

hospitality  
services  
level 2  
lecturer's guide

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Lisa Gordon-Davis



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# contents

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introduction	iv
chapter 1	1
chapter 2	4
chapter 3	7
chapter 4	10
chapter 5	14
chapter 6	17
chapter 7	19
chapter 8	24
chapter 9	27
chapter 10	30
chapter 11	33
chapter 12	42
chapter 13	46
chapter 14	49
chapter 15	52
rubrics and checklists	55

# introduction

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Dear Lecturer

This series for the subject Hospitality Services offers a Lecturer's Guide and a Student's book for Hospitality Studies for Level 2 in the Further Education and Training (FET) Colleges. The content of these books has been divided into fifteen chapters, with each chapter dealing primarily with a particular theme and its Subject Outcomes (SOs). Each SO also has Assessment Standards (ASs).

Every chapter includes guidance and additional information on assessment. This offers useful suggestions on how to present the learning material, how to prepare and how to conduct each activity. Ideas for individual, pair, group, class and Portfolio of Evidence activities have been designed to cover all LOs.

Assessment should be continuous. At the end of each chapter there is an opportunity for self-assessment by the students. This Lecturer's Guide gives guidance on how to assess these activities as well as rubrics and checklists to help you and your students to do these assessments.

The author.

# chapter 1

## cleaning and storing glassware



### What will you learn in this chapter?



9.1 You will be able to clean and look after a range of glasses, including, liqueur, sherry, cocktail, highball and whiskey (minimum 4).



1.2 You will be able to work with a range of cleaning equipment including dishwashers, sinks, brushes and cloths (minimum 2).



1.3 You will be able to deal with a range of unexpected situations including breakages, shortage of cleaning materials, faulty or broken equipment and accidents.

### Subject Outcome:

The learner will be able to clean and handle glassware in an efficient, hygienic and organised manner with full understanding of the importance of preparing the glassware and cleaning area within the specified time.

### The learner will be able to:

- Identify different types of glassware and associated equipment and how it should be stored (e.g. beer, wine, liqueur, sherry, highball, cocktail, whiskey, brandy glasses).
- Demonstrate the correct methods of handling glassware and associated equipment both safely and hygienically including transporting of clean and dirty equipment.
- Understand and demonstrate the correct methods of cleaning glassware by machine or manually.
- Understand the importance of maintaining glass storage areas in an organised, safe and hygienic manner.
- Understand the impact on customer service issues in the cleaning and storing of glassware.
- Be able to deal with unexpected operational situations.

## Activity 1.1: Identify glassware

SB page 7

L01, AS1

**What you will need:** a variety of stemware. Include at least one example each of the following glasses: red wine, white wine, liqueur, port, sherry, cognac, sparkling wine.

Label the glasses with numbers or letters next to each and let the students identify each type of glass.

Allow one mark for each correct answer.

## Activity 1.2: In industry

SB page 10

L01&amp;2

**What you will need:** supply your students with rubrics to answer the questions in this activity. You can use the following rubrics as examples of what they should look like.

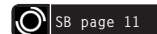
Allow for one mark for each question that the student answered; no marks if the student did not answer.

**Note:** Please be sensitive about the safety and religious sensitivities of your students. It is probably a good idea to accompany your students for this assignment. If there are any students who refuse to enter a bar (or who is too young to order drinks legally) rather take them to an alternative venue, e.g. where only fruit juice is served. It is in any event better that students should order only non-alcoholic drinks while on this assignment.

Topic		Yes	No	Mark
Where and how are the glasses stored?				
a)	Overhead on trays			
b)	On the counter			
c)	Behind the counter			
d)	Under the counter			
How often do staff come to collect glasses?				
a)	Immediately after I finished			
b)	Five minutes later.			
c)	More than ten minutes later.			
How do staff carry glasses?				
a)	On a tray			
b)	Right side up by the stem			
c)	With fingers inside the glasses.			
d)	Upside down by the stems			

What system was used for washing and drying glasses?				
a)	Manual			
b)	Dishwasher			
Were you served a clean glass with every drink you ordered?				
Were the glasses really clean?				
Suggested improvements:				
				Total:

### Activity 1.3: Glassware and customer service

 SB page 11

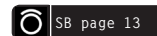
 L05&2

**What you will need:** Let the students answer the questions in writing. The following are suggested answers for these questions.

1. The guest should never have been served with a chipped and cracked glass. Chipped and cracked glasses must be thrown out as soon as they are detected.
2. Happy Daze will suffer from a bad reputation and will likely lose clients. They will also be liable for any medical costs of the client and may even face claims for damages if the client is permanently disfigured.
3. Negative publicity; especially if the broken glass was kept in circulation on the orders of management.
4. Cracked glass is dangerous because it can cut guests. The cracks can also harbour germs which can make guests ill.
5. The glass should have been thrown away as soon as it was cracked.

(5 × 1 = 5)

### Activity 1.4: Handle, clean and store glassware

 SB page 13

**What you will need:** Use the checklist on page 13 of the Student's Book to assess the performance of individual students.

# chapter 2

## cleaning and storing crockery and cutlery

### CHAPTER 2

#### What will you learn in this chapter?



1.1 You will be able to clean crockery and cutlery by hand or by machine.



1.2 You will be able to use chemicals correctly.

1.3 You will be able to clean and store crockery and cutlery using correct hygiene practices.



1.4 You will be able to deal with unexpected situations such as injury, cracked or broken items, no hot water, and out of order dishwasher.



A/W 2.1: (insert stylish photo of crockery/plates and maybe some cutlery – for example upright in a holder next to an upright plate)

#### Subject outcome

Clean and store crockery and cutlery according to organisational requirements.

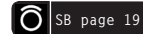
#### Learning outcomes

You will be able to:

- Explain why damaged crockery and cutlery should not be used and the importance of reporting damaged items to a supervisor.
- Demonstrate the correct methods and procedures and equipment for cleaning crockery and polishing cutlery by hand or machine.
- Stack crockery safely and carefully.
- Dry and store crockery and cutlery demonstrating correct procedures.
- Keep storage areas clean, tidy and free from refuse and explain the importance of doing this.
- Understand the importance of keeping cleaning equipment and machinery clean, free from damage and ready for future use.
- Respond to a range of unexpected situations, including injury, cracked/chipped plates, out of order dishwasher, no hot water.



## Activity 2.1 Case study

 SB page 19

[Individual activity; Lecturer assessment; Student's Book page 19]

Health Act Regulation:

No crockery, cutlery, utensils, basins or any other such facilities shall be used for the handling of food if they are not clean or if they are chipped, split or cracked.

**What you will need:** Let your students answer the questions based on this case study and hand it in to you for assessment. Use the following guidelines to assess this activity.

### Assessment guidelines

**Prevention strategies:** staff training; no sick staff should have been working; effective supervision should have picked this up.

**Consequences:** loss of business, reputation and money, payment of expenses for sick guests, possible legal costs if the guests take legal action.

**Damage control:** Issue a press release to the media stating what they intend to do to correct the situation; train staff; supervisor should not let sick staff work; pay medical expenses of people, send flowers to sick people, make public apology to sick people; other sensible ideas.

## Activity 2.2: What is the cost of an injury caused by broken or damaged crockery?

 SB page 25

### Assessment guidelines

The cost of Injuries/accidents

#### The employee:

is unable to perform usual duties and work tasks, either temporarily or permanently

loses quality of life due to permanent injuries

loses wages and ability to earn an income.

#### The employer:

incurs costs, e.g. medical expenses, compensation and rehabilitation

has lower productivity from employees as they resume work on lighter duties

faces a high cost involved in retraining staff

pays a great deal of money for legal action and fines.

#### Hygiene Regulation:

Waste water on food premises is disposed of hygienically and effectively.



## Activity 2.3 Checklist

[Pair activity; Lecturer's assessment]

Use the following checklist to assess your performance.

When cleaning cutlery and crockery I always:		Yes	No
1.	Scrape and clean items before washing.		
2.	Wash at the correct temperature.		
3.	Rinse at the correct temperature.		
4.	Use the correct detergents at the right dilution.		
5.	Inspect all cleaned items for dirt or damage.		
6.	Store items where they belong.		
7.	Polish cutlery hygienically.		
8.	Dispose of breakages safely.		
9.	Record breakages as required.		
10.	Clean cleaning equipment properly after use.		
11.	Report and respond to unexpected situations effectively.		
12.	Work safely and hygienically at all time.		
	Total (one mark for each 'Yes'):		12

# chapter 3

## cleaning and restocking drinks machines/equipment

### What will you learn in this chapter?



3.1 You will be able identify a range of drinks machines: premix or postmix, vending machines, coffee machines and cold drinks dispensers.



3.2 You will be able to respond to unexpected situations related to drinks machines such as jammed or broken machines, quality problems with beverages, accidents, and shortage of cleaning materials.

### Subject outcome

Prepare drinks machines/equipment in a hygienic, efficient and systematic manner, understanding the importance of preparing the drinks machines/equipment in accordance with specifications.

### Learning outcomes

You will be able to:

- Identify various drinks machines/equipment and their purpose (e.g. five types from range of coffee, vending, post/premix, cold drinks dispensers, etc.).
- Disassemble and clean and re-assemble the above machines in the correct manner taking cognisance of the appropriate health, safety and hygiene procedures involved.
- Identify the correct ingredients and restock the machines/equipment in accordance with FIFO principles, and understand and explain why this is important.
- Understand the impact on customer service of implementing correct cleaning and restocking procedures.
- Respond appropriately to unexpected situations such as jammed or broken machines, insufficient supplies or ingredients, etc.

### Activity 3.1: Identify a bar outlet that uses a postmix system.

 SB page 29

**What you will need:** Let your students answer the questions in writing and hand it in to you for assessment.

1. Mark on merit according to the soft drinks most likely to be dispensed through a postmix gun in your community or at hospitality establishments in your area.
2. Evaluate these on merit according to the cleaning principles listed in this chapter.
3. Use a reference such as the Yellow Pages to find out which companies operate in your vicinity. Alternatively you can ask the manager in a hospitality establishment in your area to find out whom they use. Note: many of the better class hospitality establishments nowadays use closed tins of cooldrinks and mixers, rather than mixing machines.

