### Module Descriptions for Bachelor of Education (Hospitality) Specialisation

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHOS100</td>
<td>The Hospitality Classroom</td>
<td>5</td>
</tr>
<tr>
<td>BHOS101</td>
<td>Conceptualising Hospitality Learning</td>
<td>5</td>
</tr>
<tr>
<td>BHOS102</td>
<td>Front Officer</td>
<td>6</td>
</tr>
<tr>
<td>BHOS103</td>
<td>Communication Skills</td>
<td>6</td>
</tr>
<tr>
<td>BHOS104</td>
<td>Housekeeping</td>
<td>4</td>
</tr>
<tr>
<td>BHOS105</td>
<td>Food Preparation</td>
<td>6</td>
</tr>
<tr>
<td>BHOS106</td>
<td>Occupational Health and Safety</td>
<td>4</td>
</tr>
<tr>
<td>BHOS107</td>
<td>Food and Beverage</td>
<td>6</td>
</tr>
<tr>
<td>BHOS108</td>
<td>Nutrition and Diets</td>
<td>6</td>
</tr>
<tr>
<td>BHOS109</td>
<td>International and Maltese Gastronomy</td>
<td>4</td>
</tr>
<tr>
<td>BHOS110</td>
<td>Introduction to Travel, Tourism and Hospitality</td>
<td>4</td>
</tr>
<tr>
<td>BHOS111</td>
<td>ICT for Hospitality</td>
<td>6</td>
</tr>
<tr>
<td>BHOS112</td>
<td>Sustainability in Tourism and Hospitality</td>
<td>4</td>
</tr>
<tr>
<td>BHOS113</td>
<td>Human Resources in Hospitality</td>
<td>4</td>
</tr>
<tr>
<td>BHOS114</td>
<td>Cost Control in Hospitality</td>
<td>4</td>
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THE HOSPITALITY CLASSROOM

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Description

This module shall address subjects related to pedagogical skills required to teach Hospitality at secondary and post-secondary/vocational educational institutions, and is intended for professional educators or prospective teachers who: (i) are already teaching this subject at SEC level and want to deepen their knowledge on the subject or (ii) aspire to teach hospitality. Specific topics which shall be taught during this course include: The overall management of the Hospitality classroom; Dealing with challenging classroom behaviour and related preventive measures; Engaging in good quality discussions on specific topics listed in the Hospitality curricula; The use of physical, virtual and visual teaching material to enhance the student’s learning experience.

By the end of the course, the learner should be able to plan and deliver successfully lessons in Hospitality to secondary and upper secondary students in a compulsory schooling setting.

Learning Outcomes

The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Analyse how schemes of work and lesson plans can contribute towards a more structured teaching, particularly for Hospitality topics;

b) Assess different pedagogical practices in terms of delivery of lessons in all Hospitality topics (as per the curriculum provided);

c) Critically review the engagement and commitment of teachers toward continuous professional development in the pedagogical filed of study, particularly with regard to the subject of Hospitality.
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<td>at the end of the module/unit the learner will have been exposed to the following:</td>
<td>at the end of the module/unit the learner will have acquired the following skills:</td>
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<tr>
<td>a) Systematically understand the core principles of class discussions and how these can be carried out;</td>
<td>a. Critically assess and apply different theories and practical pedagogies about Hospitality education in the classroom;</td>
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<td>b) Crytically assess the cognitive and learning process of students;</td>
<td>b. Adequately communicate to students the importance of sustaining fruitful pedagogical relations;</td>
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<td>c) Estanthe relationship between the teacher and the student;</td>
<td>c. Foster pedagogies that seek to eliminate disparities related to forms of ‘othering’.</td>
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<td>d) Systematically outline different situations and conditions which effect (positively and negatively) the learning process of students;</td>
<td>d. Actively engage in the creation of his/her own pedagogical practice in teaching Hospitality.</td>
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<tr>
<td>e) Identify and devise methods of motivating students inside and outside the classroom.</td>
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</table>

**Pedagogical Guidelines**

Pedagogical guidelines can be found at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

**Assessment Strategies**

Assessment Strategies can be accessed at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

This module will be assessed through: Practical Assignment(s)
# Suggested Readings

## Core Reading List:


## Supplementary Reading List:


*Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.*
CONCEPTUALISING HOSPITALITY LEARNING

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Description

This module will draw on a core component of pedagogical theory, namely Learning By Design (LBD), where it shall discuss the integration of knowledge, skills and attitudes towards Hospitality education. The content shall also bring forth different concepts of knowledge processes and how educators can develop their own strategies of teaching while following the minimum curriculum requirements and maximising student’s knowledge take-up, particularly in Hospitality as a vocational subject area. This module shall therefore capitalise on the duality of Hospitality, i.e. vocational and academic, so as to provide the learner with the necessary tools to create the best learning environment to students.

Learning Outcomes

The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Critically evaluate students’ learning process and develop adequate teaching skills which correspond to the actual rate of learning;
b) Analyse the pedagogical theories to class teaching and systematically apply specific concepts which may develop following observation and evaluation of students learning Hospitality;
c) Critically assess the impact of new learning and its method(s) to reflect real-world, down-to-earth situations;
d) Develop an understanding on how the knowledge, skills and attitudes acquired by the student can be easily transferrable.

**Knowledge:** at the end of the module/unit the learner will have been exposed to the following:

a) Devise different methods of teaching and learning that address the requirements of different students, including those with cognitive or learning impairment;

b) Develop key guidelines for an educator to engage on continuous professional development;

c) Support the transferring of content knowledge in Hospitality to knowledge conveyed within the adequate pedagogical framework;

d) Sustain curriculum understanding and practical implementation.

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

a) Identify the educational resources required for the Hospitality class;

b) Design and implement education activities, including assessment of integrative learning experiences and monitoring students’ information take-up.

c) Systematically understand and implement instructional strategies intended to facilitate learning in Hospitality;

d) Assess and address practical concerns of the Hospitality classroom teaching at secondary and post-secondary education, including: classroom management; lesson planning; lesson delivery; syllabus development and implementation; identification of appropriate class notes and readings; report-writing; and teaching statements.

e) Develop classroom research methods and the assessment techniques used in Hospitality.

f) Observe and identify different student learning styles and apply ad hoc instruction methods to students with minor learning difficulties.

