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Republic of Zambia
Ministry of Education

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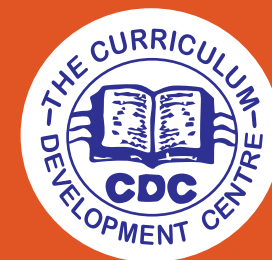
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HOSPITALITY MANAGEMENT SYLLABUS

SECONDARY EDUCATION ORDINARY LEVEL

FORM 1 – 4



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE
LUSAKA
2024



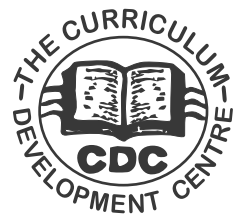
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VISION

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs.

PREFACE

The **Hospitality Management** (HM) Syllabus has been developed by the need to provide a national curriculum for Zambia that is aligned with the **competence based** curriculum and 21st Century Skills. It aims to impart the knowledge, skills, values and positive attitudes that are aimed at enabling children to live and grow into productive and useful members of their communities and the *Zambian society*. The content/topics provided in this syllabi are aimed at facilitating holistic development of learners' *creativity, initiative, problem solving, physical, mental, emotional* skills among others. The suggested activities are designed to offer learners' hands-on experiences through manipulation of real objects, interaction with nature and learning through practice. Thus, the learner will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development. Cross cutting themes and emerging issues such as Life Skills, Entrepreneurship, Climate Change and Financial Education have been incorporated in the syllabus to ensure that learners cultivate a mind-set, skills, values and positive attitudes that prepare them for sustainability and suitability in the labour market.

It is envisaged that the syllabus will make learning at this level more meaningful and enjoyable as it is highly activity oriented and allows for a smooth transition to Advanced Secondary School Level.



Joel Kamoko (Mr.)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system. Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the reformed syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Secondary, the Directorate of National Science Centre, the Examinations Council of Zambia, both the public and private Universities, Zambia Institute for Tourism and Hospitality Studies, schools and other institutions too numerous to mention, for their steadfast support.



Charles K. Ndakala (Dr.)
Director- Curriculum Development
MINISTRY OF EDUCATION

INTRODUCTION

The Hospitality Industry has touched the lives of everyone and over time, has developed from a domestic to a commercial activity. As the hospitality industry has become more complex and widespread so has the need for highly trained and educated individuals to manage, maintain, and expand the hospitality industry. The void of trained and educated professionals in the hospitality industry has contributed to the birth of the introduction of hospitality management subject in Zambia.

Hospitality Management is the study of various interrelated themes in the hospitality industry such as hygiene, food production, food and beverage service and client service. Learners will study how to produce and present a range of different meals, prepare venues and set tables for different types of functions, and perform the correct service and clearing techniques in respect of food and beverages. **Hospitality Management as a STEM Subject**

Integrating STEM topics into hospitality management lessons will help the learners become more engaging and relevant. STEM, which stands for Science, Technology, Engineering, and Math, is becoming increasingly important in the hospitality industry. It refers to the integration of these disciplines into various aspects of hospitality management. The use of technology is a key component in hospitality operations, from online booking platforms to data analysis for decision-making. Hospitality managers utilize **STEM skills** to streamline processes, improve efficiency, and enhance guest experiences. These skills include **problem-solving, analytical thinking, and innovation**. By leveraging technology, managers can optimize revenue management, improve customer service, and create personalized experiences for guests. Additionally, STEM plays a crucial role in sustainability efforts within the industry, such as implementing energy-efficient practices and reducing waste. Overall, STEM is essential for hospitality managers to stay competitive and deliver exceptional service in today's digitally-driven world.

The inclusion of sustainable practices in lessons incorporates engineering principles where learners will research and propose solutions for instance; energy efficiency, waste management, and water conservation. Mathematical topics help learners apply mathematical concepts in a real-world context. STEM education in hospitality management is designed to help learners gain skills required to succeed in the 21st-Century job market. It gathers this subject into a cohesive learning campaign based on real-world applications.

Suggested teaching/learning methods

For effective implementation of this syllabus, it is necessary that a participatory approach is used. The following are suggested participatory methods that may be used:

- Collaborative Learning
- Projective-Based Learning
- Hands-on Learning
- Inquiry-Based Learning

- Modelling and Simulations
- Guest Lectures Workshops
- Flipped Classroom

Time allocation

Contact time in Hospitality Management is as follows:

Eight (8) hours, **twelve (12)** periods a week. The duration for a single period is **40 minutes**

Assessment

Assessment for the four-year Ordinary Level Secondary Education programme shall include a variety of methods to evaluate learners' competences. Formative and summative assessments shall be conducted at the school and national levels.

School-Based Assessment (SBA)

The purpose of SBA in Hospitality Management is to measure learners' continuous achievement in the prescribed competencies outlined in the Zambia Curriculum Framework 2023. The Examinations Council of Zambia (ECZ) will provide an assessment guideline.

Trade Test Assessment

Additionally, trade test assessment in Fashion and Fabrics will be assessed and certified by TEVETA. This means that schools shall receive syllabuses from TEVETA.