### Activity 3.2: Locate the espresso machine in your restaurant or bar or another restaurant or bar if you do not have one. Identify the following parts:

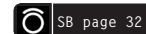
 SB page 30

**What you will need:** Let the students make a sketch of the components of an espresso machine and label each of the components. (**Hint:** Some of the students may have access to a camera and may prefer to use photographs to add labels to. Another alternative is that some students may be able to get hold of the user's manual of an espresso machine and make photocopies of it to add their labels to.)

*Assessing the activity*

Check that the learners are able to identify each part correctly.

### Activity 3.3: The different types of drinks machines

 SB page 32

Type of machine	Drinks served from it

*Assessing the activity*

Draw up a master list of all the relevant machines in your college and the types of drinks that can be served from each. If you do not have such a facility, refer the learners to an operating establishment to which you have access. Draw up a master list for this establishment to use as your rubric.

Facilitate a peer assessment process to ensure that each learner assesses another learner on the identification and use of the machine.

Assess each learner individually on the following tasks:

Practical exercise	Task type	Date completed	Comments by lecturer
Task No. 1	Show your lecturer your ability to empty a drink-dispensing machine and prepare it for cleaning.		
Task No. 2	Dilute cleaning chemicals correctly and clean equipment with them		
Task No. 3	Stock machines according to specifications, and test the equipment to ensure it is ready for use		
Task No. 4	On a separate document, explain a more efficient way of filling machines in your organisation.		
Task No. 5	Find a drink-dispensing machine and strip it for cleaning. On a separate page, make notes of the sequence of events in stripping the machine, and the important safety points to consider.		

# chapter 4

## prepare, service and clear function rooms

### CHAPTER 4

#### What will you learn in this chapter?



1.1 You will be able to prepare a range of two room set-ups, including – conference, function, meetings, seminars and exhibitions, cinema, classroom, U-shape, board-room, etc.



1.2 You will be able to work with a range of ten table, furniture and equipment items – linen, glassware, stationery, chairs, desks, lecterns, flipcharts, tape recorders, projectors, sound equipment, music systems, screens, video/TV monitors, etc.

1.3 You will be able to deal with the following unexpected situations – faulty equipment, shortage of items, last minute changes.

#### Subject Outcome 1:

The learner will be able to prepare Function Rooms for service in an effective, hygienic and organised manner, within specified timeframes.

#### Learning Outcomes:

- Clean a function room to the appropriate standard before and after use.
- Understand basic room set-up requirements. Be able to interpret a functions list and set-up in an organised and efficient way.
- Be able to lay tables according to requirements.
- Be able to locate and set-up audio-visual and other associated conference equipment such as flipcharts, ohp's, lecterns, etc. Include room environmental controls such as air conditioning.
- Understand the reason for and demonstrate room refresh procedures.
- Break down room after use and store all equipment appropriately.
- Understand the issues related to customer service regarding room set-up, equipment, refresh procedures, etc
- Identify responses to unexpected situations such as equipment failure, changes to layout plan, etc.

## Activity 4.1: Simulation

Use the function sheet provided below. Let each group of students fill in the sheet for a function that they are going to prepare for. (Hint: you may want to use this activity in combination with other activities from Food Preparation and Hospitality Generics to make up portfolio activity for your students.) Alternatively you can use a function sheet you drew up yourself.

Divide the class into groups of approximately 8. Allow each group the time to set up the function venue according to the function sheet. Assess them as they prepare the venue, observing their technical skills as well as other cross field skills such as teamwork, communication, problem solving and so on. Assess the laid-up venue for neatness, accuracy of table set-up, operating audio-visual equipment and so on, depending on your equipment and the requirements of the function sheet. Observe the learners break down the room and store all items.

### Function Sheet:

<b>The Meeting Place: Function Sheet</b>	
26 Pretty Street Ermelo	Tel: (064) 678 1187 Fax: (064) 678 156
Function:	
Date of Function:	Venue:
Client:	Contact person:
Address: Physical	Address: Postal
Contact Numbers: Home: Work: Cell: Fax:  Venue contact number:	Venue facilities: Deliveries: Kitchen: Dining: Bar: Cloakrooms: Access, security, keys:
Type of function:	Number of covers:
Start Time:	End Time:
Menu:	Bar and Wine requirements:

Staff: Chef: Barman: Head waitron: Waitrons:	Staff rates per hour: Chef: Barman: Head waitron: Waitrons:
Hiring required: Crockery Glasses Linen Buffet Kitchen (bain-marie) Bar requirements Colour scheme: Extension cord	Other requirements: Flowers: PA system: Audiovisual: Music: Reception table: Photography: Other
Price: Food: Drinks: Service: Hiring:	Table Plan Seating plans:  Table decorations:
Note: Hiring costs for payment by client	

Give the following checklist to students so that they can assess whether they have serviced a venue to the required standards.

When preparing, serving and cleaning functions areas do you:		Yes	No
1.	Clean a function room to the appropriate standard before and after use		
2.	Understand basic room set-up requirements. Be able to interpret a functions list and set-up in an organised and efficient way		
3.	Lay tables according to requirements		
4.	Locate and set-up audio-visual and other associated conference equipment such as flipcharts, ohp's, lecterns, etc. Include room environmental controls such as air conditioning		
5.	Understand the reason for and demonstrate room refresh procedures		
6.	Break down room after use and store all equipment appropriately		
7.	Understand the issues related to customer service regarding room set-up, equipment, refresh procedures, etc.		
8.	Identify responses to unexpected situations such as equipment failure, changes to layout plan, etc.		
<b>Total (one mark for each 'Yes'):</b>			<b>8</b>



## Activity 4.2: Assignment

**What you will need:** It will probably be helpful if you could arrange for your students to help during the preparation, service and cleaning at a function. If there are no venues that offer this kind of service in your vicinity, you could arrange to provide this experience for your students by catering for a function at your college. It may be best to start relatively simply; for example, let your students serve tea and light refreshments at a certificate ceremony at your college. Such an exercise will already provide them with a good understanding of what exactly is involved the organisation and service at a larger, more complicated function.

### Answers to Activity 4.2:

1. Data projector, DVD player, computer, TV
2. Assess the design of the function sheet that it covers all the general function data as per the example provided, and reflects the facilities and equipment at the college venue.
3. Customers will be very angry, they may not return for repeat business, they may tell others of their bad experience, they may demand their money back or if things are really bad, sue the establishment.

# chapter 5

## preparing and clearing areas for counter service

### CHAPTER 5

#### What will you learn in this chapter?



- 5.1 You will observe a minimum range of 10 service items, such as crockery/ glassware or disposables, ashtrays, cutlery, menus, trays, serviettes, service utensils, food containers, hot and cold beverage dispensers, refrigerated units and heated units.
- 5.2 You will observe two types of food display methods.
- 5.3 You will learn how to deal with unexpected situations such as shortage of equipment, broken equipment and colleagues' uncompleted work.

#### Subject outcome

Prepare counter service areas in a hygienic, efficient and organised fashion within stipulated time frames.

#### Learning outcomes

You will be able to:

- Identify food service items and procedures for handling, cleaning and storing them.
- Identify food service equipment, understand the uses thereof and know how to operate the equipment hygienically.
- Describe appropriate procedures for food display. Understand how food display can influence sales.
- Identify different types of counter service and when to use each type.
- Describe appropriate procedures for counter, table and room set-up.
- Understand the importance of maintaining levels of food service equipment and condiments.
- Handle and dispose of waste hygienically.
- Deal with unexpected operational circumstances.

## Activity 5.1: Draw up a daily cleaning schedule

SB page 59

**What you will need:** Assess the activity on what students already know about cleaning of hot and cold display units. Procedures could include the following:

- Empty, clean and switch off refrigerated display units.
- Lock all food and clean fridge doors.
- Wash and polish stainless steel counters.
- Empty hot counters, clean top and bottom, and put on clean covers.
- Empty coffee machine and wash coffee jug. Clean trolley, replenish with spoons, sugar and coffee so that it is ready for the morning. Lock it away.
- Clean juice dispenser and switch it off.
- Clean all sinks.
- Sweep and wash the floor.
- Clean tables in restaurant cleaned and leave them ready for next service.
- Check all cutlery and lock it away.
- Wash all cleaning cloths and put them out to dry. Empty and wash buckets.
- Empty and clean all bins and put new bags in them.

Give the following checklist to your students to assess their own progress:

When preparing and clearing areas for counter service, I always:	Yes	No
Identify food service items and procedures for handling, cleaning and storing them.		
Identify food service equipment, understand the uses thereof and know how to operate the equipment hygienically.		
Describe appropriate procedures for food display. Understand how food display can influence sales.		
Identify and describe different types of counter service and when to use each type.		
Describe appropriate procedures for counter, table and room set-up.		
Understand the importance of maintaining levels of food service equipment and condiments.		
Handle and dispose of waste hygienically.		
Deal with unexpected operational circumstances.		
<b>Total (one mark for each 'Yes'):</b>		<b>8</b>

## Activity 5.2: How to sell food and drink.

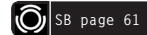
SB page 60

**What you will need:** You will have to allow students time to go and do this research. Instead of sketches, the students can also use cuttings from newspapers and magazines to make a collage to represent the food display.

Evaluate the assignments on originality, ideas, creativity and the way that the learner has evaluated the display in terms of criteria such as:

- use of containers
- arrangement of products
- size and shape of products
- colour
- hot and cold holding equipment
- garnishes and decorations
- originality of display and presentation.

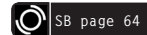
### Activity 5.3 Counter service style restaurants

 SB page 61

**What you will need:** Assess the activity on the following basis:

1. the description and detail regarding the food display
  2. the description and explanation of the food display counters and the sketch or diagram provided
  3. a description of the number and roles of the staff working the service counter.
- You may want to encourage students to include a flow diagram of the service area as well as to indicate the position and movements of the staff.

