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# **RQF LEVEL 3**

CCMOL302 FOOD AND BEVERAGE

> Occupation And Learning Process

**TRAINEE MANUAL** 



## **OCCUPATION AND LEARNING PROCESS**





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#### FOREWORD

Welcome to the world of Technical and Vocational Education and Training (TVET) in the hospitality and tourism sector. In an era of constant evolution and growing demand for skilled professionals, the importance of specialized training cannot be overstated. As the global hospitality and tourism industry continues to flourish, the need for competent individuals equipped with relevant knowledge and practical skills has become crucial. This collection of TVET training manuals serves as a comprehensive resource for those seeking to embark on a fulfilling career or further their expertise within the hospitality and tourism sector. Developed with meticulous attention to detail and in collaboration with industry experts, these manuals offer a wealth of knowledge, practical insights, and hands-on training exercises.

The manuals cover a wide range of topics, ranging from essential foundational concepts to specialized areas within the industry. Whether you are interested in hotel management, culinary arts, event planning, travel and tourism, or any other facet of this vibrant sector, you will find invaluable guidance within these pages. At the heart of the TVET approach is the belief that learning should be both practical and relevant. These manuals have been carefully crafted to ensure that they reflect the real-world challenges and requirements of the hospitality and tourism industry. They are designed to empower learners with the skills, competencies, and confidence needed to excel in their chosen field.

Furthermore, the manuals adopt a learner-centered approach, encouraging active participation, critical thinking, and problem-solving. Throughout each module, learners are encouraged to engage in practical exercises, case studies, and interactive activities that simulate real-world scenarios. This hands-on approach allows learners to apply theoretical concepts and develop the necessary skills that are highly sought after in the industry.

We understand that education is a lifelong journey, and these manuals have been designed to cater to learners at various stages of their professional development. Whether you are a student taking your first steps in the industry, a working professional seeking to enhance your skills, or an instructor guiding aspiring individuals, you will find the manuals to be a valuable asset.

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I would like to express my sincere appreciation to the authors, industry experts, and educators who have contributed to the creation of these TVET training manuals. Their dedication and expertise have ensured that the manuals are of the highest quality and relevance.

I encourage you to embrace the opportunities presented within these pages, to explore the dynamic world of hospitality and tourism, and to unlock your potential in this exciting industry. By investing in your education and acquiring the skills offered in these manuals, you are taking a significant step towards a rewarding and successful career.

Best wishes on your journey of discovery and growth in the hospitality and tourism sector.

Dipl.-Ing. Paul UMUKUNZI

**Director General/ RTB** 

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#### Rwanda TVET Board (RTB)

## **Coordination Team**

Rwamasirabo Aimable

Ntahontuye Felix

#### **Production Team**

#### Authoring, Review and Facilitation

Francine Dusabemariya

Kanyike John Paul

Habiyambere Daniel

Gahungu Faradji

#### Conception, Adaptation, Review and Editing

Gihoza Ngoga Pacifique

Sebagabo Jean de Dieu

Rukazamihigo Samson

#### Formatting, Graphics and infographics

Albert Ngarambe

Asoka Niyonsaba Jean Claude

#### **Technical Support**

French Press Ltd.

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## ACRONYMS

- TVET: Technical and Vocational Education and Training
- **OLP:** Occupation and Learning Process
- L.U: Learning Unit
- L.O: Learning outcome
- **CCM:** Cross Cutting Modules
- VARK: Visual, Auditory, Reading and writing, Kinesthetic
- RTB: Rwanda TVET Board
- **RQF:** Rwanda Qualification Framework

### **INTRODUCTION**

Welcome to the training manual of food and beverage sector for all trades. This manual, titled "Occupation and learning process," is designed to provide a comprehensive understanding of the occupation and learning process in hospitality and tourism industry.

The manual is structured into four units that focus on different aspects of learning process and different jobs position in the hospitality industry. These units include participate in a team and respect the rules and regulations of training, describe the occupation and learning process, respect the facilitation and apply learning methods and develop personal plans based on self-assessment practices.

This manual provides an interactive learning experience, comprising discovery activities that encourage trainee to explore and discover concepts, problem-solving activities that require trainee to think critically and come up with solutions, guided practice activities that provide step-by-step instructions, and application activities that enable trainee to apply their newly acquired knowledge in real-life situations.

Furthermore, this manual incorporates assessment activities after each unit that offer feedback to learners about their progress and help them identify areas where they need to improve.

By the end of this manual, trainee will have developed a comprehensive understanding of different job positions in his/her own trade and their places in hospitality and tourism industry and familiar with learning and assessment process in hospitality and tourism industry in level 3.

**N.B:** Occupation and learning process is a cross cutting module in hospitality and tourism sector. Food and Beverage operations trade was used as a sample. If you are a trainee in other trades consult your trainer only for unit 2 (describe the occupation and learning process).

## Units:

Unit 1: Participate in a team and respect the rules and regulations of training.

- Unit 2: Describe the occupation and learning process
- Unit 3: Respect the facilitation and apply learning methods
- Unit 4: Develop personal plans based on self-assessment practices

# UNIT 1: PARTICIPATE IN A TEAM AND RESPECT THE RULES AND REGULATIONS OF TRAINING.



Figure 1: Participate in a team and respect the rules and regulations of training

#### Unit summary:

This unit describes the knowledge, skills and attitudes required to participate in a team and respect the rules and regulations of training including proper introduction of oneself, integration on a team and adherence to team rules and regulations.

#### Self-Assessment: Unit 1

- 1. Study the picture/figure 1:... above and answer the following questions:
  - a) What do you see in the figure?
  - b) What do you think is happening in the figure?
  - c) How does the figure relate to the unit?
  - d) What topics do you think will be covered under this unit?
- 2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this unit.
  - a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
  - b) Think about yourself: do you think you have the knowledge, skills or attitudes to do this? How well?
  - c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Describe elements of a good Introduction					
Introduce myself					
Apply non-verbal communication cues					

d) At the end of this unit, you will assess yourself again.

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	I am confident in my ability to do this.
Describe qualities of a good team member					
Exhibit qualities of good team member					
Build trust in team					
Describe how to build trust in team					
Discuss the rules of the classroom					
Apply classroom rules					
Apply group responsibilities					

## **Key Competencies:**

	Knowledge		Skills		Attitudes
1.	Describe elements of	1.	Introduce oneself	•	Be active listener
	a good Introduction				
2.	Relate qualities of	2.	Apply non-verbal	•	Exhibit qualities of
	team member in real		communication		team member
	situation		cues		
3.	Identify classroom	3.	Build trust from	•	Integrate in the team
	rules		team member		
4.	Describe	4.	Perform group	•	Follow classroom rules
	characteristics of the		responsibilities		
	occupation in sector				
5.	Define working	5.	Respect	•	Appreciate the
	conditions in the		classroom rules		importance of the
	occupation				occupation in
					economic
6.	Define opportunities	6.	Relate education	•	Possess the qualities of
	in the qualification		background with		Waiter/Waitress,
	they will learn		the qualification		Hostess and Commis
					chef
7.	List the job positions	7.	Use learning	•	Positive behavior in
	within the trade		methods		classroom
8.	Explain the content of	8.	Assess he/his	•	Respect others
	the training program		learning style		learning styles
	(modules)		using VARK		
9.	Describe the	9.	Differentiate	•	Self-study plan
	qualification		types of		according to the
	pathways (entry, exit		assessment		learning style
	level & further				
10	learning)	10			Analysia
10	. Explain the	10.	Use learning	•	Analysis
	qualification to be		strategies		
11	learnt	11	Polato loarning	•	Be critical thinker
1	. Explain learning methods	11.	Relate learning	-	De chucai thinker
	methous		strategies to his		
10	. Define students' role	10	learning styles	_	Concontual thinking
12		12.	Providing	-	Conceptual thinking
	in learning process		examples of		

		values, skills and interest	
13. Define assessment	13.	Relate values, skills and interests to the workplace	<ul> <li>Exhibit values skills and interest</li> </ul>
14. Describe assessment procedures	14.	Appy Skills and qualities in own trade	<ul> <li>Relate personal values skills and interest to the workplace</li> </ul>
15. Identify learning strategies	15.	Relate personal skills and qualities with own trade	<ul> <li>Acceptance of diversity</li> </ul>
16. Describe learning strategies	16.	Set personal short term and long-term goals	<ul> <li>Be confident</li> </ul>
17. Identification of the values, skills and interests	17.	Develop plan to achieve long term goal	<ul> <li>Self-esteem</li> </ul>
<ol> <li>18. Identify skills and qualities required at workplace in own trade</li> </ol>	18.	Have planning skills	<ul> <li>Be decision maker</li> </ul>
19. Describe strategies to diversity acceptance at workplace			<ul> <li>Be goal oriented</li> </ul>
20. Define the term goal			<ul> <li>Be optimistic</li> </ul>
21. Describe characteristics of goal			<ul> <li>Be problem solver</li> </ul>
22. Differentiate types of goals			<ul> <li>Be realistic</li> </ul>
23. Describe steps to achieve goals			

## **Discovery activity 1.1**



#### Figure 2: Students introducing themselves



Study the illustration above and answer the following questions:

- 1. What do you see in the figure?
- 2. What is happening in the figure?
- 3. Which place is shown in the illustration?
- 4. How does the illustration relate to the topic?
- 5. What do you think will be covered under this topic?