**Pedagogical Guidelines**

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**Assessment Strategies**

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This module will be assessed through: Practical Assignment(s)
## Suggested Readings

### Core Reading List:


### Supplementary Reading List:


*Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.*
## FRONT OFFICER

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## Description

This module shall provide students with the necessary theoretical and practical knowledge to teach Hospitality students the main front office activities and functions. The content will focus on the execution and management of task, such as telephone operations, reservations, and customer care which are key in the running of various departments operating within the hospitality context.

## Learning Outcomes

The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Critically review the role of Front Office within the Hospitality sector;

b) Develop a comprehensive understanding of the importance managing the reservations process ensuring quality products and services;

c) Critically assess and implement problem solving initiatives while selecting the appropriate operation and services within the Fornt Office department;
d) Analyse the effects of current trends in Hospitality operations and guest experience in view of quality assurance elements.

**Knowledge:** at the end of the module/unit the learner will have been exposed to the following:

a) Identify and outline the key aspects and responsibilities of the Front Office department and instruct others on the overall hotel operation:

Indicative content:
- The development of the Hotel Industry;
- Procedures of Hotel classification;
- Aspects which affect Hotel Operations;
- Security operation in hotels;

b) Comprehend the human resource structure within the Front office department in order to advise others on an effective working environment required for the day-to-day running of a Hotel:

Indicative content:
- Organisational Design – Line Functions and Staff Functions;
- Characteristics of the Hotel Operations/ Industry;
- A Conceptual Framework of the Hotel General Manager’s Job;
- The Structure of the Front Office Department;
- The structure of the Housekeeping Department;
- The structure of the Food and Beverage Department;
- Strengths and Weaknesses of a Functional Organisation;
- The role and functions of the receptionist;

c) Identify the guest services and their corresponding implementation required for an effective and efficient front office operation:

Indicative content:
- Principles of Customer Care;
- Principles of communication and body language;
- Listening Skills;
- Knowing your product & Services;
- Concierge or Guest Relations Officer;
- Telephone techniques – Handling calls;
- Methods of welcoming guests;
- Catering for guests with physical and other impairments;

d) Critically outline the main principles of finances, cash handling and point of sales in order to
   instruct others on the key financial procedures required at the Front Office department:

Indicative Curriculum Content:
- Sales skills;
- Sources of business and tariffs;
- Use of Front Office software

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

a) Systematically employ the correct procedures when dealing with customers requesting the
   purchasing of a specific supply or service at front office;

b) Assess the different requirements made by guests at Front Office and how can such requests be
   fulfilled in the most efficient and effective way by the front office employees' 

c) Systematically evaluate how to act during specific situations when operating at front office.

Pedagogical Guidelines
Pedagogical guidelines can be found at https://goo.gl/Mh5AvH

Assessment Strategies
Assessment Strategies can be accessed at https://goo.gl/Mh5AvH

This module will be assessed through: Practical Assignment(s)

Suggested Readings

Core Reading List:


**Supplementary Reading List:**


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## COMMUNICATION SKILLS

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                      3. Three A Level subjects at MQF Level 4. |

### Description
Communication, whether unilateral or bilateral, is key in the successful running of every industry. This important soft skill is particularly important for the Hospitality industry. This module is intended to provide the students with the necessary knowledge and understanding on the different components of communication within the hospitality industry, and how best practices can be employed in this regard so as to develop an effective product which leads to client satisfaction. Among the topics which will be discussed, the learner will expect discussions on how to use communication skills to represent the employer and the organisation in the best ways possible and make a good impression on clients while fulfilling and helping with their needs and requests. Different methods of communication will be highlighted, such as telecommunication and personal communication. Finally, this module will discuss ways how to teach Communication skills to students using the relevant syllabus provided by local educational authorities.

### Learning Outcomes
The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Critically assess the core aspects of communication, particularly when dealing with different situations in order to be effective within a Hospitality working environment settings;
b) identify and evaluate how psychological barriers may affect daily communication, particularly within the Hospitality industry and make justified recommendations how specific strategies can improve communication;

c) cooperate effectively with others in the context of Hospitality operations and evaluate how communication barriers can be overcome with best practices within the Hospitality industry.

Knowledge: at the end of the module/unit the learner will have been exposed to the following:

a) Critically determine the core aspects of verbal communication which are key for the successful operation of the Hospitality industry;

Indicative content:
- Communications, Voice projection, Tone of voice and Clarity;
- Telephone Etiquette and Customer Care;
- Complaint handling;
- Communicating during a professional meeting;
- Public Speaking and Presentations;

b) Identify different approaches of non-verbal communication when dealing with internal and external customers within the Hospitality industry:

Indicative content:
- Visual Communications;
- Handling Written complaints;
- Guest Feedback and comment cards;

c) Outline the key components of Cross-cultural communication and identify the best way how to adopt practices which promote better communication between individuals of different cultures:

Indicative content:
- Understand cultural diversity and customs;
- Consequence of preconceptions and stereotyping;
- Conflict Resolution.

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

a) Assess the methods of how a message can be properly conveyed and the corresponding affects this might have on the overall Hospitality product;

b) Evaluate the effectiveness of adequate procedures of how to negotiate prices and assess the the affects this may have on the increase of sales through proper communication skills.

c) Comprehend the importance of understanding different cultures within the context of Hospitality service provision.

Pedagogical Guidelines
Pedagogical guidelines can be found at https://goo.gl/Mh5AvH

Assessment Strategies
Assessment Strategies can be accessed at https://goo.gl/Mh5AvH

This module will be assessed through: Practical Assignment(s)

Suggested Readings
Core Reading List:


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HOUSEKEEPING

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Description

This module shall expose student to different roles and positions within the Housekeeping Department. Practical and theoretical sessions will allow the student to understand the areas of responsibilities which fall under the Housekeeping Department such as guest bedrooms, public areas and back of house area. Discussions will also centre on safety precautions used before starting cleaning an area as this is a key factor affecting the operators within this department. This module will also discuss the main methods of teaching Housekeeping to students by following the relevant syllabus provided by local education authorities.

