Activities
5-7	2.1 Describe a federation 2.2 Distinguish a federation from a confederation 2.3 Outline the basis for the federal system in Nigeria 2.4 Examine the evolution, structure and functions of the federal system in Nigeria. 2.5 Analyse the relationships among the three tiers of government in	Ask the students: <ul style="list-style-type: none"> • to describe a federation and to differentiate between a federation and a confederation
Resources		
		Chalkboard, duster
		• Chalk, blackboard, duster

	Nigeria 2.6 Evaluate the revenue allocation formula in operation in Nigeria 2.7 Compare and contrast other federation with Nigeria ¹¹	<ul style="list-style-type: none"> to define the functions of the federal system in Nigeria and the relationship among the three tiers of government to evaluate the revenue allocation formula operation in Nigeria 	
General Objective: 3.0 Know the constitutional rights and obligations of Nigerian citizens			
Week	Specific Learning Outcome:	Teachers Activities	Resources
8-9	3.1 Examine the significance of rights and obligations in Nigeria 3.2 Assess government's protection of fundamental rights as contained in the Nigerian constitution 3.3 Evaluate the responsibilities and duties of Nigerian citizenships and the benefits for performing them 3.4 Assess the responsibilities and duties of constituted authority to the people 3.5 Evaluate the responsibilities and duties of government to the People	<ul style="list-style-type: none"> Ask the students to identify the responsibilities and duties of Nigerian citizenship 	<ul style="list-style-type: none"> Chalk, blackboard, duster
General Objective: 3.0 Understand Citizenship			
Week	Specific Learning Outcome:	Teachers Activities	Resources
10-12	4.1 Discuss the significance of citizenship 4.2 Analyse the principles and benefits of citizenship 4.3 Explain the difference in the modes of acquiring citizenship 4.4 Evaluate the merits and demerits of each type of citizenship 4.5 Analyse the basis for the acquisition and withdrawal of Nigerian citizenship 4.5 Examine the benefits derivable from Nigeria citizenship	<p>Ask the students:</p> <ul style="list-style-type: none"> to discuss and analyse the principles and benefits of citizenship to analyse the basis for the acquisition and withdrawal of Nigerian citizenship 	<ul style="list-style-type: none"> Chalk, blackboard, duster
General Objective: 5.0 Fundamental objectives and directive principles of state policy in Nigeria			
Week	Specific Learning Outcome:	Teachers Activities	Resources

<p>5.1 State the fundamental obligations of government as provided in the constitution</p> <p>5.2 Explain the general provisions of the fundamental objectives and directive principles of state policy</p> <p>5.3 Explain the political, economic, social and education policies of Nigeria</p> <p>5.4 Explain the directive principles and policy of the Nigerian government on culture, the mass media, national ethics and duties of the citizen</p> <p>5.5 Assess the conformity observance and application of the fundamental objectives and directive principles of state policy by governments and people of Nigeria.</p> <p>5.6 Recommend improvements on the provision conformity, observance and application of the fundamental objectives and directive principles of state policy</p>	<ul style="list-style-type: none"> • Ask the students to explain the directive principles and policy of the Nigerian • Government on cultures, the mass media, national ethnics and duties of the citizen 	<ul style="list-style-type: none"> • Chalk, blackboard, duster
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PROGRAMME: ND Office Technology and Management	Code: GNS = OTM 101-102	Credit Hours: 4 hours
Course: Technical English I	Pre-requisite O/L Credit in English	Theoretical: 2 hours/week - 50%
Semester: 1		Practical: 2 hours/week - 50%

Course main Aim/Goal: This course is designed to enable the student acquire the necessary language and communication skills which will enable him/her to use the English Language in a business environment and to know the techniques of correspondence.

General Objectives:

- 1.0 Develop appropriate study skills in English Language.
- 2.0 Know the nature of language and the basic rules of grammar.
- 3.0 Appreciate literary works in English.
- 4.0 Understand the concept of communication.
- 5.0 Know how to make oral and written presentations.
- 6.0 Know the rules of comprehension and interpretation.