Competences and Descriptors in Hospitality Management

Competences	Descriptors
Analytical Thinking	<ul style="list-style-type: none"> ● Apply knowledge of anatomy and physiology in cosmetology
Collaboration	<ul style="list-style-type: none"> ● Manage front office operations
Communication	<ul style="list-style-type: none"> ● Familiarise with the Star rating of lodging facilities
Creativity and Innovation	<ul style="list-style-type: none"> ● Apply soap and lotion making techniques.
Critical Thinking	<ul style="list-style-type: none"> ● Develop skills in spa treatment and therapy ● Create a functional kitchen layout in a real-world setting
Digital Literacy	<ul style="list-style-type: none"> ● Explore on international cuisine ● Develop marketing and sales strategies
Emotional Intelligence	<ul style="list-style-type: none"> ● Develop skills in spa treatment and therapy
Entrepreneurship	<ul style="list-style-type: none"> ● Develop marketing and sales strategies
Environmental Sustainability	<ul style="list-style-type: none"> ● Demonstrate understanding of hazards and risks in chemical managements.
Financial Literacy	<ul style="list-style-type: none"> ● Control expenses in the housekeeping and laundry department
Problem Solving	<ul style="list-style-type: none"> ● Manage front office operations

FORM 1

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.1.INTRODUCTION TO HOSPITALITY	1.1.1. Historical Overview	1.1.1.1. Demonstrate understanding of the historical background of hospitality industry	<ul style="list-style-type: none"> ● Discussing hospitality industry sectors:(<i>lodging, food and beverage travel and tourism, recreation and entertainment, event management...</i>) ● Explaining the history of hospitality industry:(<i>ancient times, middle ages, renaissance, enlightenment...</i>) ● Describing the link between hospitality and tourism: (<i>hotels and resorts, restaurants and bars, tour operations, travel agencies service...</i>) ● Identifying job/career opportunities in the hospitality business:(<i>hotel manager, receptionist, chef, event coordinator, entrepreneur...</i>) ● Conducting career talks by industry people ● Undertaking an educational tour to a Hospitality facility: (<i>hotels, leisure resorts, restaurants...</i>) 	<ul style="list-style-type: none"> ● Understanding of the historical background of the hospitality industry demonstrated appropriately

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	1.1.2 Traditional and modern hospitality practices in Zambia	1.1.2.1 Apply traditional and modern hospitality practices in Zambia	<ul style="list-style-type: none"> ● Practicing traditional and modern social hospitality norms:(<i>Greeting people, waiting in line, taking turns...</i>) ● Applying Cultural hospitality norms:(<i>removing shoes before entering the house, using correct utensils, observing table manners...</i>) ● Illustrating Organizational hospitality norms:(<i>dress code, communication styles, protocols...</i>) <p>Developing Group hospitality norms:(<i>team work, conflict resolution, communication...</i>)</p>	Traditional and modern hospitality practices in Zambia applied accordingly
	1.1.3. Benefits of the hospitality industry	1.1.1.1.Explore benefits of the hospitality industry	<ul style="list-style-type: none"> ● Creating relationships in the hospitality industry: (<i>loyalty programs, consistency and reliability, active listening, community involvement...</i>) ● Conducting a cultural exchange in the hospitality 	Benefits of the hospitality industry explored accordingly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p>industry:(<i>language training, cultural orientation, traditional events, local partnerships...</i>)</p> <ul style="list-style-type: none"> ● Creating memorable experiences in the hospitality:(<i>Service personalization, attention to detail, storytelling , local experiences ...</i>) 	
	1.1.4.Departments of the Hospitality Facility	1.1.4.1.Analise departments of the hospitality facility	<ul style="list-style-type: none"> ● Discussing departments in hospitality facility: Front office: (<i>reception, billing and payments, reservation...</i>); Housekeeping: (<i>room cleaning, turn down services, linen and laundry supply...</i>); Food and beverage: (<i>restaurants, bars, room service, banquets, events...</i>); Food production: (<i>Bakery, kitchen...</i>) Supporting departments; (<i>maintenance, security, human resource...</i>) 	Departments of hospitality facility analyed appropriately

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.2. FRONT OFFICE OPERATIONS	1.2.1 Front Office Operations	1.2.1.1 Perform roles of the front office	<ul style="list-style-type: none"> Identifying front office personnel: (<i>front office manager, receptionist, concierge, porters...</i>) Discussing personal hygiene and general appearance of front office personnel: (<i>cleanliness, oral hygiene, hair care, hand hygiene, facial expression...</i>) Explaining characteristics of front office personnel: (<i>excellent communication skills, positive attitude, professionalism, teamwork...</i>) Performing front office roles: (<i>guest reservation, guest registration, room assignment...</i>) 	Roles of the front office performed correctly
	1.2.2. Front Office Equipment	1.2.2.1. Utilize front office equipment	<ul style="list-style-type: none"> Identifying front office equipment: (<i>property management system, point of sale, key cord system, printer...</i>) Discussing the importance of front office equipment (<i>efficient guest service, accurate record...</i>) 	Front office equipment utilized correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> ● Making use of front office equipment (surveillance system, key card system, printer...) ● Identifying front office payment and billing equipment: (<i>cash register, credit card machine, electronic payment processing systems...</i>) ● Classifying front office security and surveillance equipment: (<i>alarm system, CCTV camera, fire proof safe, secure storage...</i>) ● Discussing front office printing and document management equipment: (<i>computers, scanners, printers, digital signage...</i>) ● Making use of front office miscellaneous equipment: (<i>photocopier, shredder, smart locks...</i>) 	