Learning Outcomes

The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a. Critically review the importance of keeping Hospitality infrastructure clean at both private and public areas and evaluate the impacts that the hygienic factor may have on the clients within the Hospitality sector;

b. Critically evaluate the effects of best practices and their application within the Housekeeping department to enhance the visitors’ experience in Hotels;

c. Systematically comprehend the importance of appropriate use of specialised equipment to successfully complete tasks assigned within the Housekeeping department and assess how this may facilitate the work of staff and their productivity;
b. Analyse and determine how to best apply and handle specific chemicals to properly clean designated areas within a Hospitality infrastructure thus reducing the hygiene related issues and lack of clients’ satisfaction.

Knowledge: at the end of the module/unit the learner will have been exposed to the following:

a) Identify the key aspects and responsibilities of professional Housekeeping:

Indicative content:

- Introduction to the Housekeeping department and the various roles related to it;
- Areas of responsibilities of the Housekeeping Department;
- Colour coding used in the Housekeeping Department.

b) Critically determine industry standards and advise others on the procedures required to successfully complete a task within the Housekeeping department:

Indicative content:

- Cleaning areas and surfaces;
- Use of Personal Protective Equipment;
- Use of cleaning chemicals and safety procedure;
- Daily cleaning tools and materials usage and storage;

c) Outline and advise others on the extents of specific areas requiring cleaning and upkeep within the Hospitality infrastructure:

Indicative content:

- Types of soil that can be encountered, transportation of soil and control of soil;
- Cleaning Frequencies according to area assigned;
- Cleaning Processes and set ups for Guest bedrooms and bathrooms;
- Cleaning Processes for offices, pool surrounding areas, courtyards and gardens.

Skills: at the end of the module/unit the learner will have acquired the following skills:
a) Systematically identify the overall structure of the Housekeeping department, its main responsibilities and practical operation;

b) Device and implement best practices in cleaning and improve the standards at specific areas within the Hospitality infrastructure;

c) Properly utilise tools and chemicals, and identify their proper application and storage within the Housekeeping department.

### Pedagogical Guidelines

Pedagogical guidelines can be found at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

### Assessment Strategies

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This module will be assessed through: Practical Assignment(s)

### Suggested Readings

#### Core Reading List:


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## FOOD PREPARATION

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**Entry Requirements**

1. An MQF Level 4 Matriculation Certificate (MATSEC) or equivalent;
2. A full MQF Level 4 vocational qualification with at least 120 ECTS, or equivalent;
3. Three A Level subjects at MQF Level 4.

### Description

This module will introduce students to food preparation as an action which can be carried out either as a self-sustaining daily activity or one which is more oriented towards a provision of a service. In either case, the discussions here will centre on the importance of proper techniques employed so as to reduce the risk of contamination and health hazards while using and processing different types of food to present a final product. This module will also furnish the learner with technical terminologies used during food preparation while it will provide a more explicit understanding of how to instruct other on the types of food commodities.

### Learning Outcomes
The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Critically review the various responsibilities within the Food Preparation department and the overall effects that a proper structure may have on the Hospitality sector;

b) Assess the importance of keeping a safe and hygienic environment while carrying out tasks related to Food Preparation and production and comprehend the effects such factor may have on both the worker and the client within the Hospitality industry;

c) Systematically develop strategies to properly use food commodities in order to create appropriate menus and analyse the impacts such development may have on the creativity of the overall culinary product.

**Knowledge:** at the end of the module/unit the learner will have been exposed to the following:

a) Establish prep procedures and instruct on the importance of kitchen attire, and the best practices that should be employed in terms of use and application of kitchen tools;

Indicative content:

- Kitchen attire - safety and hygiene aspects of chefs’ uniform;

- The effect and transference of heat on food;

- The use of kitchen knives, tools, equipment and utensils.

b) Systematically comprehend and advise others on the different types of food, their nutritional value, mode of cooking, including safety measures to be taken when handling specific ingredients;

Indicative content:

- Different methods of cooking and correct application to different food commodities;

- Definition of the different categories of hot and cold basic sauces and methods of production including: sauce produced from the basic sauces; miscellaneous sauces produced and used in the kitchen; classification and categories of Soups and accompaniments served with soups; categories of pasta, including general points of cooking, storing pasta, nutritional and food value of pasta; varieties of rice for culinary use, including modes of cooking rice, storage, food safety aspects,
nutritional and food value of rice; different types of meats and offals, poultry and game, including the categories of cuts and joints, outlining suitable cooking methods and nutritional food value;

- The different types of vegetables and fruit, including their seasonality, storage & uses in the kitchen;

- The various classifications of vegetables and fruit including the different forms of preservation and how perishable products are graded within the EU;

- Knowledge about nuts, their uses, quality points and storage.

c) Establish the necessary knowledge and instruct other on the various dairy products, herbs and oils - from their production, purchase, preparation and presentation;

Indicative content:

- Knowledge about eggs and egg products, including EU grading standards, food value, storage and other egg products available on the market apart from fresh eggs;

- The different types of milk and other dairy products including ice creams and different types of creams and their uses;

- Basic knowledge about cheese making, food value, storage and preservation and identifying different types of basic cheeses used in the kitchen.

- Different fats and oils available in the kitchen, understand the difference between each type;

- Different pulses and their uses in the culinary world;

- Identification of different herb, including fresh and dried herbs and their association with which particular food. Knowing the difference between soft and hard herbs;

- Point out different spices commonly used and differentiate in between each other;

- Different condiments available and their use.
d) Obtain the necessary knowledge and instruct others on the structure of the Pastry department, including the core principles when working within the same department such as the different ingredients, their preparation, production and presentation;

Indicative content:

- Introduction to the Pastry Department;
- Pastry Glossary Terms;
- Wheat and types of Flours;
- Basic pastries - short and sweet;
- Choux pastry and suet pastry;
- Puff pastry and Scotch Pastry;
- Yeast – bread production;
- Sweet rich fermented Products;
- Knowledge about Sponges and Cakes, egg-based desserts, Meringues, ice cream and sorbets.