## **Topic 1.1: Introduce Oneself**

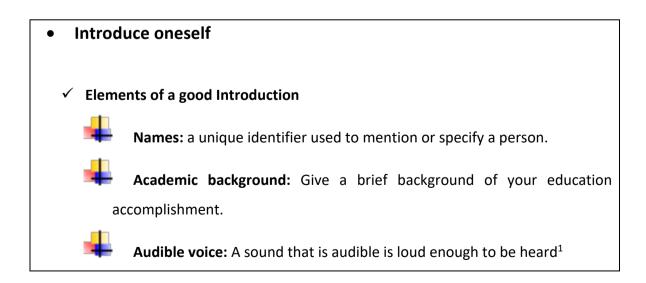




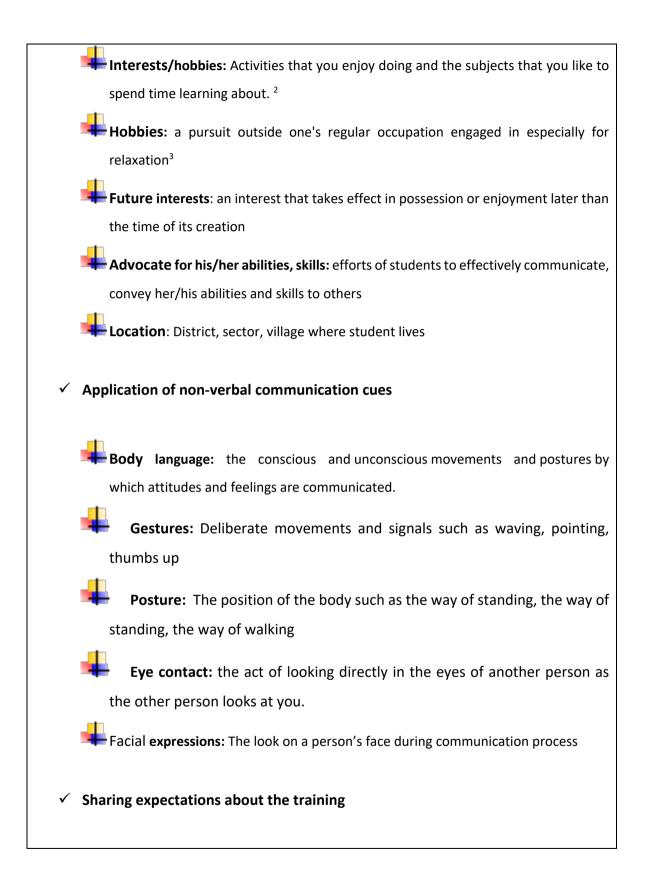
In your class or team there are new members who have joined. As a rule, in your class or team, every new member has to introduce him/herself. You have been selected to guide introductions of the new members. Write down the things the new members should include in their introductions

1.	
2.	
3.	
4.	
5.	

#### Key Facts 1.1



<sup>&</sup>lt;sup>1</sup> https://www.collinsdictionary.com/dictionary/english/audible-voice1.



<sup>&</sup>lt;sup>2</sup> https://www.merriam-webster.com/dictionary/hobby

<sup>&</sup>lt;sup>3</sup> https://dictionary.cambridge.org/us/dictionary/english/interest

<b>4</b>	Follow classroom rules.
-	Be on time.
-	Be prepared for class.
-	Be considerate and respectful.
-	Show respect for school property and other students.
-	Hand in assignments on time.
-	Wait to be dismissed.
-	Use an inside voice.
-	Actively participate in class discussions.
-	Stay seated during classroom activities and events.
-	Help each other





#### With trainer guidance:

You have been invited to attend to participate in cooking competition in a neighboring school. Before the competitions begin, every member is supposed to introduce him/herself.

Briefly write down what you will consider so as to be able to properly introduce yourself.

#### What I will consider to introduce myself

		 ••••••	•••
••••••	••••••	 •	•••





Your friend Mutoni, has applied for a position of waitress in a hotel. She has been invited for the interviews and she is not confident in introducing herself. Assist her to pass the interview by writing down for what she/he should do in order to make a proper introduction of herself.

#### What Mutoni will do to introduce herself properly

## **Topic 1.2: Integration in a team.**





Examine the picture below



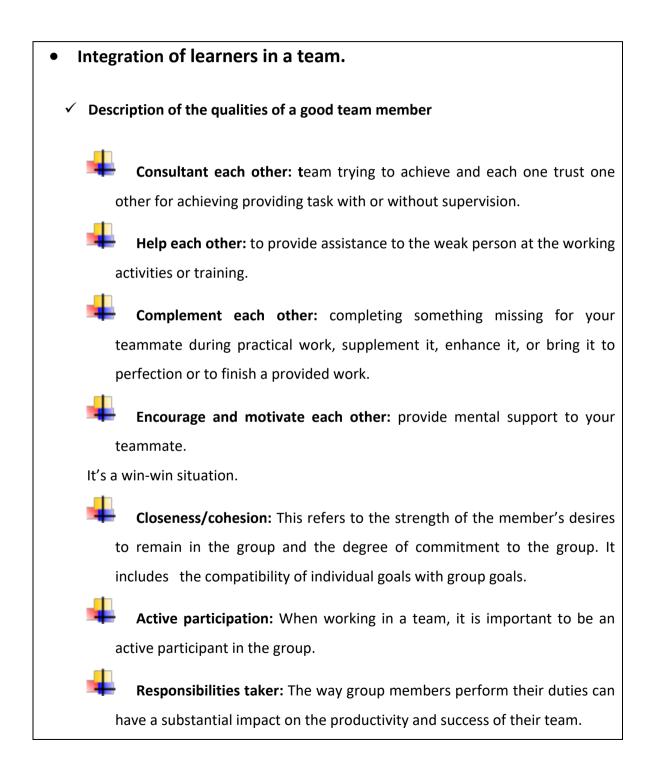
#### Figure 3: Trainee working in the team

- a. Which place is shown on this picture
- b. According to the wearing styles of these person, what should be their job position?
- c. What do you think they are doing?
- d. List down qualities that everyone should have to contribute to the success of the team
- e. How each team member should bahave so that teamate trust her/him?
- 1. List down qualities that everyone should have to contribute to the success of the team

- 2. How each team member should bahave so that teamate trust her/him?

  - 3. .....

#### Key Facts 1.2



**Mutual collaboration with others:** Successful collaboration requires a cooperative spirit and mutual respect.

• **Openness/free expression:** Team member should be receptive to the new ideas and feedback.

Open to criticism/flexibility: Flexibility allows one to evaluate what is happening and adjust to the role and responsibilities or even the job being offered.

#### ✓ Building trust in team

#### How to Build Trust?

Several characteristics of good team members result in trust from individuals they work with:



Honest: being honesty will show that you are trust worthy



**Reliability:** reliable people are consistent and stable they keep their promises



Fairness: making unbiased decision.

**Caring and supportive:** the most trust worthy team members and leaders are the ones we can talk about our worries and frustrations because the care as long as you are trying your best, they will be supportive of yours, even when you make mistake



**Openness:** team members can build trust by being open to others people's idea even when they are different from one's own.

**Competence:** trust worthy team member and leader have the skills and knowledge to perform their roles and reach the best result. They are able to make decision within a timely manner

**Loyalty**. Trustworthy team members and leaders show a willing to support their team members even when they make mistakes or during times of crisis.

**Clear communication:** Team member must be able to communicate clearly by asking questions and rephrasing to make sure they understand what has been presented.





With trainer guidance:

## 1. Fill the table below by ticking in the corresponding box

	Building trust in	Qualities of a good team
	team	member
Active participation		
Competence		
Encourage and motivate each other		
Clear communication		
Closeness/cohesion		
Fairness		
Open to criticism/flexibility		





Your friend who is working in the kichen of hotel is given responsibilities to lead the team that will prepare diet for lunch of team in workshop. Suggest your friend on the instructions he will give to the team about behavior while preparing lunch.

#### Instructions that my friend will give to the team

- 1. .....
- 2. .....
- 3. .....
- 4. .....

## Topic 1.3: Adhere with the team rules and regulation



Figure 4: Trainee in classroom during learning process

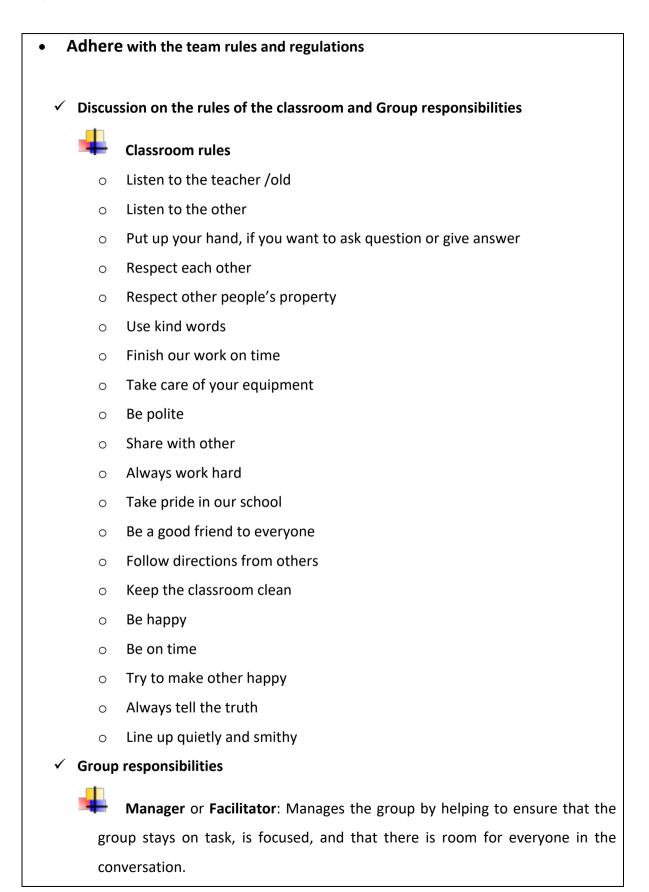
#### **Examine the illustration**

- 1. What do see on tha illustration?
- 2. What is happening in the figure?
- 3. Which place is shown in the illustration?

List down the appropriate behavior student should possess during learning process.

#### Student behaviour in classroom.

#### Key Facts 1.3



Recorder: Keeps a record of those who were in the group, and the roles that they play in the group.

**Spokesperson** or **Presenter**: Presents the group's ideas to the rest of the class. The Spokesperson should rely on the recorder's notes to guide their report.

Reflector or Strategy Analyst: Observes team dynamics and guides the consensus-building process (helps group members come to a common conclusion).





#### With trainer guidance:

You are in class to learn how to set up breakfast. List down classroom rules that you have to follow to aquire that new skills.

#### Clasrrom rules to follow while learning how to set up breakfast table





Hotel employees working in the kichen are given task to prepare lunch of team in workshop. Suggest the team how to allocate responsibilities for each team to prepare well the lunch on time.

#### Team member responsibilities while preparing lunch

Responsibility	Description
1.	
2.	
3.	
4.	