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.3. FOOD AND BEVERAGES OPERATIONS	1.3.1 Food and Beverage Operations	1.3.1.1 Demonstrate understanding of Food and Beverage operations	<ul style="list-style-type: none"> • ● Defining food and beverage operations: (<i>food preparation, beverage service, food and beverage production, service and delivery, customer service</i>) • ● Discussing organizational structure of the Food and Beverage services - Kitchen brigade: (<i>executive chef/ head chef, sous chef, commis chef, pastry chef, butcher...</i>) <ul style="list-style-type: none"> - Restaurant personnel: (<i>general manager, maître d Hotel, waitresses/waiters, runners...</i>) - Bar Personnel: (<i>bar tenders, cocktail server, bar manager...</i>) 	Understanding of Food and Beverage operations demonstrated correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	1.3.2. Hygiene Practices in the Cooking Area	1.2.2.1. Demonstrate understanding of hygiene practices in the cooking area.	<ul style="list-style-type: none"> • Describing kitchen hygiene practices: (<i>pest control, waste management, equipment and maintenance, cleaning schedules...</i>) • Discussing Personal hygiene practices: (<i>hand washing, clean clothing, grooming, health and wellness, hygienic habits, cleaning and sanitizing...</i>) • Illustrating food hygiene practices: (<i>equipment, food handling, storage,</i> 	Understanding of hygiene practices in the cooking area demonstrated logically
	1.3.3. Safety and Security in the Cooking Area	1.3.3.1 Practice safety and security in the cooking area.	<ul style="list-style-type: none"> • Making use of safe work practices: (<i>personal protective equipment, knife safety, fire safety, electrical safety, emergency procedures...</i>) • Discussing health and safety in the hospitality industry: (<i>risk assessment, guest safety, chemical handling, and incident reporting...</i>) • Describing safety signs, symbols and barricades. (<i>Warning signs and symbols, mandatory signs and symbols, prohibition signs and symbols, informational signs and symbols...</i>) 	Safety and security in the cooking area practiced effectively

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<p>1.3.4. Nutrition in Cookery</p>	<p>1.3.4.1. Apply nutritional knowledge in cookery</p>	<ul style="list-style-type: none"> ● Discussing Terminologies used in cookery and nutrition: Cookery (mire poix, sauté, Julienne, deg laze, bouquet garni...); Nutrition: (Malnutrition, macronutrients, glycemic index...) ● Identifying dietary guidelines: (eat less salt, eat less sugar, eat less fat, and enjoy your food...) ● Describing Nutrients: (functions, sources, deficiencies, digestion and absorption, effects of heat, food pyramid...) ● Discussing meal planning: (factors to consider when planning meals) ● Explaining diets relating to different lifestyles: (vegetarian diet, keto diet, gluten free diet, paleo diet...) ● Preparing healthy meals for nutritional related disorders and special diets: (diabetic diet, vegetarian diet, obesity...) 	<p>Nutritional knowledge in cookery applied suitably</p>

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	1.3.5. Introduction to Cookery	1.3.5.1. Demonstrate understanding of cookery	<ul style="list-style-type: none"> Classifying equipment and utensils for the kitchen: Utensils (<i>eating utensils, serving utensils, preparation utensil, bar utensils, specialty utensils...</i>); Equipment (<i>cooking, equipment, refrigeration equipment, dish washing equipment...</i>); Traditional utensils and equipment: (<i>winnower, grinding stone, clay pot...</i>) 	Understanding cookery demonstrated correctly
	1.3.6. Methods of Cooking	1.3.6.1. Apply a variety of methods of cooking	<ul style="list-style-type: none"> Making use of moist methods of cooking: (<i>steaming, boiling, stewing, braising...</i>) Demonstrating dry method of cooking: (<i>roasting, grilling, and searing...</i>) Showing a combination method of cooking: (<i>stir frying, searing and finishing...</i>) 	A variety of methods of cooking applied efficiently

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<ul style="list-style-type: none"> • Discussing specialized methods of cooking: (<i>sous vide, smoking, pickling, curing...</i>) 	
	1.3.7. Basic Cookery Skills	1.3.7.1. Exhibit basic cookery skills	<ul style="list-style-type: none"> • Identifying mis en place :(<i>ingredients, tools and equipment, workspace, labels and signage...</i>) • Practicing knife skills: (<i>grip, stance, blade angle, cutting, basic cuts, advanced...</i>) • Showing skills in stock making: (<i>white stock, consommé stock, glace, vegetable stock...</i>) • Preparing thickening agents: (<i>roux, slurry, cornstarch, flour, gelatin...</i>) • Making use of Basic sauces: (<i>marinara sauce, béchamel sauce “white sauce”, veloute sauce “light –colored sauce”, espagnole “brown sauce”, Mayonnaise...</i>) 	Basic cookery skills exhibited methodically

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.4. Housekeeping Operations	1.4.1. Cleanliness, Hygiene and Safety in Housekeeping Department	1.4.1.1 Apply cleanliness, hygiene and safety measures in housekeeping	<ul style="list-style-type: none"> Identifying pests in hospitality facilities: (<i>pests that attack wood, pests that attack food...</i>) Practicing safety precautions in housekeeping: (<i>use chemicals correctly, use cleaning equipment correctly, storing equipment and chemicals correctly...</i>) Handling waste in housekeeping: (<i>Reduce, Reuse, Recycling...</i>) Eradicating pests: (<i>chemical control, biological control, cultural control, physical control...</i>) 	Cleanliness, Hygiene and safety measures in housekeeping applied correctly
	1.4.2. Housekeeping Operations.	1.4.2.1. Practice house keeping operations	<ul style="list-style-type: none"> Discussing housekeeping organizational structure: (<i>support service, room attendant, laundry staff...</i>) Describing characteristics of housekeeping 	Understanding of housekeeping operations demonstrated appropriately