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

a) Operate safely inside a kitchen environment and use proper kitchen terminology, methods of storage and cooking food to diminish risks for both the workers and the client;

b) Apply the appropriate procedures when preparing food in the kitchen using the correct tools in a safe manner;

c) Develop different pastry recipes, their cooking techniques and different methods of presentation;

**Pedagogical Guidelines**

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**Assessment Strategies**

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# Suggested Readings

## Core Reading List:


## Supplementary Reading List:

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OCCUPATIONAL HEALTH AND SAFETY

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**Entry Requirements**

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**Description**

This module shall provide students with a sound understanding and knowledge of the main components of health and safety and how this fits into one’s daily working environment as well as in everyday life. It shall also provide an insight on the necessary preventive measures which may be taken when executing a dangerous task to minimise the risk of accidents.

The student will be introduced to the different terminologies, such as the differences between the terms hazards and risks. In addition, the content of this unit will delve into first aid and how different techniques within this ambit can be employed in case of an accident.

Electrical safety is another important topic which shall be discussed in this unit. Core arguments, such as how to operate electrical devices and appliances will be tackled, this will include the various signage (and their corresponding meaning) and one’s legal obligations towards occupational health and safety. This module shall also cover practical and theoretical aspect to fire safety and fire prevention techniques. Finally this module will discuss methods of teaching Health and Safety to students by following the relevant syllabus and information provided by local education authorities.

**Learning Outcomes**
The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Assess occupational risks for different case scenarios, particularly within the Hospitality sector, and critically determine the actions that need to be taken to prevent occupational accident:

b) Evaluate the conditions of individuals requiring first-aid and assess the state of health of a casualty before administering respiratory assistance for conscious and unconscious victims;

c) Interpret signs of cardiovascular illness and evaluate how the use of specific first-aid equipment can be used by first-aiders to maximise the possibility of survival:

d) Develop a comprehensive understanding of different creatures which are classified as public health pests, and evaluate the importance of devising methods of controlling such pests within a Pest Management Programme.

**Knowledge:** at the end of the module/unit the learner will have been exposed to the following:

a) Interpret and instruct others to identify safety signage, particularly those pertaining to the Hospitality industry:

Indicative content:

- Occupational workplace hazards and risks;

- First aid;

- Workplace electrical safety;

- Safety signs, their meanings and use in the working environment;

- Causes of fire and fire prevention techniques and uses of appliance;

b) Systematically comprehend local and European legislation with regard to Occupational Health and Safety and advise others how to minimise the probability of an occupational accident, particularly within the Hospitality industry:
Indicative content;
- Operational Health and Safety law and the legal obligations of all parties concerned;
- Deal with emergency situations;
- Parameters of use of basic first aid and First Aid regulations of 2002;
- Duties of an employer with regard to First Aid;
c) Identify biological hazards and instruct others how to deal with such situations:

Indicative content;
- The identification and brief biology of all creatures that fall within the public health pest spectrum and the capability of understanding the important features of a Pest Management Programme.

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

a) Outline the procedures that must be carried out to reduce occupational risks and critically review methods how to increase safety at work;
b) Critically assess injuries of a casualty outline methods how to administer first-aid depending on the situation;
c) Comprehend the dangers of pest activity in our environment especially the serious health risks that are associated with pest activity as also the damage to property and damage to business practice;

Pedagogical Guidelines

Pedagogical guidelines can be found at https://goo.gl/Mh5AvH

Assessment Strategies

Assessment Strategies can be accessed at https://goo.gl/Mh5AvH

This module will be assessed through: Practical Assignment(s)

Suggested Readings

Core Reading List:


*Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.*
FOOD AND BEVERAGES

<table>
<thead>
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<th>Code</th>
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<tr>
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Entry Requirements

1. An MQF Level 4 Matriculation Certificate (MATSEC) or equivalent;  
2. A full MQF Level 4 vocational qualification with at least 120 ECTS, or equivalent;  
3. Three A Level subjects at MQF Level 4.

Description

This module provides the student with knowledge and competence about the main components of Food and Beverage Operations within the hospitality industry. The material covered in this course will draw on latest information related to the operative aspects of bars, restaurants, kitchens as well as food and beverage control. Besides being given the theoretical approach, students will have the opportunity to discuss important case study drawing on contemporary examples within the F&B industry.

Learning Outcomes

The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Critically review the role of Food and Beverage service within the Hospitality industry and analyse how various factors, such as: proper hygiene; teamwork; and adequate planning and monitoring of tasks may effect the overall provision of service;

b) Develop a comprehensive understanding of the key responsibilities in providing advise to clients on food and beverage pairing, particularly with regard to different styles of wines and how such insight may enhance the experience of clients in a restaurant environment;
c) Critically assess the quality of hot and cold beverages and the techniques that must be employed to produce such items and evaluate the effects that their visual presentation, notably when it comes to garnishing, has on the overall client satisfaction;

d) Systematically identify the main principles of specialised service, such as the gueridon, and develop a comprehensive understanding of menu planning taking into consideration the corresponding health and safety elements when it comes to serving food.

Knowledge: at the end of the module/unit the learner will have been exposed to the following:

a) Explain what makes an effective team of serves within the Hospitality sector:

Indicative content:
- The setting up of, and organization of, the main types of food and beverage serviced operations including;
- Priorities that need to be attended to in order to achieve profitable and customer orientated service operations
- Aspects that are involved in the organization and administration of successful food and beverage operations;
- Health, safety and security requirements at the workplace;

b) Identify the core principles of supervising customer service within a Hospitality context to ensure good quality service and enhancement of clients’ experience within a restaurant infrastructure:

Indicative content:
- Provision and supervision of customer service performance in a team- work environment;
- Principles of identifying staff training needs and implementation thereof;
- Supervision of the learner to improve individual and team performance in relation to food and beverage service;
- Control and management of resources in food and beverage service operations;
- Requirements needed to develop the skills and understanding to supervise food and beverage services;
c) Distinguish between the different beverages and food and critically explain the complementarity of such:

Indicative content:
- Provision of proper advice to customers in relation to food and drinks that complement each other;
- Provision of advice on different wines;
- Proper planning and organisation of a hospitality orientated event;

d) Understand the proper techniques to prepare and serve different types of beverages and be able to assess the final product before serving:

Indicative content:
- Hot beverages such as the different types of teas and coffees;
- Carbonated drinks and juices;
- Types of spirits aperitifs and liquors and digestives, wines (including aromatised and fortified wines) and other alcoholic beverages;
- different types of garnishes and accompaniments.

