MODULE DESCRIPTION

Module Title	Food and Beverage Service Operations				
Module Code	HTL-121				
Module Type	Theoretical/Practical Compulsory				
Level	Undergraduate				
Year/Semester	Year 1/Semester 2				
Instructor's Name	**TBA**				
ECTS	6	**Lectures/week**	2.30 academic hours (1st-9th week)	**Laboratories/week**	8 hours (10^{th}-13^{th} week)
Module Overview	**Aim:** the module is designed to provide students with the knowledge, skills and techniques involved in food and beverage production and service, and to enable them to apply the appropriate principles and practices to satisfy a range of consumer needs and expectations. **Objectives:** ▪ Examine the key principles and concepts of food and beverage operations in the hospitality industry. ▪ Provide students the necessary knowledge on food and beverage service operations. ▪ Develop various skills and cultivates the proper attitude needed for the delivery of quality service of food and beverage operations in hotels and restaurants. ▪ Provide students the principles of preparation of high-quality food and beverages. ▪ Familiarize students with the concept of menu planning, design and pricing. ▪ Study the importance and concept of budgeting and cost control for food and beverage operations in the hospitality and catering industry. ▪ The food and beverage services sector should contribute a great deal to the profits in the hospitality industry. With the increase in the importance of business meetings and various personal and social events, a large number of customers will visit catering establishments frequently. ▪ This module allows students to gain practical hospitality experience in a real live situation.				
Learning Outcomes	Upon successful completion of this module students will be able to: ▪ Evaluate the nature of food and beverage operations and develop their skills and competencies for achieving a successful career.				

	▪ Appreciate and identify those systems necessary for the successful provision and sound operational practice of a food and beverage event. ▪ Demonstrate confidence and competence in organizational and practical skills within simulated and live situations. ▪ Implement strategies for menu planning, design and pricing to meet customer expectations and sustainable development. ▪ Develop skills in handling and serving food and beverages safely, adhering to food safety policies and regulations and maintaining high hygiene standards. ▪ Acquire knowledge of effective inventory management and control techniques to minimize waste and optimize stock levels through budgets. ▪ Develop critical thinking and problem-solving skills specific to food and beverage service operations, such as handling customer complaints and addressing operational challenges. ▪ Explore emerging trends and innovations in the food and beverage service industry; sustainability, local community development and technology integration.	
Prerequisites	N/A	
Module Content	▪ Food and Beverage Provision and types ▪ The meal experience to include product and service quality ▪ Styles and types of service ▪ Budgeting, costing and pricing ▪ Management control systems ▪ Appropriate production and control delivery systems ▪ Legal responsibilities: hygiene, health and safety, sale of food and drink, and licensing. ▪ HACCP Standards ▪ Evaluation of food and beverage operation ▪ Kitchen management systems ▪ Skill development within a food service and production area ▪ Food production management systems, design and control ▪ Menu engineering and profit analysis ▪ Kitchen and Restaurant hands-on experience in the workplace	
Teaching Methodology	Lectures	This module will be taught by a four-hour session and may be delivered in a classroom setting for the first nine sessions. A practical environment of (normal 8-hour shift) for sessions 10 to 13 both included is mandatory for all students since the final assessment will include the practical part as well of this module.
	Multimedia	PowerPoint, audio and visual, documentaries, videos

	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	▪ Cousins, J., Weekes, S., 2020. *Food and Beverage Service, 10th Edition,* Hodder Education
	Recommended	▪ Dopson, L., R., Hayes, D., K., 2019. *Food and Beverage Cost Control, 7th Edition,* Wiley ▪ Reynolds, D., R., McClusky, K., W., 2012. *Foodservice Management Fundamentals, 1st Edition,* Wiley
Language of Instruction	English	
Assessment	The assessment of students is made up of two components: ▪ continuous assessment (40 marks) ▪ final project (60 marks) The 40 marks of the continuous assessment are allocated as follows: ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments / projects (15 marks) **For practical modules, there may be only continuous assessment without any written final exams. However, the lecturer may assign a special exercise for each student in the workshop towards the end of the semester and the marks awarded will represent the final written mark.** Continuous Assessment + Final Exam = 100 marks 40 marks + 60 marks = 100 marks **THE PASSING MARK FOR EACH MODULE IS 50/100**	

Mark's Description	**MARK RANGE**	**GENERAL CHARACTERISTICS**
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught;

		evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90 84 - 87 81 - 83	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
Good	76 - 80 71 - 75 66 - 70	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
Satisfactory	61 - 65 56 - 60 50 - 55	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.