### Activity 5.4: How to use menus in two counter service restaurants

 SB page 64

**What you will need:** You will need a variety of examples of menus, apart from what the students collected. Assess the activity on the following basis:

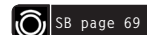
1. Assess the description and comparison of the menu placement and evaluation of the effectiveness, legibility, colour, position, etc.
2. Do an evaluation of the content, working, design of the menus: Are they clustered into meals? Do they enhance appeal and sell the product, or are they merely a list of foods with prices? The learner should describe and evaluate each of these factors and others that may also be relevant.
3. Assess the recommended improvements made by the learners – for example to add pictures if the foods are only listed in writing.

### Activity 5.5 Assignment

 SB page 68

Write a report on the different types of counter service styles that exist and how their set-up differs from one to another.

### Activity 5.6: Counter Service Simulation

 SB page 69

As a group, you must plan and execute a counter service exercise. Plan the following:

- a suitable menu
- style of service
- style of set-up
- seating requirements
- equipment requirements
- serving utensil requirements
- display requirements
- hygiene and safety considerations

Use the equipment available in your college to set up the counter for service and role play/simulate the entire exercise.

# chapter 6

## preparing and clearing areas for take-away service

### What will you learn in this chapter?



6.1 You will be able to work with 10 types of service equipment which includes service utensils, food containers, hot and cold beverage dispensers, display cabinets, refrigerated units, heated units, disposable items and packaging.



6.2 You will identify and work with a range of condiments including seasonings, sugars, sauces and dressings, butter and margarine.

6.3 You will be able to respond to a number of different unexpected situations which include shortage of equipment and accompaniments, broken service equipment, and uncompleted tasks by co-workers.

### Subject outcome

Prepare take-away service areas in a hygienic, capable and orderly manner within agreed time frames

### Learning outcomes

- Check, clean and place menus and promotional materials appropriately and correctly.
- Inspect service areas and ensure they are clean and hygienic.
- Identify food service items, their uses and procedures for handling, cleaning and storing them.
- Identify the correct packaging for take-away items.
- Understand and describe the use of promotional material and where it should be located.
- Describe and demonstrate appropriate procedures for use of take-away food service equipment.
- Maintain service areas in a hygienic and tidy manner.
- Understand and explain the importance of maintaining levels of food service equipment and condiments.
- Handle and dispose of waste hygienically.
- Deal with unexpected operational circumstances. Range: Shortage of food service items, shortage of accompaniments and condiments, damage or broken food service items.

## Activity 6.1: Plan and complete a take-away service set-up procedure

SB page 77

**What you will need:** You will have to arrange for surfaces (e.g. tables, etc.) and other equipment. If the service will take place in an area other than the kitchen, you will have to arrange for extension cords to operate equipment. (Hint: you may want to use this activity for a combination with other activities and as a service to your college. For example: your students may want to participate in your college's entrepreneurship or market day. This activity can then be a practical activity for them for Hospitality Services and Entrepreneurship at the same time.)

Let your students use the following checklist to monitor their performance in this activity:

When preparing and clearing areas for take-away service I always:		Yes	No
1.	Check, clean and place menus and promotional materials appropriately and correctly.		
2.	Inspect service areas and ensure they are clean and hygienic.		
3.	Identify food service items, their uses and procedures for handling, cleaning and storing them.		
4.	Identify the correct packaging for take-away items.		
5.	Understand and describe the use of promotional material and where it should be located.		
6.	Describe and demonstrate appropriate procedures for use of take-away food service equipment.		
7.	Maintain service areas in a hygienic and tidy manner.		
8.	Understand and explain the importance of maintaining levels of food service equipment and condiments.		
9.	Handle and dispose of waste hygienically.		
10.	Deal with unexpected operational circumstances. Range: Shortage of food service items, shortage of accompaniments and condiments, damage or broken food service items.		
<b>Total (one mark for each 'Yes'):</b>			<b>10</b>

## Activity 6.2: Case study: A bad day at Rush Inn

SB page 78

**What you will need:** Let each student answer the questions and the hand it to a fellow student for assessment. You may want to allow for time to discuss the answers that students give. Below are suggested answers. Assess the learners' answers on merit and content if they differ from these.

### Answers:

I would have:

- checked it before service and switched it on; if not, switched it on as soon as I noticed a problem
- reported the problem to my supervisor who would have been able to fill in and assist in getting the service areas into the condition they should have been in
- called my supervisor to replenish the items as I could not leave the take-away counter.

Customers would have been angry and this would have had a negative effect on the reputation of the Rush Inn.

# chapter 7

## providing and clearing areas for drinks service

### What will you learn in this chapter?



- 7.1 You will be able to demonstrate competence with a range of equipment including counters, shelves, refrigeration, waste bins, floors, optics, waiter's friend, measures/pourers, drip trays, glassware, coasters/drip mats, chopping boards, ice buckets, tongs, ashtrays and electrical equipment.
- 7.2 You will be able to prepare a range of drinks, demonstrating five types with accompaniments.
- 7.3 You will be able to demonstrate competence with 10 types of drinks service equipment.
- 7.4 You will be able to operate at least two types of environmental control such as heating, ventilation, lighting or music.
- 7.5 You will be able to respond to a number of different unexpected situations – breakages, shortage of stocks, faulty or broken equipment, accidents and theft.

### Subject outcome

Prepare drink service areas in a hygienic, proficient and systematic manner within determined time frames.


### Learning outcomes

You will be able to:

- Identify drink service items and understand how to handle, clean and store them.
- Understand the importance of maintaining appropriate stock levels and stock rotation procedures.
- Understand the importance of ensuring that drinks service customer areas are clean and that furniture is undamaged and in place prior to service.
- Activate environmental controls in accordance with procedure and deactivate once service is over.
- Identify the appropriate signage and promotional material and place it correctly.
- Serve drinks in accordance with procedure using the correct service equipment.
- Dispose of waste and refuse hygienically.
- Understand the need to restrict access to drinks service areas.
- Handle unexpected operational circumstances.

It is a good idea to do an equipment identification test of bar service equipment. Arrange the items with labels and let your students identify each item in a written test. You should ideally also demonstrate the use of the equipment, as well as the making and mixing of drinks and cocktails, and the service of drinks.

### Activity 7.1: Bar service items

 SB page 85

What you will need: you will have to arrange the visit beforehand with the management of the hospitality establishment to make sure that you visit at an appropriate time, preferably when they do not expect to be very busy. Keep notes of the equipment that the staff demonstrate for assessment later.

Ensure that the learners have listed and described the items that they have seen correctly.

Use the following rubric to assess your students.

Criterion	1 Not achieved 0-59%	2 Not yet competent 60-69%	3 Competent 70-79%	4 Outstanding 80-100%
List the items used in bar service	Could not list the items used	Could list one or two items	Could list most items.	Could list all items.
Describe the purpose of the items used in service	Could not describe the purpose of the items used	Could describe the purpose of one or two items	Could describe the purpose of most items.	Could describe the purpose of all items.

Give this checklist to your students to check their own progress and performance during this activity.

When preparing and clearing areas for drinks service, I always:		Yes	No
1.	Identify drink service items and understand how to handle, clean and store them.		
2.	Understand the importance of maintaining appropriate stock levels and stock rotation procedures.		
3.	Understand the importance of ensuring that drinks service customer areas are clean and that furniture is undamaged and in place prior to service.		
4.	Activate environmental controls in accordance with procedure and deactivate once service is over.		
5.	Identify the appropriate signage and promotional material and place it correctly.		
6.	Serve drinks in accordance with procedure using the correct service equipment.		
7.	Dispose of waste and refuse hygienically.		
8.	Understand the need to restrict access to drinks service areas.		
9.	Respond to unexpected situations.		
<b>Total (one mark for each 'Yes'):</b>			<b>9</b>

### Activity 7.2: Customer survey

 SB page 85

**What you will need:** The students will need to make a poster or do a presentation (with conclusions) in the class. Allow time for questions and discussion by other students after each presentation.



Assess the presentations of each group, and allow for peer assessment as well. Assess according to the quality of the questions asked, the number of respondents, and the value of the summarised content of the responses.

### Activity 7.3: Cocktails

SB page 92

**What you will need:** You will need to arrange the visits beforehand to make sure that your students arrive at the bars at a time when the service staff have time to talk to them.

Check the accuracy of the calculations for gross profit.

Assess each report on the validity of the cocktails selected and reported on and the relevance and accuracy of the summarised findings and calculations.

### Activity 7.4: Design a cocktail menu for a trendy new bar

SB page 93

**What you will need:** cardboard and felt-tip pens; ingredients for the cocktails.

Assess each of the drinks listed in terms of their accuracy of ingredients, preparation and service. If in doubt, look these up in cocktail menu books or on the Internet. Develop your own list of cocktails for this purpose.

Assess the design of the menu with relation to colour, interest, legibility and theme. Ask the art teacher to assist if there is an art department in your college.

### Activity 7.5 Test your knowledge

SB page 96

1. Describe the following service items:
  - 1.1 **Optics:** This device is also simply called a spirit measure. It is fitted to the top of a spirit bottle that dispenses a tot of the spirit at a time. It must dispense a legal tot, which is 25 ml, therefore the manufacturer seals the measures so that no-one can tamper with them and dispense less than a full legal tot. You should wipe these measures after a shift if it is necessary, and clean them after they have been used on a bottle.
  - 1.2 **Drip mats:** These are used to trap any liquid that may spill from drinks or to catch up the condensation from very cold drinks. They help to keep the area clean and protect the surface on which guests place drinks. Coasters are usually made of cardboard, whereas drip mats can be made of towelling. They can also be rubberised. You should throw away disposable coasters after use or wipe reusable ones clean after a shift. You must also empty drip mats and wash and rinse them well after a shift
  - 1.3 **Waiter's friend:** This is a tool used to open wine bottles. It has a blade to cut the foil at the top of the bottle, a lever to set against the rim of the bottle to pull the cork out, and a corkscrew to insert into the cork in order to pull it out. You should wash it if you see that it contains wine residue. The waiter's friends are usually kept by the waiters, stored in the sideboard or locked in the bar between service.