Question 1. Identify element of good introduction

How a good student should behave in classroom?

Question 2. Give example of non-verbal communication you can use while communicating

Question 3. Give and explain at least 5 qualities of a good team member



- 1. During self-introduction you must provide all necessary information that make people to know you.
- 2. Non-verbal communication cues are important because they support what you are saying.

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3. Qualities of a good team member

- ✓ Consultant each other
- ✓ Help each other
- ✓ Complement each other
- ✓ Encourage and motivate each other
- ✓ Closeness/cohesion
- ✓ Active participation
- ✓ Responsibilities taker
- ✓ Mutual collaboration with others
- ✓ Openness/free expression
- ✓ Open to criticism/flexibility
- 4. Adhere with classroom rules support your learning process
- 5. Working in group in important because it make group member to support each other.



#### Post-assessment

Fill in the self-assessment below.

There are no right or wrong ways to answer this survey. It is for your own use during this course. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	l know a little about this.	I have some experience doing this.	I have a lot of experience with this.	l am confident in my ability to do this.
Describe elements of a good Introduction					
Introduce myself					

My experience Knowledge, skills and attitudes	l don't have any experience doing this.	l know a little about this.	I have some experience doing this.	I have a lot of experience with this.	l am confident in my ability to do this.
Apply non-verbal communication cues					
Describe qualities of a good team member					
Exhibit qualities of good team member					
Build trust in team					
Describe how to build trust in team					
Discussion the rules of the classroom					
Apply classroom rules					
Apply group responsibilities					

Fill in the table below and share results with the trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

## **UNIT 2: DESCRIBE THE OCCUPATION AND LEARNING PROCESS**



Figure 5: Job position in food and beverage operations

Study the figures 2: above and answer the following questions:

- 1. What do you see in the figure?
- 2. What do you think is happening in the figure?
- 3. How does the figure relate to the unit?
- 4. What topics do you think will be covered under this unit?

#### Unit summary:

This unit describes knowledge skills and attitude required to the student to Describe the occupation and learning process in her/his occupation. It includes description of the elements of occupation in sector explanation of the occupation in the trade and explanation of the Rwanda Qualification Framework qualification to be learnt

#### Self-Assessment: Unit 2

#### **Pre-assessment**

- a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
- b) Think about yourself: do you think you have the knowledge, skills or attitudes to do this? How well?
- c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

My experience Knowledge, skills and attitudes	l don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	I am confident in my ability to do this.
Describe the elements of occupation in sector					
Describe characteristics of the occupation					
Identify the importance of the occupation in economic development					
Explain working conditions in the occupation					
Justify the place of the occupation in the sector					

d) At the end of this unit, you will assess yourself again.

My experience Knowledge, skills and attitudes	l don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	l am confident in my ability to do this.
Define rational of qualification					
Describe the occupation in the trade					
Identify opportunities of the qualification					
Explain the job positions within the trade					
Explain the qualification to be learnt					
Explain the content of the training program (modules)					
Describe the qualification pathways (entry, exit level & further learning					

# **Key Competencies:**

Knowl	edge	Skills		Attitu	des
1.	Describe	1.	Relate education	•	Appreciate the
	characteristics of the		background with the		importance of the
	occupation in sector		qualification		occupation in
					economic
2.	Define working	2.	Identify working	•	Possess the qualities
	conditions in the		condition		of Waiter/Waitress,
	occupation				Hostess and Commis
					chef
3.	Define opportunities	3.	Explore		
	in the qualification		opportunities in the		
	they will learn		qualification they		
			will learn		
4.	List the job positions	4.	Differentiate the job		
	within the trade		positions within the		
			trade		
5.	Explain the content				
	of the training				
	program (modules)				
6.	Describe the				
	qualification				
	pathways (entry, exit				
	level & further				
	learning)				

### **Topic 2.1: Description of the elements of occupation in sector**





- 1. Give an example of occupation in hospitality industry
- 2. Give description of that occupation and how it is performed in the workplace
- 3. List the importance of an occupation in the economic development

Fill your answers of this activity in the table below

Example of occupation in hospitality industry	Description of that occupation	How the occupation is performed in the workplace	Importance of the occupation in the economic development

#### Key Facts 2.1

#### • Description of the elements of occupation in sector

**Occupation** refers to the kind of economic activity endeavored by a person regularly for

earning money. When someone engages or occupies himself, most of the time, in any economic activity, that activity is known as their occupation.

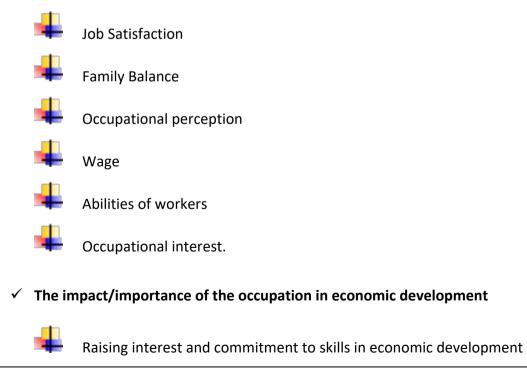
#### Example:

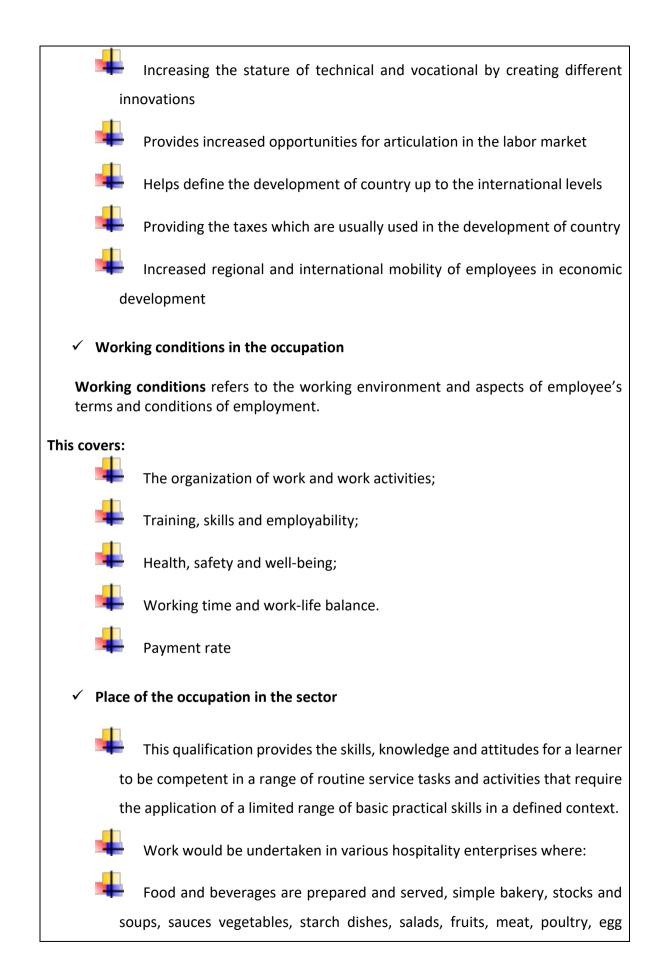
Waiter, cooker, Road constructor, Drivers, shopkeepers, a government servant, clerks, accountants

#### ✓ Characteristics of the occupation

Occupation characteristics comprise enduring qualities of individual that may influence how they approach tasks and how they require work-relevant knowledge and skills.

#### Occupation is characterized by:





dishes, performing restaurant opening duties, serving food and Beverages and performing F&B closing Duties.

Learners may work with some autonomy or in a team but usually under minimum supervision.

#### ✓ Rational of qualification

Tourism and Hospitality has been identified as a priority sector to achieve Rwanda's development goals as set out in Vision 2020. With the application of previous tourism and hospitality policies, the country has been able to make significant progress in developing and managing its tourism sector in recent years.

In 2008, the number of foreign visitors to Rwanda reached just under one million from about 826,000 in 2007, an increase of 30 per cent. Estimates indicate that tourism and hospitality revenues significantly increased between 2007 and 2008, from \$138 million to \$209 million. However, this notable and very fast pace of development of the sector has necessitated a review of the existing tourism policy as well as the creation of an aligned sustainable tourism master plan.

Together these documents aim to bring order to the industry with new legislations and improved coordination, as well as to stimulate investment and increase private sector involvement.





#### With trainer guidance;

List different occupation in hospitality and how each occupation contributes to the economic development.





You are hired by hotel of 3 stars as waiter/waitress. Under which condition would you like to work with and how will you contribute to the economic development?

# Topic 2.2: Explanation of the occupation in the trade





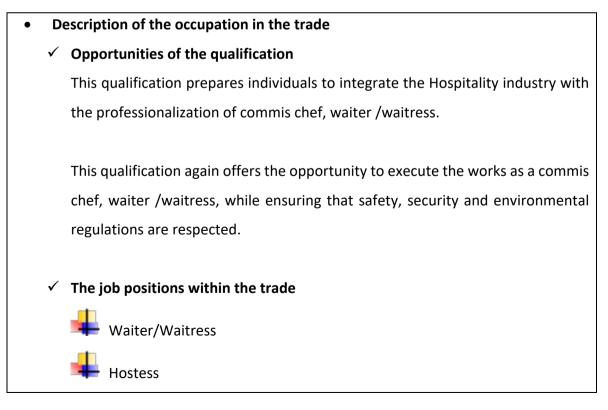
Now you are aware about different occupation in the hospitality and tourim industry.

List down all jobs position you can have in the hospitality industry after this school

#### Possible jobs position I should have in this occupation

1.	
2.	
3.	
4.	

#### Key Facts 2.2









With guidance of trainer:

Now you aware about the job positions and different opportunities that you will have after this school.

Describe what should be your responsibilities in hospitality industry as Waiter/Waitress, Hostess and Commis chef.

#### Use the table below to answer the above activity

Waiter/Waitress,	Hostess	Commis chef.
	Waiter/Waitress,	Waiter/Waitress, Hostess          Waiter/Waitress,       Hostess         Image: Control of the second state o





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Visit a hotel or restaurant at your village and discuss with Waiter/Waitress, Hostess and Commis chef and come up with list of different responsibilities of each job position and how it contributes to the economic development.

