

Hospitality Management - Higher National Diploma (HND)

Curriculum and Course Specifications

NOVEMBER 2004

NATIONAL BOARD FOR TECHNICAL EDUCATION

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GENERAL INFORMATION

PROGRAMME GOAL

This programme is designed to produce graduates capable of assuming managerial roles in Hospitality establishments.

OBJECTIVES

Graduates of this programme should be able to:

- plan and manage economic operations of hospitality establishments;
- plan and manage various sections of an hospitality establishment;
- manage any size of hospitality Organizations.

ENTRY REQUIREMENTS

The entry requirement into the Higher National Diploma Hospitality Management programme is at least a lower credit level pass in National Diploma Hospitality management, obtained from an accredited Hospitality Management programme, with one-year relevant industrial work experience. Candidates with “pass” diploma will require a minimum of 2 years industrial work experience programme.

STRUCTURE OF THE PROGRAMME

The Higher National Diploma programme is structured to last for two years (four semesters).

EVALUATION OF AWARD

All terminal Higher National Diploma programmes must be externally moderated. In grading the awards, the Boards Unified Grading System should be applied.

ACCREDITATION

All programmes leading to the award of Higher National Diploma in Hospitality Management must be accredited by the national Board for Technical Education. Details of accreditation of programmes are available from the Board's Secretariat on request.

CURRICULUM TABLE

YEAR 1, FIRST SEMESTER HND1

| Course Code | Course Title | L | P | T | CH | Prerequisite |
|-------------|---|----|----|----|----|--------------|
| HMT 311 | Food & Beverage Production Management I | 2 | 4 | 6 | 6 | |
| HMT 312 | Food and Beverage Service Management I | 2 | 4 | 6 | 6 | CFR 102 |
| HMT 313 | Accommodation Management | 2 | 2 | 4 | 4 | |
| BAM 314 | Human Capital Management | 2 | 1 | 3 | 3 | |
| HMT 315 | Finance & Account | 1 | 2 | 3 | 3 | |
| HMT 316 | Technical French 1 | 1 | 2 | 3 | 3 | |
| HMT 317 | Computer Application | 1 | 3 | 4 | 4 | |
| HMT 318 | Applied Nutrition | 2 | 2 | 4 | 4 | |
| OTM 315 | Business Communication 1 | 2 | 2 | 4 | 4 | |
| TOTAL | | 15 | 22 | 37 | 37 | |

YEAR 1 SECOND SEMESTER HND1

| Course Code | Course Title | L | P | T | CH | Prerequisite |
|-------------|--|----|----|----|----|--------------|
| HMT 321 | Food & Beverage production Management II | 2 | 4 | 6 | 6 | |
| HMT 322 | Food Beverage Service Management II | 2 | 4 | 6 | 6 | CFR 301 |
| HMT 323 | Property Management | 2 | 3 | 5 | 5 | |
| HMT 324 | Hotel Costing & Control | 2 | 2 | 4 | 4 | |
| HMT 325 | Hotel & Catering Law | 2 | 0 | 2 | 2 | |
| HMT 326 | Technical French 2 | 1 | 2 | 3 | 3 | |
| LMT 327 | Hospitality Economics | 3 | 0 | 3 | 3 | |
| TOTAL | | 14 | 15 | 29 | 29 | |

YEAR 2 FIRST SEMESTER HND11

| Course Code | Course Title | L | P | T | CH | Prerequisite |
|-------------|---|----|----|----|----|--------------|
| HMT 431 | Food & Beverage Production Management III | 2 | 3 | 6 | 6 | |
| HMT 432 | Food & Beverage Service Management III | 2 | 4 | 6 | 6 | |
| HMT 433 | Facility Design and Management I | 2 | 4 | 6 | 6 | |
| HMT 434 | Hospitality Marketing | 1 | 2 | 3 | 3 | |
| HMT 435 | Finance and Accounting II | 2 | 2 | 4 | 4 | |
| HMT 436 | Customer Service Management | 2 | 2 | 4 | 4 | |
| OTM 412 | Business Communication 2 | 2 | 2 | 4 | 4 | |
| TOTAL | | 13 | 19 | 32 | 32 | |

Second SEMESTER HND11

| Course Code | Course Title | L | P | T | CH | Prerequisite |
|-------------|--|---|----|----|----|--------------|
| HMT 441 | Food & Beverage Production Management IV | 2 | 4 | 6 | 6 | |
| HMT 442 | Food and Beverage Service Management IV | 2 | 4 | 6 | 6 | |
| HMT 443 | Facility Design & Management II | 2 | 4 | 6 | 6 | |
| HMT 444 | Project | 0 | 6 | 6 | 6 | |
| HMT 445 | Small Business Management | 2 | 2 | 4 | 4 | |
| OTM 415 | Advanced Desktop Publishing | 1 | 3 | 4 | 4 | |
| TOTAL | | 9 | 23 | 32 | 32 | |

YEAR 1, SEMESTER 1

Course: Food & Beverage Production Management I

| | | | |
|--|-----------------------------|----------------------|----------------------|
| Department/ Programme: HIGHER NATIONAL DIPLOMA | | | |
| Course: FOOD & BEVERAGE PRODUCTION MANAGEMENT I | Course Code: HMT 311 | Credit Hours: | 6 |
| Year: Semester: | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 4 hours /week |
| General Objectives: | | | |
| On completion of this course, the students should be able | | | |
| <ol style="list-style-type: none">1. Understand the principles of flow of work in a kitchen layout.2. Know how to purchase, use and maintain kitchen equipment..3. Know the classification, characteristics and properties of various food commodities.4. Understand menu planning. | | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|---|---|---|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 understand the principles of flow of work in a kitchen layout. | | | | | | |
| 1 | 1.1 Design the layout of a modern kitchen. 1.2 Explain the flow of work and factors determining location of a kitchen and its sections. | Explain how to design layout of a modern kitchen. Explain the flow of work and factors determining of a kitchen and its section. | Textbooks, catalogue. Textbooks, journals, periodicals | Describe the layout in a modern kitchen. Describe flow of work and factors determining location of a kitchen and its sections. | Guide students to draw diagram of the layout of a modern kitchen. Direct students to sketch flow of a standard kitchen. | Cardboard plain sheet pencil, ruler |
| 2 | 1.3 Explain the factors to be considered for the provision of lighting, ventilation, floors, walls, ceiling and drainage system in kitchen planning. 1.4 Explain the criteria for allocation of space, department and segmentations in a kitchen layout. 1.5 Describe the two main types of equipment layout in a kitchen: (a) island arrangement (b) long line/wall arrangement | State the factors to be considered for the provision of lights ventilation, floors, walls, ceiling and drainage system in kitchen planning. State the criteria for allocation of space, department and segmentations in a kitchen layout. Explain the two main types of kitchen layout. | Textbooks | Identify the factors to be considered for the provision of lighting, ventilation, floors walls, ceiling and drainage system in kitchen planning. Describe the criteria for allocation of space, department and segmentation in kitchen. Identify the two main types of Equipment layout in a kitchen. | Visit standard kitchen, in different catering establishments. Group students to discuss and identify the factors. Students to draw diagram of kitchen layout applying criteria for space allocation and segmentations. Direct student to sketch kitchen layout showing types of equipment arrangement. | Hotels Hospitals Industrial Kitchen. Plain sheets, Pencils. Kitchen Kitchen Kitchen. |
| General Objective 2: Know how to purchase, use and maintain kitchen equipment. | | | | | | |
| 3 | 2.1 List all large, mechanical and small equipment tools and utensils used in a large kitchen. 2.2 Explain the uses of the equipment in 4.1 above. | Explain large mechanical and equipment tools and utensils used in a large kitchen. Draw sketch of the large equipment. | Textbooks, Catalogue Text books Catalogue | Identify large, mechanical and small equipments tools and utensils used in a large kitchen. Describe the uses of the kitchen equipments. | Lead students to group equipments according to large, mechanical small and utensils. | Kitchen Kitchen |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|--|--|--|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 4 | 2.3 Explain the criteria used in selecting kitchen equipment regarding the manufacture, durability, price, efficiency, and maintenance after purchase and warranties. | Explain the cases of equipment. Practical involving cleaning of larger mechanical and small equipment and utensils. | Text books Catalogue Text books Catalogue | Describe criteria used in selecting kitchen Equipment regarding the manufacture, durability, price, efficiency and maintenance after purchase and warranties. | Lead discussion on the uses of kitchen Equipment. | Kitchen |
| 5 | 2.4 Clean and maintain equipment listed in 4.1 above. 2.5 Explain the necessary precautions in the use of the equipment. | State the criteria used in selecting kitchen equipments. Explain how to clean and maintain equipments. State the necessary precautions in the use of the equipments. | Fixed and other equipment, cleaning materials etc. | Describe how to clean and maintain equipment Outline the necessary precautions when using the equipment. | Lead discussion on criteria used for selecting kitchen equipment. Demonstrate how to clean and maintain equipment. Lead discussion on the precaution taken when using equipment. | Cleaning agent Kitchen Kitchen |
| General Objective 3: Know the classification, characteristics and properties of various food commodities. | | | | | | |
| 6 | 3.1 Identify various types of commodities and assess their uses, cost, storage hygienic handling and nutritional value. (a) meat e.g. beef, lamb, pork, goat etc (b) plant and cereals e.g. fruits, vegetables, cereals, herbs, sugar. (c) Milk and dairy products e.g. milk, cheese, cream etc (d) Fats and oil | Explain the various types of commodities. Explain the various types of commodities. Explain the various types of commodities. | Textbooks chart Textbooks chart Textbooks chart Textbooks chart | Describe the various types of commodities and assess their uses, storage hygienic handling and nutritional value. Identify the various types of commodities for cooking and assess their relative use, cost, storage and hygienic handling and nutrition value. | | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|--|-----------|---|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 7 | <p>(e) Processed meat e.g. poultry, games, fish, beef, pork etc</p> <p>(f) Manufactured/processed foods e.g. soya bean and vegetable protein, manufactured (canned) foods prepared/completed dishes</p> <p>(g) Hot beverages e.g. tea, coffee, cocoa and other beverages.</p> | <p>Explain the various types of commodities.</p> <p>Explain fresh and convenience products with reference to quality, use, cost storage hygienic handling and nutritional value in Nigerian cookery.</p> | | Identify the various types of commodities for cooking and assess their relative use, cost, storage and hygienic handling and nutrition value. | | |
| 8 | 3.2 Compare the fresh and convenience products with reference to quality, use, cost, storage hygienic handling and nutritional value in Nigerian cookery. | Explain the main course of supply of commodities and their availability. | | Identify fresh and convenience products with reference to quality, use, cost, storage hygienic handling and nutritional value in Nigerian cookery. | | |
| 9 | 3.3 Identify the main sources of supply of the commodities and their availability. | Explain various methods of purchasing. | | | | |
| 10 | 3.4 Describe the various methods of purchasing. | State the various methods for storing food commodities. | | Describe the main sources of supply of the commodities and their availability. | | |
| 11 | 3.5 Identify the proper storage methods for various food commodities. | | | Identify the various methods of purchasing commodities. | | |
| 12 | 3.6 List the specifications and quality recognition of fresh and convenience products. | Explain the specifications and quality recognition of fresh and convenience products. | | Describe the various storage methods of various food commodities. Describe the specifications and quality recognition of fresh and convenience product. | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|--|---|--|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 4.0: Understand menu planning. | | | | | | |
| 13 | <p>4.1 Identify various types of menu in current use with reference to a la carte, table d'hote, cyclical etc (breakfast, lunch, dinner).</p> <p>4.2 Explain the importance of menu in the preparation and presentations of foods.</p> | <p>Explain the various types of menu in current use with reference to a la carte, table d'hote.</p> <p>Explain the importance of menu in the preparation and presentation of foods.</p> | <p>Textbooks</p> <p>Food commodities (perishable and non-perishable)</p> | <p>Describe the various types of menu in current use with reference to ala carte, table d'hote, cyclical, et.</p> <p>Describe the importance of menu in the preparation and presentations of foods.</p> | <p>Show students the various groups of food commodities.</p> | |
| 14 | <p>4.3 Explain the effects of bad menu planning.</p> <p>4.4 Describe the factors to be considered in planning menu.</p> | <p>Explain the effect of bad menu planning.</p> | <p>Various equipment"</p> | <p>Describe the effect of bad menu planning.</p> | <p>Show students the various groups of food commodities.</p> | |
| 15 | <p>4.5 Prepare various types of menu to include: cyclical menu, picnics menu.</p> <p>4.6 Prepare specialty menus for lunch and dinner t include: ethnic e.g. Chinese, Indian, French, efik, hausa, igbo, yoruba dishes.</p> | <p>Explain various types of menu.</p> <p>Explain how to prepare specialty menus for lunch and dinner.</p> | | <p>Identify the factors to be considered in planning menu</p> <p>Describe various types of menu to include: cyclical menu, price menu.</p> <p>Identify special menus for lunch and dinner to include: Ethnic e.g. Chinese, Indian, French, Efik, Igbos, Yorubas dishes.</p> | <p>Show students the various groups of Food commodities.</p> <p>Prepare various types of menu using fresh and convenience products.</p> <p>Prepare various types of menu using fresh and convenience products.</p> <p>Group students to list and discuss the specifications and quality recognition of Fresh and convenience product.</p> <p>Also visit market for survey.</p> | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|----------------------------|----------------------|-----------|----------------------------|---|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | | | | | <p>Demonstrate Practicals involving preparation of dishes for cyclical, picnics and out door menus.</p> <p>Practical, involving preparation of ethnic dishes such as Chinese, Indian, Efik, Igbo, Housa and Yorubas.</p> <p>Practicals, involving preparation of ethnic dishes such as Chinese, Indian, Efik, Igbo, Housa and Yorubas.</p> <p>Guide student s to compile and prepare suitable menu applying the factors identified in 4.4 above.</p> <p>Prepare menu from the various ethnic groups.</p> <p>Prepare specialty menu for lunch, dinner and breakfast.</p> | |

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

Recommended Textbooks & References:

Course: Food and Beverage Service Management I

| | | | |
|---|-----------------------------|----------------------|----------------------|
| Department/ Programme: Higher National Diploma in Hospitality Management | | | |
| Course: Food and Beverage Service I | Course Code: HMT 312 | Credit Hours: | 6 |
| Year: Semester: | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 4 hours /week |
| General Objectives | | | |
| <ol style="list-style-type: none">1. Know the development of food and beverage service.2. Know the staffing structure of food service establishments.3. Understand the procedure for inventory preparation, storage and maintenance of service equipment.4. Know the importance of menu selling techniques in hospitality establishment.5. Understand the principles of menu constructions in the provision of meals6. Know the main accompaniments served with food items.7. Understand the food beverage service sequence.8. Understand the management of service project. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|---|--|--|---|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Know the development of food and beverage service | | | | | | |
| 1 2 | 1.1 Explain the factors which influence the development of food service methods such as: (a) labour (b) training (c) social economic factors (d) environmental conditions | Describe the factors which influence the development of food service method such as (a) labour (b) training (c) social economic factors (d) environmental conditions | Class room books, journals Board | | | |
| General Objective 2: Know the staffing structure of food service establishments | | | | | | |
| 3 | 2.1 Describe the traditional titles of various food and beverages staff. 2.2 Explain the duties of the staff referred to in 2.1 above. | Explain the traditional titles and duties of various food and service staff | Classroom, chalk Marker Board | | | |
| 4 | 2.3 Compile charts to show the staffing structures in different establishments. 2.4 Explain the importance of teamwork in food and beverage service. | Students to discuss the group into the various staffing structures and the importance of team work. | Charts Board Chalk/ marker classroom | Describe the charts to show staff structure and the importance of team work. | Group students into various staffing structures and demonstrate the importance of team work. | Restaurant Chart/organisation chart service equipment |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|--|---|--|---|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 3: Understand the procedure for inventory preparation, storage and maintenance of service eq | | | | | | |
| 5 | <p>3.1 Explain the procedure for inventory preparation.</p> <p>3.2 Identify capacities, maintenance, power utilization, sources of purchasing and current costs of various service equipment.</p> <p>3.3 Explain how to maintain various service equipments.</p> | <p>Describe the procedure for inventory preparation.</p> <p>Explain the capacity Identify capacities, maintenance, power utilization, sources of purchasing and current costs of various service equipment.</p> <p>Describe how to maintain various service equipments.</p> | <p>books</p> <p>Classroom Board Chalk/</p> <p>Marker</p> | <p>Describe the procedure for inventory preparation.</p> <p>Describe the maintenance of various service equipment.</p> | <p>Demonstrate the procedure for inventory preparation and maintenance of various service equipment</p> | <p>Cardboard service equipment</p> |
| General Objective 4: Know the importance of menu selling techniques in hospitality establishment | | | | | | |
| 6 | <p>4.1 Design menu cards.</p> <p>4.2 Prepare the menu of the day and its different courses to include appearance, colour, texture, garnishing, hot or cold, flavour and taste, balance of menu items, heavy or light and shape.</p> | <p>Explain how to design and prepare menu of the day</p> <p>Prepare the menu of the day and its different courses to include appearance, colour, texture, garnishing, hot or cold, flavour and taste, balance of menu items, heavy or light and shape</p> | <p>Raw materials and equipment restaurant</p> | <p>Describe how to design menu card how to prepare the menu of the day and its</p> <p>Prepare the menu of the day and its different courses to include appearance, colour, texture, garnishing, hot or cold, flavour and taste, balance of menu items, heavy or light and shape</p> | <p>Head students to design a menu card and prepare menu of the day Prepare the menu of the day and its different courses to include appearance, colour, texture, garnishing, hot or cold, flavour and taste, balance of menu items, heavy or light and shape y and its</p> | <p>Card board Food item Kitchen Restaurant.</p> |
| 7 | <p>4.3 Explain the importance of merchandising and display foods, beverages and equipment as integral parts of sales promotion.</p> <p>4.4 Plan a selling campaign for a given food service operation.</p> | <p>Discuss the importance of Explain the importance of merchandising and display foods, beverages and equipment as integral parts of sales promotion.</p> | <p>Raw materials equipment, restaurant, display counters</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|--|--|--|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 5: Understand the principles of menu constructions in the provision of meals | | | | | | |
| 8 | <p>5.1 Identify the normal timing and duration of the principal meal periods (breakfast, lunch and dinner).</p> <p>5.2 Identify and describe the following courses:-</p> <p>(a) Hors d'oeuvre (b) Soup (c) Egg (d) Farinaceous (e) Fish (f) Entrée (g) Relive (h) Sorbet (i) Roast (j) Vegetables (k) Salads (l) Sweets (m) Desert (n) Cheese (o) Savories (p) Beverages</p> <p>5.3 Give examples of dishes commonly associated with each of the courses listed in 5.2 above.</p> | <p>Explain the normal timing and duration of the principal meal periods.</p> <p>Explain the following courses with examples.</p> <p>(a) Hors d'oeuvre (b) Soup (c) Egg (d) Farinaceous (e) Fish (f) Entrée (g) Relive (h) Sorbet (i) Roast (j) Vegetables (k) Salads (l) Sweets (m) Descent (n) Cheese (o) Savories (p) Beverages</p> | <p>Books Board</p> <p>Classroom Chalk/Marker</p> <p>charts</p> | <p>Describe how to serve the following courses</p> <p>(a) Hors (b) d'oeuvre (c) Soup (d) Egg (e) Farinaceous (f) Fish (g) Entrée (h) Relayed (i) Sorbet (j) Roast (k) Vegetables (l) Salads (m) Sweets (n) Descent (o) Cheese (p) Savories (q) Beverages</p> | <p>Demonstrate</p> <p>The service of the following courses</p> <p>- Hors - d'oeuvre - Soup - Egg Farinaceous - Fish - Entrée - Relive - Sorbet - Roast - Vegetables - Salads -sweets - Descent - Cheese - Savories - Beverages</p> | <p>Restaurant service equipment e.g. side board, plates etc.</p> |

| Theoretical Content | | | | Practical Content | | |
|---------------------|--|---|---|---|---|---|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 9 | <p>5.4 Identify the dishes suitable for inclusion in a menu for the following:</p> <p>(a) Continental Breakfast (b) English breakfast (c) Table d'hote lunch or dinner (d) A la carte lunch or dinner (e) Fast food operations</p> | <p>Explain the dishes suitable for inclusion in a menu for the followings</p> <p>(a) Continental Breakfast (b) English breakfast (c) Table d'hote lunch or dinner (d) A la carte lunch or dinner (e) Fast food operations</p> | <p>Books Charts Classroom Board Chalk/Marker Charts</p> | <p>Describe the dishes suitable for inclusion in a menu for the following</p> <p>- Continental Breakfast - English breakfast - Table d'hote lunch or dinner - A la carte lunch or dinner - Fast food operations</p> | <p>Organize students to serve dishes suitable for inclusion in a menu for the following</p> <p>- Continental Breakfast - English breakfast - Table d'hote lunch or dinner - A la carte lunch or dinner - Fast food operations</p> | |
| 10 | <p>5.5 Explain luncheon menu suitable for two contrasting customer groups e.g. construction site personnel and clerical office staff.</p> | <p>Describe Luncheon menu suitable for two contrasting customer groups e.g. Construction Site personnel and clerical office staff</p> | <p>Books/note classroom</p> | <p>Describe a suitable luncheon menu for two contrasting customer groups e.g., Construction site personnel and clerical office staff.</p> | <p>Guide students to demonstrate how to serve Luncheon menu for two contrasting customer groups e.g, Construction site personnel and clerical office staff</p> | <p>Restaurant Service equipment</p> |
| 11 | <p>6.1 Explain condiments normally available in food service areas.</p> <p>6.2 Explain condiments for service in a restaurant.</p> <p>6.3 Explain Identify the traditional accompaniment for food items such as:-</p> <p>(a) Hors d'oeuvre</p> | <p>Describe how to serve condiments in the restaurant</p> <p>Describe the traditional accompaniments for food items such as</p> <p>- Hors - d'oeuvre - White bait - Grape fruit</p> | <p>Classroom Board Marker/Chalk</p> | <p>Describe condiments and Explain how to serve in the restaurant</p> <p>Describe the traditional</p> <p>Explain Identify the traditional accompaniment for food items such as:</p> <p>- Hors</p> | <p>Demonstrate how to serve condiments in restaurants</p> <p>Demonstrate how to serve traditional accompaniment for food items such as</p> <p>Explain Identify the traditional accompaniment for food items such as:-</p> <p>Hors</p> | <p>Condiments Restaurant Service equipment</p> |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|--|--|---|---|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | (b) Grape fruit (c) Minestrone soup (d) Potage et germain (e) Soup a L'oignon (f) Farinaceous dishes (g) Grilled herring (h) White bait (i) Deep fried fish (j) Curry (k) Roast lamb (l) Roast beef (m) savories | - Deep fried fish - Minestrone soup - Curry - Potage et germain - Roast lamb - Soupe a L'oignon - Roast beef | | - d'oeuvre varie - White bait - Grape fruit - Deep fried fish - Minestrone soup - Curry - Potage germane -Roast lamb - Soupe a L'oignon - Roast beef | - d'oeuvre varie - White bait - Grape fruit - Deep fried fish - Minestrone soup - Curry - Potage germane -Roast lamb - Soupe a L'oignon - Roast beef | |
| 12 | 6.4 Explain reasons for serving accompaniments with food items. 6.5 Identify from a range of accompaniments those which are likely to be offered in different types of hospitality organization. | Describe reasons for serving accompaniments with food items Explain the range of accompaniments those which are Identify from a range of accompaniments those which are likely to be offered in different types of hospitality organization. | Classroom Board Marker/ Chalk Teachers note | List the range of accompaniments which are offered in different types of hospitality organizations | Guide students to group accompaniments which are offered in different types of hospitality organizations | Still room Raw food material Restaurant equipment. |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|---|----------------------------|--|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 7.0 Understand the food beverage service sequence | | | | | | |
| 13 | 7.1 Explain the basic technical and interpersonal skills. 7.2 Explain how to take customers food and beverage orders. 7.3 Describe order of table service. 7.4 Describe the service of alcoholic and non-alcoholic. 7.5 Clearing after service. 7.6 Prepare guest bill from the dockets. | Explain and describe: (a) Technical and interpersonal (b) How to take customers food and Beverage orders (c) Order of table service (d) The service of alcoholic and room alcoholic (e) Clearing after service (f) Prepare guest bill from the dockets | Classroom Board Chalk/ Marker Charts | | Guide student to demonstrate (a) Technical and interpersonal skills (b) How to take customers food and beverage orders (c) Order of table service (d) the service of alcoholic and non alcoholic (e) clearing after service (f) prepare guest bill from the dockets. | Restaurant Service equipments Drinks Serviette Paper /bill |
| General Objectives: 8.0 Know how to average service projects | | | | | | |
| 14 | 8.1 Describe the characteristics of a service project and its management challenges 8.2 Describe service project network, gant chart and its limitations. | Explain the characteristics of a service project and its management challenges Describe service project network, giant chart and its limitations. | Classroom Board Marker/Chalk | | Demonstrate the construction of service project | Service equipment |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|--------------------------------|------------------|---|---|----------------------------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 15 | 8.3 Perform critical path analysis on a project network. | Explain critical path analysis | Classroom Board | Describe the critical path analysis on a project network. | Lead students to draw a critical path analysis of a project network | Paper Card Board/Poster |
| | 8.4 Analyze a project with uncertain activity times to determine the project completion distribution. | | Marker/ Chalk | Describe a project activity time table to determine the completion of a project | Lead students to draw an activity time table to determine the completion of a project | Marker. |

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

Recommended Textbooks & References:

Course: Accommodation Management I

| | | | |
|---|-----------------------------|----------------------|----------------------|
| Department/ HND HOSPITALITY MANAGEMENT | | | |
| Course: Accommodation Management I | Course Code: HMT 313 | Credit Hours: | 40 |
| Year: III Semester: 1 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 2 hours /week |
| General Objectives | | | |
| 1.0 Understand accommodation operation within a hospitality organization. | | | |
| 2.0 Know customer service | | | |
| 3.0 Know the structure and features of the rooms division in hotels. | | | |
| 4.0 Understand the operation of the Front Office | | | |
| 5.0 Understand housekeeping operation. | | | |
| 6.0 Know how to manage the accommodation operation | | | |
| 7.0 Know management scenario | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|--|----------------------------|--|---|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Understand accommodation operation within a hospitality organization | | | | | | |
| 1 | <p>1.1 Define the accommodation function in hospitality i.e. the provision of lodging.</p> <p>1.2 Differentiate between the different types of accommodation service providers in the industry – hotels, motels, hostels etc.</p> | <p>Explain the accommodation function in the provision of hospitality</p> | <p>Company brochures or publications of hotels</p> | | <p>Give example of international and Nigerian hotel providers</p> <p>Conduct a PEST analysis ie the political, economic, social and technological factors that impact on the industry in Nigeria</p> <p>Direct the students to prepare a presentation of how a manager can supervise the front office from arrival to departure.</p> | <p>Company brochures or of hotels</p> <p>Photocopies of a summary of the PEST analysis for the global industry.</p> |
| 2 | <p>1.3 Give a brief introduction to the scope of the global industry, in particular, the hotel sector.</p> <p>1.4 Identify the factors that have led to the development of accommodation service provision in Nigeria.</p> <p>1.5 Discuss the stigma attached to the hotel profession in Nigeria.</p> | <p>Examine the different types of accommodation service providers in the industry eg. Hotels, motels, hostels, guest houses etc</p> <p>Discuss briefly the global industry and the hotel sector.</p> <p>Explain the factors that led to the development of the accommodation service providers in Nigeria.</p> <p>Discuss the stinging attached to the hotel profession in Nigeria.</p> | <p>Photocopies of a summary of the PEST analysis for the global industry</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|--|--|----------------------------|--|---|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 2: Know customer service | | | | | | |
| 3 | 2.1 Discuss the importance of the customer in service operations with specific examples. 2.2 Identify the expectations and needs of different customers. | Discuss the importance of the costume in the service operations. Explain the importance of service quality or competitive advantages. Explain how a manager can supervise the front office from arrival to departure of guests. | Printed copies of hotel group website pages with mission statements or copies of mission statements from magazines or flyers | | | |
| 4 | 2.3 Appreciate the importance of service quality or competitive advantages Discuss how providers achieve competitive advantage through quality service. | Discuss the expectations and needs of different guests | | | | |
| General Objective 3: Know the structure and features of the rooms division in hotels | | | | | | |
| 5 | 3.1 Describe the organizational structure of the accommodation function in hotels I.e. rooms division. 3.2 Explain the role of each department in the rooms division of a hotel i.e. the front office and housekeeping. | Describe the organizational structure of the accommodation function in hotels eg. Rooms division. Explain the role of each department in the rooms division of a hotel ie the front office and housekeeping. provide a case study example of interdepartmental conflict that could occur between front office and housekeeping | Case study material from a relevant text | | Provide a case study invites departmental conflict that office and between front office and housekeeping Organize students to work in group and draw different organizational structure for small, large medium hotels and commercial and welfare organizations | Printed copies of hotel group website pages with mission statements or copies of mission statement from magazines flyers case study |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|---|----------------------------|----------------------|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 6 | <p>3.3 Discuss the relationship between front office and housekeeping department.</p> <p>3.4 Identify the differences in organizational structure that exist in small, medium and large hotels.</p> | <p>Discuss the relationship between front office and house keeping department</p> | | | | |
| General Objective 4: Understand the front office | | | | | | |
| 7 | <p>4.1 Explain the four phases of the guest cycle and the various transactions and services within each phase:</p> <ul style="list-style-type: none"> a. Reservations b. Check-in and registration c. Mail and information d. Uniformed service and baggage handling e. Telephone calls and messages f. Handling guest accounts g. Check-out and bill settlement <p>4.2 Identify the support services that accompany the smooth running of the front office operation.</p> | <p>Discuss different organizational structures that exist in small, medium and large hotels</p> <p>Explain the four phases of the guest cycle and the various transactions and services within each phase</p> <p>Describe the support services that accompany the smooth running of a front office operation.</p> | <p>Relevant text training video on front office department.</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|---|----------------------------|----------------------|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 5: Understand housekeeping | | | | | | |
| 8 | 5.1 Identify the different operations in the housekeeping department in a small, medium and large hotel h. Cleaning services i. Linen and laundry j. Maintenance k. Room supplies l. Aesthetic environment | Describe the different operations in the house keeping department in a small, medium and large hotel – cleaning services, linen and laundry, maintenance, room supplies, aesthetic environment. | Relevant text. Training video on housekeeping operation. | | | |
| 9 | 5.2 Identify the support services that accompany the smooth running of the front office operation. | | | | | |
| General Objective 6: Know how to manage the accommodation operation | | | | | | |
| 10 11 | 6.1 Explain the attributes of a good division manager with respect to: m. Employees n. Communication o. Planning p. Organization q. Control r. Feedback and Evaluation s. Decision making and Problem solving t. Handling Customer Complaints | Describe the attributes of a good division manager with respect to employees, communication planning, organization control, feedback and evaluation, decision making and problem solving, handling customer complaints | | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|--|---|----------------------|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 12 | 6.2 Assess the human resources requirement for each department. | Examine the human resources requirement for different section of the house keeping department | | | | |
| 13 | 6.3 Describe the job roles and descriptions for the employees of each department. | Describe the job roles and descriptions for employees of each department | | | | |
| | 6.4 Design simple work flow patterns with clear responsibilities. | Explain simple work flow patterns with clear responsibilities | | | | |
| 14 | 6.5 Explain the importance of training. | Explain the importance of training in the house keeping section. | | | | |
| General Objectives: 7.0 know the management scenarios | | | | | | |
| 15 | <p>7.1 Discuss the practical application of managerial roles in case-specific examples.</p> <p>Students should be divided into groups. Each group will be presented with scenario, which will require the application of underpinning knowledge and practical skills that have been developed throughout the programme. They will be required to present their findings to the class in week XII. Example of possible scenario</p> <p>You are the front office manager of a large city center hotel. A tourist with lost luggage has arrived without any reservation and would like to stay in for two weeks. Outline how you would supervise the front office operation from arrival to departure.</p> | Discuss the role of the manager in the housekeeping department. | <p>Case study material from relevant text</p> <p>Overhead projector or other visual aids</p> | Group students and guide them to discuss the manager roles present students with scenario and arrange to play roles to solve the managerial problems; using knowledge and practical skills that have been developed throughout the programme and present their finding to the class | | |

Assessment: Give details of assignments to be used:

Group Presentation 50 % + 2 individual tasks (25% + 25%) Practical 50%

Course: Human Capital Management I

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|---|-------------------------------|----------------------|----------------------------|
| PROGRAMME: HND Hospitality management | | | |
| Course: HUMAN CAPITAL MANAGEMENT I | Code: BAM 314 | Credit Hours: | 3 |
| Year III Semester: I | Pre-requisite: BAM 224 | Theoretical: | 2 hours/week - 67 % |
| | | Practical: | 1 hour/week - 33% |
| Goal: This course is intended to further enable the student to understand the concept, techniques and dynamics of Human Capital Management and their applications | | | |
| GENERAL OBJECTIVES: | | | |
| On completion of the course, the student should: | | | |
| <ol style="list-style-type: none">1. Understand the use of the job interview.2. Know the procedure for decision-making.3. Understand the use of medical check in selection procedure.4. Understand the use of employment reference.5. Understand induction procedures.6. Understand employee performance appraisal.7. Understand training and development.8. Understand compensation administration.9. Know employee discipline procedures. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|--|---|---|-------------------------------|
| Week | Specific Learning outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 1: Understand the use of Job Interview | | | | | | |
| 1 | 1.1 Define interview and its process. 1.2 Explain the role of interview in selection 1.3 Distinguish between job interview and selection test. | <ul style="list-style-type: none"> • Explain the interview and its process. • Explain the role of job interview in the selection process. | *Textbooks * Journals | (i) Carry out mock Interview (ii) Carry out mock Selection process. | a) Guide students to conduct mock interview, selection etc. | T.V. VCR Films. |
| 2 | 1.4 Describe the types of job interview. 1.5 Explain the use of different types of interviews. 1.6 Explain the stages and techniques of job interview. | <ul style="list-style-type: none"> • Distinguish between job interview and selection test. • Explain the uses, types, stages and techniques of job interview. | | (iii) Prepare a selection test. (iv) Apply types, stages and techniques of job interview. | b) Demonstrate how different types of interviews are organised using relevant films. | |
| General Objective 2: Know the procedure for decision making | | | | | | |
| 3 | 2.1 Explain the use of the 7-point plan for selection rating. 2.2 Explain how to prepare scoring sheet for interview rating. 2.3 Explain how to use scoring sheet for interview rating. | <ul style="list-style-type: none"> • Explain the use of the 7-point plan for selection rating. • Explain how to prepare and use scoring sheet. • Give assignment. | *Textbooks *Journals *Scoring Sheet (sample) | (i) Apply the 7-point plan for selection rating. (ii) Prepare scoring sheet for interview rating. (iii) Use effectively scoring sheet for interview rating to rate the performance of interviewee | a) Guide students to draft the 7-point selection rating. b) Guide students to prepare scoring sheet for interview rating in a hypothetical organisation. c) Guide student to design an interview-rating sheet. d) Guide students on how to score/rate interviewees on the sheet. | |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|--|---|--|--|
| Week | Specific Learning outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 3: Understand the use of medical check in selection procedure | | | | | | |
| 4 | 3.1 Explain the importance of medical check. 3.2 Explain the practice of obtaining medical report. 3.3 Identify the format for medical check. 3.4 Explain the use of medical check when obtained. | <ul style="list-style-type: none"> • Explain the importance of medical check. • Explain the practice of obtaining medical report. • Show sample of medical report. • Explain the use of medical check when obtained. | *Textbooks *Journals *Medical reports. | | | |
| General Objectives 4: Understand the use of employment references | | | | | | |
| 5 | 4.1 Identify various types of employment references. 4.2 State the importance of employment references. | <ul style="list-style-type: none"> • Explain types, uses and limitations of employment references. | *Textbooks *Journals *Reference letter. | | | |
| General Objective 5: Understand induction procedure: | | | | | | |
| 6 | 5.1 Define induction. 5.2 Distinguish between formal and informal induction. 5.3 Explain the need for induction. 5.4 Identify the tasks involved in induction. | <ul style="list-style-type: none"> • Explain an induction process in an organisation. | *Textbooks *Journals - Sample of an induction programme. | i. Prepare a model of an induction programme for a selected organisation. | a) Show students sample of an induction programme. | Computer and Accessories Paper. |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|--|---|--|-----------|
| Week | Specific Learning outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| 7 | <p>5.5 Explain how to prepare an induction programme.</p> <p>5.6 Identify who has responsibility for implementation of induction programme.</p> <p>5.7 Explain the procedure for induction follow up.</p> | <ul style="list-style-type: none"> Describe an induction programme. Describe the officers responsible for instructing an induction programme. Describe how to follow up induction programme. | | | b) Design a model programme for an induction course for a selected organisation. | |
| General Objective 6: Understand employee performance appraisal | | | | | | |
| 8 | <p>6.1 Define employee performance appraisal.</p> <p>6.2 State the rationale and uses of employee performance appraisal.</p> <p>6.1 Distinguish between confidential report and open report on employee appraisal.</p> <p>6.4 Enumerate the requirements of sound performance appraisal system.</p> | <ul style="list-style-type: none"> Explain employee performance appraisal, its rationale and uses. Differentiate between confidential and open reporting systems. | <p>*Textbooks</p> <p>*Journals</p> <p>*Sample of appraisal instrument.</p> | (i) Design an appropriate performance appraisal instrument. | a) Guide students to prepare a performance appraisal document. | |
| 9 | <p>6.1 Describe the techniques of performance appraisal system.</p> <p>6.2 Explain how to design an appropriate performance appraisal instrument.</p> | <ul style="list-style-type: none"> Explain the characteristics of a performance appraisal system. Describe techniques of performance appraisal. Describe how to design an appraisal instrument | | ii) Design an appropriate model performance appraised instrument. | <p>b) Show students sample of employee performance appraisal form.</p> <p>c) Aid students to prepare a model performance appraisal document.</p> | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|--|---|---|--------------------------------|
| Week | Specific Learning outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 7: Understand Training and Development | | | | | | |
| 10 | <p>7.1 Define training, development and education.</p> <p>7.2 Explain challenges of employee training.</p> <p>7.3 Distinguish among (7.1) above.</p> <p>7.4 Explain challenges of employee training under the heading of human obsolesce, technological challenges and government challenges etc</p> | <ul style="list-style-type: none"> • Explain training, education and development. • Explain the challenges of training. • Analyse training needs. • Explain steps in a training cycle. | <ul style="list-style-type: none"> *Textbooks * Journals *Training manual | <p>i. Prepare a model training evaluation form.</p> <p>ii. Fill the model training evaluation form.</p> <p>iii. Analyse the data.</p> | <p>a) Show students sample of training evaluation form.</p> <p>b) Aid students to prepare a model training evaluation form.</p> | Internet and Relevant Website. |
| 11 | <p>7.5 Explain how to analyse training needs of employees.</p> <p>7.6 Identify the steps in training.</p> <p>7.7 Describe programme objective, content and sequence.</p> <p>7.8 Explain learning principle and training method.</p> <p>7.9 Identify methods of employee development and management development.</p> | <ul style="list-style-type: none"> • Explain programme objective, content and training sequence. • Explain learning principles and training methods. • Explain training and evaluation process. • Explain methods of employee development and management development. • Give assignment. | | | <p>c) Aid students to complete the form.</p> <p>d) Guide them to analyse the data.</p> | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|-----------------------------|--|---|-----------|
| Week | Specific Learning outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objectives 8: Understand compensation administration | | | | | | |
| 13 | 8.1 Explain the importance of compensation 8.1 Explain the objectives and benefits of a good compensation system 8.2 Reconcile conflicting compensation objective. 8.4. Explain the use of job evaluation. | <ul style="list-style-type: none"> • Explain compensation, its importance objectives, uses and benefits. • Reconcile conflicting compensation objectives. | *Textbooks *Journals | i. Calculate remuneration and bonuses using model questions. | a) Give model questions for students to calculate remuneration and bonuses. | |
| 14 | 8.5 Explain job evaluation procedure. 8.3 Describe common job evaluation methods. 8.7 Explain systems of remuneration. 8.8 Explain incentive methods. 8.9 Explain merit and limitations of incentive methods. | <ul style="list-style-type: none"> • Explain job evaluation, its uses, procedure and methods. • Explain systems of remuneration. • Explain types of incentive schemes, their merits and limitations | | | | |
| General Objective 9: Know Employee Discipline Procedures | | | | | | |
| 15 | 9.1 Explain discipline. 9.2 Identify types of discipline (preventive, corrective) etc. 9.3 Explain the red-hot stove rule. 9.4 Explain disciplinary procedure. | <ul style="list-style-type: none"> • Explain discipline. • Explain types of discipline. • Explain the red-hot stove rule. • Explain disciplinary procedure. • Explain types of disciplinary measures and their offences | *Textbooks *Journals | | | |

| ASSESSMENT CRITERIA | | |
|----------------------------|-------------------------------------|--|
| EXAMINATION 70% | CONTINUOUS ASSESSMENT 30% | Other (Examination/project/portfolio) % |

Course: Finance and Account

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| Programme: Higher National Diploma in Hospitality Management | | | |
| Subject/Course: Finance and Account | | Course Code: 315 | Credit Hours: 3 |
| Year: 3 Semester: 1 | Pre-requisite: | Theoretical: | 1 hours/week |
| | | Practical: | 2 hours /week |
| General Objectives | | | |
| 1.0 Understand the roles of accounting in hospitality industry | | | |
| 2.0 Know how to interpret financial reports | | | |
| 3.0 Know how to interpret financial reports | | | |
| 4.0 Understand analysis of single entry system | | | |
| 5.0 Understand accounting for partnerships | | | |
| 6.0 Understand accounting for limited companies | | | |
| 7.0 Understand departmental accounts | | | |
| 8.0 Understand goodwill accounts | | | |
| 9.0 Know bills of exchange | | | |
| 10 Understand the preparation and interpretation of accounting information | | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|--|--|---|--|------------------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Understand the roles of accounting in hospitality industry | | | | | | |
| 1 | <p>1.1 Discuss the role of accounting as a source of information for management.</p> <p>1.2 Explain what the objectives of management accounting systems are in relation to</p> <ul style="list-style-type: none"> • Decision-making • Planning and controlling • Evaluation | <p>Give a brief discussion on the role of accounting as a source of information</p> <p>Discuss the objectives of management accounting systems in relation to:</p> <ul style="list-style-type: none"> - Decision making - Planning and controlling - Evaluation | <p>Journals</p> <p>Classroom Board</p> <p>Marker/</p> <p>Chalk</p> | <p>Describe management accounting system in relation to:</p> <ul style="list-style-type: none"> - Decision-making - Planning and controlling - Evaluation | <p>Guide students to discuss management accounting system in relation to:</p> <p>Decision-making</p> <ul style="list-style-type: none"> - Planning and controlling - Evaluation | Ledger |
| 2 | 2.3 Discuss the criticism that accounting does not provide the only source of information for management decision making | Explain the criticism that accounting does not provide the only source of information for management decision making | <p>Board</p> <p>Marker/</p> <p>Chalk</p> | | | |
| General Objective 2: Understand financial reports | | | | | | |
| 3 | <p>2.1 Explain the principles of presentation of financial accounts.</p> <p>2.2 Prepare a simple financial report from an adjusted trial balance</p> <p>2.3 Describe the financial accounts related to the following:</p> <ul style="list-style-type: none"> • Sole trader • Partnerships • Limited companies | <p>Each students to discuss the principles of presenting financial account financial report from adjusted trial balance and</p> <ul style="list-style-type: none"> • Sole trader • Partnerships • Limited companies | <p>Samples of financial report</p> <p>Classroom</p> <p>Board</p> <p>Marker/</p> <p>Chalk</p> | <p>Describe the principles financial account</p> <p>Describe how to prepare financial report from an adjusted trial balance</p> <p>Describe</p> <ul style="list-style-type: none"> -Sole trader -Partnerships -Limited companies | <p>Show students samples of financial accounts, financial report from an adjusted trial balance with reference to</p> <p>Sole trader</p> <ul style="list-style-type: none"> -Partnerships -Limited companies | Financial report |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|---|--|---|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 4 | <p>2.4 Explain the nature and objectives of departmental accounts in hotels.</p> <p>2.5 Explain the different methods of preparing departmental profit and loss accounts.</p> | <p>State the nature and objective of Department accounts in Hotels</p> <p>Explain the different methods of preparing departmental profit and cost accounts.</p> | <p>Ledger</p> <p>Departmental accounts papers</p> | <p>Describe the nature and objectives of department accounts in hotels</p> <p>Describe the different methods of preparing departmental and profit accounts</p> | <p>Guide students to prepare and demonstrate departmental accounts and profit and loss accounts</p> | <p>Ledger</p> <p>Departmental accounts rolled sheets</p> <p>Ruler pencil, plain sheet etc</p> |
| General Objective 3: Know how to interpret financial reports | | | | | | |
| 5 | 3.1 Interpret the final accounts of a specific hospitality organization e.g. a hotel. | <p>Explain the final account of</p> <p>Interpret the final accounts of a specific hospitality organization e.g. a hotel.</p> | List of financial indicators from business publications | Describe how to interpret final account of a specific hospitality organization | Show to students samples of a specific final accounts | <p>Ledger</p> <p>Sample of final accounts</p> <p>Pencil</p> <p>Paper/plain sheet rolled sheets</p> |
| 6 | <p>3.2 Explain the concept of performance indicators</p> <ul style="list-style-type: none"> • Profitability • Ratios • Industry comparisons | <p>Lead students to discuss the concept of performance indicators:</p> <ul style="list-style-type: none"> • Profitability • Ratios • Industry comparisons | | <p>Describe the concept of performance indicators</p> <p>-Profitability</p> <p>-Ratios</p> <p>-Industry comparisons</p> | <p>Direct students to prepare a final account</p> <p>Group students to discuss the concept of performance indicators with emphasis to</p> | <p>Ledger</p> <p>Sample of final accounts</p> <p>Pencil</p> <p>Paper/plain sheet rolled sheets</p> |

| Theoretical Content | | | | Practical Content | | |
|--|--|---|--|---|--|---|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 7 | 3.3 Discuss the issue of non-financial performance indicators. | | | | Profitability -Ratios -Industry comparisons | |
| 8 | | | | State the issue of non-financial performance indicators | Group students to discuss the concept of performance indicators with emphasis to Profitability -Ratios -Industry comparisons | Ledger sample of final accounts pencil paper/plain sheet rolled sheets |
| General Objective 4: Understand analysis of single entry system | | | | | | |
| 9 | ANALYSIS OF SINGLE ENTRY SYSTEM 4.1 Describe the nature of single entry. 4.2 Explain the preparation of final accounts from incomplete records. 4.3 Explain the treatment of purchases and sales. | Explain the nature of single entry Students to discuss the preparation of final accounts from in complete records Describe the treatment of purchases and sales | Classroom Textbooks and writing board. Maker/Chalk | | | |
| General Objective 5: Understanding accounting for partnerships | | | | | | |
| 10 | ACCOUNTING FOR PARTNERSHIP 5.1 Identify nature of partnership. 5.2 Explain partnership agreement. | Lectures with general demonstration with examples | | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|-----------------------------|----------------------------|----------------------|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 5.3 Explain accounts of partners including, appropriation, admission of a new partner, merger, acquisition, consortium and dissolution of partnership. | | | | | |
| General Objective 6: Understand accounting for limited companies | | | | | | |
| 11 | <p>ACCOUNTING FOR LIMITED COMPANIES</p> <p>6.1 Describe different kinds of companies.</p> <p>6.2 Describe different kinds of capital shares and debentures and issues of shares and debentures.</p> <p>6.3 Explain final accounts of limited companies.</p> | Lectures with general demonstration with examples | Textbooks and writing board | | | |
| General Objectives: 7.0 Understand departmental accounts | | | | | | |
| 12 | <p>DEPARTMENTAL ACCOUNTS</p> <p>7.1 Explain the objectives of departmental accounting in the hotel and catering establishments.</p> <p>7.2 Describe bookkeeping records in the various departments and sections of the hotel and catering establishments.</p> <p>7.3 Explain methods of preparing departmental/sectional contributions to trading profit and loss accounts.</p> | Lectures with general demonstration with examples | Textbooks and writing board | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|---|-----------|----------------------------|----------------------|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 8.0 Understanding goodwill accounts | | | | | | |
| 13 | <p>GOODWILL ACCOUNTS</p> <p>8.1 Identify the nature of goodwill.</p> <p>8.2 Explain valuation of goodwill.</p> <p>8.3 Describe the importance of goodwill accounting system in the Hospitality industry.</p> <p>8.4 Illustrate with examples the problems associated with goodwill</p> | Lectures with general demonstration with examples | | | | |
| General Objectives: 9.0 Know bills of exchange | | | | | | |
| 14 | <p>BILLS OF EXCHANGE</p> <p>9.1 Explain bills of exchange.</p> <p>9.2 Explain bills payable and bill receivable</p> | Lectures with general demonstration with examples | | | | |
| General Objectives: 10.0 Understand the presentation and interpretation of accounting information | | | | | | |
| 15 | <p>ACCOUNTING INFORMATION</p> <p>10.1 Explain principles of presentation and layout of accounts.</p> <p>10.2 Explain conventional and vertical methods of presenting accounts.</p> <p>10.3 Describe the statistical methods of presentation.</p> | Lectures with general demonstration with examples | | | | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|----------------------|-----------|----------------------------|----------------------|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 10.4 Interpret final accounts. 10.5 Explain accounting ratios. 10.6 Explain concepts of profitability and operating ratios. | | | | | |

Assessment: Give details of assignments to be used:
Individual Coursework/ Assignments 50%; Group Projects 50 %

Course: Technical French I

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| Department/ Programme:: HOSPITALITY MANAGEMENT (HIGHER NATIONAL DIPLOMA) | | | |
| Course: TECHNICAL FRENCH I | Course Code: HMT 316 | Credit Hours: | 3 |
| Year: 2 Semester: 1 | Pre-requisite: French II | Theoretical: | 1 hours/week |
| | | Practical: | 2 hours/week |
| Course Aim/Goal: | | | |
| This course is designed to consolidate the student's competence in the use of French in a hospitality industry environment. | | | |
| GENERAL OBJECTIVES: | | | |
| On completion of this course, the student should be able to: | | | |
| 1.0 Greet clients. | | | |
| 2.0 Understand and give instructions. | | | |
| 3.0 Assist clients in making decisions. | | | |
| 4.0 Deal with problems. | | | |

| Theoretical | | | | Practical | | |
|--|--|--|---------------------------|---|---|--------------------------------|
| Week | Specific learning outcomes | Teacher's activities | Resources | Specific learning outcomes | Teacher's activities | Resources |
| General Objective 1: Greet clients. | | | | | | |
| 1 | 1.1 Carry out a telephone conversation. | Explain different language forms used in telephone conversations. | Chalkboard Textbooks. | 1.1 Book a hotel room. 1.2 Book a table at a restaurant over the phone. 1.3. Organize a meeting with a business partner. | Guide students in role-playing interactions between a hotel receptionist and a client wishing to find out about vacancies. Guide students in role-playing interactions between restaurant staff and a would-be client. Guide students in role-playing interactions between a secretarial assistant and a business partner. Guide students in using the gerund form in sentences. | Language laboratory. Films. |
| 2 | 1.2 Identify the gerund. 1.3 Know vocabulary and abbreviations used in tickets for different forms of transport. 1.4 Understand a travel itinerary. | Explain use of the gerund. Explain vocabulary and abbreviations used in travel documents. | Chalkboard. Textbooks. | 1.4 Use the gerund. 1.5 Understand travel documents used in different forms of transport. 1.6 Explain a travel itinerary to a client. | Guide students in making sentences using the gerund form. Guide students in explaining travel documents for different types of transport. Guide students in role-playing conversations between a travel agency staff member and a client who does not understand his or her itinerary. | Language laboratory. Films. |
| 3 | 1.5 Know how to greet people in different work situations (in person). 1.6 Know vocabulary for objects in the vicinity of the reception desk (telephone, desk, computer...) | Give examples of how to greet people in different work situations. Explain vocabulary for reception desk objects. | Chalkboard. Textbooks. | 1.7 Greet clients at a reception desk of a hotel. 1.8 Greet clients at a restaurant. 1.9 Great clients at the reception desk of a business' office. | Guide students in role-playing interactions between a hotel receptionist and a newly-arrived client. Guide students in role-playing interactions between a headwaiter and restaurant client. Guide students in role-playing interactions between an office receptionist and a client. | Language laboratory. Films. |

| Theoretical | | | | Practical | | |
|-------------|---|---|-------------------------------|---|--|------------------------------------|
| Week | Specific learning outcomes | Teacher's activities | Resources | Specific learning outcomes | Teacher's activities | Resources |
| 4 | 1.7 Identify the present participle. | Explain use of the present participle. | Chalkboard. Textbooks. | 1.10 Use the present participle in sentences. | Guide students in using the present participle. | Language laboratory. Films. |
| | 1.8 Know vocabulary for different jobs in the hospitality and tourism industry. | Explain vocabulary for different jobs (position + activities). | | 1.11 Use vocabulary for different jobs in the hospitality and tourism industry. | Guide students in writing advertisements for vacancies in the hospitality industry. Guide students in role-playing job interviews. | |
| | General Objective 2: Understand and give instructions. | | | 1.12 Read a French curriculum vitae. | | |
| 5 | 2.1 Identify the imperative form. | Explain conjugation of the imperative form; | Chalkboard. Textbooks. | 2.1 Use the imperative form of verbs. | Guide students in using the imperative form of verbs. | Language laboratory. Films. |
| | 2.2 Understand bans and prohibitions. | | | 2.2 Make signs indicating bans and prohibitions for different circumstances. | Guide students in making signs indicating bans and prohibitions. | |
| 6 | 2.3 Know vocabulary to describe objects in a hotel room. | Explain vocabulary for different objects in a hotel room. | Chalkboard. Textbooks. | 2.3 Show clients around a hotel room. | Guide students in role-playing interactions between a hotel staff member and a client who is being shown his/her room. | Language laboratory. Films. |
| | 2.4 Understand simple instructions. | Give examples of simple instructions. | | 2.4 Give simple instructions. | Guide students in giving instructions as to how to use the shower, turn on the air conditioning or TV, etc, using the impersonal form. | |
| | 2.5 Identify the impersonal form ("Il faut..."). | Explain the use of the impersonal form. | | 2.5 Use the impersonal form. | | |
| 7 | 2.6 Identify the subjunctive present. | Conjugate the subjunctive present. | Chalkboard. Textbooks. | 2.6 Use the subjunctive present tense of common verbs in simple sentences. | Guide students in making sentences using the subjunctive present tense of common verbs. | Language laboratory. Films. |
| | 2.7 Know vocabulary for changing money. | Explain vocabulary for changing money. | | 2.7 Change money for clients from French-speaking countries. | Guide students in role-playing interactions between foreign exchange staff and clients from French-speaking countries who wish to change money | |
| | 2.8 Have a broad understanding of the history of currencies in French-speaking countries. | Explain the history of currencies in French-speaking countries. | | | | |

| Theoretical | | | | Practical | | |
|---|---|--|-------------------------------|--|--|------------------------------------|
| Week | Specific learning outcomes | Teacher's activities | Resources | Specific learning outcomes | Teacher's activities | Resources |
| General Objective 3: Assist clients in making decisions. | | | | | | |
| 8 | 3.1 Know vocabulary for tasks performed by receptionists 3.2 Know vocabulary for leisure activities. | Explain vocabulary for tasks performed by receptionists (e.g. holding the line, transferring calls, etc.). Explain vocabulary for leisure activities. | Chalkboard. Textbooks. | 3.1 Use vocabulary for tasks performed by receptionists. 3.2 Describe leisure activities in their community. | Guide students in role-playing conversations between a hotel receptionist or tourism agent and clients wishing to obtain information, e.g. on leisure activities organized in the community. | Language laboratory. Films. |
| 9 | 3.3 Identify the present conditional tense. 3.4 Know vocabulary for different occupations in a restaurant. 3.5 Understand a menu. | Conjugate the present conditional tense. Explain vocabulary for different occupations in a restaurant. Explain how a menu is made up. | Chalkboard. Textbooks. | 3.3 Use the present conditional tense to express condition and hypothesis. 3.4 Use names for different occupations in a restaurant. 3.5 Explain a menu | Guide students in making sentences using the present conditional tense. Guide students in role-playing interactions between restaurant staff and clients. | Language laboratory. Films. |
| 10 | 3.6 Know terms used in culinary work (meals, beverages, ingredients, quantities and measurements, equipment...) 3.7 Have an understanding of different culinary traditions in French-speaking countries. | Explain terms used in culinary work. Identify different culinary traditions in French-speaking countries. | Chalkboard. Textbooks. | 3.6 Follow a recipe. 3.7 Design French-language menus for tourists in their area. | Guide students in reading recipes for meals traditionally eaten in French-speaking countries. Guide students in writing recipes for meals enjoyed by tourists in their area. Guide students in designing French-language menus for tourists in their area. | Language laboratory. Films. |
| General Objective 4: Deal with problems. | | | | | | |
| 11 | 4.1 Identify expressions of cause and consequence. 4.2 Know vocabulary used to indicate lost property. | Explain expressions of cause and consequence. Explain vocabulary used to indicate lost property. | Chalkboard. Textbooks. | 4.1 Express cause and consequence. 4.2 Use vocabulary to indicate lost property. | Guide students in expressing cause and consequence. Guide students in role-playing interactions between hospitality staff and clients having lost items of property. | Language laboratory. Films. |

| Week | Theoretical | | | Practical | | |
|------|--|--|---------------------------|--|--|--|
| | Specific learning outcomes | Teacher's activities | Resources | Specific learning outcomes | Teacher's activities | Resources |
| 12 | 4.3 Identify responses to emergency situations. | Give examples of different responses to emergency situations. | Chalkboard. | 4.3 Respond to an emergency situation. | Guide students in role-playing emergency situations. | Language laboratory. |
| | 4.4 Know vocabulary for illness/medication. | Explain vocabulary for illness/medication. | Textbooks. | 4.4 Use vocabulary for common illnesses and medication. | Guide students in role-playing interactions between hospitality staff and a client requiring medical attention. | Films. |
| 13 | 4.5 Identify different registers of language in sorting out problems. | Explain different registers of language used in sorting out problems. | Chalkboard Textbooks. | 4.5 Use vocabulary and expressions to sort out problems. | Guide students in role-playing interactions between people in different relationships aiming to solve a problem. | Language laboratory. Films. |
| 14 | 4.6 Identify vocabulary for different types of payment (cash, cheque, bank card, credit card...) | Explain vocabulary for different types of payment. | Chalkboard. Textbooks. | 4.6 Explain different types of payment available. | Guide students in role-playing interactions between hospitality staff and clients paying for services received. | Language laboratory. Examples of documents. |
| 15 | 4.7 Understand different documents relating to payment for goods and services. | Give examples of different documents relating to payment for goods and services. | Chalkboard. Textbooks. | 4.7 Write a receipt. | Guide students in filling in documents relating to payment for goods and services. | Language laboratory. Examples of documents. |

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

Recommended Textbooks & References:

Le français du tourisme, Anne-Marie Calmy, Hachette, 2004.