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

a) Apply proper procedures to operate the Food and Beverage Service department in a sustainable manner, taking into consideration the supply and demand of clients, their reliance on the overall product, health and safety and menu creativity;

b) Outline the key procedures to coordinate an event in a dining room set up while comprehending the responsibilities of Food and Beverage Servers and the utilisation of specific utensils, such as the gueridon table and crockery;

c) Identify the role of the bartender and outline the basic techniques of non-alcoholic and alcoholic beverage making, including garnishing design;

d) Identify the procedures required to operate within the Food and Beverage department and apply creativity to specific activities such as menu planning and food and wine pairing combinations.
### Pedagogical Guidelines

Pedagogical guidelines can be found at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

### Assessment Strategies

Assessment Strategies can be accessed at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

This module will be assessed through: Practical Assignment(s)

### Suggested Readings

#### Core Reading List:


#### Supplementary Reading List:

*Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.*
### NUTRITION AND DIETS

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</table>
| Entry Requirements | 1. An MQF Level 4 Matriculation Certificate (MATSEC) or equivalent;  
2. A full MQF Level 4 vocational qualification with at least 120 ECTS, or equivalent;  
3. Three A Level subjects at MQF Level 4. |

### Description

This module will explore nutrition concepts as components which often influence consumers in their food choice. This directly affects the hospitality industry. This module will combine nutrition sciences with some aspects of the culinary arts. The approach is an application of the science and practice of healthy cooking.

It will introduce the students to nutritional menu planning, recipe modification, and dietary guidelines. It will cover areas of basic human dietary needs, components of balanced diets, the food guide pyramid, and options of healthier cooking techniques. Students will participate in current issues, research, relevance and interconnections between food, its' preparation and the consumer.

The module will also expose the students to dietary restrictions, the association between diet and disease, and various cooking practices that could be modified when influenced by nutritional requirements.

In addition, this module will discuss methods of teaching Nutrition and Diets to students by following the relevant syllabus and information provided by local education authorities.

### Learning Outcomes
The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a. Critically review the importance of nutrition, particularly within the Hospitality industry where the provision of quality food and beverage is a core component within this sector, and identify the main principles of contemporary nutritional issues, e.g. vegetarianism, heart healthy diets, high protein;

b. Critically assess the various technical processes and components related to nutrition, e.g. the industrial hydrogenation, the function of lipids, vitamins, un-refined carbohydrates, fats and oils, and develop a critical understanding of how all this can be incorporated in different cooking programmes targeted for different clients;

c. Analyse the effects that good guidance to clients with special nutritional requirements has on the overall Hospitality sector, particularly with regard to a restaurant environment, where the provision of food and beverage service has to keep high standards when it comes to taste, healthy menus and presentation;

d. Develop a comprehensive understanding of healthy cooking techniques, particularly on ways to decrease calorie content and reduce micronutrient losses in cooking and evaluate the resources required that will help one to identify the recommended dietary allowances for healthy individuals.

**Knowledge:** at the end of the module/unit the learner will have been exposed to the following:

a. Outline the core nutritional terms and define the chemistry of macro-nutrients and how these are digested and absorbed by the human body;

b. Describe the benefits of un-refined carbohydrates and develop ways how to increase whole grains in their cooking;

c. Identify the importance of the digestive system and comprehend the process by which proteins, lipids and other nutrients are digested;

d. Define the functions of various vitamins and their benefits to the human body and outline the sources of food from the Food Guide Pyramid from which such vitamins may be obtained;

e. Describe the importance of healthy eating patterns throughout one’s lifetime, namely: pregnancy; infancy; adulthood and the elderly age and outline how this can affect the Body
Mass Index of an individual and reduce the risk of complications such as diabetes and hypercholesterolemia;

f. Explain the benefits of a Mediterranean diet and describe how this can reduce the risk of specific conditions such as dyslipidaemia.

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

a. Provide basic nutritional advice to individuals with specific dietary requirements;

b. Apply an enquiring, problem solving, and reflective approach to nutrition research;

c. Prepare at least five strategies that will promote the Mediterranean diet and outline how this can enhance healthy eating;

d. Evaluate different diets and prepare related menus while discussing possible restrictions in terms of specific dietary conditions;

e. Identify the major sectors of the economy and industry groups related to Hospitality and discuss how adequate nutritional training can be an added skill to a prospective employee working in a restaurant environment.

Pedagogical Guidelines

Pedagogical guidelines can be found at https://goo.gl/Mh5AvH

Assessment Strategies

Assessment Strategies can be accessed at https://goo.gl/Mh5AvH

This module will be assessed through: Practical Assignment(s)

Suggested Readings

Core Reading List:


INTERNATIONAL AND MALTESE GASTRONOMY

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**Entry Requirements**

1. An MQF Level 4 Matriculation Certificate (MATSEC) or equivalent;
2. A full MQF Level 4 vocational qualification with at least 120 ECTS, or equivalent;
3. Three A Level subjects at MQF Level 4.

**Description**

This module is designed to inform students about the range of approaches in understanding the main principles of Gastronomy as a field which relates the choices of specific food, its preparation and cooking in relation to different cultures. The content of this module will allow the learner to develop appropriate understanding about such relationships both at international and at local level. This content will include discussion on methods of teaching this subject to students following the relevant syllabus provided by local education authorities.

**Learning Outcomes**

The learner will be able to:

**Competences:**

a. Critically review the role of Gastronomy in today’s society and develop and comprehensive understanding of the European Classical Sequence and how did this evolve in the last century in view of traditional and current trends in gastronomy;

b. Analyse the main components of Nouvelle Cuisine and critically discuss its core principles which contribute towards the modern gastronomy;
c. Classify and categorise the key factor which lead to good menu construction, taking into consideration the diversity of local and international gastronomy through different past cultures while developing a comprehensive understanding of the popular local Maltese dishes.