- 1.4 **Pourers:** Cordial bottles are sometimes fitted with a pourer, as are sherries and similar drinks. There are two types of pourer:
- free-flow pourers that can pour any required amount freely, or
  - those that pour a specific quantity at a time – usually 25ml.
- You must wipe pourers if necessary, and clean them after use on a bottle by pouring hot soapy water through the pourers, then rinsing them in clean hot water.
- 1.5 **Drip trays:** These are trays on which one puts bar utensils so that any liquid that is on them from service will fall through the holes in the drip tray and into the container underneath. You must empty the container when necessary, and always clean the whole drip tray after a shift.
- 1.6 **Ice buckets:** These hold ice that is served with drinks (such as drinks on the rocks, or mixes such as gin and tonic). They also hold drinks that need to be kept cold, such as bottles of wine, or even beers once they have been served to the customers. You must empty and wash the ice buckets after service.
2. Describe three different environmental control systems
- heating
  - ventilation or air conditioning
  - lighting
  - music.
3. List five different drinks accompaniments and describe how to prepare them for service.  
Assess these on merit and accuracy according to your own references.
4. What is the effect on customer satisfaction if the drinks service areas have not been cleaned and set up correctly?  
It leads to customer dissatisfaction, complaints, loss of patronage and therefore loss of money.
5. Explain the concept of stock rotation and how this is applied to drinks service.  
When restocking the bar it is necessary to make sure that any new stock is rotated with the old stock.  
As discussed previously, the new stock should always be put to the back and the old stock put to the front. This is a system used in all bars and restaurants. The system is referred to as **FIFO - First In First Out**.
6. What is the difference between a cocktail and a mixed drink?  
A cocktail has a number of ingredients, is usually garnished and has some interesting presentation; mixed drinks have fewer ingredients, and are simply mixed together.
7. List five mixed drinks and five cocktails, including the ingredients, garnishes and preparation methods.  
Assess these on merit and accuracy according to your own references.
8. What legal restrictions are there on the sale of liquor?
- No liquor may be sold to anyone under 18.
  - No underage people are allowed on licensed premises unless under adult supervision.
  - No liquor may be sold to anyone who is drunk, violent or disorderly, or whose presence on the premises may constitute an offence on the part of the licence holder.

- Liquor may be sold on any day between 10:00 and 02:00.
  - It will be an offence for the holder of an on-consumption licence to allow drunkenness or licentious conduct on the licensed premises.
9. Discuss recycling as a responsible form of waste disposal.  
Recycling ensures that waste is put back into circulation and that resources are saved. This has a beneficial impact on the environment in terms of not littering and not having to use more raw materials.
  10. What would you do in the event that you suspect a colleague of liquor theft?  
If you suspect someone of theft of liquor stocks, report him or her to your supervisor so that the supervisor can observe and deal with the situation. It is not advisable for you to deal with the situation or approach the suspect yourself, as this may lead to violence and you may be endangered.

# chapter 8

## beds, bed linen and coverings



### What will you learn in this chapter?



8.1 You will be able to make a range of different types of beds in an accommodation establishment, including beds, cots and roll-away bed types.



8.2 You will be able to handle a range of bed coverings including sheets, blankets, bedspreads, pillowcases, duvet covers, pillows and mattress covers.



8.3 You will be able to solve a range of problems including incorrect linen issue, damaged linen and theft from linen store.

### CHAPTER 8

#### Subject outcome

Prepare beds and handle linen and bed coverings in accordance with organisational requirements, understanding the importance of maintaining guest comfort and satisfaction when making beds.

#### Learning outcomes

You will be able to:

- Understand basic hygiene risks and cleanliness procedures.
- Understand different bed types and linen requirements for each.
- Demonstrate knowledge of linen storeroom procedures.
- Understand various bedding elements such as pillows, duvets, etc.
- Prepare and change beds according to situation-driven procedures.
- Solve basic problems related to bed care, equipment malfunction and linen requirements.
- Interact with customers in a friendly and effective manner.

## Activity 8.1: Test your knowledge

SB page 106

**What you will need:** Let your students answer the questions in writing or verbally.

1. You will avoid contaminating the linen with dirt from the floor.
2. You will avoid contaminating the linen from the floor, or the floor from the linen.
3. You must do it this way to contain any hairs, skin cells and so on and thus prevent them from contaminating the rest of the room.
4. It will prevent hairs etc. from being shaken into the room and contaminating surfaces such as bedside tables, floors, tables and chairs.
5. It must face the middle of the bed, face inward or away from the guest.
6. It makes the bed look attractive and neat.
7. It protects the mattress, adds a soft layer, and provides extra warmth.
8. Five items of bed linen:
  - **Underblanket:** This may also be a mattress protector, and goes under the bottom sheet. It protects the mattress against stains and moisture, adds an oft layer between sheet and mattress and provides extra warmth
  - **Sheets:** the bottom sheet goes onto the mattress, and the top sheet goes on top of that and folds back on the blankets. The top sheet may be under a duvet instead of under the blankets.
  - **Duvet covers:** duvets are put into the covers with minimum handling of the cover to hygiene reasons. The fastening may be at the top or the bottom of the duvet, depending on the pattern. Fastenings should ideally be at the bottom so that they are not uncomfortable for the guest.
  - **Pillowcases:** these are placed on the pillows, the fold must be over the pillow, and placed on the bed with the open side facing the middle of the bed or away from the guest if possible.
  - **Bedsread:** this is placed on top of the made bed, including over the pillows. Depending on the design and decorative effect of the duvet, a bedsread may or may not be put on top of a duvet.
9. List and describe three bedding items.
  - **Blankets:** These may be made of wool or synthetic material. Wool is warm, but can be scratchy and is difficult to launder. Most establishments use acrylic blankets.
  - **Duvets:** These may be made of synthetic filling (polyester) or natural materials such as down or silk.
  - **Pillows:** These may be made of synthetic filling (polyester) or down.
10. It looks professional, is neat, and holds bedding firmly.
11. Base cover; night frill
12. to protect mattress; for warmth, comfort.

## Activity 8.2: Class debate

SB page 109

**What you will need:** Black board/ white board/ flip chart to record the learner's arguments.

The debate should raise the following points, amongst others to be assessed on merit:

For	Against
<ul style="list-style-type: none"> <li>• Better hygiene</li> <li>• Creates better impression with guests.</li> <li>• It is used in luxury and better class hotels as standard part of service.</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive laundering shortens linen life and makes replacements more frequent and expensive.</li> <li>• Laundering is costly.</li> <li>• Use of water is not environmentally friendly.</li> <li>• Sheets will last longer if changed less frequently.</li> </ul>

### Activity 8.3: Practical

SB page 109

**What you will need:** Beds, linen, etc.

Give this checklist to your learners to check their own performance.

When preparing beds and handling linen and bed coverings, I always:		Yes	No
1.	Understand and explain basic hygiene risks and cleanliness procedures.		
2.	Understand different bed types and linen requirements for each.		
3.	Demonstrate knowledge of linen storeroom procedures.		
4.	Understand various bedding elements such as pillows, duvets, etc.		
5.	Prepare and change beds according to situation-driven procedures.		
6.	Solve basic problems related to bed care, equipment malfunction and linen requirements.		
7.	Interact with customers in a friendly and effective manner.		
<b>Total (one mark for each 'Yes'):</b>			<b>7</b>

Educator: Checklist for stripping and making beds

Use this checklist to assess your student's performance when making beds.

Task		Performed to required standards?	
		Yes	No
<b>Strip and make beds</b>	<i>Suggestions for improvement</i>		
Remove dirty linen.		<input type="checkbox"/>	<input type="checkbox"/>
Place dirty linen in dirty linen bag, avoiding contact with clean linen.		<input type="checkbox"/>	<input type="checkbox"/>
Assess the condition of mattress protector, blankets, duvets, pillows and replace items as required.		<input type="checkbox"/>	<input type="checkbox"/>
Remake bed with neat mitred corners and smooth surfaces.		<input type="checkbox"/>	<input type="checkbox"/>
Present remade beds according to the standards of the establishment.		<input type="checkbox"/>	<input type="checkbox"/>
Present remade bed according to organisational requirements.		<input type="checkbox"/>	<input type="checkbox"/>

# chapter 9

## preparing and clearing areas for room service



### What will you learn in this chapter?



- 9.1 You will be able to identify seven types of service equipment including service utensils, hot and cold beverage dispensers, trays/trolleys, refrigerated units, crockery, cutlery, glassware, linen, food covers, bread-baskets, ice buckets.
- 9.2 You will be able to set up two types of laying-up: breakfast and à la carte.
- 9.3 You will lay a range of condiments including seasonings, sugars, sauces and dressings, butter/margarine.
- 9.4 You will be able to respond to a number of unexpected situations to include shortage of service items and accompaniments, broken service equipment, and uncompleted tasks by co-workers.

### Subject outcome

Prepare room service in a hygienic, competent and organised manner, understanding the importance of preparing the Room Service area within determined time frames in order to maximise customer satisfaction.

### Learning outcomes

You will be able to

- Identify food service items and equipment and describe how to handle, clean and store them.
- Describe procedures for the laying and clearing of trays and/or trolleys.
- Maintain service areas in a clean and tidy manner.
- Understand the impact on customer service and food quality of time delays.
- Dispose of waste and refuse hygienically.
- React appropriately to unexpected operational situations.

## Activity 9.1: Simulation

**What you will need:** All the items needed for these particular covers.

<b>Order 1</b> Garlic snails Rare rump steak Pepper sauce French salad Baked potato coffee	<b>Order 2</b> Tomato soup Grilled sole with tartare sauce Savoury rice Vegetables Fruit salad	<b>Order 3</b> Seafood cocktail Veal schnitzel New potatoes Seasonal vegetables Bottle of red wine
Snail fork Steak knife and fork Sauce boat and spoon Salad dressing Butter or sour cream for potato Milk, sugar, cup, saucer, teaspoon, coffee pot	Soup spoon, Fish knife and fork Sauce dish with spoon Dessert spoon and fork	Teaspoon or small knife and fork Dinner knife and fork Wine glass

Give the following checklist to your students so that they can assess their own performance.