PROGRAMME: Office Technology and Management	Code: GNS 101-102	Credit Hours: 4 hours
Course: Technical English I	Pre-requisite O/L Credit in English	Theoretical: 2 hours/week - 50 %
Semester: 1		Practical: 2 hours/week - 50%

Theoretical Content			Practical Content			
Week	General Objective 1.0: Develop appropriate study skills using English Language.					
	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1	1.1 Understand the principles of good note taking and making techniques in English.	Explain the necessity for acquiring good note-making/making techniques in English.	-Flip charts -Felt pen -Textbooks -Workbooks -Close-circuit TV	Demonstrate good note-taking skill in English.	Provide assignments on note taking.	-Flip charts -Felt pen -Textbooks -Workbooks

	1.2 Understand method of note taking/making English.	Show methods of note-taking/making in English.	Model notes	List methods of note-taking/making in English.	Provide sources of information on note-taking/making.	-Library -Internet
2	1.3 Identify sources of library information.	Expose students to sources of library information in English.	Library Dictionary, reference books, etc	Classify sources of library information.	Refer students to sources of library information.	Sections of Library -Internet
	1.4 Identify information in the sources listed in 1.3.	Discuss with students how to locate the sources listed in 1.3.	As in 1.3	Locate information in the sources listed in 1.3.	Guide students in locating the sources listed in 1.3.	As in 1.3
	1.5 Identify good reading habits in English.	Discuss the principles of good reading habits.	Class handouts	-Apply good reading habits	Set tasks and supervise activities	-Newspapers -Textbooks -Magazine - Selected Novels
General Objective 2.0: Know the nature of language and the basic rules of grammar.						
3	2.1 List the characteristics of language.	Explain the concept of language Textbooks	Textbooks			
	2.2 Appreciate the four	Discuss the four language	Handouts	Role playing in the	Supervise the	Audio tapes

	language skills – speaking listening, writing, & reading.	skills.		four language skills.	students’ activities.	Radio Video recorder Cd-rom
4	2.3 Understand the functions of language.	Explain the functions of language.	As in 2.2 above.	Discuss the functions in groups.	As in 2.2 above.	As in 2.2 above.
	2.4 List the uses of English Language in Nigeria.	Explain the uses of English Language in Nigeria eg as the language of Research, government, business, etc.	Resource persons from government, business, research, etc	Role playing as researchers, government officials, business, etc.	Evaluate students’ activities.	
5	2.5 Understand grammar and parts of speech.	Explain grammar and parts of speech.	Handouts			
	2.6 Understand the use of part of speech in sentences.	Analyse the use of parts of speech in sentences.	Demonstration tapes.	Work on the assigned exercises.	Provide exercise as parts of speech.	Textbooks Workbooks and related materials.
6	2.7 Identify common errors in the use of parts of speech.	Explain what constitute errors in the use of parts of speech.	Class handouts Examples	Correct common errors in the use of parts of speech.	Provide passages containing common errors in parts of speech.	Passages, Extracts Speech’s

	2.8 Understand correct synthetic arrangement and punctuation marks.	Demonstrate to students correct synthetics arrangement and punctuation marks.	Handouts Examples	Construct sentences with correct syntactic arrangement and punctuation.	Set activities and provide feedback	As in 2.7 above.
	2.9 Appreciate idioms, figures of speech, and offices.	Explain idioms, figures of speech and affixes.	As in 2.7 above.	Construct sentences to illustrate idioms, figures of speech and affixes.	Set activities and provide feedback	As in 2.7 above.
General Objective 3.0 Appreciate literacy works in English.						
7	Understand the meaning and stages of development of literature.	Define and trace the development of literature.	Literary materials. Handouts			
	Classify the literary game.	Different between the literacy genres.	Classical and modern literary works.	Analyse the characteristics of different literacy genres.	Supervise the students activity.	Class handouts Selected literary examples
8	Appreciate the terminology and functions of literature.	Explain the terminology and functions of literature such prose and fiction in terms of eg plot, setting,	As in 5.2 above	Differentiate among the following – fiction, prose, plot, setting characterisation etc.	Evaluate students activity.	Role playing of the characters.

		characterisation, etc.				
General Objective 4.0: Understand the concept of communication.						
9	Define and outline the process of communication.	Define and analyse the process of communication.	Textbooks, Charts, etc.			
	List the purpose of communication.	Analyse the purposes of communication	As in 4.1 above.			
	Differentiate between communication and language.	Explain the relationship between communication and language.	As in 4.1 above.	Identify barriers to effective communication at various levels.	Evaluate students work.	Handouts
10	Appreciate the impact of interference on communication at various levels.	Explain the impact of interference on communication at various levels eg phonological, syntactic, etc.	Telephone receivers, Radio Television, etc.	Group discussion	Module the students discussion.	Role plays