Tourisme et hôtellerie: Lectures et vocabulaire en français, Conrad J. Schmitt, Katia Brillie Lutz, 1993.

Français.com, M. Danilo, J.L. Penfornis. CLE International, 2002.

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

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

Course: Computer Application I

| | | | |
|--|----------------------|----------------------|--------------------|
| PROGRAM; HND HOSPITALITY MANAGEMENT | | | |
| COURSE: COMPUTER APPLICATION I | CODE: HMT 317 | Credit Hours: | 4 |
| Year: 1 Semester 1 | Pre-requisite | Theoretical: | 1 hrs/wk |
| | | Practical: | 3 hour/week |
| GOAL: | | | |
| The course is designed to enable student appreciate the use of spreadsheet programmes in Hospitality industry. | | | |
| GENERAL OBJECTIVES | | | |
| On completion of this course, the student will be able to: | | | |
| <ol style="list-style-type: none">1. Understand the basic of spread sheet program2. Understand how to format new document3. Understand display methods in excel program and how insert files4. Understand how to handle pictures in excel program5. Understand page setup and how handle cells6. Understand how Handle chart and data in Excel program7. Understand the use of Macro in excel program. | | | |

| Theoretical Contents | | | | Practical Contents | | |
|--|---|---|--|---|--|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Learning Outcomes | Teacher's activities | Resources |
| General Objective 1: Understand the basic of spread sheet program | | | | | | |
| 1 | Understand the use of Spread Sheet packages. - Use of excel program tool bar: Choices Menu Abbreviation Dialog Box Tool Bare | Explain and demonstrate the use of spread sheet packages and excel tool bars. | Course book Data Show White board Computer with Excel program | Illustrate the use of excel program tool bar: Choices Menu Abbreviation Dialog Box Tool Bar Formatting Bar | Explain and supervise students exercises to illustrate the use of excel program tool bar | Course book Computer network lab with Excel packages. |
| 2 | Formatting Bar | | | | | |
| General Objective 2: Understand how to format new document | | | | | | |
| 3 | - Understand how to create new document in appropriate format. - Understand how to use Key Board abbreviation - Understand how to create: Bullets Statements numbering Statements, Save document, Open & Close Document | Explain and demonstrate the creation of New document in appropriate format. | Course book Data Show White board | Practical example to illustrate how to: Create a new Document Writing., Text Formatting Using Key Board,Bullets Statements Numbering Statements, Document Saving, Open & Close Document | Explain and supervise students exercises to illustrate the use of excel commands | Course book Computer network lab with Excel packages. |
| 4 | Using Multiple Document, Selection, Movements Text Copy, find and Replacement | | | Using Multiple Document Selection & Movements Text Copy, Find and Replacement | | |

| Theoretical Contents | | | | Practical Contents | | |
|--|---|--|---|---|--|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Learning Outcomes | Teacher's activities | Resources |
| General Objective 3: Understand display methods in excel program and how insert files | | | | | | |
| 5 | - Understand how to display pages by use the flowing commands: Normal Display Planning Page Display | Explain and demonstrate the techniques used to display pages. | Course book Data Show White board | Practical example to illustrate: Display Methods, Normal Display | Explain and supervise students exercises to illustrate the use of excel commands | Course book Computer network lab with Excel packages. |
| 6 | Main Document Display Ruler Setting Insert File Insert Word Art 2.0 Insert Symbol | | | Planning Page Display, Main Document Display, Ruler Setting Insert File and Insert Word Art 2.0, Insert Symbol | | |
| General Objective 4: Understand how to handle pictures and drawings in excel program | | | | | | |
| 7 | - Understand the different pictures format - Understand how to Insert Pictures in a document | Explain and demonstrate the techniques used to handle pictures and drawings. | Course book Data Show White board | Practical example to illustrate how to: Insert Picture, Picture Formatting, | Explain and supervise students exercises to illustrate the use of excel commands | Course book Computer network lab with Excel packages. |
| 8 | - Understand how to use Drew tools - Understand how to Create Drawings in a document - Understand how to Control and set Drew | | | Drew Tools, Create Drew, And Control and setting Drew | | |

| Theoretical Contents | | | | Practical Contents | | |
|---|---|--|---|---|---|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Learning Outcomes | Teacher's activities | Resources |
| General Objective 5: Understand page setup and how handle cells | | | | | | |
| 9 | - Understand how to prepare and handle pages; Page setup, Page Numbering Handling Tables Create Table The Net (display & Hidden) | Explain and demonstrate the techniques used to handle pictures and drawings. | Course book Data Show White board | Practical example to illustrate how to: Page Numbers Table Manu plate Create Table The Net (display & Hidden) | Explain and supervise students exercises to illustrate the use of excel commands | Course book Computer network lab with Excel packages. |
| 10 | Add New Rows & Columns Delete Rows & Columns Impact Cells Disjoint Cells Formatting Of Manual & auto Table Table Division | | | Add New Rows & Columns Delete Rows & Columns Impact Cells Disjoint Cells Formatting Of Manual & auto Table and Table Division | | |
| General Objective 6: Understand how handle charts and data format in Excel program | | | | | | |
| 11 | -Understand the charts and data format technique; Chart Types Chart Formatting | Explain and demonstrate the techniques used to handle charts and data. | Course book Data Show White board | Practical example to illustrate how to Create Chart, Sorting data, | Explain and supervise students exercises to illustrate the use of excel techniques and commands | Course book Computer network lab with Excel packages. |

| Theoretical Contents | | | | Practical Contents | | |
|---|--|--|---|--|---|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Learning Outcomes | Teacher's activities | Resources |
| 12 | Data Sorting Data Filtering Data Validation | | | Filtering Data, and Validate data | | |
| General Objective 7: Understand the use of different Computing forms in Excel spread sheets. | | | | | | |
| 13 | - Understand the use of spread sheets forms in the process of computing, using different computing forms such as SUM, Ratio, Percentage, Averages, Present value, Interest rate,etc. | Explain and demonstrate the techniques in computing forms. | Course book Data Show White board | Practical example to illustrate how to use different computing techniques in spread sheets. | Explain and supervise students exercises to illustrate the use of excel techniques and commands | Course book Computer network lab with Excel packages. |
| 14 | - Understand the use of macro in excel program; | Explain and demonstrate the techniques used to handle Macros | Course book Data Show White board | Practical example to illustrate how to: Create new Macro Macro Setting and Macro Running | Explain and supervise students exercises to illustrate the use of excel techniques and commands | Course book Computer network lab with Excel packages. |
| 15 | create and save a new macro, Macro Setting, and Macro Running | | | | | |

100% project based assessment.

Course: Applied Food Nutrition

| | | | |
|--|-----------------------------|----------------------|----------------------|
| Department/ Programme: HND Hospitality Management | | | |
| Course: Applied Food Nutrition | Course Code: HMT 318 | Credit Hours: | 4 |
| Year: 3 Semester: 1 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 2 hours /week |
| GOAL: | | | |
| This course is designed to acquaint the students with knowledge in Applied Food Nutrition. | | | |
| GENERAL OBJECTIVES: | | | |
| On completion of this course the deplomate should be able to:- | | | |
| 1.0 Know the nutritive values of foods. | | | |
| 2.0 Understand the changes in nutritive value of foods during cooking, processing and storage. | | | |
| 3.0 Know the causes and remedy of malnutrition. | | | |
| 4.0 Understand the importance of nutrition in menu planning. | | | |
| 5.0 Understand the value and importance of diet formation. | | | |
| 6.0 Know the legislation on food additives. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|--------------------------|-----------|---|--|-------------------------------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 On completion of this course the student should be able to know nutritive values of foods | | | | | | |
| 1 | 1.2 Explain the nutritive value of the food items in various food groups and their contributions to the dietary pattern e.g. | Lectures | Textbooks | 1.1 Identify the various food groups | Arrange various type of food item for identification. | Food items in various groups. |
| 2 | (a) Roots and Tubers (b) Cereal grains (c) Legume and pulses (d) Milk and milk products (e) Meat and meat products (f) Fish (g) Poultry (h) Fruits and vegetables | Lectures Lectures | | -do- | Experiment on different preservation methods for the food items. | Kitchen equipment. |
| General Objective 2: Understand the changes in nutritive value of foods during cooking, processing and storage | | | | | | |
| 3 | 2.1 Explain the effect of cooking, processing and storage on the nutritive value of various food items (a) Fruits (b) Vegetables (c) Tubers etc. | Lectures | Textbooks | Know the effect of heat on the food items | Produce different items from each food groups and preserve them using different methods. | -do- |
| 4 | 2.2 Explain enzyme reactions during storage of prepared foods. | | | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|----------------------|--|--|---|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 3: Know the causes and remedy of malnutrition | | | | | | |
| 5 | 3.1 Explain the following nutritional deficiency diseases: (a) Malnutrition (b) Obesity (c) Kwashiorkor (d) Morasmus | Lectures | Textbooks Charts and wall pictures. | Know the signs to look for in people affected by the various diseases mentioned. | Prepare meals for people suffering from these diseases. | -do- |
| 6 | 3.2 Identify the causes and symptoms of kwashiorkor and morasmus in children. | | | | | |
| 7 | 3.3 Identify common mineral and vitamin deficiency diseases e.g. (a) Scurvy (b) Beriberi (c) Goiter (d) Rickets (e) Anemia (f) Keratomolacia and Exophthalmia | | | | Visit hospitals and nursing home to observe cases of people suffering these diseases. | |
| 8 | 3.4 Explain the prevention and treatment of 3.2 and 3.3 above. | | | | | |
| General Objective 4: Understand the importance of nutrition in menu planning | | | | | | |
| 9 | 4.1 State the factors considered in menu planning. | Lectures | Textbooks | Appreciate Menu planning techniques | Group students and have them prepare menu for deferent types of diseases. | |

| Theoretical Content | | | | Practical Content | | |
|---|---|----------------------|---|---|---|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 10 | 4.2 Explain the effects of bad menu planning. 4.3 Calculate the nutrient content of a given food. | Lectures | Textbooks Calorie content Tables and charts. | | | |
| 11 | 4.4 Calculate the percentage energy contribution of 4.3 above to the total energy intake. | | | | | |
| 12 | 4.5 Define food composition table. 4.6 Explain the constraints associated with food composition table e.g. (a) Limited range of foods covered (b) Recipe variation (c) Biological variation | | | | | |
| General Objective 5: Understand the value and importance of diet formulation | | | | | | |
| 13 | 5.1 State the reasons for diet formulation. 5.2 State the reasons for diet formulation. | Lectures | Textbooks | 5.3 Formulate diet for assigned modification with emphasis on practical application to include: | Prepare meals for each group of the diet classes. | |
| 14 | | | | (a) Vegetarian diet (b) Low calorie diet (reducing diet) (c) Diabetic diet (d) Gastric diet (e) Folic diet (f) Ulcer diet (g) Low fat diet (h) Low salt diet | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--------------------------|-----------|--|----------------------|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 7 Know the legislation on food additives | | | | | | |
| 15 | 7.1 Define food additives. 7.2 Identify examples of food additives that are in common use. 7.3 Explain the functions of food additives in food. 7.4 Explain the legislation affecting the use of additives in food. 7.5 State the law governing the various practices to include the following: a) Labeling b) Packaging c) Processing d) Advertising | Lectures Tutorial | Textbooks | Collect different types of processed food items, analyze them for the additives that they contain. Expose them to different types of conditions and see the shelve life of each condition. | | |

Assessment: Give details of assignments to be used:
 Individual Coursework/ Assignments 50 Project 50%

Course: Business Communications I

| | | | |
|---|--|----------------------|---------------------------|
| PROGRAMME: HND Office Technology and Management | | | |
| Course: Business Communications I | Code: OTM 315 | Credit Hours: | 4 hours x week |
| Semester: 1 | Pre-requisite: Business Communication I | Theoretical: | 2 hours/week - 50% |
| | | Practical: | 2 hours/week - 50% |
| Course main Aim/Goal: | | | |
| This course is designed to develop in students the ability to communicate in organizations and improve interpersonal relationship. | | | |
| GENERAL OBJECTIVES: | | | |
| <ul style="list-style-type: none"> 1.0 Understand the importance of communication in an organisation. 2.0 Understand the process of communication. 3.0 Know how to communicate effectively with others in the organisation. 4.0 Know how to write effective business letters, memos, reports and proposals. 5.0 Understand interpersonal and inter-group relationships 6.0 Know how to make introductory public speeches. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-----------|---|--|--|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 1.0: Understand the importance of communication in an organisation. | | | | | | |
| 1 | 1.1 Note the definition of communication. | Define communication. | | Give the different definitions of communication as provided in different author? | | Library Internet Journals Textbooks |
| 2 | 1.2 List the differences between oral and written communication.. | Explain the differences between oral and written communication and their forms using suitable examples. | | Differentiate between oral and written communication as provided by different authors? | Refer students to appropriate source materials. | As in 1.1 above. |
| 3 | 1.3 List type of communication. | Discuss types of communication eg interpersonal, graphic, verbal, non-verbal. | | a. Use the various type of communication b. Demonstrate verbal and non verbal communication situations. c. Discuss merits and demerits of each. | Provide source materials for the exercise and check accuracy of performance. | Management Films\ Textbooks |
| GENERAL OBJECTIVE 2.0: Understand the process of communication. | | | | | | |
| 4 | 2.1 List variables involved in communication. | Explain variables in communication. | | | Provide the chart on communication process. | |
| 5 | 2.2 Note the role of the speaker - message encoding and attitude. Note the role of receiver - message decoding. | Explain the roles of the speaker and the receiver in a communication process. | | Role play communication indicating encoding and decoding information | | Management Films Textbooks |
| 6 | 2.3 Note the relevance of body language in aiding. | Explain the use of body language in aiding understanding using examples. | | Practice the use of body language in communication | Demonstrate the use of body language in communication | Management Films and Textbooks |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|-------------------------------------|---|--|---|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| 7 | 2.4 List barriers to effective communication. | Explain barriers to effective communication using suitable examples e.g. prejudice, past experience, time lag, slangs, unfamiliar accent, etc. | | Identify barriers to effective communication and suggest how they could be eliminated. b. State effects of communication breakdown. | Evaluate students' work. | As in 2.3 above |
| GENERAL OBJECTIVE: 3.0: Know how to communicate effectively with others in the organisation. | | | | | | |
| 8 | 3.1 Identify the purpose of communication in an organisation. | Explain the purpose of interpersonal communication in an organisation. | | State the purpose of interpersonal communication in an organisation. | Evaluate students work. | |
| 9 | 3.2 Enumerate the means of communication. | Explore the means of communication. | | Operate some communication gadgets. Send an e-mail text message, etc. | Provide some communication gadgets and guide in their operation. | Competent Handsets Facsimiles Radio etc. |
| 10 | 3.3 List advantages and disadvantages of communication. | Explain advantages and disadvantages of communication. | | Discuss advantages and disadvantages of communication. | Guide students' discussion. | |
| GENERAL OBJECTIVE 4:0: Know how to write effective business letters, memo, reports and proposals. | | | | | | |
| 11 | 4.1 List the uses of paragraphing in written communication. | Explain the use of paragraphing in written communication. | | | | |
| | 4.2 Differentiate between letters, memos, etc. | Explain the differences between letters, memos, etc | Model letter, memos, and proposals. | Write letters, memos, proposals, and reports. | Guide students in writing letter, memos, proposals and reports. | |
| GENERAL OBJECTIVES 5:0: Understand interpersonal and inter-group relationship. | | | | | | |
| 12 | 5.1 Define interpersonal and inter-group communication. | Explain interpersonal and inter-group communication. | | | | Pictures Video |
| 13 | 5.2 List formal and informal man of interaction. | Explain formal and informal mean of interaction. | | Determine when to use memos, notes, letters, phone calls, etc. | Assess students' choice of means. | |
| | 5.3 List the effects of too little or too much memos. | Explain the effects of too little or too much memos. | | Discuss the effects of too little or too much memo. | Guide students' discussion and give corrections. | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-----------|---|--|-----------|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 6.0: Know how to make introductory public speeches. | | | | | | |
| 14 | 6.1 Identify the point to be addressed. | Explain public speaking and explore the points to be addressed. | | | | |
| 15 | 6.2 List the skills to be developed for a good public speech. | Explain the skills to be developed for a good public speech. | | Criticize the provided films Watched pointing out the skills observed. | Provide film of recorded speech for critical analysis. | Films |
| | 6.3 List the qualities of a good public speech. | Explain the qualities of a good public speech emphasizing language style. | | | Guide in speech writing and deliver. | |

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

Course: Social Psychology

| | | | |
|--|-----------------------|-----------------------|-------------------------------------|
| PROGRAMME: HND Office Technology and Management | | | |
| Course: SOCIAL PSYCHOLOGY | | Code: GNS: 411 | Credit Hours: 4 hours x week |
| Semester: 1 | Pre-requisite: | Theoretical: | 2 hours/week - 50 % |
| | | Practical: | 2 hours/week - 50 % |

| Theoretical Content | | | | Practical Content | | |
|---|--|--|--|---|--|--|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 1: Appreciate the basis of human behaviour | | | | | | |
| 1 | 1. Define Psychology 2. Outline the development of Psychology. 3. Describe methods behaviour e.g testing experimental case study etc. 4. analyse the interplay between Psychology and other social sciences. 5. Identify motives for behaviour (drives, needs, instincts, etc) | Explain fully the meaning of Psychology. Diagrammatical outline and analyse the development of Psychology and human behaviour | Posters Charts Books handouts | Role-plays and case-studies experiences | Organise Student into group to experiment human behaviour. Ask student to prepare a schedule showing the effect the Psychology on human behaviour | Posters Charts Books Handouts Case-studies |
| General Objective 2. 0: Know the Development of behaviour | | | | | | |
| 3 | 1. Define cognitive development. 2. Analyse personality development. 3. Define self-concept. 4. Explain socialization and its agents 5. Describe the state of Development- infancy, Adolescence and puberty | Explain the concept of human development and behaviour. | Posters Charts Books handouts | | | |
| General Objective: 3.0. Understand the principles of personality development | | | | | | |
| 4 | 1. Define personality. 2. State the models of personality. 3. explain conflict model. 4. Explain consistency model 5. Explain behaviourism | With a diagram, Explain the various models | | List the various personality models | Lead the student to outline the various models | Textbook Hand-outs Medical Brochures |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|----------------------------|----------------------------|--|---------------------------------|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| | | | | | | Posters Pictures Diagrams |
| General Objective 4.0: Know the process of learning | | | | | | |
| 15 | 1. Define Learning. 2. List types of Learning. 3. State methods of learning | Explain in details the process of learning | | | | |
| GENERAL OBJECTIVE: 5.0 Understand human memory | | | | | | |
| | 1. Define memory. 2. Explain the following: short and long term memory. 3. Explain people forget. | Explain the process of human memory | Posters Charts Books | | | |
| GENERAL OBJECTIVE 6.0 Understand human emotions | | | | | | |
| | 6.1 Define Emotion 6.2 Define types of Emotions. 6.3 Explain casual factors of Emotions. 6.4 Examine expressions of Emotions. | Explain the various types of Emotion. Explain the factors emotion. Discuss the various expressions of emotion. | Chalkboard | Compare human emotions | -Shows video Clips on different types of emotions | Video cassettes |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|---|-----------------------------|--|---|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| GENERAL OBJECTIVE 7.0 COMPREHEND THE PROCESS OF ALTITUDE FORMATION AND CHANGE. | | | | | | |
| | 7.1 Describe development of attitudes. 7.2 Identify the components of attitude. 7.3 Analyse consistency theories of prejudice. 7.4 Explain change of attitude. | -Explain how attitudes are developed. -List the components of attitudes. -Explains the constituency theories of prejudice. -Explain change of attitudes. | Textbook Hand-outs Medical Brochures Posters Pictures Diagrams | Role-plays | Promote debate after role-plays to discuss findings. | |
| General objective 8.0: Know the psychological basis of management models in industries and organisations | | | | | | |
| | 8.1 Explain workers motivation, 8.2 Describe negotiation and bargaining power. 8.3 Analyse organisational crisis intervention. 8.4 Explain building of team harmony and cohesion. 8.5 Explain psychological models of management (autocratic, democratic and Laissez-faire) | -Explain worker motivation. -Explain negotiation and bargaining power. -Describe various organisational crisis. -Explain psychological models of management. | Textbook Hand-outs Medical Brochures Posters Pictures Diagrams | Case studies and role-plays | Students working in groups and individually to evaluate management models and organisational interventions | Textbook Hand-outs Medical Brochures Posters Pictures Diagrams |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|-----------------------|---|---|----------------------|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 9.0 Understand the psychology of other nations. | | | | | | |
| | 9.1 Describe the psychology of Western nations USA, UK, etc. | -Explain the psychology of western nation. | Maps | Case studies and role plays | Organise students in groups to simulate countries and produce role-plays. Evaluate and promote discussions | Maps |
| | 9.2 Examine the psychology of Eastern block-USSR, China, etc | -Explain the psychology of eastern bloc. | Examples | | | Textbooks |
| | 9.3 Describe the psychology of Third world countries Afro Asian people. | -Describe the psychology of Third World countries. | Posters Text books | | | Hand-outs and guides |
| General Objective 10.0 Know the psychological effects of health. | | | | | | |
| | 10.1 Describe hypertension. | -Explain hypertension | Textbook | Internet search to find-out about key working place illnesses | Guides, handouts, etc. | |
| | 10.2 Explain coronary heart diseases. | -Explain coronary heart diseases. | Hand-outs | | | |
| | 10.3 Describe defence mechanisms. | -Explain defence mechanisms. | Medical Brochures | | | |
| | 10.4 State anxiety neurosis. | -Explain anxiety neurosis. | Posters | | | |
| | 10.5 Explain fatigue, frustration and interest. | -Explain fatigue, frustration, etc, | Pictures | | | |
| | 10.6 Examine psycho-social factors in health (poverty, hunger) | -Explain psycho-social factors in health. | Diagrams | | | |
| | 10.7 List coping mechanisms (relaxation, therapy, behavior modification). | -Explain coping mechanism. | | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|---------------------------------------|---------------------------------|-----------------------------|--|-----------|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective: Know the methods of assessment in experimental psychology. | | | | | | |
| | 11.1 Explain reaction time | -Explain reaction time | Textbook | Case-studies and role-plays | Promote debates and discussion on role-plays | |
| | 11.2 Identify achievement motivation. | -Explain achievement motivation. | Hand-outs | | | |
| | 11.3 Explain interviewing | -Explain interviewing. | Medical Brochures | | | |
| | 11.4 List psychological tools (TAT, Rorschach test, Bio-feedback Tachisto-scope) | -List psychological assessment tools. | Posters Pictures Diagrams | | | |