<b>When preparing and cleaning areas for room service, I always:</b>		<b>Yes</b>	<b>No</b>
1.	Identify food service items and equipment and describe how to handle, clean and store them.		
2.	Describe procedures for the laying and clearing of trays and/or trolleys.		
3.	Maintain service areas in a clean and tidy manner.		
4.	Understand the impact on customer service and food quality of time delays.		
5.	Dispose of waste and refuse hygienically.		
6.	React appropriately to unexpected operational situations.		
<b>Total (one mark for each 'Yes'):</b>			<b>6</b>

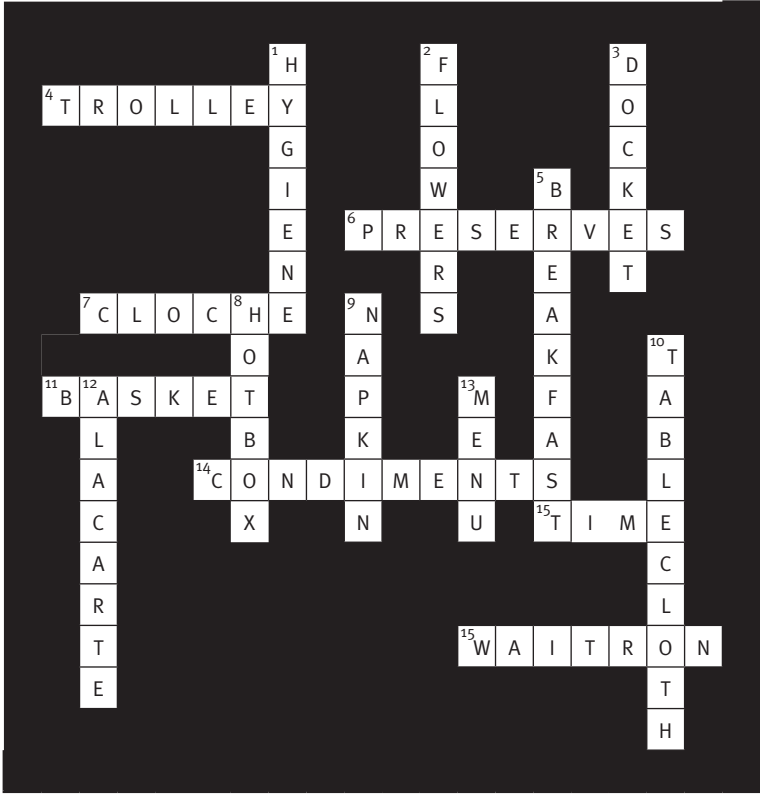
## Activity 9.2: Room service report

**What you will need:** You will need to arrange beforehand so that the hotel is expecting your students. Also find out when will the best time for your students to visit. Assess the reports on the description and information provided about the room service menu – number of items, prices, variety, comments evaluating the choice of items.

Assess the observation on issues such as timing of food service orders, preparing trays, documentation, teamwork, special service items.



# Activity 9.3 Answers to the crossword as a room service test



# chapter 10

## servicing toilet and bathroom areas



### What will you learn in this chapter?



10.1 You will be able to make a range of different types of beds in an accommodation establishment, including beds, cots and roll-away bed types.



10.2 You will be able to make a range of different types of beds in an accommodation establishment, including beds, cots and roll-away bed types.

10.3 You will be able to make a range of different types of beds in an accommodation establishment, including beds, cots and roll-away bed types.

### Subject outcome

Service toilet and bathroom areas, understanding the importance of hygiene and cleanliness to maintain guest satisfaction.

### Learning outcomes

You will be able to

- Understand personal hygiene principles and basic hygiene risks.
- Understand and apply cleanliness and hygiene principles related to bathroom and toilet environments.
- Understand and identify the relevant cleansing materials and equipment to use in bathroom environments.
- Use the correct protective clothing.
- Clean a bathroom in the correct and most effective manner.
- Deal with customer belongings in an appropriate way.
- Respond appropriately to unforeseen situations (e.g. broken equipment).

## Activity 10.1 Safety poster

SB page 123

**What you will need:** paper; pens for drawing.

Peer assessment; the learners themselves can draw up a marking sheet and can assess each poster according to the criteria and weighting they have chosen. Assessment should include accuracy of the information provided, legibility and design. Use general principles of safety as outlined in this chapter as a guideline.

## Activity 10.2: Hotel visit

SB page 126

Assess the reports, or get the learners to present their findings in class. The reports should reflect a range of cleaning products for different surfaces, a range of cleaning equipment, and the use of each, as well as safety issues and care, maintenance and storage. Hygiene must also be reflected.

## Activity 10.3: Practical

SB page 135

**What you will need:** Cleaning materials and equipment; access to toilets and bathrooms.

Give the following checklist to your students so that they can assess their own progress during the practical.

Did you do the tasks listed below?	Yes	No
Select the appropriate equipment and products for the tasks.		
Display a 'cleaning in progress' sign if applicable.		
Flush the toilet/urinal before beginning.		
Apply an appropriate quantity of cleaning product to the surface.		
Use a brush to cover the entire surface with the product and remove any waste matter.		
Wipe the seat and lid with disinfectant and clean hinges thoroughly.		
Wipe all the walls surrounding the toilet/urinal and flush button with disinfectant.		
Leave the product in for a sufficient time (refer to product instructions).		
Thoroughly clean the toilet bowl and under the rim with a brush.		
Flush the toilet to rinse away the cleaning product.		
Dry the toilet lid and outside surfaces.		
Check that surfaces are clear of hairs and marks.		
Close the toilet lid and/or use hygiene seals if required by the organisation.		
Check the toilet/urinal and report any disorder if necessary.		

Assess student according to the following checklist.

Checklist: Cleaning bathroom surfaces, fixtures and appliances

Task		Performed to required standards?	
		Yes	No
<b>Cleaning bathroom</b>	<i>Suggestions for improvement</i>		
Cleaned toilet using appropriate chemicals and equipment.			
Cleaned bath, tiles and shower using appropriate chemicals and equipment.			
Cleaned basin and vanity slab using appropriate chemicals and equipment.			
Replaced bathroom supplies and presented them according to the property's standard: <ul style="list-style-type: none"> <li>• toilet roll</li> <li>• tissues</li> <li>• guest toiletry supplies.</li> </ul>			
Cleaned mirrors.			
Cleaned telephone and electrical items.			
Cleaned walls and other bathroom fixtures.			
Restocked bathroom with towels to suit room occupancy.			
Cleaned bathroom floor.			
Performed complete service within an acceptable time frame.			

# chapter 11

## servicing guest bedroom areas



### What will you learn in this chapter?



11.1 You will be able to clean a range of surfaces when servicing guest rooms, including the following: ceramic, plastic, glass/mirrors, stainless steel, wood, fabric, wall and floor coverings.



11.2 You will be able to replenish complimentary items including tea, coffee, and toiletries.



11.3 You will be able to respond to various unexpected situations including extra guest in room and missing or damaged property.

### Subject outcome

Service guest room areas, understanding the importance of hygiene, cleanliness and organisational standards in order to maintain guest comfort and satisfaction.

### Learning outcomes

You will be able to

- Understand the different components in a guest bedroom.
- Understand and apply the correct cleaning procedure to each component.
- Interact with customers in a friendly and effective way, either as part of a normal cleaning cycle or upon request.
- Operate relevant cleaning equipment.
- Respond appropriately to unexpected situations (e.g. equipment failure or lost items).

## Activity 11.1 Room trolley

SB page 145

**What you will need:** a trolley and at least enough of each of the items that must go onto the trolley. See the list below.

What stock levels are recommended for the following items on a housekeeping trolley?

sheets	two for each bed on your round
pillow cases	two per sleeping place
bath towels	two per guest
hand towels	one per guest
facecloths	one per guest
bath mats	one per bathroom
guest toiletries	one set per guest
tissues	one pack per guest
toilet paper	two rolls per bathroom
stationery	one set per room
bin liners	one per bin (at least two per room)

Ask your students when they should they stack their trolley to prepare it for their shift. Ask your students to prepare a trolley for a shift. They should stock the trolley to the required levels and organise it neatly. Give them feedback on their performance.

You may need to demonstrate the method of preparing the housekeeping trolley to show the learners the following:

- work methods
- appropriate levels of stock use
- health and safety requirements.

Use the checklist in the Student Book to give feedback on the students' practical demonstration of housekeeping trolley organisation. Modify the list to reflect the items required.

## Activity 11.2: Use cleaning chemicals safely

SB page 149

**What you will need:**

You may need to show students the instructions for the use of the cleaning products used in the workplace. Students' responses should reflect the following:

### General safety tips

- Read and follow the instructions on the label.
- If required, mix the chemical agent to the correct dilution with water.
- Wear gloves when working with strong chemicals.
- Wear gloves if you have a sensitive skin, even when using a general purpose cleaner.
- Do not mix cleaning chemicals.
- Make sure there is plenty of air circulating in the area where you are working with cleaning chemicals.

- Rinse all traces of cleaning chemicals away with water.
  - Use a cleaning cloth for only one chemical, i.e. don't use the same cloth for applying more than one cleaning chemical.
- Store the chemical according to the instructions.

### Activity 11.3 Integrated assessment

SB page 152

**What you will need:** All the equipment and materials mentioned in the checklists below.

Checklist for evaluating the servicing of rooms

Did the learner do the following?	Yes	No
Select the appropriate equipment and products for the tasks.		
Display a 'cleaning in progress' sign if applicable.		
Wear appropriate safety and protective clothing where necessary.		
Select the appropriate cleaning product for all surfaces.		
Clean and dry surrounding walls and tiles.		
Clean and polish vanity basin and taps.		
Clean and polish mirrors and glass.		
Wipe telephone to remove any fingerprints and grease.		
Wipe ornaments, marks on paintwork and light fittings.		
Wipe and remove lint from hairdryer.		
Clean bathroom door inside and out, also door frame.		
Leave all surfaces free of product residue, hair, and visible streaks.		
Check that all appliances are working and report any out of order appliances if necessary.		
Practise safe work procedures.		