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p>personnel: (<i>guest courtesy, eye for detail, honest...</i>)</p> <ul style="list-style-type: none"> ● Practicing housekeeping personal hygiene: (<i>dress code, hair care, nail care...</i>) 	
	1.4.3. Cleaning Operations	1.4.3.1. Practice routine cleaning	<ul style="list-style-type: none"> ● Planning routine cleaning schedules: (<i>daily, weekly, monthly...</i>) ● Identifying cleaning areas in the hospitality facility: (<i>kitchen, bathrooms, Bedrooms, living rooms...</i>) ● Applying different methods of cleaning: (<i>dusting, sweeping, mopping, scrubbing...</i>) ● Using cleaning agents: (<i>detergents, disinfectants, sanitisers, abrasives...</i>) ● Practicing routine cleaning; Kitchen surfaces: (counter-tops, sinks, stoves...); Bathroom surfaces: (sinks, toilets, 	Routine cleaning practiced methodically

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p>mirrors, showers...); Bedroom surfaces: (Floors and window surfaces...)</p> <ul style="list-style-type: none"> ● Making a bed; Steps in bed making: (<i>Strip the bed gently, Rotate the mattress, Spread the bottom sheet, Spread Spread the top sheet...</i>) 	
	1.4.4. Interior And Exterior Decoration In Hospitality Facility	1.4.4.1. Develop skills in interior and exterior decorations	<ul style="list-style-type: none"> ● Making use of color scheme:(<i>Monochromatic, Analogous Complimentary, Triad....</i>) ● Applying; Principles of decoration: (<i>Emphasis, Balance, Proportion...</i>) ● Interior Design Elements:(<i>Lines, Form, Shape, Space, Size...</i>) ● Preparing grouping displays: (<i>Pyramid, inverted, square...</i>) ● Practicing landscaping and gardening; Landscaping: (<i>Plant selection, Hardscaping, lighting, water features...</i>);Gardening: (<i>Soil preparation, plant care, weeding....</i>) 	Skills in interior and exterior decorations developed creatively

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	1.4.5 Introduction to Laundry Processes	1.4.1.1.Practice laundry Processes	<ul style="list-style-type: none"> Identifying fibers and fabric; Fibers: (<i>natural fibers, synthetic Fibers, blended Fibers...</i>) Discussing laundry equipment :(<i>Washing equipment, drying equipment, Finishing equipment...</i>) Making use of laundry materials: (<i>laundry detergents, fabric softeners, stain removers, bleach, whitening agents...</i>) Demonstrating Household laundry: (<i>Care labels, laundry process, laundry tips, laundry items, special care.....</i>) 	Laundry in the home practiced appropriately
1.5. COSMETOLOGY	1.5.1. History of Cosmetology	1.5.1.1. Demonstrate understanding of history of cosmetology	<ul style="list-style-type: none"> Discussing the background of cosmetology: (<i>ancient civilizations, middle ages, renaissance, modern era, contemporary era...</i>) Discussing gradual development in beauty sector: (<i>expansion of product lines, diversification of distribution channels, increased focus on sustainability, growing demand for personalized products...</i>) 	Understanding of cosmetology demonstrated accordingly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	1.5.2. Introduction to Cosmetology Practices	1.5.2.1. Demonstrate understanding of cosmetology practices	<ul style="list-style-type: none"> • Discussing components of cosmetology :(<i>hair styling, aesthetics, nail technology, barbering, cosmetic chemistry and fitness ...</i>) • Explaining terminologies used in cosmetology: hair:(<i>cuticle, cortex...</i>); skin: (Epidermis, Dermis...); nails: (<i>nail plate, nail bed, cuticle, keratin...</i>); makeup: (<i>foundation, powder, pigment ...</i>) • Explaining the importance of cosmetology for personal development: (<i>boosts self-confidence, improves mental health, promotes grooming and hygiene, supports career and social life...</i>) 	Understanding of cosmetology practices demonstrated accordingly
	1.5.3. Tools and Equipment in Cosmetology	1.5.3.1. Make use of tools and equipment in cosmetology	<ul style="list-style-type: none"> • Identifying hair tools and equipment: (<i>cutting tools, coloring tools, styling tools...</i>) • Discussing make up tools and equipment: (<i>brushes, sponges, tweezers, lash tools...</i>) • Sanitizing and sterilizing Esthetic equipment and tools • Making use of tools and equipment in cosmetology 	Tools and equipment in cosmetology made use of correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
1.6. ENTREPRENEURSHIP	1.1.1. Ethics	1.6.1.1. Identify business opportunities	<ul style="list-style-type: none"> ● Discussing entrepreneurship ● Describing qualities of an entrepreneur: (risk taking, disciplined...) ● Exploring business opportunities: (selling of sweets, scones, pens, landscaping...) 	Business ideas explored extensively