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

YEAR 1, SEMESTER 2

Course: Food and Beverage Production Management II

| | | | |
|--|-----------------------------|----------------------|----------------------|
| PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOSPITALITY MANAGEMENT | | | |
| Course: Food and Beverage Production Management II | Course Code: HMT 321 | Credit Hours: | 6 |
| Year: III Semester: 2 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 4 hours /week |
| GENERAL OBJECTIVES: | | | |
| 1.0 Know different cuts, quality grades, portion size and uses (of lamb, veal pork) | | | |
| 2.0 Know the common uses of poultry and games in whole and cut forms in cookery | | | |
| 3.0 Know the preparation and cooking of fish and sea foods | | | |
| 4.0 Know preparation of pastries and confectionaries | | | |
| 5.0 Know the utilization of local food commodities in the production of internationally acceptable Nigerian dishes | | | |
| 8.9 Know the sequence of work schedules and production analysis in menu planning | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|---|---|--|---|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Know different meat cuts, quality grades, portion size and uses (beef, lamb, veal, pork) | | | | | | |
| 1 | 1.1 Describe the structure and nutritional composition of meat. 1.2 Identify cuts of meat. | Explain structure and nutritional composition of meat | Textbooks chart | Describe the structure and nutritional composition of Identify cuts of meat. | Students to draw the structure of meat Students to draw and label the different cuts of meat visit abattoir | Chat, Pictures Chat market-abattoir |
| 2 | 1.3 Cut meat for various uses applying various techniques - steaks, strips, fillet, chops, cubes etc. | Explain how to cut meat for various uses applying various teaching. | Textbooks chart | Describe how to cut meat for various uses applying various techniques use steak, strips, fillet, chops cube etc | Demonstrate how to cut meat apply and various techniques eg. Fillet, strips, chops, cubes | Fresh meat knives kitchen Batches block |
| | 1.4 Describe the effect of heat on different cut of meat. | Explain the effect of heat on different cut of meat | Knives Textbooks | Describe the effect of heat on different cut of meat | Examine the effect heat on different cut of meat | Fresh meat kitchen cooking equipment. |
| General Objective 2: Know the common uses of poultry and games in whole and cut forms in cookery | | | | | | |
| 3 | 2.1 Identify healthy and wholesome birds. 2.2 Identify diseased poultry. 2.3 Prepare poultry for cooking. | Explain healthy and wholesome birds Explain how dress chicken Explain how to prepare poultry for chicken | Textbooks Textbooks Textbooks | Describe healthy and wholesome bird Describe how to dress poultry Describe how to prepare chicken for cooking\ | Show student healthy and wholesome bird. Visit market Demonstrate to students how to dress chicken Prepare chicken for cooking | Market life chicken Chicken, equipment hot water knife kitchen Chicken carry knives Equipment kitchen |
| | 2.4 Prepare poultry and games applying garnishes, flavourings, savings, stuffing etc. 2.5 Describe portion control in the preparation production and service of poultry and games dishes including dressing, carving and boning. | Explain how to apply garnishes, flavouring to poultry and games Explain portion production and service of poultry and games | Textbooks Textbooks | Describe how to prepare poultry and games applying garnishes flovourings, saving and stuffing etc Apply portion controlling the preparation production and service of poultry and games dishes including dressing caring etc | Demonstrates practical involving preparation of poultry, games applying stuffing's flavouring etc Students to prepare menu using poultry and games and apply portion control. | Raw materials Kitchen Equipments trussing needles roper or toying Raw material Kitchen Equipment |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-----------|---|---|---------------------------------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 3: Know the preparation and cooking of fish and sea foods | | | | | | |
| 7 | 3.1 Classify fish and sea foods. | Explain how to classify Fish and sea foods. | Textbooks | Describe Fish and sea foods | Show students fish and sea foods | Fish market |
| | 3.2 Clean, preserve and store fish and sea foods in 3.1 above. | Explain how to clean, preserve and store fish and sea foods | Textbooks | Describe how to clean preserve and store fish | Visit market Demonstrate practical involving cleaning and storing | Fish defreeze kitchen equipment |
| 8 | 3.3 Explain the food value and effect of cooking on fish. | State food value and effect of cooking on fish | Textbooks | Describe food value and effect of cooking fish | Prepare poultry and games applying gashes flouring sauces and staffing. | Fish defreeze kitchen equipment |
| | 3.4 Prepare, cook and present various kinds of fish and sea foods dishes applying a) boiling b) poaching c) grilling d) frying e) baking | Explain how to prepare cook and present various kinds of fish and sea foods | Textbooks | Describe how to prepare cook and present various kinds of fish and sea foods dishes applying boiling, poaching, grilling, frying and baking | Demonstrate practical involving cooking and presentation of fish and sea foods by boiling, poaching, grilling, frying and baking. | Fish kitchen equipment |
| | | Explain how to fillet fish | Textbooks | Describe how to fillet fish | Demonstrate practical involving filleting of fish | Fish kitchen knife |
| 3.5 Fillet fish. | | | | | | |
| General Objective 4: Know the production of pastries and confectioneries | | | | | | |
| 9 | 4.1 Explain the conditions required in pastry and confectionery making. | Explain the conditions required in pastry and confectionery making | Textbooks | Identify commodities required in pastry and confectionery making | Show the different types of pastries and confectioneries | Kitchen |
| | 4.2 Identify different types of pastries and confectioneries. | Explain the different types of pastries and confectioneries | Textbooks | | Demonstrate the different types of pastries and confectioneries | Materials Kitchen Equipment |
| | 4.3 Identify different faults common in pastry and confectionery making and their remedies. | Explain common in pastry and confectionary and their remedies | Textbooks | Identify types of pastries and confectioneries | | Materials Kitchen Equipment |
| | 4.4 Bake, cakes and other pastry products for various occasions. | Explain how to bake cakes and other pastry products for various occasions. | Textbooks | Describe common fault in pastries and confectioneries | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|--------------------------|---|--|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 10 | 4.5 Decorate the cakes and pastries baked in 4.4. Above. | Explain how to decorate cakes and pastries in 4.4 | Textbooks | Describe how to bake cakes and other pastry products for various occasions Describe how to decorate cakes and pastries | Bake cakes and pastries identifying common fault and making remedies Bake cakes and pastries for various occasions Demonstrate to students how to decorate cakes for various occasions including Realizing, Butter Icing Fondant roll (sugar paste) pastry filling etc | Raw materials equipment kitchen |
| General Objective 5: Know the utilization of local food commodities in the production of internationally | | | | | | |
| 11 | 5.1 Outline the development of different Nigerian dishes from tubers, grains etc with emphasis on quality production. | Explain the development of Nigerian dishes from tubers, grains with emphasis on quality production | Textbooks | Describe the development of different Nigerian dishes from Tubers, grains with emphasis on quality production | Show different types of Nigerian dishes to include Tubers, grains with emphasis on quality and production visit market. | Market Kitchen Raw materials Equipment |
| 12 | 5.2 Describe how basic ingredients are used in different ways to improve upon methods of preparation of Nigerian dishes. 5.3 Describe the various uses of vegetables and fruits in season and various garnishes used to enhance the presentation of Nigerian dishes. | Explain how basic ingredients are used in different ways to improve on upon methods of preparation of Nigerian dishes. Explain the various uses of vegetables and fruit in season and various garnishes used to enhance the presentation of Nigerian dishes. | Textbook Textbook | Describe how basic ingredients are used in different ways to improve upon methods of preparation of Nigerian dishes. | Demonstrate practical involving preparation of well garnished and presented Nigerian dishes. | Raw materials Equipment Raw materials Equipment |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|---|--|---|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 13 | 5.4 Prepare and garnish various Nigerian dishes to meet international acceptance. | Explain how to prepare and garnish various Nigerian dishes to meet International acceptance. | Textbook | Identify the various uses of vegetables and fruit in season and various garnishes used to enhance the presentation of Nigerian dishes. Describe how to prepare and garnish various Nigerian dishes to meet International acceptance | Students to prepare and present Nigerian menu garnishes with seasonal vegetables and fruit in season. Apply garnishes to the various Nigerians dishes to meet International acceptance | Raw materials Equipment |
| General Objective 6: Know the sequence of work schedules and production analysis in menu | | | | | | |
| 14 | 6.1 Identify the factors to be considered in planning work schedule. 6.2 State the procedures involved in planning work schedule. 6.3 Prepare work schedule for given sample menus. | Explain the factors to be considered in planning work schedule. Explain the produces involved in planning work schedule. State work schedule for a given sample menu | Textbooks Textbooks Textbooks | Describe Factors to be considered in planning work schedule Identify the procedure in panning work schedule Outline work schedule for a given sample menu. | Guide students to plan work schedule Prepare a work schedule using a sample. Prepare a work schedule using a sample. | Plan sheet Biro fuller Plan sheet Biro fuller Plan sheet Biro fuller |
| 15 | 6.4 Criticize work schedule in 6.3 above. | Plan work schedule | Textbooks | Draw up a work schedule in 6.3 | Direct students to draw up a work schedule from a given sample menu | Plan sheet Biro fuller |

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

Recommended Textbooks & References:

Course: Food and Beverage Service Management II

| | | | |
|--|-----------------------------|----------------------|----------------------|
| PROGRAMME: Higher National Diploma in Hospitality Management | | | |
| Course: Food and Beverage Service Management II | Course Code: HMT 322 | Credit Hours: | 6 |
| Year: III Semester: 2 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 4 hours /week |
| GOAL: | | | |
| The course is designed to acquaint the diplomat with the conventional methods of serving food and beverage | | | |
| GENERAL OBJECTIVES: | | | |
| On completion of this course,the student should be able to: | | | |
| 1.0 Know how to purchase food and beverages | | | |
| 2.0 Understand how sales techniques are applied in food service area | | | |
| 3.0 Know the principles of billing control procedures | | | |
| 4.0 Understand operational controls | | | |
| 5.0 Know the various types of hospitality organization | | | |
| 6.0 Understand more about managing service operation | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|--|--|---|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Know how to purchase food and beverage | | | | | | |
| 1 | 1.1 State the factors to consider when purchasing service equipment. | Explain the factors to consider when purchase service equipment. | Books Classroom | Describe factors to consider when purchasing service equipment. | Guide students enumerate and discuss factors to consider when purchasing service equipment. | Market |
| 2 | 1.2 Identify sources of supply and purchasing information to include quality and specification. | Explain sources of supply Identify sources of supply and purchasing information to include quality and specification | Board Marker/ Chalk | | | |
| 3 | 1.3 Describe purchasing methods and arrangements with brewers, wine merchants, nominated suppliers, contractors, cooperative buying groups, cash and carry etc. | Explain purchase methods and arrangements Describe purchasing methods and arrangements with brewers, wine merchants, nominated suppliers, contractors, cooperative buying groups, cash and carry etc. | Describe purchasing methods and arrangements with brewers, | Explain sources of supply and purchasing information to include quality and specification Describe purchasing methods and arrangements with brewers, wine merchants, nominated suppliers, contractors, cooperative buying groups, cash and carry etc. | Lead students to identity sources of supply and purchasing information. Guide students to explore and the purchasing methods and purchasing arrangement with brewer, wine merchants Describe purchasing methods and arrangements with brewers, wine merchants, nominated suppliers, contractors, cooperative buying groups, cash and carry etc. | Market |
| 4 | 1.4 Identify the purpose and contents of the following documents: enquiry, quotation, purchasing order (purchase requisition), acknowledge order and delivery record. | Explain the purpose and contents of the following documents: Identify the purpose and contents of the following documents: enquiry, quotation, purchasing order (purchase requisition), acknowledge order and delivery record. | Textbook | List and describe the purpose and content of the following documents: Enquiry, quotation, purchasing order (purchase requisition), acknowledge order and delivery record. | Organize visit to the market Guide student to design and produce the following documents: enquiry, quotation, purchasing order (purchase requisition) acknowledge order and delivery record | Market |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|--|--|--|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 2: Understand how sales techniques are applied in food service areas. | | | | | | |
| 5 | <p>2.1 Explain what is meant by "sales techniques".</p> <p>2.2 Identify the various selling methods used in the restaurant, bar and front office.</p> <p>2.3 Explain how positive sales techniques are employed in food sales service situations.</p> | Discuss what is meant by sales techniques and setup methods in Foods service situation | <p>Marker/ Chalk Books Classroom Charts</p> | Describe sales techniques and the selling methods used in the Restaurant and sales service situations | Demonstrate the sales techniques and selling methods in a food service situation. | Restaurant |
| 6 | <p>2.4 Describe the requirements of an effective sales display.</p> <p>2.5 Design a sales display exhibiting the features referred to in 2.4 above.</p> <p>2.6 Identify consumer's expectations, needs and requirements.</p> | <p>Explain the requirement of an effective sales display</p> <p>Describe a sales display exhibiting the features in 2.4</p> <p>Explain consumers expectations need</p> | <p>Class room Books Board Marker/ Chalk</p> | Describe how to prepare food service figures and analyzed them. | <p>Demonstrate application of portion control, checking and billing procedure</p> <p>Lead students to prepare and analyze food service figures</p> | <p>Sales exhibition Portion central equipment card board posters. Papers card board posters</p> |
| General Objective 3: Know the principles of billing control procedures | | | | | | |
| 7 | <p>3.1 Describe and apply the methods of portion control at point of sales.</p> <p>3.2 Describe and apply method of checking and billing procedures in common use.</p> <p>3.3 Describe the procedures for cash control in food and beverage service.</p> <p>3.4 Explain the importance of cash control to the viability of an operation.</p> | Explain portion control at point of sale and methods of checking and billing procedure | <p>Equipment for portion control Classroom Board Marker/ Chalk</p> | Describe sales techniques and the selling methods used in the Restaurant and sales service situations. | Prepare a sales display and organize a visit to a sales display exhibition | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|---|--|--|---------------------------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 8 | <p>3.5 Prepare food service figures from different data.</p> <p>3.6 Analyze the figures in 3.5 above.</p> <p>3.7 Interpret the analysis referred to in.6 above in terms of action to be taken in food service operations.</p> | Explain food service figures and how to process the figures | Restaurant | Describe how to prepare food service figures and analyze them. | Lead students to prepare and analyze food service figures | Papers card board posters |
| General Objectives: 4.0 Understand operational controls | | | | | | |
| 9 | <p>4.1 Explain the need for effective store control procedures.</p> <p>4.2 Evaluate the results of a stock taking exercise.</p> <p>4.3 Present management information from stock control data.</p> | Explain store control procedures stock taking and stock control. | Books Journals Classroom Marker | Describe store central procedures, stocktaking and stock control | Demonstrate Effective store control procedures, stock taking and stock central by taking the students to the catering store | Store |
| 10 | <p>4.4 Compare various mechanized control procedures.</p> <p>4.5 Select a control system for a given service situation.</p> <p>4.6 Evaluate the effectiveness of procedures selected in 4.5 above.</p> | <p>Explain mechanized control procedures.</p> <p>Explain control system for a given service situation</p> | Books Board Classroom Marker/ Chalk | <p>Describe mechanized control procedures.</p> <p>Describe a control system for a give service situation.</p> <p>Describe effective procedures for selecting a control system.</p> | <p>Guide students to handle and operate mechanized central procedures.</p> <p>Lead students to evaluate effective procedure for selected central system for a given service situation.</p> | Store Restaurant |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|---|---|--|---|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 5: Know the various types of hospitality organisation | | | | | | |
| 11 | 5.1 Describe the main characteristics of the various sectors of food service industry such as: a) Hospital catering b) Industrial catering c) Institution catering | Explain the main characteristics of the various sectors of food service industry such as: (a) Hospital Catering (b) Industrial Catering (c) Institutional Catering | Classroom Books Journals Board Chalk/ Marker | Describe the main characteristics of the various sectors of food service industry such as: (a) Hospital Catering (b) Industrial Catering (c) Institutional Catering. | Guide students to discuss and distinguish the main characteristics of the various sectors of food service industry such as: - Hospital Catering - industrial Catering - Institutional Catering | Restaurant Hospital Cafeteria. |
| 12 | d) Airline catering e) Outdoor catering f) Sea catering g) Welfare catering e.g. peoples' home, prisons, motherless home | Explain the main characteristics of the various section of food service industry such as: Airline catering -Airline Catering - Outdoor Catering - Sea Catering - Welfare Catering e.g. Peoples' home, prisons, Motherless home | Classroom Books Journals Board Marker/ Chalk | Describe the main characteristics of the various sectors of food service industry such as: - Airline catering Outdoor catering - Sea catering - Welfare catering e.g. Peoples' home, prisons, Motherless home | Guide students to discuss and distinguish the main characteristics of the various sector of food service industry such as: - Airline catering - Outdoor catering - Sea catering - Welfare catering eg. Peoples' home, Prison, Motherless homes | Airport Seaport Nursery Old people's Prison Motherless homes |
| General Objective 6: Understand more about managing service operation | | | | | | |
| 13 | 6.1 Describe a service delivery process using the service encounter triad. | Explain a service delivery process using the service encounter triad. Explain organizational features | Classroom Books | Describe a service delivery process using the service encounter trial. | Lead students to demonstrate service encounter trial | Service counter |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|---|--|---|---|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 6.2 Identify organizational features that describe the culture of a service firm. | that describe the culture of a service firm. | Board Marker/ Chalk Chart | Describe the organizational features that describes the culture of a service firm. | | |
| 14 | 6.3 Discuss the role of information technology in employee empowerment | Explain the role of information technology in employee empowerment. | Classroom Books Board Marker Chalk | Describe the role of information technology in employee empowerment. | Guide students to handle the computer in retrieving information. | Computer |
| 15 | 6.4 Describe how elements of the service profit chain lead to revenue growth and profitability. | Explain how elements of the service profit chain lead to revenue growth and profitability | | Describe how to elements of the service profit chain that lead to revenue growth and profitability. | Lead discuss on how elements of the service profit chain that lead to revenue growth and profitability. | |

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

Course: Property Management

| | | | |
|--|-----------------------------|----------------------|---------------------|
| PROGRAMME: Higher National Diploma Hospitality Management | | | |
| Course: Property Management | Course Code: HMT 323 | Credit Hours: | 5 |
| Year: III Semester: 2 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 3 hour/week |
| GOAL: | | | |
| This course is designed to enable the student know how to maintain a property under his supervision. | | | |
| GENERAL OBJECTIVES: | | | |
| On completion of this course the student should be able to: | | | |
| 1.0 Know how to develop properties | | | |
| 2.0 Know the concept of building design | | | |
| 3.0 Know care and maintenance of buildings | | | |
| 4.0 Know the care and maintenance of outdoor areas | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|---|----------------------------|--|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 To introduce students to the basic concepts and practices in the management of hospitality building exteriors | | | | | | |
| 1 | <p>1.1 Explain in different types of property developments that could be made:</p> <p>a. Erection of a new building b. Extension of an existing building c. Refurbishing of an existing building</p> | <p>Enumerate different types of property developments that could be made eg.</p> <p>- Creation of new building</p> <p>- Extension of an existing building</p> <p>- Refurbish of an existing building.</p> | <p>Visual aids: historic photographs of these selected regions from the National Archives or museum</p> | | <p>Show photographs of old and period buildings.</p> <p>Generate discussion to highlight the historical trends in building in different parts or regions of Nigeria.</p> <p>Visit to the National Archives museum to see historical buildings</p> <p>Guide students in a discussion on developments that could be made on buildings.</p> <p>Arrange group discussion on the impact of good design on the customer.</p> <p>Generate a discussion on issues that could arise in cases of development of buildings.</p> | <p>Photographs of historic and period buildings.</p> |
| 2 | <p>1.2 Discuss the impact of good building design on the customer.</p> <p>1.1 Recognize the different issues that will arise in each of these building situations in 1.1 auctions, cooperative buying groups, cash and carry etc.</p> | <p>Discuss the impact of good building design on the customer</p> <p>Identify the different issues that will arise in each of these building situations in 1.1</p> | | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|--|----------------------------|--|--|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 2: Know the concept of building design | | | | | | |
| 3 | 2.1 State the roles of the different parties involved in property design and development d. Owner e. Architect f. Operator (manager) g. Contractors h. | Describe the roles of the different parties involved in property design and development the owner, architect operator or manager, contractors. | Overhead projector and transparencies | | Conduct a PEST analysis i.e. the political, economic, social and technological factors' that could impact on property development in Nigeria on roles of parties involved in. Lead a discussion on the roles of the owner, architect, manager and contractor in the design and development of a property. Get students to research into the names of different companies in Nigeria that provide services. | Overhead Projector and transparencies The developments of propers |
| 4 | 2.2 Discuss the impact of the following factors on building design: i. Location j. Legislation (regulatory bodies, decrees etc) | Discuss the impact of location and legislations (regulations bodies, decrees) on building design. | Laws relating to buildings | | Lead the students on a discussion on the impact of location and legislation and legislature bodies on building design, give examples of low density areas and type of buildings that should be built. | Laws relating to buildings |
| General Objective 3: Care and maintenance of buildings | | | | | | |
| 5 | 3.1 Identify the various materials suitable for a Foundations b. Walls c. Roofs d. Windows e. Doors f. Paints | Identify and describe the various materials suitable for foundations, walls, roofs, windows, door, paints Describe the problems that may arise with the use of the materials in 3.1 | Visual aids downloaded from the internet | | Show students different materials suitable various parts of the building and discuss the problems that may arise with the use of there materials. Guide students to highlight the existence of both local and imported products. | Visual aids downloaded from internet Transport |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|---|----------------------------|---|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 3.2 Describe the typical problems that arise with the use of these materials in 3.1 above. | | | | Take students on excursion to building materials market or factory to see the different types of building materials. | |
| 6 | 3.3 Explain the care and prevention of some of these problems in 3.2 above. 3.4 Discuss the consequences of poor maintenance on the building structure. | Discuss the prevention of the problems in 3.2 Discuss the consequences of lack of maintenance or poor maintenance on the building structure. Discuss the need for: - Maintenance budget Specialist consultant - Future maintenance checks | | | | |
| 7 | 3.5 Identify the need for k. A maintenance budget l. Specialist consultation m. Routine maintenance checks | | | | | |
| General Objective 4: Know care and maintenance of outdoor areas | | | | | | |
| 8 | 4.1 Identify the aesthetic and operational needs of the outdoor area of different hospitality buildings. | Evaluate the aesthetic needs of different hospitality buildings. Describe the aesthetic issues related to these areas - landscaping plants | Visual aids of exteriors of hospitality facilities Photographs of good landscaped premises | | Take students on an excursion to a noted where staff can talk to students on the case students will also look at landscaping and aesthetics, flowers and plants, surfacing. | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|--|---|-----------|----------------------------|---|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | | <p>and flowers surfacing.</p> <p>Analyze the operational issues related to the following:-</p> <p>External security</p> <p>Delivery access</p> <p>Access to maintenance services</p> <p>Cleaning, customer parking</p> <p>Swimming pools etc.</p> | | | <p>Show pictures from magazines of buildings good landscapes and flowers.</p> <p>Lead a group discussion on issue relating to the aesthetics above.</p> <p>Lead a discussion on operational issues related external security other facilities.</p> <p>Give tests, quizzes, and examination.</p> | |
| 9 | <p>4.2 Describe the aesthetic issues related to the following areas:</p> <p>H Landscaping</p> <p>I Plants and flowers</p> <p>J Surfacing</p> | | | | | |
| 10 | <p>4.3 Describe the operational issues related to the following areas:</p> <p>n. External security</p> <p>o. Delivery access</p> <p>p. Access to maintenance service</p> | | | | | |
| 11 | <p>q. Cleaning</p> | | | | | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|--|----------------------|-----------|----------------------------|----------------------|-----------|
| Weeks | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 12 | r. Customer parking | | | | | |
| 13 | s. Other facilities e.g. swimming pools, | | | | | |
| 14 | t. tennis courts etc u. | | | | | |
| 15 | This could involve a proposal prepared for the owner of a chain of restaurants who would like to build an extension for one of his facilities located in the city center. Advise him on the issues he needs to take into consideration | | | | | |

Assessment: Give details of assignments to be used:

Report (related to visit to establishment) 60 %; Group presentation 40 %

Recommended Textbooks & References:

Course: Hotel Costing and Control

| | | | |
|---|-----------------------------|----------------------------------|---------------------------------|
| PROGRAMME:- HIGHER NATIONAL DIPLOMA | | | |
| Course: HOTEL COSTING AND CONTROL | Course Code: HMT 324 | Credit Hours: 4 | |
| Year: III Semester: 2 | Pre-requisite: | Theoretical: 2 hours/week | Practical: 2 hours /week |
| GENERAL OBJECTIVES: | | | |
| On completion of this course the students should be able to: | | | |
| 1.0 Understand the nature of cost | | | |
| 2.0 Understand the cost calculations | | | |
| 3.0 Understand how to calculate the costing of different dishes | | | |
| 4.0 Know the banquet costing | | | |
| 5.0 Understand meat costing | | | |
| 6.0 Know different portion control method | | | |
| 7.0 Understand store control system | | | |
| 8.0 Know the use of monthly figure and operating system | | | |
| 9.0 Know the nation ale behind feeding and its effect on food cost | | | |
| 10.0 Understand how to monitor food waste | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-------------------------|---|--|---------------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective. 1.0 Understand the nature of cost | | | | | | |
| 1 | 1.1 List and classify costs concepts and terminologies | Explain classify costs concepts and terminologist | Text books | Identify and classify costs concepts and terminologies | Organize students into groups, identify and classify costs concepts and terminology and methodology of control | Flip charts overhead projector |
| | 1.2 Describe the methodology of control | Explain the methodology of control | " | | | " |
| General Objectives: 2.0 Understand the basic cost calculations | | | | | | |
| 2 | 2.1 Express food, labor, and overhead costs as: percentage of sales and sales mix | Explain food, labor and overhead costs as percentage of sales and sales mix | Text books | Describe food labour and overhead costs as percentage of sales and sales mix | Direct students to calculate and express food, labour and overhead cost as percentage of sales | Black board |
| | 2.2 Explain high and low margin returns and list examples | State high and low margin returns and list examples | | Describe high and low margin returns and list examples | Guide students to identify high and low returns with examples lead students in | Overhead projector Transportation |
| | 2.3 Explain return on capital invested in business | Explain returns on capital invested on business | Text books | | Calculating profit from capitals invested on business | " |
| General Objective 3.0 Understand how to calculate the costing of different dishes | | | | | | |
| 3 | 3.1 Explain weights and measures, conversion and equivalencies | Explain weights and measures, conversion and equivalencies | Text books Film show | Describe weights and measures conversion and equivalencies | Lead students on how to take weight and measures using conversion and equivalencies | Video Sheet calculators pencils |
| | 3.2 Explain the use of food costing sheet | Explain how to determine selling prices of meals using unit of multiple costing methods | Text books | Describe the use of food costing sheet | Guide students to design food costing sheet | Calculators pencils |
| | 3.3 Determine the selling prices of meals using unit of multiple costing methods | | | Describe how to determine the selling price of meals using unit of multiple costing methods | Guide students prepare a costing sheet and determine selling price using multiple costing method | Biro Graph sheet |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|--------------------------|---|--|--|
| Week/s | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 4 | 3.4 Illustrate the setting of prices for table d'hote and A la carte meals | Explain the setting of prices for table d'hote and A la carte meals | | Identify the setting of prices for table d'hote and A la carte meals | Design how to set prices for table d'hote and A la carte meals | Plain paper cardboard marker ruler pencils |
| | 3.5 Explain the pricing policy | State the pricing policy | | Describe the pricing policy | Show the price policy booklet | Price booklet |
| | 3.6 Describe the development and use of cost benefit analysis | Explain the development and use of cost benefit analysis | | Describe the development and use of cost benefit analysis | Guide students to design cost benefit analysis sheet | Plain paper cardboard marker ruler pencils |
| 5 | 3.7 Explain the meaning of breakeven analysis, breakeven point and sales breakeven point | | | Describe the meaning of breakeven analysis, sales breakeven point | Guide students to prepare breakeven analysis, breakeven point and sales breakeven point from a given sales record | Plain sheet marker pencil, biro graph sheet |
| | 3.8 Explain what condition business can operate before loss is incurred (margin of safety) | | | Describe the conditions that a business can operate before loss is incurred (margin of safety) | Lead discussion on the conditions that a business can operate before loss is incurred | |
| General Objective 4.0 Know the banquet costing | | | | | | |
| 6 | 4.1 Explain the meaning of banquet | Case study, tutorials | Chalkboard Text books | Describe the meaning of banquet | Organize banqueting | Banquet hall |
| | 4.2 Explain how to calculate the setting of prices of banquet functions | | | Describe how to calculate the selling prices of banquet functions | Guide students on how to calculate selling price in given banquet function | Plain sheet calculator Ruler |
| | 4.3 Analyze the percentage composition of each item of expense incurred as percentage of the estimated sales - cost and profit statement | | | Describe the percentage composition of deduction of expense incurred as percentage of the estimated sales - cost and profit statement | Calculate the percentage composition of each items of expense incurred (percentage of estimated sales cost and profit statement) | Pencil biro Plain sheet calculator Ruler Pencil biro |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|--|--|---|--|
| Week/s | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General objectives: 5.0 Understand meat costing | | | | | | |
| 7 | 5.1 Explain the various factors responsible for the differences in weight from the time meat is bought from the market to the time it is about to be served (gross weight and net weight) | Explain the various factors responsible for the differences in weight from the time meat is bought from the market to the time it is about to be served | Bus, video, photo, magnetic board or pin board | Describe the various factors responsible for the different in weight from time meat is bought from the market to the time it is about to be served (gross weight and net weight) | Highlight the various factors responsible for the differences in weight from the time meat is bought from the market to the time it is about to be served | |
| | 5.2 Explain the calculation of yield, waste, gross weight, and net weight | Lecture, problem solving, video show photo of different types of meat | Text books | | | |
| 8 | 5.3 Estimate the price of meat served | Explain how to determine the price of meat served | Pictures show different cuts of meat | Describe how to calculate yield, waste, gross weight and net weight | Guide students how to calculate the yield, waste gross weight and net weights | Calculator plain sheet pencil biro |
| | 5.4 explain the meaning of wholesale cuts (carcass) | Explain wholesale cuts carcass | | Describe wholesales cuts (carcass) | Show to students whole some cut (carcass) | pictures |
| | 5.5 Describe the various cuts of beef and estimate the selling price | Explain the various cuts of beef and estimate the selling prices | Pictures show different cuts of meat | Describe the various cuts of beef and estimate the selling price | Guide students to identify and calculate the estimated selling price of various cuts of beef | Calculator tables prices of cut of meat plain sheet pencil biro |
| General Objectives: 6.0 Know different portion control methods | | | | | | |
| 9 | 6.1 Explain the use of portion control in catering | Explain portion control in catering | Text books | Describe the use of portion control in catering | Guide students to know the importance of portion control | |
| | 6.2 Explain the use of some equipment like scales, graded scoops and ladles, bar optics, graded standard baking sheets and measuring glasses | Explain the use of some equipment listed in 6.2 in portion control | Text books | Describe the use of some equipment like scale, graded scale, and ladles, bar optic, graded standard baking sheets and measuring glasses to control portion | Show students some of the equipments used in portion control | Kitchen equipment like scale, bar optic, ladles, plain dish, measuring glasses etc Catalogue of equipment |
| | 6.3 Explain the use of standard recipe its advantages and disadvantages | Explain standard recipe its advantages and disadvantages | Text books | Describe the use of standard recipe its advantages and disadvantages | Show samples of standard recipe and lead discussion on its advantages and disadvantages | Samples of standard recipe |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|--|---|--|---|
| Week/s | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 7.0 | | | | | | |
| 10 | 7.1 Describe the ordering and receiving of foodstuffs in any hospitality establishments | Explain ordering and receiving of foodstuffs in any hospitality establishments | Text books | Describe the ordering and receiving of foodstuffs in any hospitality establishments | Take students to the store to be able to found estimate equipment for ordering and receiving foodstuff | Order form delivering note store labels store |
| 11 | 7.2 explain the various uses of store records | Explain the uses of various store records | Text books | Describe the various uses of store records | Lead discussion on various use of store records | Order form delivering note store labels store |
| | 7.3 Explain the use of centralized and decentralized stores as a means of attaining efficiency in store management | Explain the use of centralized and decentralized stores as a means of attaining efficiency in store management | | Describe the use of centralized and decentralized stores as a means of attaining efficiency in store management | Lead discussion for students to understand centralization and decentralization of goods. Visit store | Store |
| | 7.4 Explain the various methods of stocks valuation LIFO (last in first out) | Explain various methods of stocks valuation | Text books | Describe the various methods of stocks valuation LIFO(last in first out) FIFO (Fist In First Out) | Guide students to prepare LIFO and FIFO | Ledger pencil plain sheet biro ruler |
| General Objectives: 8.0 Know the use of monthly figure and operating statements | | | | | | |
| 12 | 8.1 Analyze gross profit statement as another means of food cost control | Explain gross profit statement as another means of cost control | Text books samples of gross profit statement | Describe how to analyze gross profit statement as another means of food cost control | Lead students to prepare and analyze gross profit statement | Ledger pencil plain sheet biro ruler |
| | 8.2 define operating statements and explain how such statements can be used to control the actual and budgeted expenses and revenue in the hospitality establishments | Explain operating statements and explain how such statements can be used to control the actual and budgeted expenses and revenue in the hospitality establishments | Text books samples of gross profit statement | Describe operating statement and explain how such statement can be used to control the actual and budgeted expenses and revenue in the hospitality establishments | Demonstrate the use of operating statement and how it can be used to control actual budget and budgeted expenses | Operating sheet |
| General Objectives 9.0 Know the rationale behind feeding and its effect on food cost percentage | | | | | | |
| 13 | 9.1 Explain the effects of staff meals on the cost of food sold | Describe the effects of staff meals on the cost of food sold | Text books | Describe the effect of staff meals on the cost of food sold | Lead discussion on the effect of staff meals on the cost food sold | List of food sold Charts graph |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|-----------------------------|---|--|---------------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 9.2 Explain the calculation of staff meals under a carefully controlled industrial situation and ideal set up | State and calculate the staff meals under a carefully controlled industrial situation and ideal set up | | Describe how to calculate staff meals under a carefully controlled industrial situation and idea set up | Guide students to calculate the staff meals under a carefully controlled industrial situation and ideal set up | Record on staff meals Charts graph |
| 14 | 9.3 Explain the purpose of feeding staff while on duty | Explain the purpose of feeding staff while on duty | | Describe the purpose of feeding staff while on duty | Outline the purpose of feeding staff while on duty | Record on staff meals Charts graph |
| General Objectives: 10.0 Understand how to monitor food waste | | | | | | |
| 15 | 10.1 Explain basic causes of high food cost | Describe basic causes of high food cost | Text books Lecture notes | Describe the basic causes of high food cost | Guide students to identify the basic causes of high food cost | Graph Food chart |
| | 10.2 State the procedure for monitoring food waste | Explain the procedure for monitoring food waste | Text books Lecture notes | Describe the procedure for monitoring food waste | Highlight the procedures for monitoring food waste | Record of food waste Chart graph |