Name of visited person and hotel or restaurant s/he works for.	Job position	Her/his responsibilities	How she/he find that position important to the community and country in general

Use the table below to report what you have got from the field

# Topic 2.3: Explanation of the qualification to be learnt





Check on the list of responsibilities of Waiter/Waitress, Hostess and Commis chef you get from the hotel or restaurant and list the required modules you need to study so that you will perform the same responsibilities and beyond.

List of required modules to learn to be to perform responsibilities of Waiter/Waitress, Commis Chef and Hostess.

1.	
2.	
3.	
4.	
5.	
	(List many as you can)

#### Key Facts 2.3



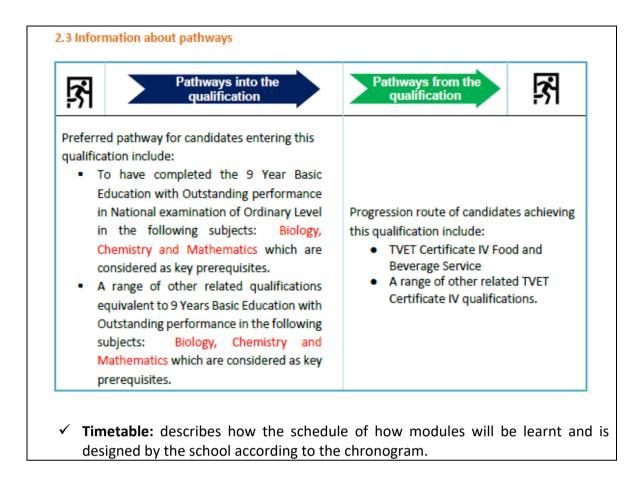
NO	Module name	Learning outcomes	Theoretic al hours	Practical hours	Total hours
		LO1. Explain the role of customer care in Service	4	2	6
1	Applying customer	LO2. Demonstrate professional behaviour and Attitude	4	5	9
	relations	LO3. Exhibit Hotel Profession Etiquette	3	4	7
		LO4. Handle Guest Complaints	4	4	8
		Total hours	15	15	30
		LO: 1 Describe the Scope of the Hospitality and Tourism Industry	3	5	8
	Introduction to Hospitality and Tourism industry	LO2. Identify the impacts of Hospitality and Tourism	5	3	8
2		LO3: Identify the classification of Hotels and tourism forms	4	4	8
		LO4. Describe the Hotel and tourism product	2	4	6
		Total hours	14	16	30
3		LO1. Maintain personal hygiene	3	7	10

	Maintaining food and beverage hygiene and safety	LO2: Maintain food and beverage safety	5	10	15
		LO3: Maintain hygiene of food and beverages	3	7	10
		LO4. Maintain hygiene of the kitchen and Restaurant	8	17	25
		Total hours	19	41	60
		LO1. Select and use tools and equipment	3	7	10
4	Kitchen Mise	LO2. Identify and select food commodities	5	5	10
4	en place	LO3. Prepare ingredients	10	20	30
		LO4. Set and arrange buffet station	3	7	10
		LO5. Store food, tools and equipment	4	6	10
		Total hours	25	45	70

	LO1. Identify nutrients	7	3	10	
-	Maintaining	LO2. Identify food groups	5	5	10
5	food nutrients in cooking	LO2. Maintains balanced diets	10	5	15
		LO4. Conserve nutrients in cooking	7	8	15
		Total hours	29	21	50
		LO 1. Receive instructions on the day's activities and duties	6	6	12
_	Performing	LO2. Assemble and clean necessary restaurant equipment	8	12	20
6	restaurant opening duties	LO3. Arrange restaurant service areas	5	7	12
		LO4. Set up the restaurant for service	3	7	10
5 Pa	g e		3	7	10
5   Pa	g e		3	7	10

		LOS, STOCK THE SERVICE STUDION	4	-	v
		Total hours	24	36	60
		LO1. Receive and welcome guests	5	7	12
		LO2. Take food and beverage orders	6	9	15
7	Serving food	LO3. Serve beverages	8	15	23
-	and beverage	LO4. Serve food	3	7	10
		LO5. Clear guest table and present the bill	3	7	10
		Total hours	25	45	70
		LO1. Perform kitchen closing duties	8	12	20
		LO2. Maintain kitchen tools, equipment and material	6	14	20
8	Kitchen and Restaurant closing duties	LO3. Perform Restaurant closing duties	8	12	20
		LO4. Maintain Restaurant tools, equipment and materials	3	7	10
		Total hours	25	35	70
		LO1. Identify tools, equipment and ingredients for bakery products	5	10	15
9	Simple bakery products	LO2 .Handle tools, equipment for bakery products	10	20	30
	-	LO3. Bake simple bakery products	7	13	20
		LO4. Store simple bakery products	5	10	15
		Total hours	27	53	80

	Stocks, sauces,	LO1. Prepare Stocks	7	13	20	
10	and soups	LO2. Prepare Mother Sauces	8	17	25	
	· ·	LO3.Prepare Soups	8	17	25	
		Total hours	23	47	70	
11		LO1. Prepare Vegetables	3	7	10	
Page						
	Vegetables and starch	LO2. Cook vegetables	7	13	20	
		LO.3Prepare starches	10	20	30	
	and starch	LO.3Prepare starches Total hours	10 20	20 40	30 60	
	and starch dishes	LO.3Prepare starches Total hours LO 1. Select salad ingredients	10 20 3	20 40 7	30 60 10	
12	and starch	LO.3Prepare starches Total hours LO 1. Select salad ingredients LO2. Prepare salad ingredients	10 20 3 8	20 40 7 17	30 60 10 25	
12	and starch dishes Salads and	LO.3Prepare starches Total hours LO 1. Select salad ingredients LO2. Prepare salad ingredients LO3. Prepare fruits	10 20 3 8 8	20 40 7 17 17	30 60 10 25 25	
12	and starch dishes Salads and	LO.3Prepare starches Total hours LO 1. Select salad ingredients LO2. Prepare salad ingredients LO3. Prepare fruits Total hours	10 20 3 8 8 19	20 40 7 17 17 41	30 60 10 25 25 60	
	and starch dishes Salads and fruits	LO.3Prepare starches Total hours LO 1. Select salad ingredients LO2. Prepare salad ingredients LO3. Prepare fruits Total hours LO1. Prepare meat dishes	10 20 3 8 8 19 12	20 40 7 17 17 41 23	30 60 10 25 25 60 35	
12	and starch dishes Salads and	LO.3Prepare starches Total hours LO 1. Select salad ingredients LO2. Prepare salad ingredients LO3. Prepare fruits Total hours LO1. Prepare meat dishes LO2. Prepare Poultry dishes	10 20 3 8 8 19 12 12	20 40 7 17 17 41 23 23	30 60 10 25 25 60 35 35	
	and starch dishes Salads and fruits Meat, poultry	LO.3Prepare starches Total hours LO 1. Select salad ingredients LO2. Prepare salad ingredients LO3. Prepare fruits Total hours LO1. Prepare meat dishes	10 20 3 8 8 19 12	20 40 7 17 17 41 23	30 60 10 25 25 60 35	







With trainer guidance;

List all competencies that each module will equip you at the end of your school





After your school, you applied for the position of Waiter/waitress, Hostess or Commis chef. During interview, you were asked to list down all activities that you can perform in hotel.

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Fill in the blank:

What I can do Waiter/Waitress:

.....

.....

What I can do as hostess:

.....

.....

What I can do as Commis chef:

.....



- 1. What are characteristics of an occupation and its importance in the economic development
- 2. Under which service a students graduated in food and beverage should work?
- 3. What are possible job positions that students graduated in food and beverage should occupy in the hospitality and tourism sector
- 4. If you get chance to continue your school after this qualification, which qualification will you sit for?



#### Possible job positions in the trade

- 1. Waiter/Waitress
- 2. Hostess
- 3. Commis chef



#### Post assessment Learning unit 2

- a. There are no right or wrong ways to answer this survey. It is for your own use during this course.
- b. Think about yourself: do you think you can do this? How well?
- c. Read the statements across the top. Put a check in column that best represents your situation.

My experience	l don't	I know	I have	I have a	l am
Knowledge, skills and attitudes	have any experience doing this.	a little about this.	some experience doing this.	lot of experience with this.	confident in my ability to
					do this.
Describe the elements of occupation in sector					
Describe characteristics of the occupation					

My experience Knowledge, skills and attitudes	l don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	I am confident in my ability to do this.
Identify the importance of the occupation in economic development					
Explain working conditions in the occupation					
Justify the place of the occupation in the sector					
Define rational of qualification					
Describe the occupation in the trade					
Identify opportunities of the qualification					
Explain the job positions within the trade					
Explain the qualification to be learnt					
Explain the content of the training program (modules)					

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	I am confident in my ability to do this.
Describe the qualification pathways (entry, exit level & further learning					

Fill in the table above and share results with the trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

# UNIT 3: RESPECT THE FACILITATION AND APPLY LEARNING METHODS



Figure 6: Trainees learning in group

#### Unit summary:

This unit describes knowledge, skills and attitudes to the learners required to respect the facilitation and apply learning methods. This includes Description of learning methods, description of assessment procedures and identification of learning strategies.

#### Self-Assessment: Unit 3

#### 1. Examine the illustration

- a. What is happening on illustration?
- b. What topics do you think will be covered under this unit?

#### 2. Pre-assessment

- a) Fill in the self-assessment below.
- b) There are no right or wrong ways to answer this survey.
- c) It is for your own use during this course.
- d) Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.
- e) At the end of this learning outcome, we'll take this survey again.

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	l am confident in my ability to do this.
Use learning methods					
Explain student role in the learning					
Apply experiential learning cycle					
Assess learning style					
Use tools to assess learning style					

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	l am confident in my ability to do this.
Describe assessment					
procedures					
Define of assessment					
Differentiate types of					
assessment					
Describe assessment					
procedures					
Identify learning					
strategies					

# **Key Competencies:**

Knowl	edge	Skills		Attitu	des
1.	Explain learning	1.	apply learning	•	Positive behavior in
	methods		methods		classroom
2.	Define students' role	2.	Assess he/his	•	Respect others
	in learning process		learning style		learning styles
			using VARK		
3.	Define assessment	3.	Differentiate types	•	Self-study plan
			of assessment		according to the
					learning style
4.	Describe assessment	4.	Perform learning	•	Analysis
	procedures		strategies		
5.	Describe learning	5.	Relate learning	•	Be critical thinker
	strategies		strategies to his		
			learning styles		

# Discovery activity



#### Read the story of Janet

Janet is Waitress to hotel located in Kigali; customer always provide feedback by saying that she performs well her duties as Waitress. Her workmate asked her where she got those skills, Janet said that ready many books about Food and Beverage, she asks her friends when she get confused with the task and also, she like to observe when an experienced person is performing the task.

