

**COMHAIRLE NÁISIÚNTA NA  
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR  
VOCATIONAL AWARDS**



**Module Descriptor**

**Bed, Breakfast and  
Evening Meal**

**Level 2 D20128**

**September 2001**

**[www.ncva.ie](http://www.ncva.ie)**

## Level 2 Module Descriptor

### Summary of Contents

<b>Introduction</b>	Describes how the module functions as part of the national vocational certificate framework.
<b>Module Title</b>	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website <a href="http://www.ncva.ie">www.ncva.ie</a> .
<b>Module Code</b>	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
<b>Level</b>	Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 3.
<b>Credit Value</b>	Denotes the amount of credit that a learner accumulates on achievement of the module.
<b>Purpose</b>	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
<b>Preferred Entry Level</b>	Recommends the level of previous achievement or experience of the learner.
<b>Special Requirements</b>	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
<b>General Aims</b>	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
<b>Units</b>	Structure the learning outcomes; there may be no units.
<b>Specific Learning Outcomes</b>	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
<b>Portfolio of Assessment</b>	Provides details on how the learning outcomes are to be assessed.
<b>Grading</b>	Provides details of the grading system used.
<b>Individual Candidate Marking Sheets</b>	List the assessment criteria for each assessment technique and the marking system.
<b>Module Results Summary Sheet</b>	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
<b>Appendices</b>	Can include approval forms for national governing bodies.
<b>Glossary of Assessment Techniques</b>	Explains the types of assessment techniques used to assess standards.
<b>Assessment Principles</b>	Describes the assessment principles that underpin the NCVA approach to assessment.

## Introduction

A module is a statement of the standards to be achieved to gain an NCVA award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While the NCVA is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

<b>1</b>	<b>Module Title</b>	<b>Bed, Breakfast and Evening Meal</b>
<b>2</b>	<b>Module Code</b>	<b>D20128</b>
<b>3</b>	<b>Level</b>	<b>2</b>
<b>4</b>	<b>Credit Value</b>	<b>1 credit</b>
<b>5</b>	<b>Purpose</b>	<p>This module has been developed to provide an opportunity for the learner to acquire food preparation, food and beverage service and accommodation service skills and knowledge for bed, breakfast and evening meal service.</p> <p>The module is designed to facilitate integration into the workplace and/or professional training.</p> <p>This module may be offered as an elective module for the National Vocational Certificate Level 2 Tourism.</p>
<b>6</b>	<b>Preferred Entry Level</b>	National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences
<b>7</b>	<b>Special Requirements</b>	
	<b>Providers:</b>	<p>Centres will require the approval of CERT prior to offering the module. An approval form is available at the back of this module descriptor.</p> <p>The content and delivery of this module must comply with the criteria specified by CERT and available from CERT.</p> <p>Minimum recommended resource requirements are available from CERT.</p>
<b>8</b>	<b>General Aims</b>	<p><i>Learners who successfully complete this module will:</i></p> <p><b>8.1</b> acquire personal and professional presentation skills</p>

- 8.2 appreciate the role of customer relations and hospitality skills in the service industry
  - 8.3 acquire customer orientated skills for the service industry
  - 8.4 develop and apply safe and hygienic work practices
  - 8.5 acquire initial skills in food preparation, food service and accommodation service necessary for the bed, breakfast and evening meal establishments
  - 8.6 understand the principles of menu planning and food costing.
- 9 Units                      The specific learning outcomes are grouped into 4 units.**
- Unit 1                      Food Preparation**
  - Unit 2                      Food and Beverage Service**
  - Unit 3                      Accommodation Service**
  - Unit 4                      Hygiene and Safety**

**10 Specific Learning Outcomes**

**Unit 1                      Food Preparation**

*Learners should be able to:*

- 10.1.1 identify culinary equipment and utensils appropriate to a bed, breakfast and evening meal establishment
- 10.1.2 demonstrate safe and hygienic work practices
- 10.1.3 explain the principles of menu planning
- 10.1.4 apply the principles of menu planning to catering for special dietary needs
- 10.1.5 identify basic food commodities
- 10.1.6 store basic food commodities
- 10.1.7 assess the cost and quality of food commodities

- 10.1.8** apply basic cookery principles to the preparation of:
- traditional and healthy breakfast
  - packed lunches
  - salads
  - home-made soups
  - simple starters
  - fish, meat and vegetarian main course dishes
  - common root and green vegetables
  - bread, scones, cakes and pastries
  - hot and cold beverages
  - mid-morning and afternoon snacks.

**Unit 2 Food and Beverage Service**

*Learners should be able to:*

- 10.2.1** present professionally for work
- 10.2.2** prepare dining area for the service of:
- breakfast
  - lunch
  - dinner
- 10.2.3** lay-up a table using tablecloths and tablemats
- 10.2.4** construct simple napkin folds
- 10.2.5** assemble simple table floral decorations
- 10.2.6** lay-up a table for table d’hôte service
- 10.2.7** treat glass and cutlery safely and hygienically
- 10.2.8** demonstrate the service of food and beverages
- 10.2.9** serve plated meals to customers
- 10.2.10** prepare and serve non-alcoholic beverages
- 10.2.11** explain the principles of wine service
- 10.2.12** present and pour wine
- 10.2.13** prepare and serve Irish Coffee
- 10.2.14** demonstrate the procedure for clearing a table during and after service

- 10.2.15** change an ashtray
- 10.2.16** lay-up and serve morning coffee and afternoon tea
- 10.2.17** demonstrate effective communication with customers
- 10.2.18** demonstrate appropriate customer relations and hospitality skills.