Assessment: Give details of assignments to be used:
Practical 40 %; Projects 60 %;

Recommended Textbooks & References:

Course: Hotel and Catering Law

| | | | |
|---|-------------------------|----------------------------------|---------------------------------|
| Department/ Programme: Higher National Diploma in Hospitality Management | | | |
| Course: Hotel and Catering Law | Course Code: 325 | Credit Hours: 2 | |
| Year: 111 Semester: 2 | Pre-requisite: | Theoretical: 2 hours/week | Practical: 0 hours /week |
| General Objectives | | | |
| Understand the hotel proprietors act of 1956 in Nigerian context. | | | |
| 2.0 Know law of contract. | | | |
| 3.0 Know the rights of quest in residence. | | | |
| 4.0 Know the food and drug decree of 1973. | | | |
| 5.0 Understand the hygiene regulation. | | | |
| 6.0 Know liquor licensing laws. | | | |
| 7.0 Understand staff employment regulations | | | |
| 8.0 Understand wages and industrial councils decree of 1973. | | | |
| 9.0 Know torts and occupiers liability. | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|--|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Understand the hotel proprietors act of 1956 in Nigerian context | | | | | | |
| 1 | <p>HOTEL PROPRIETORS ACT OF 1956 IN NIGERIAN CONTEXT</p> <p>1.1 Define an hotel</p> <p>1.2 Identify the difference between a hotel under the act and a private hotel.</p> <p>1.3 Explain proprietor obligation to receive all travelers.</p> | <p>Explain different between a hotel under the act and a private hotel.</p> <p>Discuss proprietor obligation to receive all travelers.</p> | <p>Chalk and board</p> <p>Copy of the Act</p> <p>Textbooks</p> | | | |
| 2 | <p>1.4 Explain proprietor's obligation to provide accommodation and refreshment to guests.</p> <p>1.5 Explain obligation to take care of guests.</p> <p>1.6 Explain proprietors obligation to take care of guests and guests' property,.</p> <p>1.7 Describe the obligations of he proprietor of a private hotel.</p> | <p>Describe the obligation of the proprietor of a private noted.</p> <p>Describe the obligation of the proprietors to take care of guest and guest's property</p> | | | | |
| General Objective 2:0 Know the food and drug decree of 1973 | | | | | | |
| 3 | <p>FOOD AND DRUG DECREE OF 1973</p> <p>2.1 Explain the provision of the decree.</p> <p>2.2 Explain amendments to the decree.</p> <p>2.3 Explain the current law on food and drugs.</p> <p>2.4 Explain the prohibition to advertise certain food and drugs.</p> | <p>Describe details the food and Drug decree of 1973</p> <p>Discuss the amendments to the decree I</p> <p>Discuss the prohibition to advertise certain food and drugs.</p> | <p>Chalk and board</p> <p>Copy of decree</p> <p>Copy of amended decree</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|---|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 4 | 2.5 Explain the prohibition of manufacture unsanitary conditions 2.6 Describe the penalties for contravening the provision of 4.5 above. | Discuss the prohibition of manufacturing unsanitary conditions | | | | |
| General Objective 3: Know the legislation on food additives | | | | | | |
| 5 | 3.1 Define food additives 3.2 Identify examples the functions of food additives in food 3.3 Explain the functions of food additives in food 3.4 Explain the legislation affecting the use of additives in food | Explain food additives And give sample of food Discuss the functions of food additives in food use of Describe the effective legislation in food additive | | | | |
| 6 | 3.5 State the law governing the various practices to include the following: a) Labeling b) Packaging c) Processing d) Advertising | Explain the law governing the following: a) labeling b) Packaging c) Processing d) Advertising | | | | |
| General Objective 4: Understand wages and industrial councils decree of 1973 | | | | | | |
| 7 | WAGES AND INDUSTRIAL COUNCIL DECREE 1973 4.1 Explain the decree. 4.2 Explain the provision of the decree. | Make reference to pas cases of wages and industrial council decree of 1973 Discuss provision of decree and amendments of decree Discuss the establishment of industrial wages board | Chalk and board Copy of decree Copy of amendment Textbooks | | | |

| Theoretical Content | | | Practical Content | | | |
|--|--|---|---|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | <p>4.3 Explain amendments to the decree.</p> <p>4.4 Explain the establishment of industrial wages board</p> <p>4.5 Explain the provision of fixing of wages and other conditions of service</p> <p>4.6 Explain maintenance of records personal levy and PAYE (pay as you earn) system.</p> | <p>Discuss provision of fair wages and other service condition</p> <p>Differentiate maintenance of personal record levy and payee system.</p> | | | | |
| General Objective 5: Know liquor licensing laws | | | | | | |
| 8 | <p>LIQUOR LICENSING LAWS</p> <p>5.1 Explain the licensing law.</p> <p>5.2 Explain the provision of the laws.</p> <p>5.3 Explain the current effect of the law.</p> <p>5.4 List types of license (liquor).</p> <p>5.5 Explain the method of application of liquors in different states in Nigeria.</p> <p>5.6 Identify permitted hours for sale of alcoholic drink in Nigeria.</p> <p>5.7 Explain penalties for contravening sections of the ordinance in 6.6 above.</p> <p>5.8 Describe the power of the police and other agencies to inspect licensed premises.</p> | <p>Make reference to past cases involved</p> <p>Discuss licensing and provision laws</p> <p>Discuss current effect of law and type of license (liquor)</p> <p>Discus a permeated tours for sale of alcohol drink</p> <p>Discuss penalties of contravening section of the ordinance and power of police and agencies to inspect licensed premises.</p> | <p>Chalk and board</p> <p>Copy of the law textbooks</p> | | | |

| Theoretical Content | | | Practical Content | | | |
|---|--|--|---|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 5.9 Explain the power of license to expel prostitutes and drunkards from licensed premises. | | | | | |
| General Objective 6: Understand the hygiene regulation | | | | | | |
| 9 | <p>HYGIENE REGULATION</p> <p>6.1 Explain hygiene regulation.</p> <p>6.2 Explain the provision of the regulation.</p> <p>6.3 State the effects of the regulation.</p> <p>6.4 Enumerate the hygiene regulations concerning the hotel industry.</p> <p>6.5 Explain the power to inspect the premises by health officers.</p> <p>6.6 Explain power to close premises by health officers.</p> | <p>State hygiene regulation</p> <p>Discuss the provision of the regulations</p> <p>Explain the hygiene regulations concerning the hotel industry</p> <p>Enumerate the power to inspect the premises by health officers</p> <p>Outline the power to close premises by health office</p> | <p>Chalk and board</p> <p>Copy of the regulation</p> <p>Copy of amendments</p> <p>Textbooks</p> | | | |
| General Objectives: 7.0 Know law of contract | | | | | | |
| 10 | <p>LAW OF CONTRACT</p> <p>7.1 Define a contract.</p> <p>7.2 Explain the factors that validates contract.</p> <p>7.3 Describe capacity to make a contract.</p> | <p>Draw example from a case law</p> <p>Discuss factors that validate contract.</p> <p>Discuss express and implied terms.</p> <p>Discuss exclusion clause</p> <p>Explain cancellation by hotelier and right of the guest.</p> | <p>Chalkboard, textbooks</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|---|----------------------------|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 7.4 Explain express and implied terms 7.5 Explain exclusion clauses. 7.6 Explain breach of contract and the remedy. 7.7 Explain cancellation of hotel booking by the guest and rights of the hotelier. 7.8 Describe cancellation by hotelier an rights of the guest. | | | | | |
| General Objectives: 8.0 Understand guest in residence | | | | | | |
| 11 | GUEST IN RESIDENCE 8.1 Explain visitor's responsibility to give information to the proprietor. 8.2 Describe proprietor's obligation to keep a register. | Draw examples from a case that has been concluded Explain proprietor's obligation to keep a register | Chalk and board, textbooks | | | |
| 12 | 8.3 Explain actions to take in case of infectious illness in the hotel. 8.4 Explain action to take in case of death in the hotel 8.5 Explain action to take on finding lost property. 8.6 Explain the procedure in case of damage to hotel property by guest. | Discuss action to take in case of an infections illness in the hotel. Discuss action to take in case of death in the hotel Discuss active to take incase of lost property in hotel Describe the procedure incase of damage to hotel's property by guest. | | | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|---|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 9.0 Know torts and occupiers liability | | | | | | |
| 13 | <p>TORTS AND OCCUPIERS LIABILITY</p> <p>9.1 Explain torts.</p> <p>9.2 Explain occupier's liability.</p> <p>9.3 Explain negligence and damages.</p> <p>9.4 Explain trespass.</p> <p>9.5 Identify nuisance.</p> <p>9.6 Explain occupier's liability as it affects the hospitality industry in Nigeria.</p> | <p>Discuss torts</p> <p>Discuss occupiers liability</p> <p>Differentiate between negligence and damages</p> <p>Describe trespass</p> <p>Describe nuisance</p> <p>Describe occupier's</p> <p>Liability as it effects, the hospitality industry in Nigeria.</p> | <p>Chalk and board</p> <p>Textbooks</p> | | | |
| General Objectives: 10.0 Understand staff employment regulations | | | | | | |
| 14 | <p>STAFF EMPLOYMENT REGULATION</p> <p>10.1 Explain staff employment.</p> <p>10.2 Explain the provision of the regulation.</p> <p>10.3 Explain contract of employment.</p> <p>10.4 Explain termination of contract by notice.</p> <p>10.5 Describe unfair dismissals.</p> | <p>Discuss staff employment</p> <p>Discuss the provision of regulation</p> <p>Describe contract of employment</p> <p>Describe termination of contract by notice</p> | <p>Chalk and board copy of regulation textbooks</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|--|-----------|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 15 | 10.6 Describe employers duty towards employee. 10.7 Describe employee duty towards employer. 10.8 Explain referee and giving of referee. 10.9 Explain the payment of wages and statutory deduction from wages. | Explain employers duty toward employee Discuss reference and giving of referee Differentiate between wages and statutory defection from wages. | | | | |

Assessment: Give details of assignments to be used:
 Coursework/ Assignments 60 %; Course test 40 %

Recommended Textbooks & References:

Course: Technical French II

| | | | |
|--|---------------------------------|----------------------|---------------------|
| Department/ Programme: HOSPITALITY MANAGEMENT (HIGHER NATIONAL DIPLOMA) | | | |
| Course: TECHNICAL FRENCH II | Course Code: HMT 326 | Credit Hours: | 3 |
| Year: 2 Semester: 2 | Pre-requisite: French II | Theoretical: | 1 hours/week |
| | | Practical: | 2 hours/week |
| Course Aim/Goal: | | | |
| This course is designed to enable the student to acquire the necessary language and communication skills to use the French language in a variety of business situations. | | | |
| GENERAL OBJECTIVES: | | | |
| On completion of this course, the student should be able to: | | | |
| 1.0 Identify different registers of language in written and audiovisual documents | | | |
| 2.0 Communicate with business clients and partners | | | |
| 3.0 Understand and prepare business documents | | | |
| 4.0 Dialogue effectively with French speakers | | | |

| Theoretical | | | | Practical | | |
|---|---|---|---|--|--|---|
| Week | Specific learning outcomes | Teacher's activities | Resources | Specific learning outcomes | Teacher's activities | Resources |
| General Objective 1: Identify different registers of language in written and audiovisual documents | | | | | | |
| 1 | 1.1 Identify direct and indirect discourse of language. | Explain direct and indirect forms of language. | Chalkboard. Textbooks. | 1.1 Make interrogative and non-interrogative sentences using indirect discourse. | Guide students in making interrogative and non-interrogative sentences using indirect discourse. | Language laboratory. |
| 2 | 1.2 Identify the passive and active voices. | Explain active and passive voices. | Chalkboard. Textbooks. | 1.2 Use the passive and active voice. | Guide students in using the passive and active voice. | Language laboratory. |
| 3 | 1.3 Identify registers of language used in print media. | Explain registers of language used in different types of print media reports, e.g. news, feature articles, advertisements etc. | Chalkboard. Textbooks. Newspapers. | 1.3 Be familiar with main French-language press. 1.4 Write simple texts in different registers used in print media. | Guide students in identifying registers of language used in print media. Guide students in writing simple texts in different registers used in print media. | Language laboratory. Newspapers. |
| 4 | 1.4 Identify registers of language used in radio programmes. | Explain registers of language used in different types of radio programmes, e.g. news, interviews, advertisements etc. | Chalkboard. Textbooks. Cassette recorder. | Compose simple texts in appropriate registers to be read over the radio. | Guide students in identifying registers of language used on the radio. Guide students in composing in groups of 2 or 3 simple texts in appropriate registers to be read over the radio. | Language laboratory. |
| General Objective 2: Communicate with business clients and partners | | | | | | |
| 5 | 2.1 Know how to write a business letter. | Explain conventions used in writing different types of business letters, e.g. applications, letters to business partners, letters to clients, memo etc. | Chalkboard. Textbooks. | 2.1 Write business letters for different situations. | Guide students in preparing business letters to respond to different situations. | Language laboratory. Business letters. |
| 6 | 2.2 Understand different registers of language in face-to-face communication in business. | Explain conventions for face-to-face communication in business with different people: clients, business partners, colleagues, etc. | Chalkboard. Textbooks. | 2.2 Communicate orally in different situations in an appropriate manner. | Guide students in role-playing situations requiring use of different registers of language. | Language laboratory. Films. |

| Theoretical | | | | Practical | | |
|---|--|--|--|---|---|---|
| Week | Specific learning outcomes | Teacher's activities | Resources | Specific learning outcomes | Teacher's activities | Resources |
| 7 | 2.3 Understand conventions for communicating with email and fax. | Explain conventions for communicating via email and fax with different people: clients, business partners, colleagues, friends etc. | Chalkboard. Textbooks. | 2.3 Write emails and fax in appropriate language to different people. | Guide students in preparing emails and faxes to different people. | Language laboratory. Computers if available. |
| 8 | 2.4 Understand different registers of language in telephone communication in business. | Explain conventions for communicating via telephone with different people: clients, business partners, colleagues, friends etc. | Chalkboard. Textbooks. | 2.4 Communicate over the telephone to business partners and clients. | Guide students in using appropriate language when communicating via the telephone to business partners and clients. | Language laboratory. Films. |
| General Objective 3: Understand and prepare business documents | | | | | | |
| 9 | 3.1 Understand the structure and language of a press release. | Explain strategies for writing a press release in French. | Chalkboard. Textbooks. | 3.1 Write a press release. | Guide students in preparing press releases. | Language laboratory. Press releases. |
| 10 | 3.2 Understand different types of written contracts. | Explain conventions used in different types of written contracts, e.g. lease, loan agreement, contract for services etc., and the meaning behind them. | Chalkboard. Textbooks. | 3.2 Interpret a written contract. | Guide students in reading and interpreting different types of written contracts. | Language laboratory. Contracts. |
| 11 | 3.3 Understand financial information registers and tables. | Explain tables and registers commonly used in French-speaking businesses. | Chalkboard. Textbooks. French-language financial data. | 3.3 Interpret financial information registers and tables. | Give examples of financial information registers and tables.. | Language laboratory. Financial registers and tables. |
| 12 | 3.4 Understand mechanisms and structure of a business report. | Explain strategies for writing a report for French-speaking clients and business partners. | Chalkboard. Textbooks. | 3.4 Prepare the basic elements of a business report. | Guide students in preparing the basic elements of a business report. | Language laboratory. Business report. |

| Theoretical | | | | Practical | | |
|---|--|--|---------------------------|---|---|--|
| Week | Specific learning outcomes | Teacher's activities | Resources | Specific learning outcomes | Teacher's activities | Resources |
| General Objective 4: Dialogue effectively with French speakers | | | | | | |
| 13 | 4.1 Know the main economic and industry institutions in the French-speaking world. | Explain the main economic and business institutions in the French-speaking world (statutory bodies, employers' and employees' unions, lobby groups...) | Chalkboard. Textbooks. | 4.1 Identify the roles of the main economic and industry institutions in the French-speaking world. | Guide students in preparing a business strategy for identifying and contacting relevant Francophone economic and industry institutions. | Language laboratory. |
| 14 | 4.2 Understand how to deal with cultural differences. | Explain the mechanisms of culture on behaviour and negotiation. Explain commonly-encountered difficulties in communication between cultures and strategies for working with them. | Chalkboard. Textbooks. | 4.2 Develop strategies for dealing with cultural differences. | Guide students in role-playing situations involving cultural differences. | Language laboratory. |
| 15 | 4.3 Know about French on the Internet and applications in business. | Introduce students to the benefits of using the Internet to reach French-speaking clients. | Chalkboard. Textbooks. | 4.3 Be familiar with practical applications of French in international business. | Guide students in navigating on commonly-used French-language websites. | Language laboratory. Internet-connected computers if available. |

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

Recommended Textbooks & References:

Le français du tourisme, Anne-Marie Calmy, Hachette, 2004.

Tourisme et hôtellerie: Lectures et vocabulaire en français, Conrad J. Schmitt, Katia Brillie Lutz, 1993.

Français.com, M. Danilo, J.L. Penfornis. CLE International, 2002.

Affaires.com: méthode de français des affaires, Jean-Luc Penfornis, CLE International, 2003.

Vocabulaire progressif du français des affaires avec 200 exercices, Jean-Luc Penfornis, CLE International, 2004

Pour parler affaires, M. Mitchell. Amsterdam: Intertaal, 2001.

Affaires à suivre, A. Bloomfield, B. Tauzin. Paris: Hachette, 2001.

Faire des affaires en français: analyser-s'entraîner-communiquer, Marie-Odile Sanchez-Macagno, Lydie Corado.- Paris: Hachette FLE, 2000.

Communication express. B. Seignoux, S. Cerqueda, M.H. Leao. Paris: Cle International, 2000.

Comment vont les affaires?. A. Gruneberg, B. Tauzin. Paris: Hachette, 2000.

Les affaires en français, J-P. Bajard, C. Sibieude, 1987, Paris, Didier/Hatier.

La correspondance commerciale française, L. Bas, C. Hesdard.

Course: Hospitality Economics

| | | | |
|--|-----------------------------|----------------------|----------------------|
| Department/ HND HOSPITALITY MANAGEMENT | | | |
| Course: HOSPITALITY ECONOMICS | Course Code: HMT 327 | Credit Hours: | 3 |
| Year: 3 Semester: 1 | Pre-requisite: | Theoretical: | 3 hours/week |
| | | Practical: | 0 hours /week |
| Goal: | | | |
| This course is designed to acquaint the students with a knowledge of the role of the hospitality industry in the economic growth of a nation. | | | |
| GENERAL OBJECTIVES: | | | |
| On completion of this course, the student should be able to: | | | |
| <ol style="list-style-type: none"> 1. Know the history of the development of the hospitality industry. 2. Know the place of hospitality industry n the Nigerian economy. 3. Know the demand and supply for the hospitality Industry. 4. Know the demand of the Industry as t relates to finance. 5. Understand pattern of integration. 6. Know the chain groups in the hospitality industry. 7. Understand franchising. 8. Know the hospitality Industry pricing. 9. Understand the nature of the hospitality market. 10. Know the agencies involved in the hospitality industry. 11. Know the future trends in the hospitality industry. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|----------------------|---------------------------------------|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Know the history of the development of the hospitality industry | | | | | | |
| 1 | 1.1 Discuss the factors that influence the development of hospitality establishments from the early times. | Lecture | Chalk, chalk board, duster, textbooks | | | |
| 2 | 1.2 Outline the effect of travels on the development of the hospitality industry. | Assignment | | | | |
| General Objective 2: Know the place of the hospitality industry in the Nigerian economy | | | | | | |
| 3 | 2.1 Outline the position of the industry in the Nigerian economy. | Lecture. | Chalk, chalk board | | | |
| | 2.2 Discuss the industry in the tertiary sector. | | | | | |
| | 2.3 Identify the establishments that make up the industry. | | | | | |
| 4 | 2.4 Outline the industrial structure of the industry. | | | | | |
| | 2.5 Outline the importance of the industry in the economy. | | | | | |
| 5 | 2.6 Discuss the industry and inflation. | | | | | |
| | 2.7 Discuss the government economic policies as they affect the industry. | | | | | |
| General Objective 3: Know the demand and supply for the hospitality industry | | | | | | |
| 6 | 3.1 Outline the theory of demand and the demand curve. | Lecture | Chalk, chalk board, duster | | | |
| | 3.2 Enumerate the determinants of demand. | Diagrams | | | | |
| | 3.3 Discuss shifts in demand. | | | | | |
| 7 | 3.4 Outline the demand for food and drinks. | Assignment | | | | |
| | 3.5 Discuss the factors that affect the demand for accommodation and eating out. | | | | | |
| | 3.6 Discuss the elasticity/inelasticity of hotel products. | | | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|----------------------|----------------------------|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 4: Know the demand of the industry as it relates to finance, capital, equipment and | | | | | | |
| 8 | 4.1 Enumerate the needs of the industry - factors of production. 4.2 Enumerate the sources of obtaining investment finance for the industry. 4.3 Discuss the demand for capital equipment and convenience foods. 4.4 Discuss the demand for labour. 4.5 Discuss the labour intensiveness of the industry. | Lecture | Chalk, chalk board, duster | | | |
| General Objective 5: Understand pattern of integration | | | | | | |
| 9 | 5.1 Explain the types of integration horizontal, vertical etc. 5.2 Give examples of integration in the industry. | Lecture | Chalk, chalk board, duster | | | |
| General Objective 6: Know chain groups in the hospitality industry | | | | | | |
| 10 | 6.1 Enumerate chain groups in the industry. 6.2 State the advantages and disadvantages of large chain. 6.3 Discuss integration with airlines, railway and road transport. 6.4 Discuss economies of scale. 6.5 Give examples in the industry. | Assignment | | | | |
| General Objectives: 7.0 Understand franchising | | | | | | |
| 11 | 7.1 Define franchising and give examples in the industry. 7.2 Explain the history of the development of franchising. 7.3 Outline the advantages and disadvantages of franchising. | Lecture | | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|-----------------------|-----------|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 8.0 Know the hospitality industry pricing | | | | | | |
| 12 | 8.1 Outline marginal costing techniques. 8.2 Describe cost plus pricing. 8.3 Discuss target rate of pricing or backward pricing 8.4 Explain profit sensitivity analysis. 8.5 Discuss the current problems in tariffs and marketing. | Lecture | | | | |
| General Objectives: 9.0 Understand the nature of the hospitality market | | | | | | |
| 13 | 9.1 Explain perfect and imperfect competition. 9.2 Explain oligopoly, duopoly and monopoly. 9.3 Explain the extent of competition amongst the following: a) vending machines b) fast foods c) transport catering etc. 9.4 Examine the various type of catering and their place in the present economy. | Lecture Assignment | | | | |
| General Objectives: 10.0 Know the agencies involved in the hospitality industry | | | | | | |
| 14 | 10.1 Describe hotel and catering associations. 10.2 Discuss the roles of the above associations. 10.3 Discuss the Nigeria tourism development corporation (NTDC). 10.4 Discuss the role of trade unions. | Lecture | | | | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|--|----------------------|-----------|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | General Objectives: 11.0 Know the future trends in the hospitality industry | | | | | |
| 15 | 11.1 Forecast the future trends in the hospitality industry. | Lecture | | | | |

Assessment: Give details of assignments to be used:

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

Recommended Textbooks & References:

YEAR 2, SEMESTER 1

Course: Food Production Management III

| | | | |
|---|-----------------------------|----------------------------------|---------------------------------|
| Department/ Programme: Higher National Diploma in Hospitality Management | | | |
| Course: FOOD PRODUCTION MANAGEMENT III | Course Code: HMT 431 | Credit Hours: 90 | |
| Year: IV Semester: 3 | Pre-requisite: | Theoretical: 2 hours/week | Practical: 4 hours /week |
| GENERAL OBJECTIVES: | | | |
| 1.0 Know the principles involved in planning and preparing menus for special functions. | | | |
| 2.0 Know the utilization of local food commodities. | | | |
| 3.0 Know the utilization of local food commodities. | | | |
| 4.0 Understand problems arising from the use of local commodities | | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|--|--|---|---|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 1: | | | | | | |
| 1 | 1.1 Identify commercial and non-commercial catering. 1.2 Explain the types of catering services rendered in 1.1 above. | Explain commercial and non-commercial catering. | Textbooks | Describe commercial and non-commercial catering. Identify the types of catering services rendered | Guide students to identify and discuss commercial and non-commercial catering. Head discussion on the types of catering services rendered. | |
| 2 | 1.3 State what determines the principles of adequate planning for different types of catering as states above. | Explain the types of services rendered in 1.1. | Textbooks | Describe the principles of adequate planning for different types of catering as stated above. | Group students to discuss what determines the principles of adequate planning for different types of catering. | |
| | 1.4 Identify various special functions i.e. cocktail party, buffet dinner, formal banquets, wedding anniversaries, conferences, corporate entertainment etc. | Explain the various special functions i.e cocktail party, dinner, formal banquet, wedding etc. | Textbook Specimen function sheets | Describe various special functions i.e. Cocktail party buffet dinner, formal banquettes, wedding anniversaries, conferences, corporate entrainment etc. | Guide students to identify and discuss various special functions e.g. cocktail party, buffet dinners and formal banquet. | |
| 3 | Design special function reservation memoranda | | Textbook Specimen function sheets | Identify special function reservation memoranda. | Direct students to design specimen function reservation sheet/memoranda | Plain sheet penal rule |
| General Objective 2: Know the principles involved in planning and preparing menus for special functions. | | | | | | |
| 4 | 2.1 Identify the dishes suitable for special function menus. Plan menus for special functions. | Explain the dishes suitable for special function menu and explain how to plan such menu. | Textbooks | Describe the dishes suitable for special function menus. Plan menu for special functions. | Guide students to plan menus for special functions. | |
| | 2.2 Prepare and present various dishes for functions as stated in 2.1 above. | Explain how to prepare and present various dishes for functions stated in 2.1. | Textbooks | Identify various dishes for functions as stated in 2.1. | Direct students to prepare various dishes for special functions e.g. cocktail, buffet, wedding anniversaries etc. | Raw material Kitchen Equipments |
| 5 | 2.3 Organise and manage one or more poly functions with reference to mis-en-place, networking, timing, communication etc. | Explain how to manage one or more poly function. | Textbooks | Describe how to manage one or more poly functions with reference to mis-en-place, networking time, communication | Organise with students and manage one or more poly functional parties. | Raw material Kitchen Equipments |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-------------------------------------|--|--|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 2.4 Criticize the functions in 4.1 above. | Explain the functions. | Textbooks | Describe the function above 2.1 | Demonstrate the functions in 2.1 above | Raw material Kitchen Equipments |
| General Objective 3.0 Know the utilization of local food commodities. | | | | | | |
| 6 | Identify the various local food commodities suitable for functions mentioned in 2.1 above. | Explain the local food commodities suitable for functions mention in 2.1 above. | Textbooks, Journals, Periodical | Describe the various local food commodities suitable for functions mentioned in 2.1 above. | Guide students to enumerate and discuss the various food commodities suitable for functions. | |
| | Prepare various local dishes suitable for functions as stated in 2.1 above. | Explain how to prepare various local dishes suitable for functions as stated in 2.1 above. | Kitchen equipment, food commodities | Identify the various local dishes suitable for functions. | Prepare various local dishes suitable for functions. | Raw material Kitchen Equipments |
| 7 | Evaluate the products in 3.2 above i.e. acceptability. | Explain the product in 3.2 | Textbooks | Describe the product. | Practical involving preparation of local dishes suitable for various functions and evaluate. | Raw material Kitchen Equipments |
| General Objective 4: Understand problems arising from the use of local commodities | | | | | | |
| 8 | Identify the problems with the use of local food commodities with reference to availability, purchasing, storage, preservation and control. | Explain the problems with the use of local food commodities with reference to availability purchasing, storage and control. | Textbooks | Describe the problems with the use of local food commodities with reference to availability, purchasing, storage, preservation and control | Group students to identify and discuss problems with the use of local food commodities. | |
| 9 | Recommend solutions to the identified problems. | Explain solution to the problems identified. | Textbooks | Describe solutions to the identified problems. | Head discussion to the identified problems and provide appropriate solutions. | |
| General Objective 5: Understand the principles of cook-chill, cook-freeze and sours vide catering system. | | | | | | |
| 10 | Describe the procedure of cook-hill, cook-freeze and sours-vide catering systems. | Explain the procedure for cook chill and cook freeze and sours vide catering system | Textbooks | Identify the procedure of cook-chill, cook freeze and sours vide catering system. | | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|--|--|-----------|--|--|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | Identify the situations where they are appropriately used. | Explain the situation where they are appropriately used. | Textbooks | Describe the situation where they are appropriately used. | | |
| 11 | Identify the food suitable for the catering systems in 5.1 | Explain the foods suitable for the catering system in 5.1 above. | Textbooks | Describe the foods suitable for the catering system in 5.1 above. | Prepare and present food suitable for the catering system in 5.1. | Kitchen Raw Material Equipment e.g. Cold Room, Refrigerator |
| 12 | State the quality control measures. | Explain the quality control measures. | Textbooks | Describe the quality and control measure. | Demonstrate to students the quality and control measures. | Kitchen Raw Material Equipment e.g. Cold Room, Refrigerator |
| 13 | Explain the need for and hygienic handling of products of cook-chill and cook-freeze catering. | State the need and hygienic handling of products of cook-chill and cook freeze catering. | Textbooks | Describe the need for hygiene handling of products of cook-chill and cook freeze catering. | Guide student to appreciate the need for hygiene handling of products of cook chill and cook-freeze. | Kitchen Raw Material Equipment |
| 14 | Prepare some dishes using the cook-chill and cook-freeze methods. | Explain how to prepare dishes using the cook-chill and cook freeze materials. | Textbooks | Describe how to prepare dishes using cook-chill and cook-freeze methods. | Direct students to compile and prepare various dishes using cook-chill and cook freeze methods. | Kitchen Raw Material Equipment e.g. Cold Room, Refrigerators Cooking equipments |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|------------------------------|-----------|--------------------------------------|--|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 15 | Criticize the dishes produced in 5.6 above. | Explain the dishes produced. | Textbooks | Describe the dishes produced in 5.6. | Prepare variety of dishes using cook dull and cook freeze method and evaluate product for acceptability. | Kitchen Raw Material Equipment e.g. Cold Room, Refrigerators Cooking equipments |