	Appreciate code mixing, code switching, and dissonance in communication.	Explain code mixing and dissonance in communication.	Class handouts Graphic examples			
General Objective 5.0: Know to make oral and written presentations.						
11	5.1 List the organs and functions of speech.	Label and describe the functions of the organs of speech.	Class handouts	a. Label organs of speech. b. Classify functions of organs of speech.	Guide the students.	Handouts Oral and written speeches.
	5.2 List the phonemes of English.	Explain the phonemes of English.	Handouts	Produce correctly each of the phonemes enumerated by the teacher.	Guide the students.	
12	5.3 Appreciate the different sound contrast as demonstrated by the teacher.	Distinguish between the different sound contrasts in the consonantal and vowel systems of English Language through correct pronunciation.	Sound tracts eg video, audio, etc	Pronounce the different sound contrasts in English Language.	Evaluate students work.	

	5.4 Note the principles of effective speaking.	Explain principles of effective speaking viz, correct use of stress, rhythm, and intonation pattern.	Handouts	Give short speeches eg welcome address, stories, vote of thanks, etc.	Illustrate techniques of effective speaking.	
13	5.5 List the various types of correspondence.	Explain and illustrate the various types of correspondence, eg letter, memo, notices, etc.	Models of formal and informal letters, memo, notices, etc.	Write formal and informal letters, memos and notices.	Evaluate students' work.	
General Objective 6.0: Know the rules of comprehension and interpretation.						
14	6.1 Recognise the idea in a given passage as distinct from details.	Explain the concept of main idea and differentiate it from details.	Selected passages from relevant texts.	a. Identify main idea in a given passage. b. Distinguish between main idea and details.	Group work. Guide students in their work.	Selected passages handouts
	6.2 Note the use of main idea in anticipating details.	Explain the use of main idea in anticipating specific details.	As in 6.1 above.	Predict specific details from main idea.	Evaluate students work.	

15	6.3 Appreciate the use of context clues in comprehension.	Explain how to use context clues such as definitions, restatements, and examples to aid comprehension.	As in 6.2 above	Draw conclusions from available information.	Guide and evaluate students work.	
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ASSESSMENT CRITERIA			
Coursework	Course test	Practical	Other (Examination/project/portfolio)
%	%	%	%
30		30	60

PROGRAMME: ND Office Technology and Management	Code: OTM 222	Credit Hours: 2 hours
Course: Communication Skills	Pre-requisite:	Theoretical: 1 hours/week -
Semester: 4		Practical: 1 hours/week -

Course main Aim/Goal: **The module is designed to assist the student to interact positively with employers, colleagues, customers etc in the work environment.**

General Objectives:

- 1.0 Know how to interact with people in the work environment.
- 2.0 Know how to maintain a good image.
- 3.0 Know how to maintain a good disposition/and maintain stability.
- 4.0 Know how to develop listening skills.
- 5.0 Know the rules & regulations guiding the profession (office ethics).
- 6.0 Know office politics and when to apply them.

Theoretical Content			Practical Content			
Week	General Objective 1.0: Know how to interact with people in the work environment					
	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1-3	<p>1.1 Explain relationships in work environment.</p> <p>1.2 List various ways colleagues can be addressed in the office.</p> <p>1.3 Deal with difficult persons.</p> <p>1.4 Evaluate interactions with colleagues, etc.</p>	<ul style="list-style-type: none"> - Explain relationships in work environment. - Explain how workers can be addressed (established patterns). - Explain how to deal with difficult persons. - Emphasise the need to be pleasant and business like. - Emphasise the need to evaluate interaction with people. 	<p>Chalkboard</p> <p>Posters</p> <p>Graphics</p> <p>White-boards</p>	<p>Organize role plays in the work environment</p>	<p>Student guided role play activities</p> <p>Case-studies</p>	<p>Films</p> <p>Video</p> <p>Cassette, etc</p>