FORM 2

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
2.1. INTRODUCTION TO HOSPITALITY	2.1.1. Economic Effect in Hospitality Industry	2.1.1.1. Evaluate the effects of the hospitality industry on the economy	<ul style="list-style-type: none"> Discussing the effects of hospitality industry on the economy; Local economic development: (<i>Small and medium enterprise, ...</i>); Job creation :(<i>entrepreneurship, Chef, receptionist, housekeeper, Foreign exchange earnings...</i>); Infrastructure development:(<i>transportation, amenities, hotels attractions...</i>); Tourism growth: (<i>increased demand, tourist facilities...</i>) Undertaking an education tour to appreciate the benefit of hospitality industry on the economy. 	Effects of hospitality industry on the economy evaluated accordingly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
2.21. Front office	2.2.1. Front office operations	2.2.1.1. Apply skills to deliver exceptional front office services	<ul style="list-style-type: none"> Creating a mock scenario for front office desk customer service: Pre-arrival stage :(<i>inquiries, reservations...</i>); Arrivals stage: (<i>Porter, Registration, room assignment...</i>); Occupancy stage: (<i>guest services, billing, complaints...</i>); Departure stage:(<i>payments, handovers...</i>); Social skills :(<i>Posture, Eye contact, Pose and deportment, Gestures...</i>) 	Delivery of exceptional front office services applied skillfully
2.3. HOUSEKEEPING	2.3.1. Record Keeping	2.3.1.1. Make use of records in the house keeping department.	<ul style="list-style-type: none"> Documenting house keeping records: (<i>Attendance book, handing over report book, Housekeepers room report, Lost and found book, Room checklist, Theft complaints book, Gift record book...</i>) Organizing records in housekeeping department Conducting a mock audit of hous ekeeping records 	Records in the house keeping department made use of correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	2.3.2.1 Cleaning areas and processes	2..1.1. Apply correct cleaning processes.	<ul style="list-style-type: none"> Identifying cleaning areas: (<i>guest rooms, Corridors, public areas, conference rooms...</i>) Using correct cleaning processes for different areas:(<i>Sanitizing, Sterilizing, disinfecting, decontaminating, polishing, mopping, vacuuming...</i>) Making use of cleaning processes on: (<i>cars, carpets, upholstered furniture...</i>) 	Cleaning processes applied skillfully
	2.3.1 Laundry in hospitality facility	2.3.3.1 Perform laundry procedures in hospitality facility	<ul style="list-style-type: none"> Demonstrating laundry procedures for guest linen:(<i>collecting and Sorting, pre-treatment, washing drying, ironing, Storage, Distribution...</i>) 	Laundry procedures performed accordingly
	2.3.4.Maintenance	2.3.4.1. Conduct routine housekeeping maintenance.	<ul style="list-style-type: none"> Conducting routine maintenance: (<i>Daily, Weekly, Monthly, Quarterly, Semi-annually and annually...</i>) Carrying out preventive maintenance:(<i>clean and sanitize guest rooms, check and restock mini-bar, test emergency lighting systems, inspect and clean out laundry facilities and surroundings...</i>) 	Routine housekeeping maintenance carried out successfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
2.4. Food and beverage services	2.4.1. Menu Planning	2.4.1.1. Create different menus	<ul style="list-style-type: none"> ● Discussing functions of the menu and menu card. ● Identifying types of menus:(<i>Table d'hôte, a la carte, Carte du jour, Cyclical menu, Static menu, Health menu, Banqueting menu....</i>) ● Discussing menu planning considerations: (<i>Seasonality, Budget, Dietary rrequirements, Preparation time, Variety, Ethnic considerations...</i>) ● Exploring menu design elements: (<i>Attractive, Clean, Compliment the occasion, Easy to read...</i>) ● Analyzing menu content elements:(<i>Language, Accuracy, Pricing, Sales mix...</i>) ● Creating a menu and menu card for a function of your choice. 	Different Menus created effectively
	2.4.2. Catering	2.4.2.1. Cater for different functions	<ul style="list-style-type: none"> ● Discussing types of functions: (<i>social, business, national ...</i>) ● Coordinating event catering logistics: (<i>event décor, security, ushering, Equipment and utensils, supplies...</i>) ● Preparing indigenous foods depicting a ceremony from any province in Zambia:(<i>matebeto, sikenge, viphiko, nkolola, po lya cizyole...</i>) 	Catering for functions carried out effectively