Knowledge:

a. Discuss the contribution of gastronomy toward the Hospitality industry and identify the key roles within this field;

b. Indicative content:
   - The definitions of gastronomy;
   - The roles of a Gastronome / Gastronomer;
   - The interpretation of gastronomy today;

c. Discuss the historical element of gastronomy, particularly with regard to the Mediterranean and European region and identify the various symbolisms which specific food is associated with;

b. Indicative content:
   - Gastronomy in medieval Europe and nineteenth century France, England and Germany;
   - Food and the notion that this goes beyond nutrition;
   - Symbolism of food and social distinctions;
   - The meaning of specific food;
   - Basic components of food and non-food;

e. Explain how different cultures relate to specific food and drink and their corresponding social constraints;

f. Indicative content:
   - Food choice in relation to social constraints;
   - New non-alcoholic beverages; tea, coffee and chocolate.

Skills:

a. Identify the main principles of gastronomy and draw comparisons with other related disciplines in light of different social and cultural context;
b. Outline and discuss the main reasons which indicate that ‘food’ in not only material sustenance but may also be a social constraint among different communities;

c. Explain what may influence food choice and food preferences and discuss how this affects the gastronomic experience of individuals;

d. Identify the role and functions that alcoholic and non-alcoholic drinks and drinking have in society and how these affect society at large.

Pedagogical Guidelines

Pedagogical guidelines can be found at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

Assessment Strategies

Assessment Strategies can be accessed at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

This module will be assessed through: Practical and Reflective Tasks

Suggested Readings

Core Reading List:


Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.
INTRODUCTION TO TRAVEL, TOURISM AND HOSPITALITY

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<td>1. An MQF Level 4 Matriculation Certificate (MATSEC) or equivalent; 2. A full MQF Level 4 vocational qualification with at least 120 ECTS, or equivalent; 3. Three A Level subjects at MQF Level 4.</td>
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</table>

Description

The aim of this module is to allow the students to understand the hospitality, travel and tourism industries and the core principles by which these sectors operate. In this Unit, learners will explore different types of tourism and different purposes of travel. The learners will be introduced to the main principles of sustainable tourism. The importance of tourism to the Maltese economy and the dynamic nature of industries within the travel and tourism sector will also be highlighted. Issues related to tourism and hospitality in relation to physical and non-physical development shall also be discussed. Learners will also gain an understanding of the hospitality industry on varying levels, therefore gaining an insight of the size of the industry at an international level. Furthermore, students will be able to distinguish between different types of businesses operating in the hospitality industry. Learners will have the opportunity to explore the job roles available in the industry. In addition, this module will equip learners with the necessary knowledge about pedagogical techniques required to teach topics related to Travel, Tourism and Hospitality to students by using adequate resources and relevant syllabus provided by the local education authority.

Learning Outcomes

The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a. critically evaluate information on the latest trends in Travel, Tourism and Hospitality;

b. Critically assess of the state-of-play of the various travel, tourism and hospitality products while tracing their development in the last 25 years;
c. Demonstrate a comprehensive understanding on the core issues that have a direct and indirect impact on the Travel and Tourism sector;

d. Critically analyse the contribution of the Travel, Tourism and Hospitality industry toward the Maltese economy;

e. Critically assess the core principles of travel and tourism and how specific historical events, particularly those taking place during the past, shaped the industry as we know it today;

f. Critically review the current tourism products which are made available by this sector, such as various niche tourism products and explain how these can contribute toward quality and a more sustainable tourism locally and abroad.

Knowledge: at the end of the module/unit the learner will have been exposed to the following:

a) Critically review the role of the Travel, Tourism and Hospitality industry in the local and international economy and develop a comprehensive understanding of the various tourism products available nowadays;

Indicative content:

- Theoretical information on the main components of travel, tourism and hospitality industries;

- Practical knowledge on a number of tourism products;

- The contribution of the travel, tourism and hospitality industries towards the local and international economies;

b) Analyse the effects that good marketing strategies have on the promotion of travel and tourism, particularly on the niche tourism products, and how these can cater for different audiences having different interests;

Indicative content:

- Marketing and promotion of travel and tourism products;

- The reasons for the different types of travel;

- Basic information on sustainable tourism and its benefits to society;

- The issues that have an impact on the development of the tourism sector;
c) Critically assess the contribution that the Travel Tourism and Hospitality sector provides toward local and international employment and the Gross Domestic Product;

Indicative content:

j) The different types of hospitality businesses in Malta;

k) The contribution and effects of tourism to the Maltese economy;

l) Different job roles in the hospitality industry;

d) Critically review the historical events which shaped the local and international Tourism industry, and its products, as we know it today and identify the main activities which may contribute toward an increase in quality and sustainable tourism;

Indicative content:

m) Historical information on the main components of travel and tourism industry;

n) Practical knowledge on the historical developments of tourism products (e.g. pilgrimage, sport, antiquity etc.).

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

a. Explain how the travel, tourism and Hospitality industry operates within a global context by analysing broad theoretical, practical and technical information about the core component of this industry

b. Identify the core principles of sustainable tourism and its benefits to society particularly in view of the different types of hospitality businesses in Malta;

c. Critically discuss how the travel and tourism industry developed through a number of historical events within a global context while analysing broad historical information about the core component of these industries;

d. Identify the different job roles within the hospitality industry and explain how these can contribute towards the economy of a country.

Pedagogical Guidelines

Pedagogical guidelines can be found at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)
### Assessment Strategies

Assessment Strategies can be accessed at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

This module will be assessed through: Practical Assignment(s)

### Suggested Readings

#### Core Reading List:


*Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.*
### ICT FOR HOSPITALITY

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</table>

#### Entry Requirements

1. An MQF Level 4 Matriculation Certificate (MATSEC) or equivalent;
2. A full MQF Level 4 vocational qualification with at least 120 ECTS, or equivalent;
3. Three A Level subjects at MQF Level 4.