General Objective 2.0: Know how to maintain a good image.						
4-5	<p>2.1 Maintain a good image.</p> <p>2.2 Display a positive attitude in the office</p> <p>2.3 Dress appropriately.</p> <p>2.4 Be competent in the profession.</p>	<ul style="list-style-type: none"> - Explain the importance of the secretary's image in an organisation. - Explain the general attitudes to be displayed by the secretary. - Explain the importance of physical appearance. - Explain the importance of competency and intelligence in the profession. 	Ditto	Read, copy, write and transcribe dictated passages.	Ditto	Ditto
General Objective 3.0: Know how to maintain a good disposition.						
6-7	<p>3.1 Maintain a pleasant working relationship with people.</p> <p>3.2 Display maturity when working under stress, or</p>	<ul style="list-style-type: none"> - Explain why it is necessary to maintain a pleasant working atmosphere. 	Ditto	Demonstrate transcription and proofreading techniques.	Demonstrate and assess student activities (role-	Ditto

	within short notices. 3.3 Maintain a well integrated personality.	- Explain how to handle tasks within short times. - Explain how to avoid unpleasant situations.	laboratory and typewriter and PCs		plays and case-studies).	
General Objective 4.0: Know how to develop listening skills.						
8-9	4.1 Listen attentively. 4.2 Take notes when a speaker is speaking. 4.3 Ask questions for clarification.	- Emphasise the need to listen attentively. - Emphasise the need to take notes when the speaker in speaking. - Emphasise the need to ask questions to clarify instructions.	Chalkboard Posters White-boards Reading materials handouts	4.1 Students listen to radio and also watch clips on attentive listening.	- Organise films. - Play cassettes. - Guide student activities	Audio tapes Cassette tape Recorder/Player Video tapes Television VCR Reporters note Book Pens
General Objective 5.0: Know the rules and regulations guiding the profession.						
10-13				5.1 Exhibit basic courtesy as an integral part of work habits.	- Explain basic courtesy as an integral part of work habit.	Films Video CD Clips

				<p>5.2 How to deal with both genders in the workplace (male and female)</p> <p>5.3 How to maintain a proper degree of formality and respect with staff and visitors.</p> <p>5.4. Professional relationships: how to recognise and deal with different type of harassments</p>	<p>- Describe the proper level and degree of formality and respect with staff/visitors/colleagues and supervisors</p> <p>- Role plays and case studies</p>	Class handouts
General Objective 6.0: Know the office politics and when to apply them.						
14-15	<p>6.1 Explain office politics.</p> <p>6.2 Explain the political structure of an office.</p> <p>6.3 Explain the importance of political structures in a working</p>	<p>- Explain office politics..</p> <p>- Give example of political structures.</p>	<p>White board</p> <p>Handouts</p>	<p>Show students organizational chart and explain the politics within it.</p>	<p>Student activities recognizing organizational</p>	<p>Organisational charts</p> <p>Handouts</p>

	environment 6.4 List beneficial office politics in the office.	<ul style="list-style-type: none"> - Explain why it is important to know the organisational structure when dealing with people. - Point out office politics that can be useful to an office professional 			chart Group discussions	
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ASSESSMENT CRITERIA			
Coursework 30%	Course test %	Practical %	Other (Examination/project/portfolio) 70%

LIST OF EQUIPMENT FOR HOSPITALITY MANAGEMENT PROGRAMME

(ND)

(1) PRODUCTION/DEMONSTRATION KITCHEN

HEAVY EQUIPMENT:

S/N	I T E M S	QUANTITY
1	Kenwood major or Chef	2
2	Pressure Cooker (Steamer)	2
3	Potato Peeling Machine	2
4	Deep Fryer	2
5	Range master cooker	4
6	Heavy duty bain-marie (hot cupboard)	2
7	Heavy duty cooker range	2
8	Deep freezer	2
9	Hobart mixers	2
10	Boilers	4
11	Range solid top	4
12	Convention oven	4
13	Salamander grill	2
14	Weighing scales (plat form)	2
15	Microwave ovens	2
16	Tilting boiling pans	2
17	Dish washing machine	1

LIGHT EQUIPMENT		
18	Plates rack	4
19	Trolleys	4
20	Weighing scales	10
21	Knives:	
	(a) Carving Knives	10
	(b) Plate Knives	10
	(c) Filleting knives	10
	(d) Boning Knives	10
	(e) Vegetable Knives	10
	(f) Chopping Knives	10
	(g) Bread Knives	10
22	Knives Sharpeners	10
23	Large and Small Skewers	5
24	Juice extractors	20 each
25	Scissors	5
26	Colanders	5
27	Pudding moulds	10
	Burger moulds	5
	Savarin moulds	5
	Mixing boards	5
	Pudding bowls	20