Assessment: Give details of assignments to be used:
Practical 40 %; Projects 60 %;

Recommended Textbooks & References:

Course: Food and Beverage Management III (Bar Operation)

| | | | |
|---|-----------------------------|----------------------------------|---------------------------------|
| Programme: HIGHER NATIONAL DIPLOMA IN HOSPITALITY MANAGEMENT | | | |
| Course: FOOD AND BEVERAGE MANAGEMENT III (BAR OPERATION) | Course Code: HMT 432 | Credit Hours: 6 | |
| Year: IV Semester: 3 | Pre-requisite: | Theoretical: 2 hours/week | Practical: 4 hours /week |
| GENERAL OBJECTIVES: | | | |
| On completion of this course, the students should be able to: | | | |
| 1.0 Understand the principles of alcoholic beverages production and service | | | |
| 2.0 Know the classification and characteristics of wines | | | |
| 3.0 Know the classification and characteristics of spirits, liquors and cocktails | | | |
| 4.0 Know the classes and service of non-alcoholic beverages | | | |
| 5.0 Know the quality and control standards of alcoholic and non-alcoholic beverages | | | |
| 6.0 Understand skills involved in cocktail preparation | | | |
| 7.0 Understand the importance of planning and organization for special functions | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|--|--|--|---|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Understand the principles of alcoholic beverages production and service | | | | | | |
| 1 | 1.1 Describe the principles of fermentation and distillation. 1.2 Describe the chemical and physical properties of the main groups of alcoholic beverages - spirits, wines, beer etc. | Explain the principles of fermentation and distillation. | Classroom, marker, chalk Textbook Board | Explain the principles of ferment and distillation. | Demonstrate the service of alcoholic beverages, wines and spirits. | Alcoholic drinks Wines Spirits, Bar. |
| 2 | 1.3 Dispense and serve alcoholic beverages appropriately. 1.4 Maintain various glassware. 1.5 Enumerate the types of beer in the locality. | Explain the chemical and physical properties of the main groups of alcoholic beverages - spirits, wines, beer etc. | Classroom, marker, chalk Textbook Board | Explain the chemical and physical, properties of the main groups of alcoholic beverages - spirits, wines, beer, etc. | Demonstrate the service of alcoholic beverages and supervise the student do it. | Bar Glassware Drinks, Bar Service equipments. |
| 3 | 1.6 Distinguish between beer, cider, stout and Perry. 1.7 Store and dispense beer and stout. | Explain how alcoholic beverages appropriately. Student Maintain various glassware. Enumerate the types of beer in the locality. Students to distinguish between beer, cider, stout and Perry. Explain how to store beer and stout. | Classroom, marker, chalk Textbook Board Classroom, marker, chalk Textbook Board | Describe how to dispense and serve alcoholic beverages appropriately. Describe how to maintain various glassware. Explain the types of locally brand alcoholic drinks. Describe the distinction between beer, cider, stout and Perry Explain to store and dispense beer and stout. | Demonstrate how to produce locally brewed alcoholic drinks. Guide students to distinguish between beer, cider, stout and Perry. Guide students to know store and dispense beer and stout | Store Wine store Dispense bar Bard Service equipments. |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|--|--|---|----------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 2: Know the classification and characteristics of wines | | | | | | |
| 4 | 2.1 Describe wine production and maturation process. 2.2 List the classes of wines and state the characteristics of the classes of wines. | Explain wine production and maturation process. | Classroom Textbooks Board Marker/Chalk | Explain the types of glasses used for serving various types of wine. | Lead students to group various types of wine glasses. | Glass ware Assorted wine. |
| 5 | 2.3 Describe wine packaging, storage and dispense. 2.4 Explain the complementary relationship between wines and foods. | Enumerate the classes of wines and their difference characteristics | Classroom Textbooks Board Marker/chalk | Describe how to taste and appraise the quality of wines. | Organise student into wine tasting. | |
| 6 | 2.5 Identify the types of glasses used for serving various types of wines. 2.6 Taste and appraise the quality of wines. | Explain the types of glasses used for serving various types of win. Explain wine tasting. | Classroom Textbooks Board Marker/Chalk | | | |
| General Objective 3: Know the classification and characteristics of spirits, liquors and cocktails | | | | | | |
| 7 | 3.1 Describe the method of production of whisky gin and brandy. 3.2 Explain the causes of differences in these products. | Explain the method of production of whisky gin and brandy. Describe the differences between whisky, gin and brandy. | Classroom Books Board, Marker, chalk, etc. | | | |
| 8 | 3.3 Describe the production of fortified wines e.g. port, sherry, Madeira, vermouth and state the causes of differences in them. | Explain the production of fortified wines e.g. port, sherry, Madeira, vermouth and state the causes of differences in them. | Textbook Classroom Board, | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|--|--|---|---|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 9 | 3.4 Compare the characteristics of aroma, colour, flavour and alcoholic content of fortified wines and aperitifs. | Explain the characteristics of aroma, colour, flavour and alcoholic content of fortified wines and aperitifs. | Marker/chalk Notebook | | | |
| General Objective 4: Know the classes and service of non-alcoholic beverages | | | | | | |
| 10 | 4.1 List and classify non-alcoholic beverages. | Explain and classify non-alcoholic beverages. | Classroom Books Board, Marker, chalk, etc. | Enumerate and classify non-alcoholic beverage. | Demonstrate wine production maturation process. | Variety of wine Wine production equipment Brewery. |
| 11 | 4.2 Describe their physical and chemical properties. 4.3 Store, prepare and dispense non-alcoholic beverages. | Lead students to prepare and dispense non-alcoholic beverages. Explain how to store, prepare and dispense non-alcoholic beverages. | Textbook Classroom Board, Marker/chalk Notebook | Explain how to store, prepare and dispense non-alcoholic beverages. | Enumerate and group the major classes of wines and state the characteristics of the classes of wines. | |
| General Objective 5: Know the quality and control standards of alcoholic and non-alcoholic beverages | | | | | | |
| 12 | 5.1 Assess alcoholic strength of beer, wines and spirits, using hydrometer and tables. 5.2 Test alcoholic and non-alcoholic beverages by sensory evaluation. 5.3 Assess the nutritional qualities of alcoholic and non-alcoholic beverages. | Explain how to assess alcoholic strength of beer, wines and spirits, using hydrometer and tables. Explain different sensory evaluations of drinks. Students to discuss the nutritional quality of alcoholic and non-alcoholic beverages. | Classroom Board, Chalk Marker, etc. Classroom Board Book, Marker, chalk, etc. | Describe the assessment of alcoholic strength of beer, wines and spirit, using hydrometer and tables. Describe how to test alcoholic and non-alcoholic beverages by sensory evaluation. | Guide students to understand the alcoholic strength of beer, wine and spirits, using hydrometer and tables by visiting a brewery. Organise sensory evaluation test of alcoholic and non-alcoholic beverages. | Hydrometer Beer, wine, spirits Brewery Tables Non-alcoholic beverages Glasses. |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|---|---|---|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 13 | 5.4 Explain beverages control procedures. | Discuss beverages control procedure. | | Describe the nutritional qualities of alcoholic and non-alcoholic beverages. Describe the beverage central procedures. | Guide the students draw beverage control procedures. | Record sheets Tables Charts. |
| General Objective 6: Understand skills involved in cocktail preparation | | | | | | |
| 14 | 6.1 Explain how to manage a cocktail bar. 6.2 Explain how to serve different types of cocktails and mixed drinks. | Student to discuss how to manage a cocktail bar. Describe how to serve different of cocktails and mixed drinks. | Classroom, Books Board, Marker/chalk | Describe how to manage a cocktail bar. Describe how to prepare and serve different types of cocktails and mixed drinks. | Demonstrate how to manage a cocktail bar. Guide students to prepare and serve different types of cocktail and mixed drinks. | Cokctail bar Bar equipment Assorted alcoholic drinks Assorted non-alcoholic drinks. |
| General Objectives: 7.0 Understand the importance of planning and organization for special functions | | | | | | |
| 15 | 7.1 Demonstrate the organization of the following skills during functions catering a) Table planning b) Restaurant layout c) Formal order of receiving guests d) Organizing food service area by arranging tables and sideboard e) Allocating stations and duties. | Student to discuss the organization of the following skills during functions catering - Table planning - Restaurant layout - Formal order of receiving guests - Organizing food service area by arranging tables and sideboard - Allocating stations and duties. | Classroom Board Books Marker/chalk | Describe the organization of the following skills during functions catering - Table planning - Restaurant layout - Formal order of receiving guests - Organizing food service area by arranging tables and sideboard - Allocating stations and duties. | Describe the organization of the following skills during functions catering - Table planning - Restaurant layout - Formal order of receiving guests - Organizing food service area by arranging tables and sideboard - Allocating stations and duties. | Restaurant equipment Banquet tables Decorative materials. |

Assessment: Give details of assignments to be used:

Practical 40 %; Projects 60 %;

RECOMMENDED BOOKS

1. Essentials of human nutrition by Jim Mann and A. Stewart Truswell, 1998 first edition; 2000 second edition
2. Understanding nutrition by Whitney, Hamilton and Rolfes, 1990.
3. Human nutrition and dietetics by S. Davidson, R. Passmore, J.F Brock and A. S Truswell, 1986.
4. Essentials of nutrition and diet therapy by Sue Rodwell Williams, 1978.
5. Nutrition almanac, fourth edition by Gayla J Kirschmann, 1996.
6. Present knowledge in nutrition, seventh edition by Ekhard E. Ziegler and L.J Filer Jr, 1996.
7. Food science, nutrition and health, sixth edition by Brian A. Fox and Allan G. Cameron, 1995.
8. Elementary science of food by E.M Hildreth, 1975.
9. Integrated food science and technology for the tropics by A.I Ihekoronye and P.O Ngoddy, 1985.
10. Manual on food consumption surveys in developing countries by E. Olabisi Olusanya, 1977.
11. Food composition table for use in Africa; US department of health education and welfare; public health service and FAO (Nutrition Division), FAO, 1968.
12. Food composition table for West African countries.

RECOMMENDED TEXT FOR FOOD PRODUCTION MANAGEMENT

1. Theory of catering (ninth edition) by Ronald Kinton, Victor Ceserani and David Fosket.
2. Practical cookery (seventh and ninth editions) by Victor Ceserani, Ronald Kinton and David Fosket.
3. Food and beverage service (fifth edition) by Dennis Lillicrap, John Cousins and Robert Smith.

Course: Facility Design and Management I

| | | | |
|---|-----------------------------|----------------------|----------------------|
| Department/ Programme: Higher National Diploma | | | |
| Course: Facility Design and Management I | Course Code: HMT 433 | Credit Hours: | 6 |
| Year: IV Semester: 3 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 4 hours /week |
| GENERAL OBJECTIVES: | | | |
| On completion of this course, the student should be able to: | | | |
| 1.0 Know the need for planning and design in hospitality operations. | | | |
| 2.0 Understand the principles of facilities in the hospitality operation. | | | |
| 3.0 Understand the importance of ergonomics in health safety. | | | |
| 4.0 Know the principles behind the selection of the right materials and equipment for different facilities. | | | |
| 5.0 Understand interior décor suitable for various areas and grades of hotel establishments. | | | |
| 6.0 Understand the importance of maintenance in hospitality facilities. | | | |
| 7.0 Understand the procedure for the provision of accommodation for various category of clients. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|---|------------------------|----------------------------|--|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Know the need for planning and design in hospitality operations | | | | | | |
| 1 | <p>1.1 Explain the need for planning and design in hospitality operations.</p> <p>1.2 Identify the issues that impact on the final design of a facility.</p> <p>1.3 Identify the relationship between workflow and good design</p> | <p>- Explain the need for proper planning and design n hospitality operations.</p> <p>-Discuss the factors that impact on the final design of a facility.</p> <p>- Explain the relationship between workflow and good design.</p> | Overhead of projectors | | <p>Discuss the principles involved in facilities design.</p> <p>Design simple layouts of kitchen and service areas.</p> <p>Show pictures of different designs of furniture and equipment. Get the students to discuss the different features of the designs.</p> <p>Show pictures of various dimensions and shapes of furniture fittings and equipment made with ergonomics in mind.</p> <p>Draw the colour wheel.</p> <p>Take students to hospitality establishments to see colour scheme, furniture and fittings.</p> <p>Show samples of carpets.</p> <p>Take students to a hospitality establishments to See the use of well coverings and the effect on decorating.</p> <p>Show the various types of metal used in hospitality establishments.</p> | <p>Vehicle</p> <p>Vehicle</p> <p>Chalk</p> <p>Cardboard</p> <p>Sheets of paper colour felt pens markers.</p> |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-----------------------------------|----------------------------|--|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | | | | | <p>Display the various types of metals used in hospitality establishment.</p> <p>Organise a visit to a large hotel for lectures on maintenance</p> <p>Guide the students to identify areas that require improvement and maintenance and what kind of maintenance they require.</p> <p>Organise students to discuss tariffs and state the most commonly used ones.</p> <p>Lead students on a discussion on tariffs of various hotels and the suitability to the facilities in the hotels.</p> <p>Draw simple layouts on the board and on sheets of paper arrange students in groups to design different facilities and layouts.</p> | |
| General Objective 2: Understand the importance of ergonomics in health and safety | | | | | | |
| 3 | <p>2.1 Define ergonomics</p> <p>2.2 Identify the importance of ergonomics.</p> <p>2.3 Give examples of changing needs of customers.</p> | <p>Define ergonomics</p> <p>Explain ergonomics and its importance</p> | <p>Pictures</p> <p>dimensions</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|---|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 3: Know the principles behind the selection of the right materials and equipment for different facilities | | | | | | |
| 4 | <p>3.1 Explain the principles that affect the selection of the right materials and equipment for different areas.</p> <p>3.2 List the materials and equipment suitable for various areas e.g. restaurant kitchen, bedrooms, toilets etc.</p> | <p>Discuss the principles that affect the choice and selection of equipment suitable for various areas.</p> <p>List the materials and equipment suitable for various areas.</p> | <p>Pictures samples of materials for different areas in 3.2</p> | | | |
| 5 | <p>3.3 List fittings for various operator e.g. food service operators.</p> | <p>Discuss and list the fittings suitable for various food service operators</p> | | | | |
| General Objective 4: Understand interior décor suitable for various areas and grades of hotel establishments | | | | | | |
| 6 | <p>4.1 Identify the type of furniture suitable for different areas of the hotel e.g. bedroom, lounge, restaurants etc.</p> <p>4.2 Identify the different types of carpets e.g. axminster, foam backed, wilt on, oriental etc.</p> <p>4.3 Explain the advantages and disadvantages of each type of carpet.</p> <p>4.4 Identify the type of carpet suitable for the following areas: bedroom, corridor, restaurant, lounge.</p> | <p>- Show and describe the colour wheel.</p> <p>- Explain the factors that influence the choice of suitable colour scheme for hotels.</p> <p>- Discuss décor and theme and their impact on interior decoration.</p> | <p>Cardboard sheets, paint and brushes</p> <p>Pictures</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|--|--|--|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 7 | <p>4.5 Describe the care and maintenance of carpets.</p> <p>4.6 Identify the various types of wall covering and paints suitable for different areas of the hotel.</p> <p>4.7 Identify the different types of curtain headings - Venetian blinds, net curtains etc.</p> <p>4.8 Identify the various types of metal wares available in an hotel establishment.</p> | <p>- Describe the types of colour and lighting, light fitting suitable for various areas of the hotel.</p> <p>- Describe the factors that influence the choice of furniture for the hotel bedroom, lobby, restaurant e.g. in terms of durability, convenience, design etc.</p> | | | | |
| 8 | <p>4.9 Describe the care and maintenance and storage of metals in 4.11 above.</p> <p>4.10 Identify the type of carpet suitable for the following areas: bedroom, corridor, restaurant, lounge.</p> <p>4.11 Describe the care and maintenance of carpets.</p> | <p>- Describe the different types of furniture suitable for different areas of the hotel.</p> | | | | |
| 9 | <p>4.12 Identify the various types of wall covering and paints suitable for different areas of the hotel.</p> <p>4.13 Identify the different types of curtain headings - Venetian blinds, net curtains etc.</p> | <p>- Describe the different types of carpets.</p> <p>- Explain the advantages and disadvantages of each type.</p> | <p>Pictures of parts of a hotel showing various types of carpet.</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-----------|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 10 | <p>4.14 Identify the various types of metal wares available in an hotel establishment.</p> <p>4.15 Describe the care and maintenance and storage of metals in 4.11 above.</p> | <ul style="list-style-type: none"> - Identify the type of carpet suitable for each area of the hotel and state the reasons for this. - Describe the maintenance of car pets. - List and describe the various well, covering and paint suitable for various areas of the hotel. - Describe the various types of curtain headings including blinds, net curtains, Venetian blinds. - Identify the various types of metal wares used in the hospitality establishment and state the maintenance and storage of these metal wares. | | | | |
| General Objective 5: Understand the importance of maintenance in hospitality facilities | | | | | | |
| 11 | <p>5.1 Discuss the importance of maintenance of hospitality facilities.</p> <p>5.2 Identify areas that need improvement and maintenance.</p> <p>5.3 Describe the functions of the maintenance department of a hospitality establishment.</p> <p>5.4 Outline the types of maintenance in a hotel e.g. preventive, routine, reported and planned maintenance (including inspection)</p> | <ul style="list-style-type: none"> - Discuss the importance of maintenance of facilities in a hospitality establishment. - Discuss the types of maintenance in a hotel. | | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|--|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 6: Understand the procedure for the provision of accommodation for various categories of clients | | | | | | |
| 12 | <p>6.1 Explain how classification determines rating, price and tariff in a hotel.</p> <p>6.2 Describe the various types of customer needs in hotel accommodation e.g. business, holidaymakers, students etc.</p> <p>6.3 Explain the use of bedroom occupancy etc and the extent of auxiliary services in hotels, halls of residence, hospitals etc.</p> | <p>- Explain classification.</p> <p>- Discuss the importance of classification and how it determines rating, price and tariff in a hotel.</p> | | | | |
| 13 | <p>6.4 Identify various tariffs, their advantages and disadvantages and the criteria for price fixing.</p> | <p>- Discuss the various types of customer stating their needs in the hotel.</p> <p>- Describe bedroom occupancy.</p> <p>- Explain the role of ancillary services in hotels, halls of residence, hospitals etc.</p> | | | | |
| Week | General Objectives: 7.0 Understand the principles of facilities | | | | | |
| 14-15 | <p>7.1 Identify the principles involved in facilities design.</p> <p>Design simple layouts of kitchen and service areas.</p> | <p>Demonstrate the layout with cuttings mounted on board</p> | <p>Chalk, board, chalk cardboard sheets, catalogues, crayon.</p> | | | |

Assessment: Give details of assignments to be used:
 Coursework/ Assignments 40 %; Practical 60 %

Recommended Textbooks & References:

Course: Hospitality Marketing

| | | | |
|--|-----------------------|---------------------|----------------------|
| PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOSPITALITY MANAGEMENT | | | |
| Course: HOSPITALITY MARKETING Course Code: HMT 434 Credit Hours: 3 | | | |
| Year: IV Semester: 3 | Pre-requisite: | Theoretical: | 1 hours/week |
| | | Practical: | 2 hours /week |
| GENERAL OBJECTIVES: | | | |
| <ol style="list-style-type: none">1. Know marketing function and environment.2. Understand consumer and marketing segmentation.3. Understand marketing research and assessment.4. Understand product planning and development and service as product.5. Know customer mix.6. Understand the pricing strategies.7. Understand market promotion and strategies.8. Understand branding and packaging | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|-----------|----------------------------|--|------------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 The course is designed to enable students to acquire necessary knowledge, attitude and skills for effective marketing of hospitality services. The marketing function and environment | | | | | | |
| 1 | 1.1 Explain what hospitality marketing. 1.2 Identify the impacts of hospitality marketing on the society. 1.3 Explain the importance of marketing planning. 1.4 Explain what the marketing mix is. 1.5 Explain the significance of marketing goals and objectives. | Explain the meaning of hospitality marketing. Discuss the impact of hospitality marketing on the society. Explain the importance of marketing on the society Explain the marketing mix. Discuss the significance of marketing goals and objectives. | | | Generate a discussion on the impact of hospitality marketing on the society. | TV Video tape Video recorder |
| 2 | 1.6 Explain how goals are achieved by strategies of the marketing mix. 1.7 Explain the marketing mix strategies. 1.8 Define the theory and the purpose of market analysis. 1.9 List the sources of market and market information. | Discuss how goals and objectives can be achieved by strategies of the marketing mix.. Explain the marketing mix strategies. Define and explain the theory and purpose of marketing analysis. List and explain the sources of market and market information. | | | | |
| General Objective 2: Consumer and marketing segmentation | | | | | | |
| 3 | 2.1 Explain the role of consumer marketing. | Describe the role of consumer marketing. | | | Conduct discussions and organise training games. | TV Video tape Video recorder |
| 4 | 2.2 Explain the consumer buying motions. | Describe the consumer buying motions. | | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|-----------|----------------------------|---|--------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 5 | 2.3 Explain the terms market segmentation and strategies. | Explain the terms market segmentation. | | | | |
| 6 | 2.4 Explain how marketing segmentation and strategies affect consumer. | Explain how marketing segmentation and strategies affect consumer. | | | | |
| General Objective 3: Marketing research and assessment | | | | | | |
| 7 | 3.1 To define what is market research. | Define and Explain research. | | | Ask students to go out and conduct a market research | Notes white board Pin board |
| 8 | 3.2 To explain the stages of market research study. 3.3 To identify tools of information for market research. | Explain the stages of market research study. Explain the tools of information for market research. | | | | |
| General Objective 4: Product planning and development and service as product | | | | | | |
| 9 | 4.1 To define the term product. 4.2 To list the products of hospitality establishments. | Define and explain the term product. Enumerate and explain the products of hospitality establishment. | | | Organise a visit to a supermarket. Invite speaker from industry | Vehicle |
| 10 | 4.3 To explain the product life cycle. 4.4 To cite opportunities for product development. | Explain the product life cycle. Explain the product strategies and how to provide better experience to customer. | | | | |
| 11 | 4.5 To explain what are product strategies; how to provide better experience to customer. 4.6 To explain SERVICE concept. 4.7 To explain service as product and a strategic opportunity. 4.8 To explain how to development service strategies. | Explain SERVICE concept. Explain service as product and a strategies opportunity. Explain how to develop service strategies. | | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|---|-----------|----------------------------|-----------------------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 5: The customer mix | | | | | | |
| 12 | 5.1 To explain how to base a customer mix on the people segment. | Explain how to base a customer mix on the people segment. | | | | |
| | 5.2 To describe how to use the customer matrix to develop a customer mix by identifying how a segment is shared among the competitors in a market. | Describe how to use the customer matrix to develop a customer mix by identifying how a segment is shared among the competitors in a market. | | | | |
| General Objective 6: The pricing strategies | | | | | | |
| 13 | 6.1 To define what is pricing. | Explain pricing. | | | Plan research on effect of prices | |
| | 6.2 To explain hotel, motel, resort pricing strategies. | Explain hotel, motel, resort pricing strategies. | | | | |
| | 6.3 Define the pricing impacts on other products. | Explain the pricing impacts on other products. | | | | |
| | 6.4 To explain the concept of "selling up and selling down". | Explain the concept of "selling up and selling down". | | | | |
| | 6.5 Explain the restaurant pricing strategies. | Explain the restaurant pricing strategies. | | | | |
| | 6.6 To explain briefly the various strategies to determine the price of products: cost-plus pricing, marginal costing, and gross profit costing. | Explain the various strategies use to determine the price of products: cost-plus, pricing, marginal pricing and gross profit costing. | | | | |
| General Objectives: 7.0 Market promotion and strategies | | | | | | |
| 14 | 7.1 To define and explain the following; Promotion Market strategy Market advertising Merchandising. | Explain the following: Promotion Market strategy Market advertising | | | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|-----------|----------------------------|----------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | 7.2 To cite the difference between advertising, promotion and merchandising. 7.3 To explain direct marketing strategies. 7.4 To explain sales strategies and procedures: In-reach sales tactics Out-reach sales tactics | State the difference between advertising, promotion and merchandising. Explain direct marketing strategies.: in-reach sales tactics, out-reach sales tactics. | | | | |
| General Objectives: 8.0 Branding and packaging | | | | | | |
| 15 | 8.1 To explain the term brand and its importance. 8.2 To explain brand policy. 8.3 To explain the concept of packaging in food and beverage industries. 8.4 Explain the objectives of packaging namely: Protection Economy Convenience Promotion 8.5 To explain the elements of packaging. | Explain the term brand and state its importance. Explain brand policy. Explain the concept of packaging in the hospitality industry. Explain the objectives of packaging: Protection Economy Convenience Promotion Explain the elements of packaging. | | | | |

Assessment: Give details of assignments to be used:
 Coursework/ Assignments 40 %; Projects 60 %;

Recommended Textbooks & References:

Course: Financial Management

| | | | |
|---|-----------------------------|----------------------|----------------------|
| Department/ Programme: Higher National Diploma in Hospitality Management | | | |
| Course: Financial Management | Course Code: HMT 435 | Credit Hours: | 4 |
| Year: IV Semester: 3 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 2 hours /week |
| General Objectives: - On completion of this course the student should be able to:- | | | |
| 1.0 Know the meaning of financial management. | | | |
| 2.0 Understand general accounting review. | | | |
| 3.0 Understand financial analysis and interpretation of accounts. | | | |
| 4.0 Know cost profit volume relationship. | | | |
| 5.0 Understand managing accounts receivables. | | | |
| 6.0 Know marginal costing techniques (contribution approach to decision makings). | | | |
| 7.0 Understand fundamental of hospitality accounting and budges control.functions. | | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|---|---|---|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Understand the meaning of financial management | | | | | | |
| 1 | <p>MEANING OF FINANCIAL MANAGEMENT</p> <p>1.1 Define financial management.</p> <p>1.2 Explain the job specifications of a financial manager in the hospitality establishment.</p> <p>1.3 Explain the qualities and attributes of a hospitality financial controller.</p> | <p>Explain financial management</p> <p>Analyse the job specification of a financial managers in the hospitality establishment</p> | Textbooks and writing board | <p>Appreciate the importance of financial manager</p> <p>Identify the job specification or a financial manager in the hospitality establishment</p> | <p>Guide student and give assignment of the importance of financial manager</p> <p>Guide the student to develop organization charts to on job description and job specification of financial manager in the hospitality, establishment.</p> | Textbooks Assignment |
| 2 | <p>1.4 Discuss hospitality structure and financial objectives.</p> | <p>Describe the qualities and attributes of a hospitality financial controller</p> <p>Describe hospitality and financial objectives</p> | Textbooks Lecture notes | <p>Outline the qualities and attribute of a hospitality financial controller</p> <p>Identify different structure of hospitality and their financial objectives.</p> | Guide student to develop organ gram of hospitality financial | Chalk board Assignment Lecture not Chalk board Assignment Lecture not |
| General Objective 2: Understand general accounting review | | | | | | |
| 3 | <p>2.1 Revise the following:</p> <p>a) Matching principles</p> <p>b) Double entry accounting</p> <p>c) The accounting cycle as related to the hospitality industry (ledger, journals and final accounts).</p> | <p>Explain the following matching principles(s) the accounting cycle as related to the hospitality industry</p> <p>Ledger, journal and final accounts</p> | Textbooks and writing board Lecture note | <p>Outline the following</p> <p>a) Maturing principles</p> <p>b) Double entry accounting</p> <p>c) The account cycle as related to the hospitality industry i.e. ledger, journals, and final account.</p> | Give student Assignment to differentiate between 2.1 (a, b, c) item and final account related to hospitality industry. | Chalk board Assignment Lecture not |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|-----------------------------|--|---|--------------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 3: Understand financial analysis and interpretation of accounts | | | | | | |
| 4 | 3.1 Explain the statements and reports for management operation, statements for departments etc (methods of preparation). | Describe statement and reports for management operation statement for department | Textbooks and writing board | Outline the statements and reports for management operation, students for department | | |
| 5 | 3.2 Explain financial statement analysis: (comparative analysis, determination of sources and the use of funds). | Define financial statement analyse Comparative analysis determination of source and use of finds | Textbook Lecture note | Outline the importance of financial statement analysis Identify analysis of working capital concepts | Guide students to discuss statement and statement for management operation, statement for department and highlight differences between them. Guide student to mention the importance of financial statement analysis related to hospitality and give assignment. | Lecture note Textbook |
| | 3.3 Explain analysis of working capital concepts. 3.4 Explain accounting and operating ratios - (liquidity ration, profitability ratio etc). | Describe analysis of working capital concepts | | | | |
| 6 | 3.5 Explain the system of hotel and catering inter firm comparison. | Define accounting and operation ratios (liquidity ration, profitability ratio) Describe the system of hotel and catering inter firm comparison. | Lecture note | Online accounting and operation ratios Identify the system of hotel and catering inter firm comparison. | Guide students to highlight the importance of accounting and operation ratios. Guide student to differentiate between system of hotel and catering interfirm comparison. Give assignment. | Lecture note assignment Textbooks |
| General Objective 4: Know cost - profit volume relationship | | | | | | |
| 7 | 4.1 Explain cost concepts and characteristics behaviour of fixed and variable costs. | Give brief definition of cost concepts and characteristics behaviour of fixed and variable cost | Textbooks and writing board | Identify cost concepts and characteristics behaviour of fixed and valuable costs. | Guide student to evaluate the importance of cost concepts and characteristics behaviour of fixed and variable cost charts. Give assignment. | Textbooks Chalk board Charts. |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|-----------------------------|--|--|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 8 | 4.2 Explain sales - cost - profit relationship and analysis of profit volume chart. | Describe -sale-cost-profit relationship and analyse of profit volume chart | Textbooks Lecture not | Highlights sales-cost-profit relationship and analysis of profit volume chart. | Guide students to explain and make differences between the items in 4.3 diagrammatically and give assignment | Textbooks Chalk board Charts |
| | 4.3 Explain decision accounting variables and incremental cost-analysis, break-even chart techniques and their application. | Differentiate between discuss accounting variables and incremental cost analyse break-even chart techniques and their application. | | Identify discussion accounting variable and incremental cost Analysis, break-even chart techniques and the market line | | |
| 9 | 4.4 Illustrate corporate investment and the market line. | Explain corporate investment and market line | | Outline the importance of cost of capital the constant risk assumptions, measuring the cost of capital- the weights, cost of debts, stock, equity, capital, depreciation and misuse of cost of capital. | | |
| | 4.5 Explain cost of capital, the constant risk assumptions, measuring the cost of capital - the weights, costs of debts, stock, equity capital, depreciation and misuse of costs of capital. | Analyse the use cost capital, the weight, cost of capital, depreciation and misuse of cost capital. | | | | |
| General Objective 5: Understand managing accounts receivables | | | | | | |
| 10 | 5.1 Explain credit policies, terms of sale, establishing credit policies. | Define credit policies, term of sale, establishing credit policies | Textbooks and writing board | Highlight the importance of credit policies, terms of scale, establishing credit policies | Guide students to identify the importance of credit policies terms of scale, and establishing credit policies. | Lecture note |
| | 5.2 Explain control and collection of debts, monitoring collections, designing collection procedures. | Define control and collection of debt, monitoring collection designing and collection procedures. | | | | |
| 11 | 5.3 Explain evaluation of credit department, credit working captive debtors, provision for bad and doubtful debts and writing off debts procedures. | Describe the evaluation of credit department, credit working, captive debts, provision for bad and doubtful debts and writing off debts procedures | Lecture note | Highlight the difference between control and collection of debts, monitoring collections, designing collection. Identify of credit department, credit working capital debtors, provision for bad and doubtful | Guide student to make a clear difference between the following: a) control and collection of debt b) monitoring collections c) designing collection. | Lecture note textbook Lecture note textbook |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|--------------|---|---|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| | | | | debts and writing off debts procedures. | Guide student to identify Different functions of credit department, credit working capital debtors, provision for bad and doubtful debts and writing off debts. | |
| General Objective 6: Know marginal costing techniques (contribution approach to decision making) | | | | | | |
| 12 | MARGINAL COSTING TECHNIQUES 6.1 Explain make or buy decision. 6.2 Explain dropping a line of production. 6.3 Explain trade credit, cash discount and cost of capital tie-down (advantages and disadvantages) in Nigeria business environment. | Define make or buy decision Define dropping a line of production Describe trade credit, cash discount and cost of capital tie down state the advantage and disadvantage in business environment | Lecture note | Evaluate make or buy decision Identify dropping a line of production Outline trade credit, cash discount and cost capital tie down. | Guide students to differentiate between make or buy decision. Give assignment Guide students to make difference and sketches of trade credit, cash discount and cost capital tie down. | Lecture note assignments Lecture note assignments |
| General Objectives: 7.0 Understand fundamental of hospitality accounting and budgetary control | | | | | | |
| 13 | 7.1 Explain the fundamental principles involved in the analysis and interpretation of financial statement and budgetary. | Define the fundamental principles involved in the analysis and interpretation of financial statement and the budgetary. | Lecture note | Outline the fundamental principles involved in the analysis and interpretation of financial statement and budgetary | Guide student to list the fundamental principles involved in the analysis and interpretation of financial statement and budgetary. | Lecture note |
| 14 | 7.2 Explain capital-budgeting systems (top-down and bottom-up capital budgeting). | Describe capital budget i.e top down and bottom up capital budgeting. | | Identify capital budgeting systems i.e top down and bottom up capital budgeting | Guide students to discuss capital budgeting system both top down and bottom up capital budgeting. | |
| 15 | 7.3 Financial theory in resources allocation process (pro-forma statements, collection and uses, privatizing etc). | Explain financial theory in resources allocation process i.e. pro-forma statements, collection and uses, privatizing. | | Evaluate the theory resources allocation process (pro-for a statements collection and uses, privatizing etc. | Guide students to know the theory of resources allocation process. | Lecture note |

Assessment: Give details of assignments to be used:

Coursework/ Assignments 40 %; Projects 60%; Examination %

Recommended Textbooks & References:

Course: Customer Service Management

| | | | |
|---|-----------------------------|----------------------------------|---------------------------------|
| Department/ Programme: HIGHER NATIONAL DIPLOMA | | | |
| Course: CUSTOMER SERVICE MANAGEMENT | Course Code: HMT 436 | Credit Hours: 4 | |
| Year: 2 Semester: 2 | Pre-requisite: | Theoretical: 2 hours/week | Practical: 2 hours /week |
| GENERAL OBJECTIVES: | | | |
| On completion of this course the students should be able to: | | | |
| 1.0 Understand human emotion | | | |
| 2.0 Appreciate the basis of human behaviour | | | |
| 3.0 Understand methods of identifying indisposed customer | | | |
| 4.0 Understand factors which affect customers' choice of products | | | |
| 5.0 Assess customers' expectations and satisfaction | | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|--|----------------------------|---|---|
| Week/s | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective. 1.0 Understand human emotion | | | | | | |
| 1 | 1.1 Define emotion | Define and explain emotions | Sketches cardboard sheets pictures | | Direct students in role playing. Group students to play various expressions of emotions | Video types T.V, video recorder Cct. |
| 2 | 1.2 Explain types of emotions 1.3 Explain expressions of emotions | Explain the types of emotion | | | | |
| 3 | 1.4 Explain strategies for controlling observed emotion of the customer | Examine expressions of emotion in customers | | | | |
| General Objectives: 2.0 Appreciate the basis of human behaviour | | | | | | |
| 4 | 2.1 Explain the method of study of human behaviour | Describe the method of study of human behaviour | | | As 1 above | As 1 above |
| 5 | 2.2 Explain various types of human behaviour | Describe the various types of human behaviour | | | | |
| 6 | 2.3 Identify the motives for the behaviour of the customer | Identify the motives for the behaviour of the customer | | | | |
| 7 | 2.4 Explain ways of dealing with an irate customer | Describe ways of dealing with an irate customer | | | | |
| General Objective 3.0 Understand methods of identifying indisposed customer. | | | | | | |
| 8 | 3.1 State methods of identifying the following symptoms in customers a) mental illness b) Fever-shivering on the table etc | Describe the methods of identifying the following symptoms in customers- a) mental illness b) Fever etc | | | Carry out basic first aid activities such as falling, mouth to mouth burns and scalds, monov aits and bruises etc | First aid box, overhead projector films |
| 9 | 3.2 State how to carry out remedial action | Describe how to carry out remedial action on 3.1 | | | Direct students in role playing | |

| Theoretical Content | | | | Practical Content | | |
|---|--|--|-----------|--|--|-----------|
| Week/s | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 4.0 Understand factors which affect customers choice of products | | | | | | |
| 10 | 4.1 Explain the culture of the various customers within the vicinity. | Describe the culture of various cultures within the vicinity. | | Understand differences in customers needs and wants | Student to simulate handling of different scenarios. | |
| 11 | 4.2 Identify the different cultural requirements of the customers. | Explain the different cultural requirements of the customers | | | | |
| 12 | 4.3 Identify the convenient timing for offering of food and other products for the various category of customers | Describe the convenient timing for offering of food and other hotel products for the various category of customers | | | | |
| General Objective 5.0 Assess customer expectation and satisfaction | | | | | | |
| 13 | 5.1. Understand the meaning of customer expectation | Explain Customer expectation | | Understand and assessment of customer/guests satisfaction questionnaires | Student to simulate handling of different scenarios. | |
| 14 | 5.2. Understand the meaning of customer satisfaction | and satisfaction | | Assessment of a chosen customer questionnaire | | |
| 15 | 5.3. Identify ways of measuring satisfaction in relation to expectation | | | Work on assessment | | |

Assessment: Give details of assignments to be used:

Coursework/ Assignments 40 %; Presentation 60 %

Recommended Textbooks & References:

Course: Business Communication II

| | | | |
|--|--|----------------------|---------------------------|
| PROGRAMME: Banking & Finance | | | |
| Course: Business Communication II | Code: OTM 412 | Credit Hours: | h 4 hours x week |
| Semester: 1 | Pre-requisite: Business Communication I | Theoretical: | 2 hours/week - 50% |
| | | Practical: | 2 hours/week - 50% |
| Course main Aim/Goal: | | | |
| This course is designed to develop in students the ability to communicate in organizations and improve interpersonal relationship. | | | |
| GENERAL OBJECTIVES: | | | |
| 1.0 Understand the importance of communication in an organisation. | | | |
| 2.0 Understand the process of communication. | | | |
| 3.0 Know how to communicate effectively with others in the organisation. | | | |
| 4.0 Know how to write effective business letters, memos, reports and proposals. | | | |
| 5.0 Understand interpersonal and inter-group relationships | | | |
| 6.0 Know how to make introductory public speeches. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-----------|---|--|--|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 1.0: Understand the importance of communication in an organisation. | | | | | | |
| 1 | 1.1 Note the definition of communication. | Define communication. | | Give the different definitions of communication as provided in different author? | | Library Internet Journals Textbooks |
| 2 | 1.2 List the differences between oral and written communication.. | Explain the differences between oral and written communication and their forms using suitable examples. | | Differentiate between oral and written communication as provided by different authors? | Refer students to appropriate source materials. | As in 1.1 above. |
| 3 | 1.3 List type of communication. | Discuss types of communication e.g. interpersonal, graphic, verbal, non-verbal. | | a. Use the various type of communication b. Demonstrate verbal and non verbal communication situations. c. Discuss merits and demerits of each. | Provide source materials for the exercise and check accuracy of performance. | Management Films\ Textbooks |
| GENERAL OBJECTIVE 2.0: Understand the process of communication. | | | | | | |
| 4 | 2.1 List variables involved in communication. | Explain variables in communication. | | | Provide the chart on communication process. | |
| 5 | 2.2 Note the role of the speaker - message encoding and attitude. Note the role of receiver - message decoding. | Explain the roles of the speaker and the receiver in a communication process. | | Role play communication indicating encoding and decoding information | | Management Films Textbooks |
| 6 | 2.3 Note the relevance of body language in aiding. | Explain the use of body language in aiding understanding using examples. | | Practice the use of body language in communication | Demonstrate the use of body language in communication | Management Films and Textbooks |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|-------------------------------------|---|--|---|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| 7 | 2.4 List barriers to effective communication. | Explain barriers to effective communication using suitable examples e.g. prejudice, past experience, time lag, slangs, unfamiliar accent, etc. | | Identify barriers to effective communication and suggest how they could be eliminated. b. State effects of communication breakdown. | Evaluate students' work. | As in 2.3 above |
| GENERAL OBJECTIVE: 3.0: Know how to communicate effectively with others in the organisation. | | | | | | |
| 8 | 3.1 Identify the purpose of communication in an organisation. | Explain the purpose of interpersonal communication in an organisation. | | State the purpose of interpersonal communication in an organisation. | Evaluate students work. | |
| 9 | 3.2 Enumerate the means of communication. | Explore the means of communication. | | Operate some communication gadgets. Send an e-mail text message, etc. | Provide some communication gadgets and guide in their operation. | Competent Handsets Facsimiles Radio etc. |
| 10 | 3.3 List advantages and disadvantages of communication. | Explain advantages and disadvantages of communication. | | Discuss advantages and disadvantages of communication. | Guide students discussion. | |
| GENERAL OBJECTIVE 4:0: Know how to write effective business letters, memo, reports and proposals. | | | | | | |
| 11 | 4.1 List the uses of paragraphing in written communication. | Explain the use of paragraphing in written communication. | | | | |
| 12 | 4.2 Differentiate between letters, memos, etc. | Explain the differences between letters, memos, etc | Model letter, memos, and proposals. | Write letters, memos, proposals, and reports. | Guide students in writing letter, memos, proposals and reports. | |
| GENERAL OBJECTIVES 5:0: Understand interpersonal and inter-group relationship. | | | | | | |
| 13 | 5.1 Define interpersonal and inter-group communication. | Explain interpersonal and inter-group communication. | | | | Pictures Video |
| | 5.2 List formal and informal man of interaction. | Explain formal and informal mean of interaction. | | Determine when to use memos, notes, letters, phone calls, etc. | Assess students choice of means. | |
| 14 | 5.3 List the effects of too little or too much memos. | Explain the effects of too little or too much memos. | | Discuss the effects of too little or too much memo. | Guide students discussion and give corrections. | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-----------|---|--|-----------|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 6.0: Know how to make introductory public speeches. | | | | | | |
| | 6.1 Identify the point to be addressed. | Explain public speaking and explore the points to be addressed. | | | | |
| 15 | 6.2 List the skills to be developed for a good public speech. | Explain the skills to be developed for a good public speech. | | Criticize the provided films Watched pointing out the skills observed. | Provide film of recorded speech for critical analysis. | Films |
| | 6.3 List the qualities of a good public speech. | Explain the qualities of a good public speech emphasizing language style. | | | Guide in speech writing and deliver. | |

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

Year 2, Semester 2

Course: Food and Beverage Production Management IV

| | | | |
|---|-----------------------------|----------------------|----------------------|
| Department/ Programme: HIGHER NATIONAL DIPLOMA IN HOSPITALITY MANAGEMENT | | | |
| Course: FOOD AND BEVERAGE PRODUCTION MANAGEMENT IV | Course Code: HMT 441 | Credit Hours: | 6 |
| Year: IV Semester: 4 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 4 hours /week |
| GENERAL OBJECTIVES: | | | |
| <ol style="list-style-type: none">1. On completion of this course, the students should be able to: Understand the management techniques of different catering establishments2. Understand food legislative law in relation to safety and hygiene3. Understand menu planning of different category of people4. Know the functions of agent of production5. Understand the purpose of using wine in cooking6. Understand the principles of product development | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|----------------------------|--|--|--------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 On completion of this course, the students should be able to: Understand the management techniques of different catering establishments | | | | | | |
| 1 | 1.1 Explain management principles to decision making in food production considering time, energy and cost in providing meals of optimum aesthetic and nutrition. | Explain management principles indecision making I food production considering the energy cost in providing meals for optimum aesthetic and nutrition. | Textbooks | Describe management principles to decision making in food production considering time, energy an cost in providing meals of optimum aesthetic and nutrition. | Head discussion on management principles to decision making in good production. | Kitchen |
| 2 | 1.2 Describe organizational structure and management of: a) Hotels b) Restaurants c) Holiday resorts d) Clubs | Explain organisational structure and management Hotels, clubs. | Textbooks | | | |
| 3 | 1.3 Explain the effective use and costing of manpower resources and profit generation in hotel business. | Explain in the effective use and costing of manpower resources and profit generation in hotel business. | Textbooks | | | |
| General Objective 2:0 Understand food legislative law in relation to safety and hygiene | | | | | | |
| 4 | 2.1 Explain the importance of hygiene to food handlers. 2.2 State the food hygiene legislations. | Explain the importance of hygiene to handlers. | Textbooks Textbooks | Describe organisational structure an Management of hotels, restaurants, Holiday resorts and clubs. | Direct students to draw sketch and diagram o organisational structure of hotels, restaurants, Holiday resorts and clubs. | Plain sheet ketche pencils. |
| 5 | 2.3 Explain various statutory requirements of general food hygiene regulations from 1976 to the present day. 2.4 Describe the role of food and beverage manager in maintaining and improving hygiene standards in the kitchen. | Explain the food hygiene legislations the various statutory requirements of general food by given regulations from 1976 to present day. | Textbooks | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|----------------------------|--|--|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 6 | 2.5 Explain the statutory requirements to reduce and control food borne diseases. State the relationship of the public health officer with catering personnel. 2.6 Explain the law relating to the sale of food and drinks. | Explain the role of food and beverage important hygiene standards in the kitchen. State the statutory requirements to reduce and control food borne diseases. Explain the law relating to the sales of food & drinks. | Textbooks Textbooks | | | |
| General Objective 3:0 Understand menu planning of different category of people | | | | | | |
| 7 | 3.1 Define the term menu. 3.2 State the factors that affect food habits of people such as age, sex, food available in locality, income etc. 3.3 State the resources to be considered in planning menus e.g equipment, energy, skill and time. | Explain the term menu. Explain the factors that affect food habits of people such as age, sex food available in locality, income etc. | Textbooks | Describe the effective use and costing of manpower resources and profit generation in hotel business | Head discussion on effective use and costing of manpower generation in hotel business. | |
| 8 | 3.4 Plan suitable menus considering 6.2 and 6.3 above. 3.5 Produce dishes as required in 3.1 above. | Explain the resources to be considered by planning menu. Explain how to plan suitable menu. Explain how to produce variety of dished. | Training kitchen | | | |
| General Objective 4:0 Know the functions of agent of production | | | | | | |
| 9 | 4.1 Identify the sources of obtaining capital to start a new venture. | Explain sources of obtaining capital to start a new business. | Textbooks | Describe the sciences of obtaining capital to start a new venture. | Guide students on how to explore sources of capital to set new venture. | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|--|--|--|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 10 | 4.2 Explain cost of labour and minimum wage. 4.3 Explain the process of acquiring land from the government and relations. | Explain cost of labour and minimum wages. Explain the government and relations. | Textbooks Textbooks | Describe the cost of labour and minimum wage. | Head discussion on cost of labour and minimum wages. | |
| 11 | 4.4 Describe the process of obtaining capitals from financial institutions. | Explain the process of obtaining capital from financial Institution. | Textbooks Textbooks | Describe the process of acquiring land from the government and relations. Describe the process of obtaining capitals from financial Institutions. | Enumerate and discuss the process and procedures of acquiring hand from the government and relations. Head discussion on the process of obtaining capitals from financial institutions. | |
| General Objective 5:0 Understand the purpose of using wine in cooking | | | | | | |
| 12 | 5.1 Identify different types of wines used in the production of various dishes. 5.2 Explain the effect of wine in cooking. | Explain the different types of some use in the production of various dishes. | Textbooks Samples of cooking | Describe different types of incomes used in the production of various dishes. | Demonstrate to students the promotional dishes using some. | Raw food materials assorted wines kitchen equipment. |
| 13 | 5.3 Prepare various dishes using wine. | Explain the effect of some in cooking | Practical textbooks / training kitchen | Describe the effect of wine in cooking. Identify the various dishes that can be cooked using wine. | Prepare students to prepare food using wine. Direct student to couple and prepare different dishes using wine. | Raw materials assorted wine kitchen equipment. |
| General Objective 6:0 Understand the principles of product development | | | | | | |
| 14 | 6.1 Define the term recipe. 6.2 State the characteristics of a good recipe. | Explain the term recipe. Explain characteristic of a good recipe. | Textbooks | Describe the term recipe Identify the characteristics of a good recipe. | Guide students to couple menu using standard recipes. | Kitchen Raw materials Equipments. |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|---|-----------|---|---|---------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 15 | 6.3 Explain the factors that determine a good recipe development e.g. staff abilities, publishing, contacts, communication, quality of materials etc. | State the factors that determine a good recipe development. | Textbooks | Describe the factors that determine a good recipe development e.g. staff ability publish contacts, communications quality of materials etc. | Demonstrate to students' preparation of dishes using standard recipes. Direct students to prepare and produce dishes from variety of receipts. | Kitchen raw material equipment. |

Practical 40% Project 60 %

Course: Food and Beverage Service Management IV

| | | | |
|---|-----------------------------|----------------------|----------------------|
| Department/ Programme: Higher National Diploma | | | |
| Course: Food and Beverage Service Management IV | Course Code: HMT 442 | Credit Hours: | 6 |
| Year: IV Semester: 4 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 4 hours /week |
| GENERAL OBJECTIVES: | | | |
| On completion of this course, the student should be able to: | | | |
| 1.0 Know the various equipment involved in advanced food and beverage service management. | | | |
| 2.0 Acquire the skills involved in advance food and beverage service. | | | |
| 3.0 Understand room and floor service techniques. | | | |
| 4.0 Know the implication of legislative law in food and beverage service operation. | | | |
| 5.0 Understand the importance of planning and organization for special function. | | | |
| 6.0 Understand supervisory aspect of food and beverage service. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|--|-------------------|---|---|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Know various equipment involved in advance food and beverage service management | | | | | | |
| 1 | 1.1 Identify the various equipment used in advance food and beverage service. | The teacher should able to: - Explain the various equipment used advance food and beverage service | Textbooks | - Describe the various equipments used in advance food and beverage service. | - Show students the various equipment used in Food and beverage service. | Service equipment. |
| 2 | 1.2 Demonstrate the preparation safe use, relative advantages maintenance and storage of goridon lamps and pans used for chaffing dish and flame cookery. | - Explain the preparation safe use relative advantages maintenance and storage of goridon lamps and pan used for chaffing and flame cookery. | Textbooks | - Describe the preparation safe use, relative advantages maintenance and storage of goridon lamps and pans used for chaffing dishes and flame cookery | - Show students chaffing dishes, goridon lamps, pans used for flame cookery. | - Restaurant Trolley Lamps Chaffing dish. |
| General Objective 2: Understand room and floor service techniques | | | | | | |
| 3 | 2.1 demonstrate the preparation and service of food and beverages in bedrooms and suites i.e. a) Stocking of floor service pantries with all necessary foods and equipment | The teacher should: Explain how to prepare and service of food and beverages in the bedrooms and suites i.e. 2.1 (a, b, c, d, e, f) | Text Books | Describe the preparation and service of food and beverages n bedrooms and sits as in (a-c) in 2.1 | Show the students the preparation and service of food and beverages in bedrooms and suit as | Service equipment Rooms Trolley |
| 4 | b) Receiving orders from guests c) Preparation of trays and trolleys | | | | | Tray |
| 5 | d) Carrying trays of food into the rooms e) Entering the bedrooms | | | | | Equipment |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|-------------------------|--|--|-----------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 6 | f) Cleaning the rooms | | | Describe the preparation and service of Food and Beverages in bedrooms and suits as in 2.1 (d-f) | In 2.1 (a-c) - Demonstrate the preparation and service of food and beverages in bedrooms and suites as in 2.1 (d-f) | Trolley Tray Rooms. |
| General Objective 3: Know the implication of legislative law in food and beverage service operation | | | | | | |
| 7 | <p>3.1 Outline the different types of licenses available to the catering industries.</p> <p>3.2 State the stipulation of the different types of licenses</p> <p>a) permitted hours of sales b) extension in hours of sales c) conduct on premises</p> <p>3.3 State the stipulation of weight and measure legislation as it affects the food and beverage service operation.</p> <p>3.4 Outline consumer's legislation as it affects the food and beverage service operation.</p> | <p>The teacher should:</p> <p>-Explain the different types of licenses available in the catering industries</p> <p>- Explain the stipulation of the different types of</p> | <p>Text</p> <p>Book</p> | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|---|--|---|--|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 4: Understand the importance of planning and organization for special functions | | | | | | |
| 9 | <p>4.1 Demonstrate the organization of the following practical skills:</p> <p>a) table planning for function</p> <p>b) restaurant layout for function</p> <p>c) seating arrangement for function</p> <p>d) organizing food service area by arranging tables, laying of table and side boards</p> <p>e) allocation of stations for function</p> | <p>- Explain the organization of the practical skills in 4.1 (a. b, c. d, e).</p> <p>- Explain how to organize outdoor catering.</p> | <p>Books, pictures</p> <p>Textbooks</p> | <p>- Describe the organization of the following practical skills as in (a b c d e) 4.1</p> | <p>Show students the features of 4.1 (a b c d e)</p> | <p>Table, chairs</p> <p>Table cloth</p> <p>Side board</p> <p>Restaurant equipments</p> |
| 10 | <p>4.2 Organising outdoor catering.</p> <p>4.3 Outline function administration.</p> | <p>- Explain the function of administration.</p> | <p>Textbooks</p> | <p>- Describe outdoor catering</p> | <p>Group and supervise students on the outdoor catering</p> | <p>Banquet, Hall.</p> <p>Chaffing</p> <p>Shows</p> <p>Napkin</p> |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|-----------|--|---|---|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 11 | 4.4 Outline function menus and wine lists. 4.5 Identify function of menus and list. | - Explain the various types of menus and wine list. | Textbooks | | | Table cloth Ioeber Trays Trolley Crockey and cuttlerless Drinking glasses Equipment |
| General Objective 5: Understand supervisory aspect o food and beverage service | | | | | | |
| 12 | 5.1 Explain the food and beverage control. 5.2 Identify performance measures. | The teacher should: - Explain food and beverage control - State performance measures | Textbooks | - Describe the food and beverage control. - Describe the performance measure. | Demonstrate the students the processes of food and beverage control. | Sample of Foods service equipment |
| 13 | 5.3 Identify the importance of customer relations. 5.4 Describe the staffing positions. 5.5 Describe the learning and staff development needs. | - Explain the importance of customers relations - Explain the staffing position - Explain the learning and staff development needs. | | - Describe the importance of customers relations. -Describe the staffing position. -Describe the learning and staff development needs. | - Show the students the performance measure. -Demonstrate the students the importance of customers relation. -Guide student to draw organ gram of staffing indicating their duties and responsibilities -Group students to identify areas of learning and staff development needs. | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|----------------------------|--|--|-------------------------------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 6.0: Acquire the skills involved in advance food and beverage service | | | | | | |
| 14 | 6.1 Demonstrate the cooking and finishing of dishes at table including the use of partly cooked and raw ingredient. 6.2 Evaluate equipment, recipes and procedure. | The teacher should: - Explain the cooking and finishing of dishes at table including the use of partly cooked and raw ingredient. | Textbooks Textbooks | Discuss the cooking and finishing of dishes at table including the use of partly cooked and raw ingredients. | Demonstrate fillet fish, caving, and service of food using appropriate cutlery. | Service equipment, Restaurant |
| 15 | 6.3 Demonstrate the skill of filleting, caving and service of appropriate food using serving cutlery to achieve both customer satisfaction and profitability i.e. a) carving and jointing meat, poultry and games b) portioning, skinning and filleting of round an flat dish | - Explain the equipment recipes and procedure. -Explain the sill involved in filleting caving and service of customer satisfaction and profitability in (a, b) 6.5 | Textbooks | - Describe equipment, recipes and procedures. Describe the skill of filleting, caving and service of the appropriate food using serving cutlery to advance both customer sent is faction and profitability. | Show students the various equipment, recipes and procedure. -Demonstrate the skill of filleting as in 6.3 | |