#### Description

Information and Communication Technology is a core component in the Hospitality Industry and without it, the industry cannot perform its function in the contemporary, digital society. This course is intended to provide students with an understanding of the main functions of computer hardware and software in the hospitality industry, how it is applied in both local international contexts, and acquire the basic competencies to analyse and design systems implementation. This is done from a business and managerial perspective, though the technological perspective will be constantly taken into account. This course also includes methods and techniques pertaining to the teaching of ICT for Hospitality – discussion will centre on the effectiveness of pedagogical techniques in this specific area of study and the syllabus provided by the local education authority.

#### Learning Outcomes

The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- a. Critically review the main issues underlying the role of ICT in (today’s) hospitality environment and the corresponding opportunities and challenges posed by ICT within the Hospitality industry;
- b. Develop a comprehensive understanding of the potential of current web-based technologies (Web 2.0 and Web 3.0) and ones that will be available in the near future (Web 4.0) and
analyse the effects these may have on the design and the development of information and communication strategies in Hospitality organisations;

c. Critically analyse how the use of various ICT applications can contribute towards more structured organisations within the Hospitality industry and explain how operators within this sector can monitor changes in technology that might affect a hospitality organisation.

**Knowledge:** at the end of the module/unit the learner will have been exposed to the following:

<table>
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<th>Knowledge:</th>
<th>at the end of the module/unit the learner will have been exposed to the following:</th>
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<tr>
<td>a) Develop a comprehensive understanding of ICT related application for reservation, room management, accounting and human resources and critically evaluate the benefits of each within the Hospitality sector;</td>
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</table>

**Indicative content:**
- Knowledge of Property Management Systems (PMS)(e.g. Micros Opera ;
- Introduction to Point of Sales Systems; - eCommerce as applied to the Hospitality Industry;
- Knowledge of e-Distributions Systems (e.g. Amadeus);

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<thead>
<tr>
<th>Indicative content:</th>
<th>- Interfaces with guests such a websites, online applications, social media and mobile applications;</th>
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<tr>
<td>- Introduction to Management Information Systems</td>
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<tr>
<td>- Adequate knowledge of hardware, software, cloud;</td>
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<td>- Management Information Applications;</td>
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<tr>
<th>Indicative content:</th>
<th>- Business Intelligence (BI), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Supply Chain Management (SCM) and Knowledge Management Systems (KMS);</th>
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<td>- Business Intelligence (BI), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Supply Chain Management (SCM) and Knowledge Management Systems (KMS);</td>
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<tr>
<td>- Systems Security and Management;</td>
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<tr>
<td>- Technology changes and impact on the Hospitality Industry e.g. 3D Printing, Artificial Intelligence, Augmented Reality, Internet of Things (IoT), Big Data.</td>
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</table>
Skills: at the end of the module/unit the learner will have acquired the following skills:

a. Apply good understanding of the basic functions of the relevant Hospitality ICT applications;

b. Show an understanding of the design of the various ICT application systems and their strengths/weaknesses from a business and managerial perspective;

c. Apply the knowledge obtained in this course to teach students the necessary material according to the relevant syllabus.

Pedagogical Guidelines

Pedagogical guidelines can be found at https://goo.gl/Mh5AvH

Assessment Strategies

Assessment Strategies can be accessed at https://goo.gl/Mh5AvH

This module will be assessed through: Practical Assignment(s)

Suggested Readings

Core Reading List:


**SUSTAINABILITY IN TOURISM AND HOSPITALITY**

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<th>Code</th>
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**Entry Requirements**

1. An MQF Level 4 Matriculation Certificate (MATSEC) or equivalent;
2. A full MQF Level 4 vocational qualification with at least 120 ECTS, or equivalent;
3. Three A Level subjects at MQF Level 4.

**Description**

This module aims at examining the theoretical and applied dimensions of the concept of sustainable tourism and hospitality and how these evolve in time. A number of factors, notably: the economy; planning; the environment and social aspects will be addressed in relation to the promotion of sustainable tourism and hospitality development. Furthermore, this module will discuss core aspects of pedagogy and the appropriate techniques and methods that should be employed to teach this subject effectively to students using the relevant syllabus provided by the local education authority.

**Learning Outcomes**

The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Critically review the implications of global and local environmental issues and their causes in light of sustainable development and the principles of sustainability within the Hospitality industry;
b) Develop a comprehensive understanding of various elements which have a mutual effect on sustainability, such as: the economy; the environment; and the social aspects, and other sectors which are of direct or indirect relevance to tourism;

c) Critically review the role of environmental audits and visitor flows within the Hospitality sector and discuss how specific tools can be employed to enhance Hospitality management strategies and planning locally and abroad;

Knowledge: at the end of the module/unit the learner will have been exposed to the following:

a) Identify the concepts of sustainability in light of the local and international Hospitality industry and discuss the benefits which can be brought forward with the implementation of theories pertaining to sustainability of the global Tourism and Hospitality sector

Indicative content:

- The Concepts of Sustainable Development;
- Interpretations of Sustainable Development;
- Critical Analysis of Sustainability and how it is related to the Global Tourism and Hospitality Sectors.

b) Explain the core arguments about sustainability which are currently being addressed in an effort to improve the environmental, economic and socio-cultural concept vis-a-vis the Tourism and Hospitality sectors;

Indicative content:

- Contemporary Debates of Sustainable Tourism;
- Environmental, Economic and Socio-Cultural aspects of Sustainable Tourism.

c) Discuss the impacts of Tourism and Hospitality on the physical and socio-cultural environment and assess the actions that may be taken to reduce direct negative consequences;

Indicative content:
- The Environment - Land Use Management/Social and cultural Issues/CSR;
- The concept of Limits of Acceptable Change in relation to the impact of the Tourism and Hospitality sectors.

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

a) Identify the core principles of sustainable tourism, the cultural construction of the key concepts, key drivers and implements these principles;
b) Use models of Limits of Acceptable Change related to the Hospitality and Tourism sectors.
c) Apply the knowledge obtained in this course to teach students the necessary material according to the relevant syllabus.