#### Room cleaning checklist

##### Performed to required standards?

Checked daily rooms assignment and followed a plan to clean according to an appropriate priority.  
*Suggestions for improvement*

Yes  No

Followed correct procedure of signing out keys.  
*Suggestions for improvement*

Stocked trolley neatly with recommended quantities.  
*Suggestions for improvement*

Stocked trolley stocked with sufficient supplies of cleaning chemicals and equipment.    
*Suggestions for improvement*

**Entering guest room**

Followed correct procedure for announcing housekeeping services to the guest.    
*Suggestions for improvement*

**Performed to required standards?**

**Yes** **No**

**Preparation for cleaning**

Turned on the lights, and checked for lights that are not working.  
*Suggestions for improvement*

Opened the drapes and sheer curtains correctly.    
*Suggestions for improvement*

Removed dirty room service trays or tables and returned to designated area.    
*Suggestions for improvement*

Washed and dried dirty room crockery and cutlery.    
*Suggestions for improvement*

Removed any rubbish from the room and disposed of it according to the establishment's procedures.    
*Suggestions for improvement*

Prepared the bathroom for cleaning using appropriate cleaning chemicals:  
– toilet    
– shower, bath and tiles.    
*Suggestions for improvement*



**Performed to required standards?**

**Yes**      **No**

*Cleaning and setting up bedroom*

Dusted and polished surfaces:

– worked in an appropriate order around room.

*Suggestions for improvement*

– used appropriate cleaning equipment and chemicals for the surfaces in the room.

*Suggestions for improvement*

Cleaned windows and mirrors:

– used appropriate cleaning equipment and chemicals.

*Suggestions for improvement*

– left the cleaned surface free of streaks.

*Suggestions for improvement*

Replaced and presented guest supplies according to the property's standards.

Tea and coffee:

– 2 tea sachets

– 2 coffee sachets

– 2 brown, 2 white sugar

– 2 coffee creamers, 2 tea whiteners

– 2 cups, 2 saucers, 2 teaspoons.

Stationery:

– 2 A4 sheets of writing paper

– 2 A5 sheets of writing paper

– 2 envelopes

– 2 fax forms

– 1 guest feedback survey

– brochures and rate sheets for each hotel.

*Suggestions for improvement*

**Performed to required standards?**

**Yes**      **No**

Neatly arranged guest's belongings and room items such as ashtrays, directories etc.

*Suggestions for improvement*

Reported lost property to housekeeper.  
*Suggestions for improvement*

### **Vacuuming bedroom**

Vacuumed all exposed areas of carpet.  
*Suggestions for improvement*

Moved appropriate items of furniture and beds  
for vacuuming when required.  
*Suggestions for improvement*

### **Final checking and deodorising of room**

Inspected the room using the housekeeping checklist  
and made any necessary adjustments.  
*Suggestions for improvement*

Deodorised room with air freshener.  
*Suggestions for improvement*

### **Guest room security**

Locked guest room after cleaning.  
*Suggestions for improvement*

### **Performed to required standards?**

Returned keys to housekeeping office at the end  
of shift.  
*Suggestions for improvement*

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Followed procedures to protect guests' security and  
property while cleaning.  
*Suggestions for improvement*

**Health and safety**

Followed correct manual handling procedures for all lifting, pushing and pulling tasks, e.g. making beds, pushing trolley and moving furniture.  
*Suggestions for improvement*

Worked in ways to minimise back strain, e.g. cleaned tiles while standing in bath, kneeled, where possible, when making the bed.  
*Suggestions for improvement*

Followed correct procedures when working with electrical equipment.  
*Suggestions for improvement*

Kept work area and corridors tidy and free of obstructions that could cause trips and falls.  
*Suggestions for improvement*

**Work schedule**

Completed allocated rooms within the given time.  
*Suggestions for improvement*

**Yes** **No**

Kept supervisor and/or front office advised of current room status, e.g. by dialling back clean rooms, if required.  
*Suggestions for improvement*

## Bed making checklist

Task		Performed to required standards?	
		Yes	No
<b>Stripping and making beds</b>	<i>Suggestions for improvement</i>		
Removed dirty linen. <i>Suggestions for improvement</i>			
Placed dirty linen in dirty linen bag, avoiding contact with clean linen. <i>Suggestions for improvement</i>			
Assessed the condition of mattress protector, blankets, duvets, pillows and replaced items as required. <i>Suggestions for improvement</i>			
Remade bed with neatly mitred corners and uncreased surfaces. <i>Suggestions for improvement</i>			
Presented remade beds according to the standards of the establishment. <i>Suggestions for improvement</i>			
Presented remade bed according to organisational requirements. <i>Suggestions for improvement</i>			

## Checklist to clean bathroom/toilet

Cleaning bathroom		Performed to required standards?	
		Yes	No
Cleaned toilet using appropriate chemicals and equipment. <i>Suggestions for improvement</i>			
Cleaned bath, tiles and shower using appropriate chemicals and equipment. <i>Suggestions for improvement</i>			
Cleaned basin and vanity slab using appropriate chemicals and equipment. <i>Suggestions for improvement</i>			
Replaced bathroom supplies and presented them according to the standards of the establishment. <ul style="list-style-type: none"> <li>• toilet roll</li> <li>• tissues</li> <li>• guest toiletry supplies.</li> </ul> <i>Suggestions for improvement</i>			
Cleaned mirrors. <i>Suggestions for improvement</i>			
Cleaned phone and electrical items. <i>Suggestions for improvement</i>			
Cleaned walls and other bathroom fixtures. <i>Suggestions for improvement</i>			
Restocked bathroom with towels to suit room occupancy. <i>Suggestions for improvement</i>			
Cleaned bathroom floor. <i>Suggestions for improvement</i>			
Performed complete service within an acceptable time frame. <i>Suggestions for improvement</i>			

# chapter 12

## cleaning floors and floor coverings



### What will you learn in this chapter?



12.1 You will learn how to work with various kinds of equipment and appliances, both manual and electrical.



12.2 You will know how to follow safety procedures.

12.3 You will learn about a range of materials such as hard surface cleaners, chemical disinfectants and neutral detergents.

12.4 You will be able to handle unexpected situations.

### Subject outcome

Clean floors and floor coverings, understanding the importance of hygiene, cleanliness and maintaining a safe working environment.

### Learning outcomes

You will be able to:

- Prepare floor surfaces for cleaning.
- Understand use of cleaning consumables and risks of electrical equipment.
- Clean surfaces by using appropriate equipment.
- Provide suitable notices and warnings for work in progress.

## Activity 12.1 Types of floors and floor coverings

**What you will need:** You will need to arrange beforehand for your students to visit a number of hotels. Also arrange for a suitable time for your students to visit so that a staff member of the hotel can accompany them through the hotel.

The learners should submit tables that look like those below. Ensure that they include floors from front and back of house areas – kitchen, reception, housekeeping, bathrooms, bars, storerooms and so on. They should cover a range of different floors and floor coverings. The objective is to create awareness that there are many types of floors to clean, many ways to clean them, and a range of different materials and equipment to use.

**Table 1: soft floors**


Type of floor	Where found	Type of cleaning	Regularity	Comments
Carpeting	<ul style="list-style-type: none"> <li>• Reception</li> <li>• Lounge</li> <li>• Bedrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Vacuum</li> <li>• Steam clean</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> <li>• Monthly</li> </ul>	The patterns of the carpets are different in each area.

**Table 2: Hard floors**

Floor type	Cleaning agent	Polishes	Caution	Daily care	Regular care
Wood	Liquid solvent	Solvent based wax or polish	Avoid water	Use a heavy powered machine. Buff, dust mop, and damp mop only if necessary.	Buff with steel wool or nylon pad. Spot clean with dilute detergent.
Concrete or cement	Detergents and neutral soap	None		Sweep and damp mop.	Scrub regularly, depending on use, to remove stains.
Vinyl	Soap and detergent	Emulsion, resinous or polymeric	Avoid abrasives.	Sweep or dry mop with non-oily mop.	Buff to remove marks. Strip to remove build-up one to six times a year. Maintain sufficient wax or polish on floor at all times.
Rubber	Synthetic detergent	Wax with polymer-type water emulsion	Refer to manufacturer's instructions. Avoid grease and oil.	Sweep or dry mop with treated mop that leaves no oil. Damp mop with diluted synthetic detergent	Spot clean in heavy traffic areas with steel wool. Use a safe rubber de-waxer to remove build-up.


Linoleum	Neutral soap or synthetic detergent. Avoid ammonia, alkaline or acid cleaners.	Water emulsion solvent-based wax	Remove excess water and wax in seams.	Sweep with chemically treated non-oily mop or damp mop.	Scrub lightly and repeat daily care. Do not remove polish. Apply polymeric coating. Strip once or twice per year.
Tiles Quarry or Ceramic	Synthetic detergent	Water emulsion polish or wax with non-slip properties	Avoid using abrasives on tiled surfaces.	Sweep, dust mop or damp mop.	
Marble and brick slate	Neutral detergent	Wax or polymer	Avoid excess water to prevent stains.	Damp mop.	Polish periodically if sealed.

### Activity 12.2 Cleaning agents

 SB page 160

**What you will need:** You will have to arrange with the building manager of your college for the students to get access to the storerooms to do this activity. Also arrange that they can question the cleaning staff about the uses of the different chemicals. Draw up a list of the cleaning materials that are used on your premises. Include type of agent and use. Learners must swap their lists with each other, then mark them against your list and rate them accordingly.

### Activity 12.3: Practical integrated assessment

 SB page 169

**What you will need:** Access to the different types of floors; the correct chemicals and equipment for the students to use. You may also integrate this activity with a cleaning session in the Hospitality Studies kitchens at the your college. Use the following lists to assess students' preparation, procedures and thoroughness of cleaning surfaces.

#### Cleaning soft floors and floor coverings

- Assemble all the equipment needed for cleaning soft floor coverings.
- Pick up any rubbish lying around and put it in the rubbish bag on the trolley.
- Start at the end of the room that is furthest away from the door.
- Use a vacuum cleaner to vacuum the carpets.
- Move the furniture to vacuum underneath it.
- Treat any spots on the carpet with a stain remover and rub gently with a damp cloth. If these marks cannot be removed, report them to the supervisor.
- Replace the furniture in its original position.
- When this task has been completed, the carpet should be free from dust, debris and removable marks.

#### Cleaning hard floor coverings

- Assemble the appropriate cleaning equipment.
- Set up the appropriate warning or hazard signs.
- Start at the end of the hard floor that is furthest away from the door.