**Unit 3 Accommodation Service**

*Learners should be able to:*

- 10.3.1** identify cleaning materials, equipment and cleaning agents appropriate to accommodation areas
- 10.3.2** store cleaning agents, equipment and materials
- 10.3.3** recognise the symbols used in textile care labelling
- 10.3.4** demonstrate procedures for laundering table linen and bed linen
- 10.3.5** demonstrate the procedures for servicing:
- bedrooms
  - bathrooms
  - living room/dining area
  - public areas
- 10.3.6** prepare floral decorations for an entrance hall
- 10.3.7** explain the basic principles of interior design.

**Unit 4 Hygiene and Safety**

*Learners should be able to:*

- 10.4.1** explain the causes of food poisoning and cross-contamination
- 10.4.2** describe the procedures for the prevention of growth of micro-organisms
- 10.4.3** explain the importance of personal and work hygiene
- 10.4.4** apply the principles of personal and work hygiene
- 10.4.5** demonstrate correct procedures for washing up and cleaning kitchen areas

- 10.4.6 identify safety hazards in kitchens and public areas
- 10.4.7 outline preventive actions to ensure safety in kitchens and public areas
- 10.4.8 handle minor accidents, spillages and breakages correctly
- 10.4.9 apply correct procedures in the event of fire or other emergency
- 10.4.10 apply basic first aid techniques.

## 11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with NCVA regulations.

Assessment is devised by the internal assessor, with external moderation by the NCVA.

<b>Summary</b>	<b>Skills Demonstration</b>	<b>75%</b>
	<b>Examination (Theory-Based)</b>	<b>25%</b>

### 11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in a broad range of practical skills as outlined in the specific learning outcomes.

The internal assessor will devise three suitable tasks to test bed, breakfast and evening meal preparation and service. The tasks should focus on:

- preparation of an evening meal/breakfast for four people
- preparation and service of an evening (table d’hôte) service for four people
- service of a bedroom and bathroom.

As part of the skills demonstration(s), candidates will demonstrate their awareness and understanding of safety and hygiene issues, organisational skills and effective customer service as described in the specific learning outcomes.

The skills may be assessed at any time throughout the learning process. The candidate will submit supporting documentation as part of the assessment.

## **11.2 Examination**

The internal assessor will devise a theory-based examination that assesses candidates' ability to recall and apply theory and understanding, requiring responses to a range of short answer questions. These questions may be answered in different media such as in writing or orally.


The examination will be based on a range of specific learning outcomes and will be 1 hour in duration.

The format of the examination will be as follows:

12 short answer questions, of which candidates are required to answer 10 (5 marks each).

## **12 Grading**

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

<b>Individual Candidate Marking Sheet 1</b>		<b>Bed, Breakfast and Evening Meal D20128 Skills Demonstration 75%</b>
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**Candidate Name:** \_\_\_\_\_ **NCVA Candidate No.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Roll No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> <li>• efficient and effective demonstration of food and beverage and accommodation skills</li> </ul>	<b>60</b>	
<ul style="list-style-type: none"> <li>• effective use of organisational skills and attention to detail, including supporting documentation</li> </ul>	<b>30</b>	
<ul style="list-style-type: none"> <li>• clear understanding and application of safety and hygiene practices</li> </ul>	<b>30</b>	
<ul style="list-style-type: none"> <li>• consistent demonstration of professional and pleasant customer service</li> </ul>	<b>30</b>	
<b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i>	<b>150</b>	

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Examiner's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Individual Candidate Marking Sheet 2</b>		<b>Bed, Breakfast and Evening Meal D20128 Examination (Theory- Based) 25%</b>
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**Candidate Name:** \_\_\_\_\_ **NCVA Candidate No.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Roll No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<p><b>Short Answer Questions</b></p> <p>12 short answer questions, answer any 10 (5 marks each) (Indicate questions answered)</p> <p style="text-align: center;">Question No.:* _____            _____            _____            _____            _____            _____            _____            _____            _____            _____</p>	<p><b>5</b> <b>5</b> <b>5</b> <b>5</b> <b>5</b> <b>5</b> <b>5</b> <b>5</b> <b>5</b> <b>5</b></p>	
<b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i>	<b>50</b>	

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Examiner's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\* The internal assessor is required to enter here the question numbers answered by the candidate.



## Glossary of Assessment Techniques

**Assignment** *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**

*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

**Examination**

*A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**

*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

## **Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

## **Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

# Evidence of Approval

## CERT

### D20128 Bed, Breakfast and Evening Meal

A special requirement for this module is that the provider must secure the approval of CERT before entering candidates for assessment. To apply for approval complete the form below and send it to CERT. Once approved, CERT will return a signed copy to you. The signed copy must be held in the centre as evidence of approval and be available for the NCVA external examiner. This process must take place in conjunction with the normal NCVA application procedure.

**This form is evidence that CERT has approved this centre to run the module  
D20128 Bed, Breakfast and Evening Meal.**

**To be completed by the Course Provider:**

Centre Name	_____
Address	_____ _____
Centre Roll Number	_____ Tel. No _____ Fax No _____ E-mail _____
Name(s) of contact person	_____
Name and qualifications of module tutor(s)	_____ _____
Name and qualification of person who will assess the module <i>D20128 Bed, Breakfast and Evening Meal</i> (this must be agreed with CERT)	_____ _____
Number of candidates	_____ Approximate date of practical assessment _____
I confirm that this centre has the resources necessary to offer <i>D20128 Bed, Breakfast and Evening Meal</i> .	
Signature of Centre Principal/Director	_____ Date _____

**CERT Contact and Address**

Training Adviser, Curriculum, Certification and Research Section  
CERT  
CERT House  
Amiens Street  
Dublin 1  
Tel.: 01-8847700  
Fax: 01 8556821

*Signature*

CERT \_\_\_\_\_ Date \_\_\_\_\_

## NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each NCVA module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.