### Pedagogical Guidelines

Pedagogical guidelines can be found at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

### Assessment Strategies

Assessment Strategies can be accessed at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

This module will be assessed through: Practical Assignment(s)

### Suggested Readings

**Core Reading List:**


*Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.*
## Human Resources in Hospitality

<table>
<thead>
<tr>
<th>Code</th>
<th>BHOS113</th>
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<tbody>
<tr>
<td>Lecturer</td>
<td>TBA</td>
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<tr>
<td>MQF Level</td>
<td>6</td>
</tr>
<tr>
<td>Pass Mark</td>
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<tr>
<td>No. of ECTS</td>
<td>4 ECTS</td>
</tr>
<tr>
<td>Entry Requirements</td>
<td>1. An MQF Level 4 Matriculation Certificate (MATSEC) or equivalent; 2. A full MQF Level 4 vocational qualification with at least 120 ECTS, or equivalent; 3. Three A Level subjects at MQF Level 4.</td>
</tr>
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### Description

This module aims at underlining the importance of Human Resources within the Hospitality industry, particularly because this sector contributes more than 20% to the local Gross Domestic Product. One of the key factors that might make or break the constant success of this industry is Human Resource and how this is managed through a number of systems within the hospitality sector. Such systems are divided in three main areas:

- Ability-enhancing systems (e.g. training and staffing)
- Motivation-enhancing systems (e.g. variable pay and performance appraisal)
- Opportunity-enhancing systems (e.g. employee involvement and employee participation)

These three types of systems will be discussed in this module together with the corresponding best practices of Human Resources in the hospitality sector.

In addition to the subject content, this module will outline the methods of teaching Human Resources for Hospitality to students in an effective way and the relevant resources which are made available by the local education authorities.

### Learning Outcomes
The learner will be able to:

**Competences:** at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a. Critically assess the different functions and systems employed within the Human resources sector and evaluate the impact of each when implementing such systems, particularly those aimed at building the necessary capacity of staff;

b. Analyse the effects that the implementation of proper HR systems has on the employees and evaluate this in light of variable pay, performance appraisals and staff empowerment;

c. Develop a comprehensive understanding of the Human Resources structures within the Hospitality industry and critically assess the various elements which lead to an increase in employee involvement and participation within an organization.

**Knowledge:** at the end of the module/unit the learner will have been exposed to the following:

a. Identify the role of Human Resource Management Systems in Hospitality based on ability-enhancing, motivation-enhancing and opportunity enhancing practices;

b. Discuss the importance of organisational culture and ethical principles; achieved through human resource management, to retain workers and enhance productivity;

c. Explain how Human Resource Management practices can be used to develop human capital through training and education, and investment in the knowledge of employees;

d. Identify the importance of the Key Performance Indicators (financial and non-financial) used for benchmarking within the Hospitality industry;

e. Explain the methods of employing The Balanced Scorecard (Kaplan & Norton 1996) to record the performance of a Hospitality organisation and the resulting internal and external outcomes.

**Skills:** at the end of the module/unit the learner will have acquired the following skills:
a. Demonstrate an understanding of issues in human resource management and how to overcome said issues;

b. Use Key Performance Indicators to assess the performance in an organisation;

c. Use various human resource management systems within the tourism and hospitality industry;

d. Apply and use the theory of the Balanced Scorecard to analyse the performance at the workplace.

### Pedagogical Guidelines

Pedagogical guidelines can be found at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

### Assessment Strategies

Assessment Strategies can be accessed at [https://goo.gl/Mh5AvH](https://goo.gl/Mh5AvH)

This module will be assessed through: Practical Assignment(s)

### Suggested Readings

#### Core Reading List:


*Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.*
COST CONTROL IN HOSPITALITY

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Description

This module is intended to equip the student with adequate knowledge and skills related to business calculations, procurement and inventory control. The module shall focus on administering effective materials control in line to cost efficiency, logistics and production planning. The content is adapted to assist prospective educators of hospitality in the delivering topics related to planning and procurement, storing, receiving and issuing of materials from a hospitality perspective. All case studies addressed in this module shall remain valid in any organizational setup orientated to the procurement of stocks, logistics, warehousing and auditing of inventory. Constant emphasis throughout the course is intended to address effective cost efficiency, forecasting, monitoring and attainment of targeted budgets of production control to satisfy the outcome of an organization. Furthermore, this module will discuss the core pedagogical techniques pertaining to the teaching of Cost control in Hospitality and the available learning resources that made the teaching of this subject relevant to students.

Learning Outcomes

The learner will be able to:

Competences: at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

a) Develop a comprehensive understanding of effective cost control within a hospitality environment and evaluate how adequate planning of such an activity may increase the feasibility of a hospitality organisation;
b) Critically analyse how proper procedures that are employed when calculating the standing and seated capacity for a given space can lead to a better financial management and the compliance with the chronology of a profit oriented event;

c) Critically review the role of reporting within the financial department of a hospitality organisation and develop a comprehensive understanding of the importance of procurement procedures, inventory control and trading accounts.

**Knowledge:** at the end of the module/unit the learner will have been exposed to the following:

a) Apprehend different methods of purchasing and explain the concept of Standard Purchase Specification;

b) Identify the correct purchasing procedures while recognising the movement of stock;

c) Understands the concepts of Inventory Control and how does this relate to the Economic Order Quantity factor;

d) Identify the Trading account and discuss the importance of the Profit and loss account.

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

a) Follow the right procedures to carry out effective costings and cost control.

b) Develop effective projections, monitor and attain targeted budgets in line to costs.

c) Apply the correct financial terminology used in the industry.

d) Avoid specific elements which undermine the profits of an organization.

e) Convey the relevant information about purchasing and cost control to students in the most efficient and effective way;
Pedagogical Guidelines

Pedagogical guidelines can be found at https://goo.gl/Mh5AvH

Assessment Strategies

Assessment Strategies can be accessed at https://goo.gl/Mh5AvH

This module will be assessed through: Practical Assignment(s)

Suggested Readings

Core Reading List:


*Whilst several texts are identified, the lecturer shall be providing course participants with an outline of what is considered to be core reading as well as supplementary per week through the VLE platform.*