	Ice bowl	20
28	Dishes	
	(a) Scuffle dishes	10
	(b) Oval enfree dishes	20
	© Oval sole dishes	20
	(d) Round sole dishes	20
	(e) Pie dishes	20
	(F) Casserole dishes	20
29	Choppers	10
30	Measuring jugs	10
31	Lemon Squeezers	10
32	Egg cutter	10
33	Pastry Lifters	10
34	Pastry brushes	24
35	Funnels	5
36	Pastry Lifter	5
37	Scrubbing brushes	12
38	Omelette pans	20
39	Pastry pans (21/2/12", 3", 31/2/12, 4")	20 each
40	Baking pans and trays	20 each
41	Chip shovels	20
42	Fluffed flan rings	20
43	Cooks forks	5

44	Larges spoons	10
45	Wooden spoons	10
46	Measuring spoons	10
47	Spatula	10
48	Partioners	10
49	Balcon whisks	10
50	Grater	10
51	Gravy sauce boats	5
52	Potato vicers	10
53	Laddles	20
54	Hamburger wrappers	10
55	Kitchen tongs	5
56	Crockery baskets	5
57	Cooling racks (various sizes)	5 each
58	Piping bags	10
59	Icing tubes	5
60	Kettles (manual)	5
61	Electric Kettles	5
62	Toasters	2
63	Toast racks	5
64	Mincer	2
65	Round and square spiders	5
66	Iron scrappers	5

67	Juice Dispenser	5
68	Chopping boards	20
69	Can openers	10
70	Egg fryers	5
71	Plastic bowls	10
72	Plastic plates	10
73	Rolling pins	2
74	Chip maker	10 each
75	Sieves (large and small)	10
76	Conical strainers	10
77	Bread baskets	10
78	Mortar and pestles (small and large)	2 each
79	Grinding stones	2
80	Kitchen tables	10
81	Kitchen stools	20
82	Sand buckets	6
83	Roasting tins	10
84	Cake tins	10
85	Bun tins (patty tins)	10
86	Sandwich tins	10
87	Flan tins	10

(2) RESTAURANT AND BAR		
1	Knives	
	(a) Butter knives	20
	(b) Joint knives	20
2	Forks	
	(a) Joint forks	20
	(b) Desert forks	20
	© Fish Forks	20
	(d) Service forks	20
3	Spoon	
	(a) Tea spoons	30
	(b) Desert spoons	30
	© Serving spoons	30
	(d) Soup spoons	30
	(e) Salad spoon set	2 sets
4	Glasses	
	(a) Wines glasses	24
	(b) water glasses	24
	© Water jugs	10
5	Plates	
	Soap plates	36
	Dinner Plates	36

	Serving Plates	36
	Side Plates	36
6	Tea cups and saucers	24
7	Ash trays	24
8	Pepper and salt containers	24
9	Butter dishes	36
10	Oval casserole dishes	36
11	Serving trays	36
12	Flower vases	36
13	Wine opener	12
14	Under plates	6
15	Napkins	24
16	Table numbers (depends on size of restaurant)	36
17	Wine racks	2
18	Wine baskets	2
19	Bar board	2
20	Side boards	2
21	Cocktail shakers	4
22	Cockertail Strainers	2
23	6" out measures	2
24	Cocktail mixer	2
25	Coffee pot	4
26	Spirit measure	6

27	Duster Cloth	5
28	Receipt books and cash register	10
29	Flamble lamps	4
30	Butter curler	2
31	Tables	10
32	Chairs	20
(3) ACCOMMODATION OPERATION APARTMENT		
1	Class 42 cash register	1
2	Dinning chairs	20
3	Dinning Tables	5
4	Dressing Table	10
5	Vacuum cleaners	5
6	Irons	5
7	Ironing boards	4
8	Chest of drawers	4
9	Side boards	4
BEDROOM		
10	Beds: double, single	4
11	Mattresses	4