#### Answer to the following questions:

- 1. Who is this story talking about?
- 2. What is her job position?
- 3. How does she perform her roles for her job position?
- 4. What is the question her workmate asked to her?
- 5. How did she learn all skills she processes?
- 6. Now according to the scenario, what do you think this topic is about?

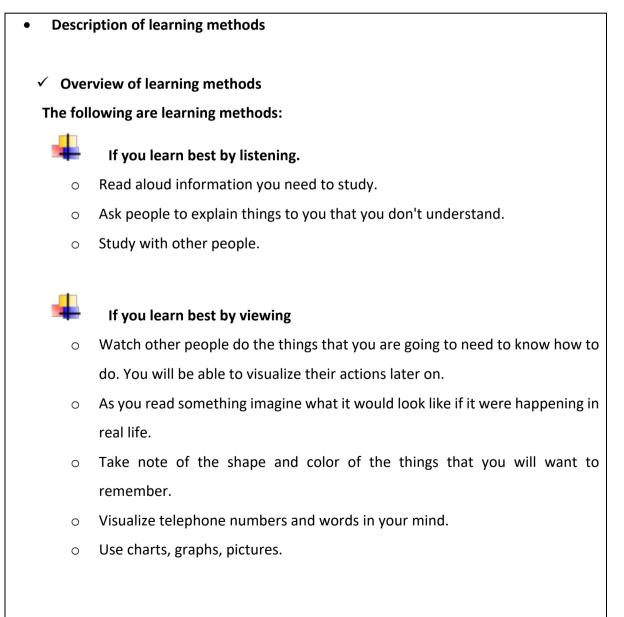
# **Topic 3.1: Description of learning methods**





- 1. During your ordinary level, you have learnt different skills.
- 2. Remember a skill that you have learnt
- 3. How did you get able to learn that new skill?

#### Key Facts 3.1



#### If you learn best by doing.

- If given a choice, show others that you know how to do something by showing them how you do it.
- Go on visits to places to see how things are actually done.
- When you have to learn how to do something new, watch someone who is actually doing it and ask them to coach you while you do it.
- Choose a job that lets you work with your hands and move around.

#### If you learn best by writing.

- When you read, underline and take notes as you read along.
- Take notes when listening to instructions.
- Write down the things that you need to do. Make lists. Keep a written schedule.
- Get a job that involves writing.

#### If you learn best by reading.

- Take good notes and then read them later on.
- Read instructions instead of having someone tell you or show you how to do something.
- Have people write down directions for you to read.
- Get information through the written word.
- Choose a job that requires reading.
- o Occupation & Learning Process Module Trainer's Manual

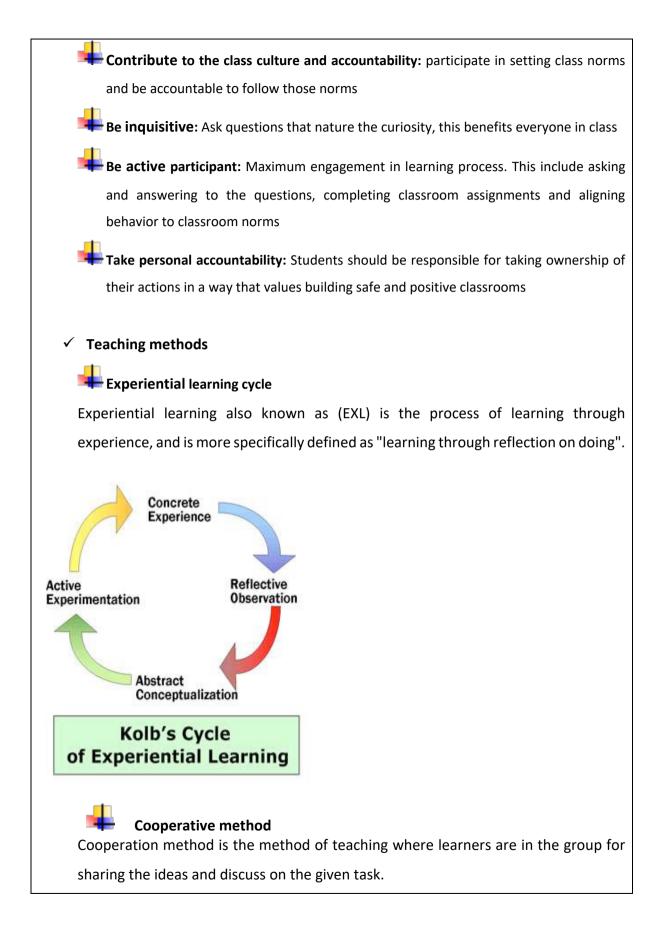
#### Student's role in learning process<sup>4</sup>

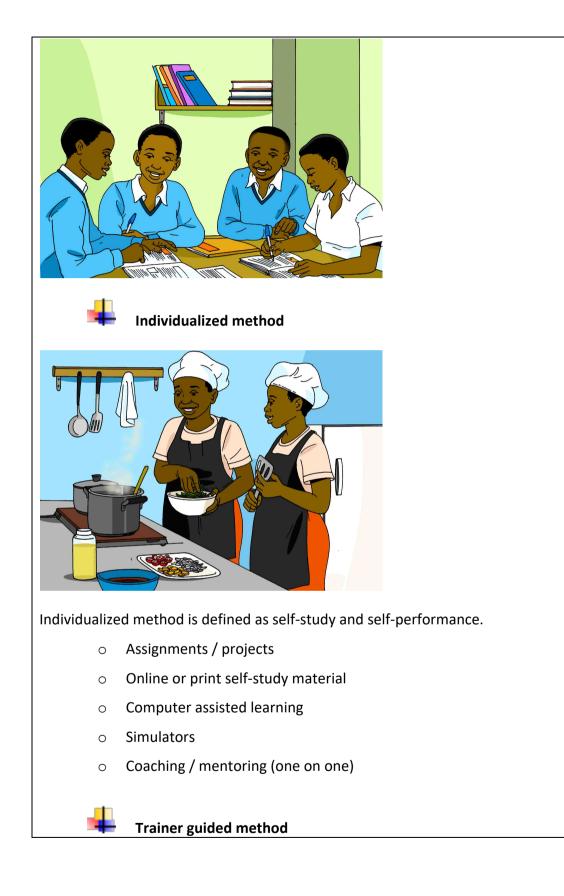
Attending class: Obey timetable

completing reading and other assignments as proscribed by the teacher

https://www.powerschool.com/blog/roles-responsibilities-students-classroom-management/

<sup>&</sup>lt;sup>4</sup> Mark A.M.1966.The Role of Student Response in Learning from the New Educational Media







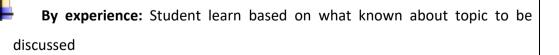
Trainer guided is method of teaching where learners perform given by guidance of trainer or facilitator.

Activities included in trainer guided are:

- Trainees' presentations
- Guest person (presentation / interview)
- o Question and answer
- o Demonstration by trainer
- o Interactive presentation / lecture
- Video based session
- o Drill and practice exercise
- o Education visit / tour
- Practical / lab session

✓ Assess One's learning style

#### Types of learning style



**By reading and listening:** student prefer to use reading materials and listening to any audio, or from trainer.



**By try and error:** This self-learning where student try himself until he is able to perform the task

-	By thinking/ Reflective reasoning: student learn through principles and					
de	finition					
✓ Tools	to assess learning style					
VARK						
4	Visual					
4	Auditory					
-	Reading and writing					
4	Kinesthetic					
The VARK Q	The VARK Questionnaire (Version 7.1)					
How Do I Lea	arn Best?					
Choose the a	inswer which best explains your preference and circle the letter(s) next to it.					
Please circle	more than one if a single answer does not match your perception.					
Leave blank	any question that does not apply.					
1. You a	re helping someone who wants to go to your airport, town centre or railway					
statio	on. You would:					
a.	go with her.					
b.	tell her the directions.					
C.	write down the directions.					
d.	draw, or give her a map.					
	re not sure whether a word should be spelled `dependent' or `dependent'.					
You v	vould:					

- a. see the words in your mind and choose by the way they look.
- b. think about how each word sounds and choose one.
- c. find it in a dictionary.
- d. write both words on paper and choose one.
- 3. You are planning a holiday for a group. You want some feedback from them about the plan. You would:
  - a. describe some of the highlights.
  - b. use a map or website to show them the places.
  - c. give them a copy of the printed itinerary.
  - d. phone, text or email them.
- 4. You are going to cook something as a special treat for your family. You would:
  - a. cook something you know without the need for instructions.
  - b. ask friends for suggestions.
  - c. look through the cookbook for ideas from the pictures.
  - d. use a cookbook where you know there is a good recipe.
- A group of tourists want to learn about the parks or wildlife reserves in your area.
   You would:
  - a. talk about, or arrange a talk for them about parks or wildlife reserves.
  - b. show them internet pictures, photographs or picture books.
  - c. take them to a park or wildlife reserve and walk with them.
  - d. give them a book or pamphlets about the parks or wildlife reserves.
- 6. You are about to purchase a digital camera or mobile phone. Other than price, what would most

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- a. influence your decision?
- b. Trying or testing it.
- c. Reading the details about its features.
- d. It is a modern design and looks good.
- e. The salesperson telling me about its features.

- 7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
  - a. watching a demonstration.
  - b. listening to somebody explaining it and asking questions.
  - c. diagrams and charts visual clues.
  - d. written instructions e.g. a manual or textbook.
- 8. You have a problem with your heart. You would prefer that the doctor:
  - a. gave you a something to read to explain what was wrong.
  - b. used a plastic model to show what was wrong.
  - c. described what was wrong.
  - d. showed you a diagram of what was wrong.
- 9. You want to learn a new program, skill or game on a computer. You would:
  - a. read the written instructions that came with the program.
  - b. talk with people who know about the program.
  - c. use the controls or keyboard.
  - d. follow the diagrams in the book that came with it.