- Sweep the area using a broom and dustpan (manually operated equipment).
- Half fill the bucket with water and a multi-purpose cleaner (one that contains both a sanitiser and detergent).
- Wash the floor using the appropriate equipment (a mop) and a cleaning solution.
- Move the furniture so that you can clean underneath it.
- Use a cloth or sponge to wipe over the area. Rinse the cloth and repeat.
- Polish the floor until it shines using the appropriate polish and equipment (power-operated equipment).
- Empty the dirty water from the bucket into a sink or drainage area that is specified for waste water.
- When this task has been completed, the floor covering should be free from dust, debris and removable marks.

#### **Cleaning and storing equipment**

- **Sponges and cloths:** Wash in a detergent solution after use. Rinse thoroughly in clean water and leave to dry.
- **Brushes:** Wash in a warm detergent solution. Store them with the bristle side uppermost. (Storing them on their bristles causes them to lose shape.)

# chapter 13

## cleaning and maintaining public areas



### What will you learn in this chapter?



13.1 You will be able to clean a range of public areas including the lobby, lifts, public telephones, the foyer, a restaurant and the bar area.



13.2 You will be able to respond appropriately to a number of unexpected situations including broken tiles, equipment failure and wrong dilution in chemicals.

### Subject Outcome

Clean and maintain public areas, understanding the importance of hygiene, cleanliness and maintaining a safe working environment.

### Learning Outcomes

You will be able to:

- Identify and describe the cleaning materials and equipment used in public areas.
- Understand the relevant health and safety procedures related to cleaning public areas.
- Clean a range of public areas using the correct procedure, equipment and materials.
- Understand and apply the maintenance reporting procedures.
- Interact with customers in a polite and friendly way.
- Be able to respond to a series of unexpected situations.

## Activity 13.1 Answer the following questions

SB page 176

**What you will need:** Let the students answer these questions in writing. Use these answers to assess answers.

1. These are important areas in a hotel because it will create a bad and lasting impression if they are dirty.
2. Follow these procedures:
  - Assemble the required cleaning equipment and cleaning materials.
  - Remove all rubbish from the area and place it in the rubbish bag on your trolley.
  - Empty and wash all used ashtrays making sure that all nicotine stains are removed.
  - Remove any dead flowers from flower arrangements.
  - Dust and wipe all flat surfaces, including shelves.
  - Dust and polish all wooden surfaces with furniture polish. When polishing tables and chairs, remember to do the legs of the tables and chairs as well.
  - Use a damp cloth on any surface where spillage may have occurred.
  - Check the surfaces to ensure that they are free from dust, debris and removable marks.
  - Dust and wipe all fittings and picture frames.
  - Dust or wipe all light fittings and shades, ensuring that no marks remain.
  - Check that all lights are working and that no light fittings are loose or broken. If a light is not working, you must report this to your supervisor and to maintenance.
  - Clean armchairs and cushions by:
    - removing the seat cushions
    - wiping the grooves and the back of the chair with a dry cloth
    - vacuuming in the grooves to remove any remaining dirt
    - fluffing out the cushions and then replacing them.
  - Vacuum all exposed areas of the carpet and then move furniture out of the way so that you can remove dust that collects underneath furniture.
  - Replace the furniture in its original position when you have finished.
  - After putting up the appropriate hazard sign, clean tiled or hard floor surfaces such as front steps and lobby floor by:
    - sweeping the areas to remove loose dirt
    - washing the floor, using the appropriate cleaning equipment and materials for the surface
    - polishing/buffing the floor until the correct shine is achieved, using the appropriate polish and buffer for the surface
    - moving the furniture to sweep/wash/polish/buff the floor area underneath it.
  - Make sure that the area is neat and tidy after you have completed this task.
  - Check the arrangement of display items to ensure that they are in the correct place and have not run out.
3. Do regular checks during the day and during public use according to organisational procedures, but usually every hour.

## Activity 13.2 Assignment

SB page 180

**What you will need:** Let the students answer these questions in writing. Use these answers to assess answers.

1. Some unexpected situations that might arise when cleaning public areas are:
  - damaged furniture (e.g., broken legs, pulled fabric, burn holes)
  - broken or chipped tiles
  - blown light globe
  - peeled paint on walls
  - cracked or marked walls
  - squeaky door hinges
  - broken locks
  - worn carpet
  - frayed electrical leads
  - faulty power points
  - faulty public phones.
2. All unexpected situations must be communicated to the supervisor immediately and organisational requirements followed.
3. Health and safety procedures to be included in learner answer:
  - When cleaning floors you must use safety signs to advise guests and other employees that the floor may be wet and slippery.
  - Wear protective clothing where necessary. When you are working with chemicals or machinery, protective clothing protects you from harm that may be caused by contact with harmful or harsh chemicals or by malfunctioning equipment. It also helps prevent the spread of disease-causing bacteria, because it is discarded once the job is done.
  - Clean equipment after each shift and store it in the correct place in order to minimise damage that can cause it to become faulty.
  - While you are cleaning the public area you must be aware of your surroundings. You must report any suspicious behaviour or packages that you might see in the area. Report either to your supervisor/housekeeper or to the duty/assistant manager.
  - Report any problems or faults that could cause accidents.

## Activity 13.3: Case study: assignment

SB page 181

**What you will need:** Let the students answer these questions in writing. Use these answers to assess answers.

Learners are to draw up a schedule that reflects that public areas, including lifts, should be cleaned daily, and early in the morning. Guest areas such as bedrooms should be cleaned after that. Daily cleaning should reflect what they have learned in this chapter for each of the public areas they have studied.

Weekly cleaning includes polishing furniture, spot cleaning carpets and upholstery, cleaning lights, pictures and so on. This may be scheduled for weekends.

# chapter 14

## controlling linen for external laundry



### What will you learn in this chapter?



14.1 You will be able to control the following linen range: sheets/duvet covers, pillowcases, restaurant linen, curtains, towels, bath mats, uniforms.



14.2 You will be able to respond to the following range of unexpected incidents: late return from laundry, damaged linen, and unauthorised access to storage area.  
Workplace or realistic environment

### Subject Outcome

Control linen for external laundry understanding the importance of hygiene, cleanliness and good control systems.

### Learning Outcomes

You will be able to:

- Receive and sort dirty linen for laundering in accordance with hygiene procedures.
- Complete all the necessary control procedures and documentation.
- On receipt of clean linen, check for damage and cleaning quality. If necessary, prepare for returns.
- Store all clean linen in accordance with procedures and maintain a clean, tidy and secure stores area.
- Respond to a series of unexpected situations.

## Activity 14.1: Laundry memo

SB page 185

**What you will need:** Let the students do this activity in writing.

Link it to communications regarding use of language and business writing skills. The memo should be in the following format and should list the following advantages and disadvantages. The final recommendation should be for the use of the external laundry.

**To:** General Manager

**From:** Executive Housekeeper

**Date:**

**Subject:** Recommendation of use of external laundry service

### Off-site laundry

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Less capital outlay is needed.</li><li>• Only linen is bought, not machines or space for equipment.</li><li>• Floor space is used for business rather than laundry machines.</li><li>• Fewer staff are required, also fewer specialised staff.</li></ul>	<ul style="list-style-type: none"><li>• There is less control of washing methods and standards.</li><li>• Delays in collection or delivery may cause operating problems for the hotel.</li><li>• A greater stock of linen may be needed to cope with delays, holidays and shutdowns.</li></ul>

Note that the housekeeper will have to recommend the acquisition of another par of linen to compensate for the external laundry, and that this must be budgeted for.

## Activity 14.2 Research par levels

SB page 191

**What you will need:** Let the students do this activity in writing. Arrange beforehand for the students to visit the hospitality establishments.

To achieve competence in this activity, learners must report on at least four establishments. If they report on fewer, they will not achieve the pass mark for this activity. Those who report on more establishments and thus produce a more comprehensive report will achieve meritorious or outstanding achievement.

The report should provide a simple analysis of par levels as related to internal and external laundries. The learners must demonstrate a clear understanding of the concept of par stock, and of how the different laundry decisions affect par levels.

## Activity 14.3 Answer the following questions

SB page 192

**What you will need:** Let the students do this activity in writing.

1. What is par linen stock?  
It is the linen requirements to lay up all hotel rooms with one set of linen.

2. What are the degrees of soiling for linen?
  - lightly soiled
  - moderately soiled
  - heavily soiled.
3. List three examples of each of the following types of linen:

**Bedding** includes sheets, duvet covers, pillowcases, bedspreads and mattress covers.

**Restaurant linen** is made up of items such as tablecloths, napkins, service cloths, overlays and table skirts.

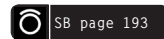
**Bathroom linen** consists of towels, bath mats and facecloths.

**Uniforms**, such as chef's gear for the kitchen staff, room attendant's uniforms for the housekeeping staff, and the service staff's uniforms (e.g. for waitrons and bar staff) are also part of the linen supply.

**Curtains** for the guest rooms and public areas are also counted as hotel linen.
4. How must you store clean linen?

All fresh linen should be placed underneath or at the back of other linen to ensure the correct rotation of stocks.
5. Items are stored according to type and size. For example, sheets will be stored together, but in different stacks of different sizes (single, double, queen and king-sized sheets). The same applies to towel items – bath sheets, bath towels, hand towels and facecloths are all stored in one section of the store, but in different piles. Linen should be stored on slatted wooden shelving, in a clean, well ventilated, dust- and pest-free room.

### Activity 14.4: Simulation



**What you will need:** Dispatch forms from the restaurants where students did their practicals. Examples of the linen that is sent out.

Learners must prepare linen for dispatch to an external laundry and draw up and fill in appropriate documents for linen control using the procedures and principles learned in this chapter.

# chapter 15

## processing incoming and outgoing telephone calls



### What will you learn in this chapter?



15.1 You will be able to practise standard telephone etiquette and message taking.



15.2 You will be able to answer, transfer and make calls, including emergency calls.



15.3 You will be able to operate a basic PABX or switchboard and a single line telephone.



### Subject outcome

Use the telephone effectively in a business environment, including individual use as well as the relaying of messages for others.