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	2.4.3. Basic Sequence of Service	2.4.3.1. Carry out the basic sequence in Food and Beverage services.	<ul style="list-style-type: none"> ● Arranging the pre-requirements for the basic sequence of service: (<i>Food service equipment, Beverage service equipment, Billing requirements...</i>) ● Illustrating the basic sequence of service: Pre-service: (<i>Greeting, Seating, Napkin, present menu...</i>); Service: (<i>Order taking, serve food, clear table ...</i>); Post service: (<i>present bill, process payment, farewell...</i>) 	Basic sequence of service carried out accordingly
	2.4.4. Serving of Food and Beverages	2.4.4.1. Show skillful serving of food and beverages	<ul style="list-style-type: none"> ● Demonstrating skillful Serving of food and beverage: Pre preparation :(<i>mis-en place -cleaning the environment /restaurant, leaning the equipment, arranging side station...</i>) ● Displaying Table setting skills (formal and Informal-<i>Linen, Glassware, Crockery, flatware...</i>); ● Practicing the serving of food using different styles of service - (<i>Plated service, assisted service, self-service...</i>); ● Practicing Beverage service: Alcoholic beverages (<i>beers, spirits, wines...</i>); Non-alcoholic beverages:(<i>refreshing, nourishing, stimulating...</i>); Clearing the table (<i>crumbing down, resetting the table...</i>) ● Simulating a themed event: (formal banquet, a casual brunch, a cocktail reception...) 	Serving of food and beverages shown skillfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	2.4.5. Food Costing	2.4.5.1. Cost food and beverage	<ul style="list-style-type: none"> ● Costing food and beverages : (<i>Menu planning, recipe development, ingredient and dish costing...</i>) 	Costing of food and beverages done correctly and skillfully
	2.4.6. Food Commodities	2.4.6.1. Employ various food commodities in cookery	<ul style="list-style-type: none"> ● Classifying food commodities: Animal foods: (<i>meats, poultry, fish, lobster;</i>); Plant foods:(<i>vegetables, fruits, cereals, pulse...</i>); Food of animal origin: (<i>all dairy products including eggs</i>); Oils and fats (<i>cooking oil and edible fats such as lard...</i>); Condiments: (<i>salt, pepper, tabasco sauce, soy sauce, Worcestershire sauce...</i>); Sugar and sweeteners (<i>granulated, castor, icing, demerara...</i>); Beverages (<i>alcoholic and non-alcoholic...</i>); Groceries ;(<i>glycerin, Danish pastries, croissants...</i>) ● Carrying out an experiment to determine the effect of heat and chemicals on nutrients in food: (<i>proteins, carbohydrates, fats...</i>) ● Developing, profiling recipes and documenting: (<i>Zambian indigenous recipes according to provinces, Fusion recipes...</i>) 	Various food commodities employed in cookery correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
2.5. COSMETOLOGY	2.5.1. Hair Care	2.5.1.1. Care of hair and scalp	<ul style="list-style-type: none"> • Explaining hair anatomy and analysis:(<i>Hair shaft, root, hair follicle, bulb dermatological papilla, hair matrix, cuticle...</i>) • Discussing hair properties: (<i>texture, porosity, elasticity, Tensile, color, cuticle, moisture content, PH level...</i>) • Identifying hair and scalp problems:(<i>Dandruff, hair fall, dry and damaged hair, oily scalp, chemically treated hair...</i>) • Practicing hair care: (<i>shampooing, hair plaiting ,hair barbing, hair locking...</i>) 	Hair and scalp cared for skillfully
	2.5.2. Hair Dye and Coloring	2.5.2.1. Apply hair dye and colouring techniques	<ul style="list-style-type: none"> • Differentiating hair colour and dye: (<i>product, brand, price, feature, service</i>) • Applying hair colour: (<i>prepare hair, choose the right amount, and apply to specific sections, work the product in style as desired...</i>) • Streaking hair: (<i>horizontal, vertical, diagonal, balayage...</i>) • Discussing advantages and disadvantages of streaking: (<i>Dimension and texture, Brightening looks...</i>) 	Hair dye and colouring techniques applied artfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
2.6. ENTREPRENEURSHIP	2.5.1.Types of Businesses	2.5.1.1. Set up a business venture	<ul style="list-style-type: none"> ● exploring different types of businesses: (partnership, sole trade limited business...) ● explaining the requirement for setting up a business: pre operational requirements: (business plan, registration and licensing, financial...); ● operational requirements: (business location...) ● regulatory compliance: (health and safety...) 	Business ventures set up successfully