#### 10. I like websites that have:

- a. things I can click on, shift or try.
- b. interesting design and visual features.
- c. interesting written descriptions, lists and explanations.
- d. audio channels where I can hear music, radio programs or interviews.
- 11. Other than price, what would most influence your decision to buy a new nonfiction book?
  - a. The way it looks is appealing.
  - b. Quickly reading parts of it.
  - c. A friend talks about it and recommends it.
  - d. It has real-life stories, experiences and examples.

- 12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
  - a. a chance to ask questions and talk about the camera and its features.
  - b. clear written instructions with lists and bullet points about what to do.
  - c. diagrams showing the camera and what each part does.
  - d. many examples of good and poor photos and how to improve them.
- 13. Do you prefer a teacher or a presenter who uses:
  - a. demonstrations, models or practical sessions.
  - b. question and answer, talk, group discussion, or guest speakers.
  - c. handouts, books, or readings.
  - d. diagrams, charts or graphs.
- 14. You have finished a competition or test and would like some feedback. You would like to have

feedback:

- a. using examples from what you have done.
- b. using a written description of your results.
- c. from somebody who talks it through with you.
- d. using graphs showing what you had achieved.
- 15. You are going to choose food at a restaurant or cafe. You would:
  - a. choose something that you have had there before.
  - b. listen to the waiter or ask friends to recommend choices.
  - c. choose from the descriptions in the menu.
  - d. look at what others are eating or look at pictures of each dish.
- 16. You have to make an important speech at a conference or special occasion. You would:

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- a. make diagrams or get graphs to help explain things.
- b. write a few key words and practice saying your speech over and over.

- c. write out your speech and learn from reading it over several times.
- d. gather many examples and stories to make the talk real and practical.

#### The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

			-				
3	ĸ	V	)		R		A
Question	a category	b categ	ory	c ca	tego	ry	d category

#### **Scoring Chart**

Question	a category	b category	c category	d category
1	К	Α	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	К	R
6	ĸ	R	V	A
7	K	А	V	R
8	R	К	A	V
9	R	А	к	V
10	K	V	R	Α
11	V	R	A	к
12	A	R	V	к
13	ĸ	Α	R	V
14	K	R	Α	V
15	ĸ	А	R	V
16	V	A	R	к

#### **Calculating your scores**

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled =

Total number of As circled =

Total number of **R**s circled =

Total number of  $\mathbf{K}$ s circled =

Figure 7: Trainer guided learning

Figure 8: Individualized learning

Figure 9: Kolb's cycle of experiential learning

Figure 10: Trainees learning in group



#### Ŭ U U U Task:

- 1. You want to learn how to set up table for breakfast, from the teaching methods we have learn, which methods do you prefer using to learn this new skill?
- 2. Fill the questionnaire above and follow the instruction given to assess your learning styles

Ask for trainer guidance where needed





- 1. Visit your nearest hotel to meet an expert to learn how to fold napkin
- 2. In your report include the following items:
  - Explain which methods the hotel employee used by teaching you that new skill
  - What is the learning styles you prefered to use to learn that new skill?
  - What was your roles while learning that new skill?

Your friend Jimmy is able to cook for medium restaurant, when he went for job application the restaurant wants to be sure that Jimmy is able to cook as he said. What the restaurant has to do to confirm that Jimmy is able to work for them?

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Read the scenario above and answer to the following questions:

- 1. What the scenario is about?
- 2. Who the scenario is talking on?
- 3. What is Jimmy able to do?
- 4. What the restaurant needs to confirm from Jimmy?

# **Topic 3.2: Description of assessment procedures**





Your friend Jimmy is able to cook for medium restaurant, when he went for job application the restaurant wants to be sure that Jimmy is able to cook as he said. What the restaurant has to do to confirm that Jimmy is able to work for them?

Read the scenario above and answer to the following questions:

- 1. What the scenario is about?
- 2. Who the scenario is talking on?
- 3. What is Jimmy able to do?
- 4. What the restaurant needs to confirm from Jimmy?

#### Key Facts 3.2

#### Description of assessment procedures

# ✓ Definition of assessment

**Assessment** is the process of collecting information as evidence for use in making judgments about learner learning or on whether competence has been achieved.

The main purpose of assessment is to confirm that an individual can perform to the standards expected in the workplace as expressed in the relevant competency standards.

# ✓ Types of assessment process

**Diagnostic assessment:** Set of questions that assess a learner's current knowledge base or current view on a topic/issue to be studied in the course.

**Formative assessment:** is given progressively during the training to make sure that all performance criteria are achieved. It measures progress and provides trainees with valuable feedback.

#### Example:

- Pre-class open-ended question.
- End-of-class feedback forms or questionnaires.
- Quick scales.
- o Short answer Word Cloud
- o Weekly quiz
- o 1 minute reflection writing assignment

Summative assessment: Assessment given to the student at the of training.

- o Final project
- o Final essay
- o Midterm exam

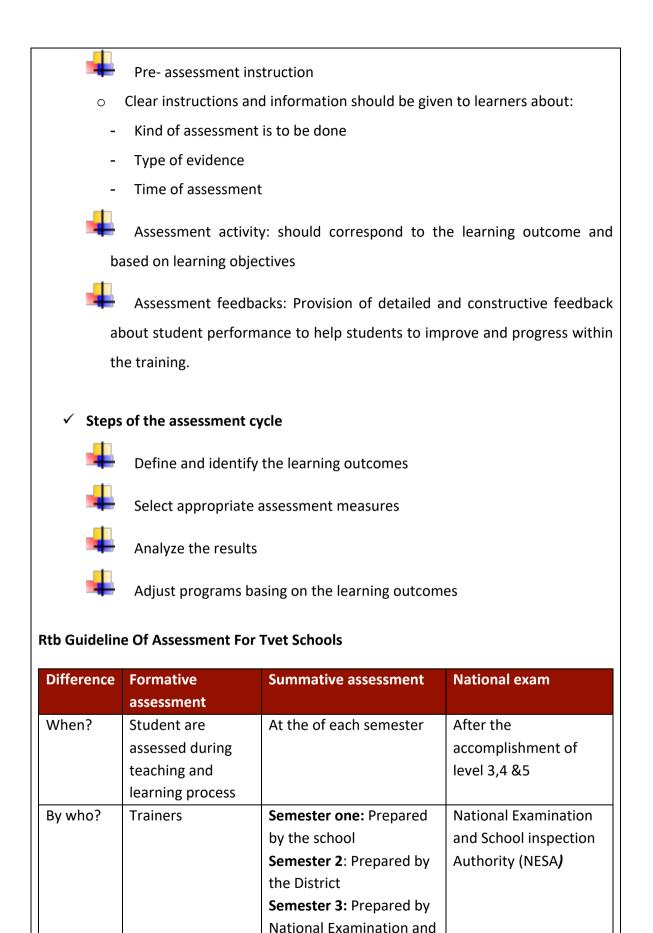
**Confirmative assessment:** occurs sometime after a unit has ended to test knowledge retention. It can be a final examination administered at the end of the year that covers the material studied during the year.

Ipsative assessment: a specific type of survey or assessment in which the participant is forced to select one option among other socially desirable options

# ✓ Assessment procedures



- Assessment preparation
- Task preparation
- Materials preparation
- Workplace preparation



		School inspection Authority (NESA <b>)</b>	
Approach	Assessment is done after each learning outcome.		Practice: is subject weight 70% pass marks Written exam: combining contents of level 3, 4 &5





Now you are aware about assessment methods and guidelines of assessment.

Write down the assessment journey you will to go through to be able to get certificate in L3 in Food and Beverage operation.





You have a new comer in your and s/he come after one week. Assist the newcomer by explaining her/him the assessment process which will guide your study so that you will get certified after your study.

# **Topic 3.3: Identification of learning strategies**







Figure 11: Learning strategies



Examine the picture and answer to the following questions

- 1. What do you see on this picture?
- 2. Who are on this this picture?
- 3. What these people may doing?
- 4. What are strategies do you think they are using to learn to prepare omolet?

# Key Facts 3.3

# Identification of learning strategies<sup>5</sup>

A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings.

## Learning strategies includes:

**Mnemonic strategies:** Mnemonic learning strategies help students memorize content, like facts or terms.

**Structural strategies:** stimulate active learning by encouraging students to mentally pick out important information and put it together into one structure.

Generative strategies: help students remember specific facts and organize them into structures. It assists in incorporating new content into existing knowledge. According to Gennifer Gonzalez, 2016;

Learning strategies includes:<sup>6</sup>



Concrete examples: use specific examples to understand abstract ideas.

Concrete examples assist students to learnt abstract concepts to come up with their own concrete examples.

<sup>&</sup>lt;sup>6</sup> Jennifer Gonzalez, 2016, Learning Strategies you must share with Students

CHAINE WORDS & VISUA	Dual coding: combine words and visuals.
ૢૡૼૺ૾ૺૢૢૢૢૢૢૢૢ	When students are studying, they should make they should make it
- ale	habit to pay attention to image, a chart or graph or graphic
OUAL CODING	organizer and link them to the text by explaining what they mean
	in their own words.
SCHEEN IDEAS WHILE LOL	Interleaving: Switching between ideas while you study.
Real Provide American	Student do few exercises of new process, then weave in other
ACBTOPICS	skills, so that the repetitive behavior is interrupted and students
WTERLEANING	forced to think critically
SCRIBE IDEAS WITH AND	Elaboration: Explain and describe ideas with many details.
	Student go beyond simple recall of information and start making
	connections within the content.
ELABORATION	
SRINGING INFORMATION	Retrieval practice: practice bringing information to mind without
Come and the second	the help of materials.
	students turn off their devices, put all their notes and books away,
RETRIEVAL PRACTICE	then write down everything they know about a particular topic
	then after students check their understanding by revisiting their
	materials.
TYOUR STUDYWE OL	Spaced practice: Space out your study over time.
SPACING SPACING	Every time you leave a little space, you forget a bit of the
	information, and then you kind of relearn it. Student need to
SPACED PRACTICE	create calendar to plan out how they will review content.