### Learning outcomes

You will be able to:

- Identify the different types of incoming calls. E.g. switchboard, direct line, internal, external, etc.
- Answer the telephone in the appropriate manner demonstrating correct etiquette on answering and transferring different types of calls.
- Describe the importance of body language when on a call.
- Understand confidentiality of information, when to disclose or not disclose.
- Take messages efficiently and effectively.
- Know the procedure for a) emergency and b) difficult or abusive calls.
- Operate a simple switchboard and/or telephone handset.
- Understand the importance of answering calls within the required time guidelines and not keeping customers on hold for too long.
- Know how to find telephone numbers from various sources.
- Be able to make outgoing calls in accordance with procedure.



## Activity 15.1: Role play

SB page 199

### What you will need:

Use the following checklist to assess the learners on their telephone skills.

### Checklist for telephone techniques:

Did the learner do the following:	Always	Sometimes	Never	Comments/ improvement
Answer telephone promptly.				
Identify self and establishment according to company requirements.				
Use appropriate greeting.				
Speak clearly and concisely into the mouthpiece.				
Pitch his or her voice a little lower than normal.				
Vary tone of voice.				
Identify caller and use caller's name.				
Put a smile in the voice: e.g. tone of voice and language used is friendly and courteous.				

## Activity 15.2 Sources of telephone numbers

SB page 202

### What you will need: Telephone directories and other sources.

Answers should include (but are not restricted to) the following, with relevant telephone numbers, a description of the service, Internet addresses and so on:

- Telkom enquiries – 1023
- Cell phone network enquiry numbers
- Yellow pages on line
- The Internet – various sources – look up website or do a search on a search engine
- important details from business cards in business card holders
- important details regarding suppliers from industry magazines, for example Hotel and Restaurant Buyer's Guide.

## Activity 15.3 Telephone techniques

### What you will need:

Use the following checklist to assess each learner on their telephone skills.

### Checklist for telephone techniques

Did the learner do the following:	Always	Sometimes	Never	Comments/ improvement
Answer the telephone promptly.				
Identify self and establishment according to company requirements.				
Use appropriate greeting.				
Speak clearly and concisely into the mouth-piece.				
Pitch his or her voice a little lower than normal.				
Vary tone of voice.				
Identify caller and use caller's name.				
Put a smile in the voice: e.g. tone of voice and language used is friendly and courteous.				
Follow through on all commitments made in the conversation.				
Takes notes during the call.				
Ask open-ended questions to get the information required to take either a message or a reservation.				
Listen without interruptions.				
Answer questions directly.				
Read message back to the guest or caller.				
When transferring a call, ask the caller's name.				
Say farewell to the guest or caller.				

# rubrics and checklists

## Rubric 1

Criteria	Rating scale			
	4 Outstanding (80–100%)	3 Competent (70–79%)	2 Not yet competent (60–69%)	1 Not achieved (0–59%)
<b>Content</b> Range Coverage Relevance				
<b>Context</b> Command word requirements				
<b>Skills and values</b> Skills Values				
<b>Mechanics</b> Subject terms Language Format				

The following checklist may be used to evaluate a rubric.

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of students and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate students' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the students?		

## Rubric 2

### Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to	fewer than	1	2	3	4	5	or more
Do you feel you learned anything about yourself when doing this project?	yes				no		
Do you feel the project helped you understand yourself?	yes				no		
Did you think you expressed this information about yourself in an interesting and exciting way?	yes				no		
Do you think you put a lot of effort into this project?	yes				no		

## Group skills rubric

### Rubric 3

Group Name/Number: _____			
Names: _____			
_____			
	<b>Yes</b>	<b>No</b>	<b>Comment</b>
Did our group members:			
• listen to each other?			
• talk about the task?			
• co-operate within the group?			
• suggest good ideas?			
• encourage each other?			
• achieve the outcomes?			
What went well? _____			
What could we have done better? _____			
Signed: _____ Date: _____			

## Co-operative group skills assessment sheet

### Rubric 4

Task skills	Student *	Student *	Student *	Student *	Student *	Student *
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						
Gets group back on track						
Social skills						
Encourages others						
Explains ideas						
Discusses						
Listens well						
Resolves conflict						
Praises others						

Add the names of each student in the group under 'Student' and enter a tick ✓ (Yes) or an ✗ (No) under the name of each student for each of the criteria.

**Rubric 5**

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each student did what he or she was supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: school library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to five marks).						
Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the students' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes
Presentation	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give two marks for each thing used (up to six marks).						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

**Assessing a research project**

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different persons assessing the project.

**Rubric 6**

Criteria	MARK AWARDED			
	Self	Peer/group	Consensus	Lecturer
1. planning				
2. quality of research				
3. continuous collection of information and material				
4. final product: creativity				
5. final product: quality of contents				
6. technical quality				
7. oral presentation				
8. individual/group role				
Converted to				

**General guideline**

- 4 Excellent
- 3 Meets the requirement
- 2 Does not meet the requirement – student needs support
- 1 Student made no/very little effort – student needs substantial support and guidance

**Planning**

- 4 Most practicable planning schedule, independently drawn up by student
- 3 Good planning schedule, with a only a number of small adjustments by lecturer needed
- 2 Planning schedule not totally practicable – a substantial degree of adjustments needed
- 1 Planning schedule totally impracticable – totally new planning necessary

**Quality of research**

- 4 Wide variety of sources used
- 3 Adequate number of sources used
- 2 Less than adequate number of sources used
- 1 No recognised resources used; no research done

**Continuous collection of information and material**

- 4 A lot of information collected continuously/submitted before due dates
- 3 Adequate information collected/submitted before/on due dates
- 2 Less than adequate information collected/some due dates missed
- 1 Very little information collected/seldom met due dates; no information collected or not handed in at all

**Final project: originality/creativity**

- 4 Unique. original presentation of extremely high quality
- 3 Standard presentation – content is relevant and interesting
- 2 Requirements have been met, and no more
- 1 Content entirely/almost entirely copied directly from sources; no effort made

### Final project: quality of content

- 4 In-depth presentation pertaining to real-world practice/evidence is shown of insight into relationship between subject theory and real-world practice. Student demonstrates very good insight.
- 3 Relevant content shows good insight, area of research well covered.
- 2 Some part of content is relevant – partly copied directly from sources – insight lacking.
- 1 Very little effort made – content largely copied directly from sources; content only slightly in line with topic – copied directly from sources.

### Technical quality

- 4 Proof of pride and very hard work – impressive final product – made full use of available sources/technology
- 3 Good final project
- 2 Minimal effort made – presentation still acceptable
- 1 Very little trouble taken – untidy, shabby presentation; project not handed in/ unacceptable presentation and/or appearance of content

## Analytic rubric

### Rubric 7

	Not achieved	Not yet competent	Competent	Outstanding
<b>Knowledge and understanding</b>	Demonstrates little understanding of some concepts, principles and theories	Demonstrates some understanding of simple concepts, principles and theories	Demonstrates significant understanding of major concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates significant command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
	Shows little understanding of composition and structure	Shows some understanding of composition and structure	Shows significant understanding of composition and structure	Shows complete understanding of composition and structure
<b>Context</b>	Shows little ability to mould content in the required context	Shows some ability to mould content in the required context	Shows significant ability to mould content in the required context	Shows complete ability to mould content in the required context
	Shows little ability to construct tables and present data graphically	Shows some ability to construct tables and present data graphically	Shows significant ability to construct tables and present data graphically	Shows a general ability to construct tables and present data graphically
<b>Skills</b>	Makes inadequate interpretations on the basis of data and other evidence	Makes limited interpretations on the basis of data and other evidence	Uses a variety of means to analyse and present data and draws substantiated conclusions	Uses a variety of means to analyse and present data and draws valid conclusions
<b>Attitudes/values</b>	Demonstrates wrong attitudes/ values	Demonstrates no particular attitudes/ values	Demonstrates appropriate attitudes/values consistently	Demonstrates significant attitudes/values exceptionally well
<b>Communication</b>	Shows a limited Sustainable Tourism vocabulary and no ability to use linguistics principles	Uses Sustainable Tourism terms but lacks the ability to communicate quantitatively; makes errors in grammar and paraphrasing	Uses enriched Sustainable Tourism terminology and 'good practice' linguistic principles	Shows exceptional command of advanced Sustainable Tourism terminology and 'best practice' linguistic principles

## Verbal presentation rubric

### Rubric 8

Assessment criteria	Achievement: Suggested mark allocation				Students			
	Outstanding	Competent	Not yet competent	Not achieved				
Development: <i>Structure; Organisation; Support material</i>	15 to 20	14 to 11	10 to 8	0 to 7				
Effectiveness: <i>Purpose; Interest; Reception</i>	11,9 to 15	9 to 11,9	5,9 to 8,9	4,4 to 5,8				
Value: <i>Ideas; Logic; Originality</i>	11,9 to 15	9 to 11,9	5,9 to 8,9	4,4 to 5,8				
<b>Content sub-total</b>	<b>50</b>							
<b>DELIVERY</b>								
Physical: <i>Appearance; Body Language</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Voice: <i>Flexibility; Volume</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Manner: <i>Directness; Assurance; Enthusiasm</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
<b>Delivery sub-total</b>	<b>30</b>							
<b>COMMUNICATION</b>								
Appropriateness: <i>To purpose and audience</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Correctness: <i>Grammar; Punctuation; Word selection</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
<b>Language sub-total</b>	<b>20</b>							
<b>TOTAL MARKS: MAXIMUM = 100</b>								

## Poster communication skill assessment

### Rubric 9

Criteria	Range				Comments
	1	2	3	4	
Content					
Main points	Points irrelevant	Some points irrelevant	Main points selected	All points selected	
Facts/concepts	Facts incorrect	Some facts incorrect	Most facts correct	All facts correct	
Expressing facts	Poorly expressed	Partially expressed	Expressed	Very well expressed	
Presentation					
Size of poster (A3)	Incorrect size	Correct size	Correct size	Correct size	
Headings	Not descriptive	Partially descriptive	Fairly descriptive	Descriptive	
Font/print size	All too small	Some large enough	Mostly large enough	All large enough to read at one metre	
Organisation/layout	Muddled	Organisation quite clear and logical	Organisation clear and logical	Organisation very clear and logical	
Use of colour	Poor	Average	Good	Excellent	
Public appeal	Not eye-catching	Fairly eye-catching	Eye-catching	Striking	
Personal information	Not included	Some included	Included	Included	