FORM 3

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
3.1. HEALTH AND SAFETY	3.1.1. Health Hazards in the Workplace	3.1.1.1. Apply safety protocols and procedures in the hospitality facility	<ul style="list-style-type: none"> Identifying causes of health hazards (<i>poor lighting, inadequate ventilation, chemical exposure, poor ergonomics...</i>) Applying first aid (<i>save life, giving assurance, transport...</i>) 	Safety protocols and procedures applied correctly
	3.1.2. Health and Safety Control	3.1.2.1. Exhibit compliance with regulations and laws	<ul style="list-style-type: none"> Making use of safety equipment used in the hospitality industry: (<i>PPE, kitchen safety equipment, cleaning and disinfecting equipment...</i>) Applying the occupational health and safety policy (<i>purpose and scope, responsibilities and accountabilities, hazard identification, and risk management...</i>) Demonstrating a fire drill: (<i>pre-drill briefing, drill scenario, evacuation procedure...</i>) 	Compliance with regulations and laws exhibited correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
3.2. FOOD SAFETY	3.2.1. Food Safety	3.2.1.1. Implement a food safety plan	<ul style="list-style-type: none"> Identifying types of food contamination: (<i>biological contamination, chemical contamination, physical contamination, cross contamination...</i>) Inspecting a kitchen to identify potential food safety hazards: (<i>cleaning chemicals, foreign physical hazards, improper storage temperatures...</i>) Practicing proper hand washing techniques: (<i>wetting hands, rubbing hands together scrubbing all surfaces, rubbing hands for 20 seconds...</i>) Implementing a food safety plan (follow the steps that minimises risks and ensures safety and satisfaction of guests) 	Food safety plan implemented successfully
	3.2.2 Spoilage	3.2.2.1.Prevent food spoilage	<ul style="list-style-type: none"> Explaining the causes of food spoilage: (<i>microbial growth, enzymatic reactions, physical factors...</i>) Describing symptoms of food spoilage: (<i>nausea, vomiting, headache, diarrhea...</i>) Researching on different strategies to prevent food spoilage: (<i>vacuum sealing, canning, freezing...</i>) Experimenting on the effects of temperature on food spoilage: (<i>microbial growth, enzymatic reaction...</i>) 	Food spoilage prevented successfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
3.3. CUSTOMER CARE	3.3.1. Customers in Hospitality Facility	3.3.1.1. Deliver exceptional customer service	<ul style="list-style-type: none"> Identifying types of customers and their specific needs (<i>colleagues, supervisors, business, leisure...</i>) Assessing ways of dealing with different customers including those with special needs: (<i>remain calm, listen to concerns, and offer recommendations...</i>) Profiling customers: (<i>demographic, Psychographic, behavioral, personas, buyers...</i>) Illustrating how unconscious bias can affect customer service (<i>ageism, name bias, beauty bias, height...</i>) 	Exceptional service delivered successfully
	3.3.2 Benefits of good Customer Care to the Hospitality Facility	3.3.2.1. Apply customer care service	<ul style="list-style-type: none"> Discussing the benefits of good customer care: (<i>boosts customer lifeline, value, and increase revenue, less negative word of mouth...</i>) Performing tailored service: (personalized assistance, modified facility, flexible scheduling...) Carrying out a research to assess customer satisfaction. Developing a mock customer care plan for a hospitality business (<i>define customer care mission, identify customer needs, and set service standards...</i>) 	Customer care service applied skillfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	3.3.3. Competitive Edge in a Hospitality Facility	3.3.3.1. Maintain a competitive edge in a hospitality facility	<ul style="list-style-type: none"> ● Discussing benefits of customer care: (<i>builds loyalty, competitive advantage, enhanced guest experience, ...</i>) ● Analyzing reviews, highlighting poor customer service: (<i>competitive advantage, unrealistic expectations, employee burnout...</i>) ● Examining common mistakes made when dealing with customers :(<i>poor listening skills, lack of empathy, defensiveness...</i>) ● Performing an exercise on handling service failure exercise (<i>long wait delays, unfriendly staff, poor communication...</i>) 	Competitive edge in customer service maintained efficiently
	3.3.4. Interpersonal Skills in Customer care	3.3.4.1. Exhibit retention levels of interpersonal skills in good customer care	<ul style="list-style-type: none"> ● Identifying interpersonal skills in customer care (<i>receptiveness to feedback, self-confidence, listening, work ethic...</i>) ● Engaging in various interpersonal skills: (<i>listening skills, team work, conflict resolution...</i>) ● Practicing mediating skills (<i>create a neutral environment, establish ground rules, introduce the process, and gather information...</i>) 	Retention levels of Interpersonal skills in customer care exhibited correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	3.3.5. Etiquette in Tourism and Hospitality	3.3.5.1. Apply acceptable etiquettes in tourism and hospitality	<ul style="list-style-type: none"> • Discussing cultural differences and their impact in tourism experiences (<i>language barriers, expectations, culinary preferences, difference in social norms...</i>) • Handling complaints (<i>active listening, apologizing sincerely, offer solutions...</i>) • Applying table etiquette (<i>using utensils correctly, elbows off the table, don't talk with food in the mouth...</i>) 	Acceptable etiquette in tourism and hospitality applied correctly
	3.3.6 Consumerism	3.3.6.1. Demonstrate understanding of Consumerism	<ul style="list-style-type: none"> • Discussing consumerism: (<i>economic, social, environmental, cultural aspect...</i>) • Identifying consumer rights and responsibilities: (<i>safety, Information choice, redress, keep records, awareness...</i>) • Discussing consumer protection: (<i>product safety, consumer, information, contractual rights...</i>) • Describing organizations that protect consumers: (<i>Government agencies, on-profit organization, industry regulators, consumer advocacy...</i>) 	Understanding of consumerism demonstrated correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
3.4. COSMETOLOGY	3.4.1. Introduction to Makeup	3.4.1.1 Apply basic makeup	<ul style="list-style-type: none"> Identifying the problems associated with makeup (<i>skin irritation, clogged pores, infections, allergic reactions...</i>) Describing the importance of makeup: (<i>boosts confidence, covers imperfections, express creativity, and enhances features...</i>) Applying of makeup: (<i>priming, foundation, concealing, highlighting, contouring...</i>) 	Basic makeup applied correctly
	3.4.2. Face Mapping	3.4.2.1. Map faces according to desired shape	<ul style="list-style-type: none"> Identifying different shapes of faces (<i>oval, round, square, heart shaped, triangular, diamond...</i>) Describing the enhancement of features of faces with products (<i>eye liner, bronzer, blush, mascara...</i>) Illustrating the steps of contouring of different faces (<i>prepare the face, identify facial features, and choose contour products...</i>) Demonstrating the techniques of highlights for a face (<i>natural highlight, strobing, baking, layering...</i>) Demonstrating lash and brow services: (<i>shaping, tinting, tweezing</i>) 	Desired facial mapping worked out successfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	3.4.3. Facial Skin Care	3.4.3.1 Implement customized treatment for facial skin types	<ul style="list-style-type: none"> Identifying the skin types: (Normal, dry, oily, combination...) Preparing the skin: (Cleansing, exfoliating, toning, moisturizing...) Treating skin types: Techniques for Normal skin (Facial massage, exfoliating, moisturizing...); Techniques for dry skin(Facial hydrating, gentle exfoliating, nourishing masks...);Techniques for oily skin(Deep cleansing, exfoliating, skin pH balancing...)Techniques for Combination skin(cleansing, balancing products, targeted treatments...) 	Customized treatment for facial skin types implemented correctly
	3.4.4. Basic Make up	3.4.4.1. Apply make up	<ul style="list-style-type: none"> Preparing client for makeup (<i>consultation, skin preparation, hygiene and sanitation, comfort and relaxation...</i>) Performing cleansing, toning and moisturizing (<i>soak cotton pad with toner; apply moisturizer; massage moisturizer; adjust amount of product based on skins needs...</i>) Applying makeup (<i>Primer, Camouflage, Base, foundation, Lipstick...</i>) 	Makeup applied artfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
3.5. PROFESSIONAL CONDUCT	3.5.1. Professionalism in the Hospitality Industry	3.5.1.1 Practice professionalism in hospitality facility	<ul style="list-style-type: none"> • Discussing the importance of professional conduct in the hospitality industry (<i>customer satisfaction, reputation, trust...</i>) • Carrying out a service project (<i>volunteering at a local event, at a hotel...</i>) • Debating Professionalism (“<i>Is Professionalism essential for career success?</i>” ...) • Role Playing professional conduct (<i>greeting a guest, taking a food order, handling a room service request, providing directions to a guest...</i>) • Creating scenarios depicting Unprofessional behavior in an establishment 	Professionalism in hospitality facility practiced effectively
	3.5.2. Confidentiality in the Hospitality Industry	3.5.2.1. Maintain confidentiality in hospitality facility	<ul style="list-style-type: none"> • Identifying confidential information (<i>name, room numbers, credit card transactions...</i>) • Performing guest privacy drills (<i>respecting guest personal space, knocking and entering procedures, securing key card...</i>) • Discussing consequences of breaching confidentiality in hospitality facility: (<i>legal action, loss of trust, reputation damage...</i>) • Role-playing scenarios depicting confidentiality in a hospitality facility: (<i>handling guest sensitive information, respond to confidentiality breach, manage a difficult situation while maintaining confidentiality...</i>) 	Confidentiality upheld successfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
3.6. COMMUNICATION	3.6.1. Types of Communication	3.6.1.1. Apply different types of communication skills	<ul style="list-style-type: none"> ● Practising written communication skills: (<i>Notices, Memorandum, Letters...</i>) ● Practising the use of technological communication: (<i>Emails, Social media, Facebook, tiktok, twitter, Instagram, Electronic business online reservations...</i>) 	Communication skills applied effectively
	Barriers to Communication	3.1.2.1. Recognise barriers to communication in hospitality facility.	<ul style="list-style-type: none"> ● Exploring common barriers to communication (<i>language, cultural, noise and distractions, emotional...</i>) ● Illustrating effective communication: (<i>cultural awareness, active listening, non-judgmental attitude, patience...</i>) ● Role playing scenarios demonstrating different barriers (<i>language, cultural, generational, status...</i>) 	Barriers to communication in hospitality facility recognised efficiently