The picture above is showing students learning to cook omelet.

With trainer guidance;

Imagine you are among those students:

1. What is the learning strategy you will use to learn how to cook omelet?

.....

.....

2. Explain why you choose that learning strategies?

.....





Choose the most 3 learning strategies for you and explain your choice



- 1. Define the following terms:
  - a. Formative assessment
  - b. Diagnostic assessment
  - c. Summative assessment
- 2. Explain your role (at least 4) as student during learning process?
- 3. During your learning process, what you can do if you realized that you learn by:
  - a. Listening
  - b. Viewing/visual
  - c. Doing
  - d. Writing
  - e. Reading
- 4. Describe assessment procedure as established by National Examination and school inspection Authority (NESA).
- 5. List and explain the most 3 learning strategies for you

# Respond by true or false

- 6. Learning strategies help students organize and use skills to learn content effectively.
- 7. Mnemonic strategies are used to help students memorize facts or terms.
- 8. Structural strategies encourage students to mentally pick out important information and put it together into one structure.
- 9. Generative strategies assist students in remembering specific facts and organizing them into structures.
- 10. Concrete examples are used to understand abstract ideas.
- 11. Dual coding involves combining words and visuals to enhance learning.
- 12. Interleaving refers to switching between ideas while studying.
- 13. Elaboration involves explaining and describing ideas with many details.
- 14. Retrieval practice is a learning strategy that involves bringing information to mind without the help of materials.
- 15. Spaced practice refers to spacing out studying over time.
- 16. Forgetting a bit of information during spaced practice is detrimental to learning.



- 1. Learning styles
  - a. By experience
  - b. By reading and listening
  - c. By try and error
  - d. By thinking/ Reflective reasoning:
- 2. Types of assessment

Formative assessment and summative assessment



# Post assessment

**1.** Fill in the self-assessment below.

There are no right or wrong ways to answer this survey. It is for your own use during this course. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	I am confident in my ability to do this.
Use learning methods					
Explain student role in the learning					
Apply experiential learning cycle					
Assess learning style					
Use tools to assess learning style					
Describe assessment procedures					
Define of assessment					

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	l am confident in my ability to do this.
Differentiate types of assessment					
Describe assessment procedures					
Identify learning strategies					

Fill in the table below and share results with the trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

# UNIT 4: DEVELOP PERSONAL PLANS BASED ON SELF-ASSESSMENT PRACTICES



Figure 12: Setting occupational goals<sup>7</sup>

# **Unit summary:**

This unit describes knowledge skills and attitude required to the student to develop personal plans based on self-assessment practices. It includes identification and assessment of the values, skills and interests, setting goal and developing plan to attain the goals set.

<sup>&</sup>lt;sup>7</sup> PMS Approaches with

# Self-Assessment: Unit 4

## Pre assessment learning unit 4

- **1.** Look at the illustration. What is happening? What do you think this learning outcome will be about?
- **2.** Fill in the self-assessment below.
  - **a.** There are no right or wrong ways to answer this survey.
  - **b.** It is for your own use during this course.
  - c. Think about yourself: do you think you can do this? How well?
  - **d.** Read the statements across the top. Put a check in column that best represents your situation.
  - e. At the end of this learning outcome, we'll take this survey again.

My experience Knowledge, skills and attitudes	l don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	l am confident in my ability to do this.
Identify my values, skills and interests					
Relate values, skills and interests to the workplace					
Assessment of the values, skills and interests					
Accept diversity, self- esteem & confidence					

My experience Knowledge, skills and attitudes	l don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	l am confident in my ability to do this.
Describe strategies to accept diversity at workplace					
Define a goal Explain characteristics of					
goals Differentiate types of goals					
Setting a personal goal					
Develop plans to attain goals					
Describe process for setting and achieving goals					
Describe steps to reach your goals					

# **Key Competencies:**

Knowl	edge	Skills		Attitu	des
1.	Identify values, skills	1.	Providing examples	•	Exhibit values skills
	and interests		of values, skills and		and interest
			interest		
2.	Identify skills and	2.	Relate values, skills	•	Relate personal
	qualities required at		and interests to the		values skills and
	workplace in own		workplace		interest to the
	trade				workplace
3.	Describe strategies	3.	Apply Skills and	•	Relate personal skills
	to diversity		qualities in own		and qualities with
	acceptance at		trade		own trade
	workplace				
4.	Define the term goal	4.	Set personal short	•	Be goal oriented
			term and long-term		
			goals		
5.	Describe	5.	Develop plan to	•	Be optimistic
	characteristics of		achieve long term		
	goal		goal		
6.	Identify types of	6.	Have planning skills	•	Be problem solver
	foals				
7.	Describe steps to	7.	Differentiate types	•	Be realistic
	achieve goals		of goals		

# Discovery activity



- 1. Think about someone you have respected and who served you as role model
- 2. What make that person special to you?
- 3. Write down the words that describe that person

# Word describing that person

- a. .....
- **b.** .....
- **c.** .....
- d. .....
- e. .....
- f. .....
- g. .....
- h. .....
- i. .....
- 4. What do you think is the topic to be covered?
- 5. What do you think the things to be covered under this learning outcome?

# Topic 4.1: Identification of the values, skills and interests

Activity 1: Problem Solving



- 1. You have described the person you have respected and you consider as your role model.
- 2. From the list of description, list down which are values, skills and interest

#### Values:

- 1. .....
- 2. .....
- 3. .....
- 4. .....

# Skills and interest:

1.	

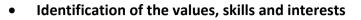
- 2. .....
- 3. .....
- 4. .....
- 3. What would be your values, skills and interest?

# My values, skill and interest:

.....

4. How your values, skills and interest will help in your career?

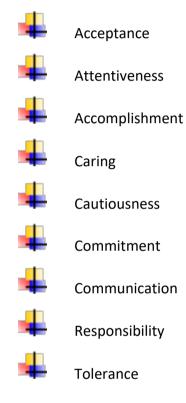
### Key Facts 4.1



### ✓ Values

**Personal values** are the principles and guidelines which a human being lives by and determine the attitude and opinion of the person with regard to various aspects of life.

## The following are examples of values:



# ✓ Skills and interest

**Skills:** qualities that enable you to be successful in the workplace (to have competence to do something successful).



You are not born with skills, but you are born to learn new skills.

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Identifying your specific skills allows you to look for opportunities to transfer

them to new different ways.



Taking stock of the skills you possess can also assist you in identifying the skills you want to add to your personal toolkit.

Human relations,   Reliable   Patient   Honest   Responsible   Punctual   Loval
<ul> <li>Patient</li> <li>Honest</li> <li>Responsible</li> <li>Punctual</li> <li>Ambitious</li> </ul>
Honest Honest Responsible Punctual Ambitious
Responsible Punctual Ambitious
Punctual Ambitious
Ambitious
Loyal
Courteous
Able to work in teams
Able to lead others
Initiative; self-starter
Able to work without supervision
Research and planning, leadership,
Management and computer skills.
Hard working
Analyzing information
Relate values, skills and interests to the workplace
The following are the relationship between skills, values and interest at workplace
Take care of yourself.
Be sure to relax.
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4	Set goals for yourself.
-	Help somebody else out.
-	Take a different perspective.
-	Try new things.
-	Surround yourself with people who make you feel good.
-	Accept yourself.
-	Keep visual reminders of things that make you feel good.





## With trainer guided:

- 1. Think on the things you do on your regular basis. What values, skills and interest reflected in your daily activities?
- 2. Fill in the table below,

Description	Values	Skills	Interest	Workplace
Acceptance				
Responsible				
Able to work in teams				
Commitment				
Help somebody else out.				
Hard working				





List Values, skills and interests you would have as Waiter/Waitress, Hostess and Cimmis chef

## My values, skills and interest as Waiter/Waitress, Hostess and Cimmis chef



# Topic 4.2: Assessment of the values, skills and interests



#### Figure 13: Diversity inclusion in the workplace

### By observation an image

- 1. Study the illustration above
- 2. What do you see on this illustration?
- 3. How are these people on the illustration?
- 4. Now you have described the people on the illustration, do you think they can work together in the same company?
- 1. You are appointed to represent your school in the workshop about peer learning. The workshop will be attended by people from different countries.
- 2. List down what should be categories of people who will attend the workshop
- 3. How will you behave / what will you do to participate in workshop and contribute to the workshop success regardless the differentiation in participants?

#### Key Facts 4.2

#### Assessment of the values, skills and interests

#### ✓ Skills and qualities assessment

A workplace skills assessment involves observing a candidate as they perform their daily tasks, often over a period of time, and using a variety of methods to gain an all-round picture of that person's current abilities and future potential.

### Example of skills and qualities to be assessed in F& B<sup>8</sup>



Application of computer literacy

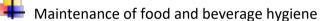


Application of computer interacy

Communicate effectively at workplace

-

Apply customer relations



Perform restaurant opening duties



Serve food and beverage

🖶 Maintain hygiene at workplace

Acceptance of diversity, self-esteem & confidence



Acceptance: the act of accepting something or someone or being accepted.

**Diversity:** the practice or quality of including or involving people from a range of different social and ethical background and of different genders, sexual orientations.

**Self-esteem:** refers to how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can feel difficult to change. We might also think of this as self-confidence.

<sup>&</sup>lt;sup>8</sup> Hospitality and tourism (Food and Beverage) curriculum level 3, 2022



**Confidence:** Feeling sure of yourself and your abilities not in an arrogant way, but in a realistic Other effects of low self-esteem include: You avoid difficult situations 0 0 Sensitive to criticism 0 Anxiety 0 Withdrawal from social situations 0 You are reluctant to trust yourself In diversity, different consideration comes in. these included:9 0 Age Disability 0 Gender and civil partnership 0 Marriage and maternity 0 Race 0 Religious 0 Sex 0 Sexual orientation 0 Strategies to diversity acceptance at workplace Diversity is about recognizing that we all have many great things in common, and that we also have man great differences that sets us apart from each other. Increase accountability and transparency. 0 Develop inclusive skills. 0 Notice the diversity during discussions and decisions. 0 Pay attention to how all people are treated. 0 Be aware of unconscious bias 0

<sup>&</sup>lt;sup>9</sup> https://www.hrsolutions-uk.com/diverse-and-inclusive-workplace/





Now you are aware about skills and qualities in the Food and Beverage and diversity and how it should be accepted at the workplace.