Practical 40 % Project 60 %

Course: Facility Design and Management II

| | | | |
|--|-----------------------------|----------------------|----------------------|
| PROGRAMME: HIGHER NATIONAL DIPLOMA IN HOSPITALITY MANAGEMENT | | | |
| Course: FACILITY DESIGN AND MANAGEMENT II | Course Code: HMT 443 | Credit Hours: | 6 |
| Year: 2 Semester: 4 | Pre-requisite: | Theoretical: | 2 hours/week |
| | | Practical: | 4 hours /week |
| GENERAL OBJECTIVES: | | | |
| <ol style="list-style-type: none">1. Understand the nature and operation of sanitary system2. Know methods of provision of water supply for the hotel3. Know plant and equipment maintenance4. Know methods of ventilation in a hospitality organisation.5. Know the choice of fuel for use in a hospitality establishment6. Know plant and equipment maintenance | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|----------------------|---|-----------------------------|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objectives: 1.0 Understand the nature and operation of sanitary system | | | | | | |
| 1 | 1.1 Explain the functions of different sanitary systems. 1.2 Draw and label a sanitary system. 1.3 Describe the disposal and treatment of sewage from isolated establishment. 1.4 Describe the likely defects in sanitary system. 1.5 | Explain the functions of different sanitary systems. Draw and label a sanitary system. Explain the disposal and treatment of sewage from isolated establishment | Charts chalk markers | Show visual aids different of sanitary systems. Take students out to see some sanitary systems Guide students to draw sanitary systems. | Diagrams of sanitary system | |
| General Objective 2:0 Know methods of provision of water supply for the hotel | | | | | | |
| 3 | 2.1 Explain various processes involved in the collection of water from different parts of a hotel. | Describe the various processes involved in the collection of water from different parts of a hotel. | Chalkboard | Direct students to collect water from different sources and test for hardness using soap. Direct students to draw the facilities in 2.6. | Water soap | |
| 4 | 2.2 Explain the causes of water hardness - temporary and permanent. 2.3 Explain the advantages of hard water. 2.4 Describe the methods used to soften water. | Explain the causes of water hardness state the advantages and disadvantages of hard water. | | | | |
| 5 | 2.5 Describe the secondary and primary circulation of hot water supply. | Describe the methods used in softening water. | | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|---|--|---|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 6 | <p>2.6 Describe the following:</p> <ul style="list-style-type: none"> - Direct system of hot water supply (their advantages as compared with indirect system) - Secondary flow system - Local water heating appliances - Instantaneous heater and storage heater | <p>Describe secondary and primary circulation of hot water supply.</p> <p>Describe the indelible (1-5) and state the advantages and disadvantages.</p> | | | | |
| General Objective 3: Know pests and pests control methods | | | | | | |
| 7 | <p>3.1 Identify types of pests.</p> <p>3.2 Explain the process of prevention and control of pest infestation and fungus attack on wood.</p> | <p>List the common pests.</p> <p>Describe each pest and the havoc caused by them.</p> | <p>Pictures drawings. Rodent killers pest cite rat trap flip chart.</p> | <p>Show pictures and drawings of pests.</p> | <p>Pictures drawing rat trap rodent killer insecticide.</p> | |
| 8 | <p>3.3 Explain the need for clean environment including garbage area and provision of fly screens.</p> | <p>Explain how they can be prevented and controlled.</p> | | <p>Take students to where they can see and identify some pests.</p> <p>Arrange group discussions on types of pests, the havoc caused by them</p> | | |

| Theoretical Content | | | | Practical Content | | |
|---|--|---|-------------------------------|--|--|---|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 4:0 Know methods of ventilation in a hospitality organisation | | | | | | |
| 9 | 4.1 Describe the factors that cause discomfort due to lack of ventilation. 4.2 Explain the importance and provision of air conditioning plant in hospitality establishment. | Describe the factors that cause discomfort in an unventilated room. Describe the various types of ventilation. | Flipchart diagrams of plants. | Show diagrams of others methods of extracting stale air from the building eg extractor fans. | | |
| 10 | 4.3 List types of ventilation - natural and artificial 4.4 Explain recirculation of air in the ventilation system. | By means of a diagram explain the working of an air conditioning plant. | | Take students to see an extractor fan or extractor fan hood over a cooking range set up guide students to draw and table extractor fans. | | |
| 11 | 4.5 Draw and label and explain functions of parts of an air conditioning plant. | | | | | |
| 12 | 4.6 Describe the various methods of extracting stale air fumes and odours. | Explain their circulation of air in the ventilation system. | | | | |
| General Objective 5:0 Know the choice of fuel for use in a hospitality establishment | | | | | | |
| 13 | 5.1 Describe the different types of fuel e.g. gas, electricity, coal, firewood. 5.2 Explain the advantages and disadvantages of each type of fuel. | Describe the different types of fuel in use in the hospitality industry. Discuss the advantages and disadvantages of each. | | | Display a collection of fuels used in cooking eg. Wood, coal, show an electric stove and gas cylinder and explain their working. | Coal firewood gas appliance electrical appliances |
| 14 | 5.3 Calculate fuel efficiency in terms of consumption. 5.4 Explain factors to be considered in the choice of fuel. | Explain how consumption and fuel efficiency are calculated for each type. Discuss the factors to be considered in the choice of each type. | | | Show how to calculate fuel efficiency and fuel consumption for gas and electric. | |

| Theoretical Content | | | | Practical Content | | |
|---|--|--|-----------|----------------------------|---|-----------|
| Week/s | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 6:0 Know plant and equipment maintenance | | | | | | |
| 15 | <p>6.1 Identify the various parts of plants and equipment used in hotels.</p> <p>6.2 List the advantages and disadvantages of unit air conditioning and central air conditioners.</p> <p>6.3 Describe the procedure for care and maintaining plants and equipment.</p> | <p>Describe the various types of plants and equipment used in hotels.</p> <p>Discuss the advantages and disadvantages of each.</p> <p>Enumerate the procedure for maintaining and care of the plants and equipment</p> | Diagrams | | Take students to a hotel to see central air conditioning plants and other plants in use in the hotel. | Vehicle |

Practical 40% Project 60%

Course: Project

| | | | |
|---|-----------------------------|---------------------|----------------------|
| Programme: Statistics (Higher National Diploma) | | | |
| Course: Project | Course Code: HMT 444 | Total Hours: | 6 |
| Year: 2 Semester: 4 | Pre-requisite: | Theoretical: | 0 hours /week |
| | | Practical: | 6 hours /week |
| Goal: | | | |
| This course is designed to enable the student to undertake an individual project and write a report on it. | | | |
| General Objectives: | | | |
| On completion of this course, the diplomate should be able to: | | | |
| <ol style="list-style-type: none">1. Research a chosen topic at HND level from available sources.2. Collect data on the chosen topic.3. Produce a report on the chosen topic. | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|--|-------------------------------------|---|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 1: Research a chosen topic at HND level from available sources. | | | | | | |
| 1 | 1.1 Choose, under guidance, an appropriate topic of interest. | Provide guidance in finding suitable topics. | Textbooks Lecture Notes Internet | Selection of a topic of interest. | Provide guidance in finding suitable topics. | Textbooks Lecture Notes Internet |
| 2 | 1.2 Research a chosen topic from available sources. | Provide guidance in finding suitable sources. | Textbooks Lecture Notes Internet | Demonstrate research ability | Provide guidance in finding suitable sources. | Textbooks Lecture Notes Internet |
| 3 | 1.2 (continued) Research a chosen topic from available sources. | Provide guidance in finding suitable sources. | Textbooks Lecture Notes Internet | Demonstrate research ability | Provide guidance in finding suitable sources. | Textbooks Lecture Notes Internet |
| 4 | 1.2 (continued) Research a chosen topic from available sources. | Provide guidance in finding suitable sources. | Textbooks Lecture Notes Internet | Demonstrate research ability | Provide guidance in finding suitable sources. | Textbooks Lecture Notes Internet |
| General Objective 2: Collect data on the chosen topic. | | | | | | |
| 5 | 2.1 Collect data on the chosen topic from available sources. | Provide guidance in collecting data | Textbooks Lecture Notes Internet | Demonstrate ability to collect data | Provide guidance in collecting data. | Textbooks Lecture Notes Internet |

| Theoretical Content | | | | Practical Content | | |
|---|--|-------------------------------------|--|---------------------------------------|--------------------------------------|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 6 | 2.1 (continued) Collect data on the chosen topic from available sources. | Provide guidance in collecting data | Textbooks Lecture Notes Internet | Demonstrate ability to collect data | Provide guidance in collecting data. | Textbooks Lecture Notes Internet |
| 7 | 2.1 (continued) Collect data on the chosen topic from available sources. | Provide guidance in collecting data | Textbooks Lecture Notes Internet | Demonstrate ability to collect data | Provide guidance in collecting data. | Textbooks Lecture Notes Internet |
| 8 | 2.1 (continued) Collect data on the chosen topic from available sources. | Provide guidance in collecting data | Textbooks Lecture Notes Internet | Demonstrate ability to collect data | Provide guidance in collecting data. | Textbooks Lecture Notes Internet |
| 9 | 2.1 (continued) Collect data on the chosen topic from available sources. | Provide guidance in collecting data | Textbooks Lecture Notes Internet | Demonstrate ability to collect data | Provide guidance in collecting data. | Textbooks Lecture Notes Internet |
| General Objective 3: Produce a report on the chosen topic. | | | | | | |
| 10 | 3.1 Produce a report on the chosen topic. | Provide guidance in report writing | Textbooks Lecture Notes Internet | Demonstrate ability in report writing | Provide guidance in report writing | Textbooks Lecture Notes Internet |

| Theoretical Content | | | | Practical Content | | |
|---------------------|---|------------------------------------|--|---------------------------------------|------------------------------------|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 11 | 3.1 (continued) Produce a report on the chosen topic. | Provide guidance in report writing | Textbooks Lecture Notes Internet | Demonstrate ability in report writing | Provide guidance in report writing | Textbooks Lecture Notes Internet |
| 12 | 3.1 (continued) Produce a report on the chosen topic. | Provide guidance in report writing | Textbooks Lecture Notes Internet | Demonstrate ability in report writing | Provide guidance in report writing | Textbooks Lecture Notes Internet |
| 13 | 3.1 (continued) Produce a report on the chosen topic. | Provide guidance in report writing | Textbooks Lecture Notes Internet | Demonstrate ability in report writing | Provide guidance in report writing | Textbooks Lecture Notes Internet |
| 14 | 3.1 (continued) Produce a report on the chosen topic. | Provide guidance in report writing | Textbooks Lecture Notes Internet | Demonstrate ability in report writing | Provide guidance in report writing | Textbooks Lecture Notes Internet |
| 15 | 3.1 (continued) Produce a report on the chosen topic. | Provide guidance in report writing | Textbooks Lecture Notes Internet | Demonstrate ability in report writing | Provide guidance in report writing | Textbooks Lecture Notes Internet |

Assessment: Give details of assignments to be used:

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

| Type of Assessment | Purpose and Nature of Assessment (STA 427) | Weighting (%) |
|---------------------------|---|----------------------|
| Examination | Final Examination (written) to assess knowledge and understanding | 0 |
| Test | 0 progress tests | 0 |
| Practical | Report of (up to 9,000 words 20 to 25 pages length) | 100 |
| Total | | 100 |

Recommended Textbooks & References:

Course: Small Business Management II

| | | | |
|---|-----------------------------|---------------------|---------------------|
| Programme: Statistics (Higher National Diploma) | | | |
| Course: Small Business Management II | Course Code: HMT 445 | Total Hours: | 4 |
| Year: 2 Semester: 1 | Pre-requisite: | Theoretical: | 2 hour /week |
| | | Practical: | 2 hour /week |
| Goal: | | | |
| This course is designed to provide the student with further basic knowledge on the various tools used in the management of small-scale businesses. | | | |
| GENERAL OBJECTIVES: | | | |
| On completion of this course, the diplomate will be able to: | | | |
| <ol style="list-style-type: none">1. Understand the financing of small business enterprises2. Understand financial management in a small business enterprise3. Understand credit control in small business enterprises.4. Understand the organization, and its structure for a small-scale enterprise.5. Understand a small-scale enterprise information system.6. Understand marketing management for a small-scale enterprise.7. Produce a business plan for a small-scale enterprise.8. Be able to give a presentation on a business plan for a small-scale enterprise. | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|---|---|---|--|---------------------------------------|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 1: Understand the financing of small business enterprises. | | | | | | |
| 1 | <p>1.1 Estimate the capital needs of a selected small business.</p> <p>1.2 State sources of finance for small business.</p> <p>1.3 Explain the roles of specialized institutions in financing small businesses.</p> <p>1.4 Explain how to source short-term and long-term credits</p> | <p>Explain sources of capital and how to estimate needed capital for a small business.</p> <p>Explain short-term and long term credits and their sources.</p> <p>Explain the roles of specialized institutions in financing small businesses in the areas of:</p> <p>a) Provision of SME equity.</p> <p>b) Provision of term loan opportunities for SMEs investment schemes.</p> <p>c) Provision of working capital facility for SMEs</p> <p>d) Financing SMEs through leasing.</p> <p>e) Financing SMEs for non-oil export.</p> <p>f) Financing SMEs through the capital market.</p> <p>g) General requirements/conditions for market financial assistance to SMEs</p> | <p>Text Books</p> <p>Journals</p> <p>Publications</p> | <p>Apply all the theoretical contexts to come from the rest of the course to the assigned business.</p> <p>Prepare a financing plan.</p> <p>Identify various sources of funds and their costs.</p> <p>The group will meet together in all practical sessions and each group will have to submit a project about their assigned business at the end of the course.</p> | <p>From one the beneficiaries of the institutions handling SME, describe the learning outcomes.</p> <p>The teacher to set up student groups of (3-4) students each and assign a type of business for each group.</p> | <p>Internet and relevant websites</p> |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|--|---|--|---------------------------------------|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 2 | <p>1.5 Explain the various reasons for borrowing.</p> <p>1.6 Describe costs of borrowing with some examples.</p> <p>1.7 Explain how to approach lenders.</p> <p>1.8 Explain reasons for financial plans.</p> | <p>Explain various reasons for borrowing.</p> <p>With some examples, explain cost of borrowing.</p> <p>Explain reasons for financial plan and how to approach a lender</p> | <p>Text Books</p> <p>Journals</p> <p>Publications</p> | <p>Prepare a financing plan for their assigned business.</p> <p>Identify various sources of funds and their costs.</p> <p>Describe how to approach lenders.</p> | <p>From one the beneficiaries of the institutions handling SME, describe the learning outcomes.</p> | <p>Internet and relevant websites</p> |
| General Objective 2: Understand financial management in a small business enterprise | | | | | | |
| 3 | <p>2.1 Explain the need for sound financial management in small business.</p> <p>2.2 Prepare the basic financial records required for small business enterprises and their operation.</p> <p>2.3 Explain preparation of key financial statements - cash flow, profit and loss account and balance sheet.</p> <p>2.4 Explain preparation of depreciation schedule.</p> | <p>Explain the need for sound financial management in small businesses</p> <p>Explain basic financial records</p> <p>Explain key financial statements.</p> <p>Explain depreciation.</p> | <p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Formats of prime books of accounts.</p> | <p>Describe the various records require to operate their assigned</p> <p>SME</p> <p>Describe key financial statements and how to prepare a depreciation schedule.</p> | <p>Guide students to prepare the records, extract key financial statements to determine BEP, loss or gain.</p> | <p>Internet and relevant websites</p> |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|-------------------------------------|---|---|--------------------------------|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| 4 | 2.5 Explain how to determine gross margin and net profit. | Explain gross margin and net profit and Break-even-point (BEP). | Text Books Journals | Describe key financial statements and how to prepare a depreciation schedule. Use appropriate application packages to do amortization. | Guide students to prepare the records, extract key financial statements to determine BEP, loss or gain. | Internet and relevant websites |
| | 2.6 Explain preparation of loan repayment schedule (AMORTIZATION) | Explain the various types of loan repayment and their application. | Publications | | | |
| | 2.7 Explain how to determine break-even-point (BEP). | Guide students to prepare a depreciation schedule for a selected business, extract its cash flow, profit and loss and balance sheet to determine its break -even- point, gross margin and net profit. | Formats of prime books of accounts. | | | |
| | 2.8 Explain problem of financial management in small enterprises. | Explain problems of financial management in small enterprises. | | | | |
| General Objective 3: Understand credit control in small business enterprises. | | | | | | |
| 5 | 3.1 Explain credit control | Explain credit control | Text Books | Identify how credits can be extended to their assigned small business, sources and costs of the credits | Identify the CS of credit. Use internet to get information on credits | Internet and relevant websites |
| | 3.2 Explain the various steps in extending credits to customers. | Explain the 3c's of credit (character, capacity and condition). | Journals | | | |
| | 3.3 Identify sources of information on credits. | Explain where and how to get information on credits. | Publications | | | |
| 6 | 3.4 Explain consumer credit and credit cards. | Explain consumer credit and credit card. | Text Books | Identify credit cards and reasons for credit | Identify the CS of credit. Use internet to get information on credits | Internet and relevant websites |
| | 3.5 Explain reasons for credits to small business enterprises. | Explain reasons for credit to small business enterprises and their costs. | Journals | | | |
| | 3.6 Identify cost of credit | | Publications | | | |

| Theoretical Content | | | | Practical Content | | |
|--|--|--|--------------------------|--|--|-------------------------------|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 4: Understand the organization, and its structure for a small-scale enterprise. | | | | | | |
| 7 | 4.1 Understand organization charts for small-scale enterprises. | Explain Demonstrate. | Textbook Handouts | Know how to set staffing requirements for their assigned small business. | Guide students to develop organization charts, job description and job specification and to identify different functions of their assigned business. | Sample forms Charts |
| | 4.2 Understand span of supervision. | | Charts | Know how to develop job description of jobs required. | | |
| 8 | 4.3 Understand formal communication structure for a small business. | Explain Demonstrate. | Textbook Handouts | Know how to develop job description of jobs required for their assigned business. | Guide students to develop organization charts, job description and job specification and to identify different functions of their assigned business. | Sample forms Charts |
| | 4.4 Developing job-know how to set specifications for the operation of small business. | | Charts | Know how to develop job specification | | |
| General Objective 5: Understand a small-scale enterprise information system. | | | | | | |
| 9 | 5.1 Understand management information system. | Explain & demonstrate sample systems. Demonstrate the need of each system for the small business. | Textbook | Know the important information required for each system within the context of their assigned business. | Guide students with their assigned study Guide on use of appropriate software | Appropriate computer software |
| | 5.2 Understand accounting information system. | | Handouts | | | |
| | 5.3 Understand production information system. | | | | | |
| 10 | 5.4 Understand financial information system. | Explain & demonstrate sample systems. Demonstrate the need of each system for the small business. | Textbook | Know the important information required for each system within the context of their assigned business. | Guide students with their assigned study Guide on use of appropriate software | Appropriate computer software |
| | 5.5 Understand marketing information system. | | Handouts | | | |
| | 5.6 Understand inventory information system. | | | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|--------------------------|---|---|--|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 6: Understand marketing management for a small-scale enterprise. | | | | | | |
| 11 | 6.1 Know how to identify markets for different products. | Explain and give examples of certain products. Demonstrate steps. | Textbook Handouts | Identify markets and conduct survey applied to their assigned business. | Guide students with their assigned study | Textbook Handouts |
| | 6.2 Know the steps in conducting a market survey to determine demand and supply for a particular product. | Explain why product development is important and is an on going process. Explain different pricing strategies and conditions and circumstances for choosing a particular strategy | | Explain channels of distribution for sample products. Explain different pricing methods and determinants of methods. | | |
| | 6.3 Appreciate the need for product development for satisfying consumer needs. | | | | | |
| 12 | 6.4 Understand channels of distribution for products and services. | Explain and give examples of certain products. Demonstrate steps. | Textbook Handouts | Identify markets and conducts survey within the context of their assigned business. | Guide students with their assigned study | Textbook Handouts |
| | 6.5 Understand pricing strategies. | Explain why product development is important and is an on going process. Explain different pricing strategies and conditions and circumstances for choosing a particular strategy | | Explain channels of distribution for sample products. Explain different pricing methods and determinants of methods. | | |
| | | | | | | |
| 13 | 6.6 Understand promotion and sales activities for small-scale enterprises. | Explain elements of promotion. Identify advantages & disadvantages and usage of promotion elements at different stages of product life cycle. | Textbook Handouts | Appreciate the importance of promotional activities for a small business. | Guide students with the application of promotion and sales activities on the assigned businesses Guide students to develop SWOT for the assigned businesses given present trends and marketing environment | Samples of Promotional materials SWOT analysis form |
| | 6.7 Ability to analyse consumer behaviour and anticipation of demand. | Explain SWOT analysis and how to identify and assess strengths, weaknesses, opportunities and threats. | | Understand the process of SWOT analysis. | | |
| | 6.8 Ability to analyse competitors and developing market SWOT analysis. | | | | | |

| Theoretical Content | | | | Practical Content | | |
|--|---|---|------------------------|---|---|------------------------|
| Week | Specific Learning Outcomes | Teacher's activities | Resources | Specific Learning Outcomes | Teacher's activities | Resources |
| General Objective 7: Produce a business plan for a small-scale enterprise. | | | | | | |
| 14 | 7.1 Assimilate the previous aspects of the course to produce a complete business plan for the assigned small business. | Oversee and support the production of the business plan | Textbook Handouts | Be able to contribute to the preparation of a business plan as a member of a group | Oversee and support the production of the business plan | Textbook Handouts |
| General Objective 8: Be able to give a presentation on a business plan for a small-scale enterprise | | | | | | |
| 15 | 8.1 Prepare a presentation on a business plan for the assigned small-scale enterprise. 8.2 Give a presentation on a business plan for the assigned small-scale enterprise. | Evaluate presentations and give feedback | Presentation materials | Be able to be part of a group presentation and have responsibility for part of that presentation. | Evaluate presentations and give feedback | Presentation materials |

Assessment: Give details of assignments to be used:

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

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

Recommended Textbooks & References:

Advanced Desktop Publishing

| | | | |
|---|--|---------------------|----------------------------|
| PROGRAMME: HND Office Technology and Management | | | |
| Course: Advanced Desktop Publishing | Code: OTM 415 | Credit Unit: | 4 hours |
| Semester: 4 | Pre-requisite: ICT Office Application I | Theoretical: | 1 hours/week - 34 % |
| | | Practical: | 3 hours/week - 66 % |
| Aim/Goal: | | | |
| This module is designed to enable students to develop their skills using a publication software in the office: MS Desktop publishing. | | | |
| GENERAL OBJECTIVES: | | | |
| <ol style="list-style-type: none">1. Understand the difference and importance between a word processors and desktop publishing in the office2. Develop student skills using a Desktop Publishing software. | | | |

| Theoretical Content | | | | Practical Content | | |
|---|---|--|---------------------------|---|---|---|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| General Objective 1: Understand the difference and importance between a word processors and desktop publishing in the office | | | | | | |
| 1-2 | Revise the concept of word processors and compare them to other computer applications available to design brochures, cards, pamphlets and posters. | State the importance of using the right software in the office to design documentation, depending on the task and aim. Explain the concept of dtp and its impact in a modern office | Hands-out Examples | Identify basic competencies in using desktop publishing concepts to produce a simple publication: Emphasise the impact of using DTP in a modern office and show examples of publications. | Explain the advantages of using desktop publishing applications in the office to produce quality documentation. Practice with an appropriate software for the tasks (eg. dtp or a page layout software). Highlight the main differences between dtp software and word processors (eg. text flow, image control, purpose). Group students to explore, compare and discuss the impact of quality publications in a modern office. | *1 PC per student * Desktop Publishing (DTP) software available in each computer |
| General Objective 2: Develop student skills using a Desktop Publishing software | | | | | | |
| 3-15 | | | | Apply the principles of standard page layout and text properties using dtp software, to produce quality results: <ul style="list-style-type: none"> • Setting page size/orientation and margins • Create quality and attractive text areas/text frames • Set up column widths/spacing according to | Explain the advantages of using desktop publishing applications in the office to produce quality documentation. Practice with an appropriate software for the tasks (eg. dtp or a page layout software). Highlight the main differences between dtp software and word processors (eg. text flow, image control, purpose). Explain the use of master pages, templates and equivalent to produce quality documents. Student practice on how to set page size and margins, in | *1 PC per 1-2 student * Desktop Publishing (DTP) software available in each computer |

| Theoretical Content | | | | Practical Content | | |
|---------------------|----------------------------|----------------------|-----------|--|---|-----------|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| | | | | <p>marketing standards</p> <ul style="list-style-type: none"> • Use of serif/sans serif fonts to create impact on the audience • Use multiple font sizes applying accessibility standards <p>Means by which text/images can be imported and placed in a publication from different sources.</p> <ul style="list-style-type: none"> • Import text file(s) from different sources • Import image(s) from different sources • Enter headings and use of line or border feature to produce | <p>such a way that impact the audience with quality outputs.</p> <p>Show the use and control of text frames or equivalent, applying international accessibility standards.</p> <p>Explain the difference between serif and sans serif typefaces and show how to select them, to produce quality output. Explain how to set and amend text sizes and apply standards. Show how to test the quality and assess the standards.</p> <p>Explain how text files and images can be imported. Show how to enter small amount of text.</p> <p>Explain the basic graphic capabilities of dtp software and how to use lines and borders to separate areas of text. Explain the use of left and centre alignment and of full justification in a desktop publication.</p> <p>Show the importance of common dtp conventions such as first line indents and demonstrates how to use them consistently.</p> <p>Practice the manipulation, move and resize of images. Show how to place correctly and accurately text in columns and how to adjust text size and spacing</p> | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|----------------------------|----------------------|-----------|---|---|-----------|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| | | | | <p>quality and impacting messages.</p> <p>Manipulate text and images to balance page</p> <ul style="list-style-type: none"> • Apply alignment and justification • Set paragraph spacing and/or first line indent • Move/resize image • Fit headline text to page width • Balance columns <p>Manage publications and print composite proofs</p> <ul style="list-style-type: none"> • Create new publication • Save master | <p>in order to achieve this.</p> <p>Explain the document management techniques for the chosen dtp software and the differences from generic document management terms (eg. master pages).</p> <p>Demonstrate how to print composite proofs from the chosen software using default print setting.</p> <p>Set individual and group tasks to produce portfolio of documentations that include: brochures, pamphlets, posters, and any other publication that could help the business to have a positive impact in its businesses.</p> <p>Group students to compare and discuss portfolios and select the ideal set of publication for a selected business. Promote creativity in the design and production of documents.</p> | |

| Theoretical Content | | | | Practical Content | | |
|---------------------|----------------------------|----------------------|-----------|--|----------------------|-----------|
| Week | Specific Learning Outcomes | Teacher's Activities | Resources | Specific Learning Outcomes | Teacher's Activities | Resources |
| | | | | page/template <ul style="list-style-type: none"> • Save publication • Print composite proof(s) • Close publication | | |

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