12	Bed liner (sheets, pillow cases, under sheet, blanket)	20
13	Writing table and chair	4
14	Dressing table and mirror	4
15	Easy chairs and central table	4 respectively
16	T.V. set	4
17	Air conditioner	4
18	Side lamp	8
19	Window blinds	10
20	Rug	4
21	Wardrobes	4
22	Plastic flower vases	8
23	Waste paper basket	4
BATHROOM		
25	Bath	4
26	Shower	4
27	Cold and hot water taps	4
28	Sink unit with table	4
29	Water system	14 (2in each room)
30	Towel (assorted)	8
31	Mirror	4

LOUNGE		
32	Easy chairs (settee + 4 chairs)	
33	Centre table	4
34	Stool	12
35	Book rack	2
36	T.V. set	2
37	Radio set	2
38	Window blinds	No depends on size of room
39	Floor rug	
40	Ash trays	16
FIRE FIGHTING EQUIPMENT		
1	Water tank truck	1
2	Fire pump (37 HP machine with hose)	2
3	Water tank	2
4	Hand pump	2
5	Fire fighting kit	2
6	Safety shoes	30
7	Helmet	20
8	Binoculars	20
9	Siren	2
10	Hand fire extinguishers	10

RECEPTION		
1	Counter	1
2	Key track	1
3	Writing table	1
4	Chairs	1
5	Executive chairs	1 settee
6	Centre table	1

RECOMMENDED TEXT BOOKS

1. Theory of Catering by R. Kinton, V. Ceserani and D. Fosket (1999)
2. Food and beverages service management (1997) by Jones A. Fitzsimmons and Mona J. Fitzsimmons.
3. Food and beverage management by B. Davis, A. Lockwood and Sally Stone (1998).
4. Practical cookery by Kinton, Ckeseranni and d. Fosket (2000).
5. Essentials of human nutrition by Jim Mann and A. Stewart Truswell, 1998 first edition: 2000 second edition.
6. Understanding nutrition by Whitney, Hamilton and Rolfes, 1990.
7. Human Nutrition and Dietetics by S. Davidson, R. Passmore, J. F. Brock and A. s. Truswell, 1986.
8. Essentials of Nutrition and Diet therapy by Rodwell Williams, 1978.
9. Nutrition almanac, fourth edition by Gayla J. Kirschmann, 1996.
10. Present knowledge in Nutrition, seventh edition by Ekhard E. Ziegler and I. J. filer Jr. 1996.
11. Food science, Nutrition and Health, sixth edition by Brain a. Fox and Allan g. Cameron, 1995.
12. Elementary Science of Food by E. M. Hildreth, 1975.
13. Integrated Food Science and Technology for the tropics by A. I Ihekoronye and P. O. Ngoddy, 1985.

14. Manual on food consumption surveys in developing countries by E. Olabisi Olusanya, 1977.
15. Food composition table for use in Africa, US department of health education and welfare, public health service and FAO (Nutrition Division), FAO, 1968.
16. Food composition table for West African countries.
17. Practical cookery (seventh and ninth editions) by Victor Ceserani, Ronald Kinton and David Fosket.
18. Food and Beverage Service (fifth edition) by Dennis Lillicrap, John Cousins and robber smith.

LIST OF PARTICIPANTS

Mrs. G.N Morah

Federal Polytechnic Idah

Mrs. A.A. Kupoluyi

Kaduna Polytechnic

Kaduna

Mrs. J. Omozuwa

Kwara State Polytechnic

Ilorin

Mr. Sot O. Obami

Nanet Hotels Ltd

Mrs. H.H. Ashemi

Ramat Polytechnic

Maiduguri

Mr. S.M. Kumo

Federal Polytechnic

Bauchi

Mr. Femi E. Johnson
Banex Plaza Hotel
Abuja

Dr. (Mrs) M.O. Alabi
Federal Polytechnic
Bida

Mrs. A.M. Adeniyi
(FNHCI, FRSH)
Kaduna Polytechnic
Kaduna

Mr. O.O Metilelu
Lagos State Polytechnic
Ikorodu

Mr. I.S. Shinga
(Secretary)
Federal Polytechnic, Bauchi

Mrs. B. Dada (FNHCI)
Yaba College of Technology
Lagos

Ms Rosana Forsuelo
Wavecrest College
Lagos

M.A. Awala
Yaba College of Technology
Lagos

Ms Belinda Nwosu
Wavecrest College
Lagos

Ms I. Nwabachili
Wavecrest College, Lagos

H .T Bamidele
NBTE Kaduna

Ogugua E Okafo [Editor]
NBTE Kaduna