1. Fill the table below to assess if you possess those skills

	Yes	Νο
Application of computer literacy		
Communicate effectively at workplace		
Apply customer relations		
Maintenance of food and beverage		
hygiene		
Perform restaurant opening duties		
Serve food and beverage		
Maintain hygiene at workplace		

2. To the above list, add other skills you possess that are linked to the Food and Beverage works.

If you face challenge, ask for trainer guidance





- 1. You get chance to work as Wiater/ Waitress in world cup, you will work with hotelian from allover the world.
- 2. List down strategies that will help you to work with them.

.....

3. List Values, skills and interests you would have as Waiter/Waitress, Hostess and

Cimmis chef

.....

# **Topic 4.3: Goals setting**

Activity 1: Problem Solving





Figure 14: Setting goal

# Figure 4.3: Setting goal<sup>10</sup>

## **Observe the illustration**

- 1. What do you see on the illustration?
- 2. What do you think is happening on the illustration?
- 3. You are at school because you want to get something after school.
- 4. List 5 things that motivated you to join the school?
  - a. .....
    b. .....
    c. .....
    d. .....
    e. ....

<sup>10</sup> shorturl.at/opuzD

### Key Facts 4.3

#### Goal setting •

Goal: is something you want to achieve. It is the desired result that you, or a group of people plan and commit to achieve.<sup>11</sup>

# ✓ Characteristics of goals <sup>12</sup>

S	<b>Specific</b> Clearly State your Goal				
M	Measurable Ensure you can Measure Success				
A	<b>Attainable</b> Set Goals you know you can Achieve				
R	<b>Relevant</b> Set Goals Relevant to your Career or Education				
Τ	<b>Time-Based</b> Set a Deadline for Completion				
Figure: Characteristics of objectives <sup>13</sup>					
✓ Types of goals					
Short term: is something you want to achieve in near future. Near future car mean today, this week, this month or this year.					
	A short-term goal is something you want to do in the near future. The nea				
	future can mean today, this week, this month, or even this year. A short term is				
	something you can achieve in 1 year or less.				

<sup>&</sup>lt;sup>11</sup> https://www.betterup.com/blog/how-to-set-goals-and-achieve-them

<sup>&</sup>lt;sup>12</sup> https://www.playworks.ph/blog/2668168-setting-goals-for-2016-the-smart-way/

<sup>&</sup>lt;sup>13</sup> shorturl.at/hoJO2



Figure 15: Characteristics of good objective





1. Based on the things you have listed thinks that you want to get after school.

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- 2. Formulate them in form of SMART objective
- 3. State if it is short term or long-term objective

If you get challenge, ask for trainer's guidance





Set personal long-term goal in 3 years

My personal goal in 3 years

# Topic 4.4: Develop plans to attain goals







### Figure 16: Develop plan to attain goal

# Figure: Develop plan to attain goal<sup>14</sup>

## **Observe the illustration**

- 1. What do you see on the illustration?
- 2. What do you think is happening on the illustration?
- 3. You have set your personal long-term goal what are steps you will go through to achive it?

## Key Facts 4.4

 Develop plans to attain goals

 ✓ Process for setting and achieving goals:

 Step 1: Know where you want to be in a certain time

 For instance: Where do I want to be in the next 3 months, 6 months, and 1 year? By the end of the year, I want to graduate from a TVET school.

 Step 2: Have a plan to get where you want to go
 Step 3: What must I know to get there?

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<sup>14</sup> shorturl.at/oqzVY

*Example:* In order to improve my technical drawing skills, I will need to have a better foundation in the basic topics.

# Step 4: What steps must I take in order to know and be able to do these things?

Example: To improve my technical drawing skills, I will need to identify a technical teacher who an spend time with me each week. To participate in practical activities, I will need to ask my nearest restaurant the existing practical working hours.

# Step 5: What abilities and experience do I already have that are going to help me take these steps?

Example: I will talk to people I know who are in my youth group; ask friends and teachers involved in on-going practical working groups,

Step 6: What obstacles might face in my way and how can I deal with them?

Example: It will be difficult to participate in the afternoon practical work because I will be doing the homework from school. I will see if can get assistance from friends and see if there are nay other times for practical works.

Step 7: What should I do first, second and so on?

✓ Prepare Long Term Plans and short-term goals

Example of my goal:

Long Term Goal: Run my personal Construction company

Short Term Goal 1: Improve professional skills by December 2021

Steps:

- Complete at least three professional (technical skills) short courses by June 2021
- Complete at least two short courses in project management and Business plan by August 2021
- Do Internship in at least two big Construction companies in Rwanda by December 2021

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Short Term Goal 2: Create a legal construction company by December 2022 Steps:

- 1. Register construction company in RDB and RRA by June 2022
- 2. Avail a well-prepared business plan for the company by September 2022

Short Term Goal 3: Strengthen Partnership with big construction companies by 2023 Steps:

- Sign Partnership agreements with at least two big construction companies in Rwanda by December 2022
- 2. Sign at least three outsourcing contracts with construction companies by 2023

# Short Term Goal 4: Perform properly won construction bids

# Steps

- 1. Win at least two construction Bids by the end of 2024
- Run a Shop for construction supplies to back up the company b September 2024

# Develop strategies to achieve plans <sup>15</sup>

- 1. **Have SMART goals:** set goal that is Specific, Measurable, Achievable, relevant with Time limit
- 2. Write them down: People who wrote their goals have a better chance of accomplishing more than those who do not written down their goals.
- Make your goal visible: Put your written goals somewhere you will see them.
   Foe example on your bathroom mirror or fridge.
- 4. **Break it down:** Write your main goal at the top of rung of the ladder. Write down main goal the smallest goals you need to achieve in order to achieve your main goal.
- 5. **Develop a plan:** Write down the individual steps you need to take to achieve goals.
- 6. **Take action:** put your plan into action. Even the smallest act makes you one step closer to your goal.
- 7. **Keep perspective:** You might reach a point where you feel you would do anything you have to in order to get closer to achieving your goal. Don't be

<sup>&</sup>lt;sup>15</sup> https://www.betterup.com/blog/how-to-set-goals-and-achieve-them

obsessed with achieving your goals. Avoid burnout by living a balanced life. Take breaks from your plan and look at the bigger picture.

- 8. **Identify potential obstacles:** being aware of your potential obstacles will make them less intimidating if you are faced with them along your journey toward success.
- 9. **Be accountable:** accountability helps you make consistent, steady progress and keeps you striving toward your goals.
- Reflect and adjust: maybe you have not achieved your goals in the time frame you wanted to. Maybe your goals were a bit too unrealistic, and that is ok. Rather than feeling defeated, take time to review your goals and see what you can change.





- 1. You set your personal goal that you will achieve in 3 years
- 2. With trainer guided, describe how you will achieve your goal

My long-Term Goal in 3 year:	
Short Term Goal 1:	
Steps:	
Short Term Goal 2:	
Steps:	
Short Term Goal 3:	
Steps:	
Short Term Goal 4:	
Steps	





- 1. After school you want to achieve something. To get it, you need to express in terms of objective. You set your personal goal that you will achieve after school (in 4 years)
- 2. Describe how you will achieve that goal



1. Fill in the table below by ticking in the appropriate box

Description	Values	Skill and interest
Cautiousness		
Initiative		
Caring		
Accomplishment		
Able to work without supervision		
Commitment		
Analyzing information		
Communication		
Hard working		
Able to lead others		
Responsibility		
Able to work in teams		

- 2. List skills and qualities needed in food and beverage
- 3. What can you do to accept diversity in the workplace?
- 4. How should be a goal?

5. Describe steps to achieve long term goal.

# Respond by true or false

- 6. Developing plans is an important step in attaining goals
- 7. The process for setting and achieving goals involves knowing where you want to be in a certain time, having a plan to get there, and identifying the steps to reach your goals
- 8. Short-term goals should be specific, measurable, achievable, relevant, and timebound (SMART).
- 9. Writing down goals increases the likelihood of accomplishing them.
- 10. Reflection and adjustment of goals are important if they are not achieved within the desired time frame.
- 11. Short-term goals do not need to be specific, measurable, achievable, relevant, and time-bound (SMART).
- 12. Writing down goals does not impact the likelihood of accomplishing them
- 13. Making goals visible has no effect on remembering and focusing on them.
- 14. Breaking down goals into smaller tasks is not a helpful strategy for achieving them.

# Points to remember

- 1. Recognizing values, skills and interests is important while performing your job and working with others
- 2. A good goal should always be SMART
- 3. Short term goal is less than 1 year and long-term goal is more than 1 year.
- 4. Steps to achieve long term goal
  - a. Know where you want to be in a certain time
  - b. Have a plan to get where you want to go
  - c. What must I know to get there?
  - d. What steps must I take in order to know and be able to do these things?
  - e. What abilities and experience do I already have that are going to help me take these steps?
  - f. What obstacles might face in my way and how can I deal with them?
  - g. What should I do first, second and so on?



# Post assessment learning unit 4

- **3.** Fill in the self-assessment below.
  - 1. There are no right or wrong ways to answer this survey.
  - 2. It is for your own use during this course.
  - 3. Think about yourself: do you think you can do this? How well?
  - **4.** Read the statements across the top. Put a check in column that best represents your situation.

My experience Knowledge, skills and	I don't have any experience	l know a little about	l have some experience	l have a lot of experience	l am confident in my
attitudes	doing this.	this.	doing this.	with this.	ability to do this.
Identify my values, skills and interests					
Relate values, skills and interests to the workplace					
Assessment of the values, skills and interests					
Accept diversity, self- esteem & confidence					
Describe strategies to accept diversity at workplace					
Define a goal					
Explain characteristics of goals					
Differentiate types of goals					
Setting a personal goal					
Develop plans to attain goals					
Describe process for setting and achieving goals					

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	l know a little about this.	I have some experience doing this.	l have a lot of experience with this.	l am confident in my ability to do this.
Describe steps to reach your goals					

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.



Not applicable

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