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	3.6.3. Conflict Resolution	3.6.3.1. Resolve conflicts in communication	<ul style="list-style-type: none"> ● Examining fictional conflicts (<i>man vs. nature, man vs. man, man vs. society...</i>) ● Analyzing current conflicts and communication strategies (<i>guest safety and security concerns, guest expectations, reputation management...</i>) ● Creating cards with conflict scenarios (<i>students respond with effective communication strategies...</i>) 	Conflicts in communication resolved amicably
3.7. SECURITY IN HOSPITALITY	3.7.1. Elements of Security in Hospitality Facility	3.7.1.1. Create safe environment for guests and staff	<ul style="list-style-type: none"> ● Creating a security plan for a hypothetical establishment (<i>risk assessment, security protocols, guest and staff safety, asset protection...</i>) ● Visiting a hospitality establishment to observe security practices (<i>CCTV, guest screening, emergency response...</i>) ● Participating in scenario based training exercises to practice security response (<i>active shooter, fire evacuation, communication protocols...</i>) 	Safe environment for guests and staff created suitably

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	3.1.1. Security Risks in Hospitality Facility	3.1.1.1. Mitigate security risks in hospitality facility	<ul style="list-style-type: none"> ● Discussing potential security risks in a hospitality facility :(<i>theft, violence, cyber security, property damage...</i>) ● Developing security mitigation strategies in hospitality facilities:(<i>risk assessment, protocol, access control, emergency preparedness...</i>) ● Developing a security protocol (<i>define security goals, identify assets, and assign roles...</i>) ● Practicing mitigation strategies (<i>guest safety, property protection, employee safety, compliance...</i>) 	Security risks in hospitality facility mitigated successfully
3.2. ENTREPRENEURSHIP	3.2.1. Business Plan	3.2.1.1. Develop a business plan	<ul style="list-style-type: none"> ● Developing a business plan for any business of choice from any component of hospitality management. ● Nurturing and growing an identified business venture. 	Business plan developed concisely

FORM 4

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
4.1. COMPONENTS OF HOSPITALITY INDUSTRY	4.1.1. Relationships Between Sub Divisions in Hospitality Facility	4.1.1.1. Establish relationships between the subdivisions in hospitality	<ul style="list-style-type: none"> ● Explaining the relationship between the sub divisions in hospitality :(<i>Front office and housekeeping, Front office and food and beverage, housekeeping and maintenance, Events and banqueting with front office, Food and beverage and housekeeping. ...</i>) ● Designing a themed event and coordinate how each department contributes to the event's success. ● Creating service guidelines for interdepartmental relationships:(<i>communication protocols, request and task management, feedback and evaluation...</i>) 	Relationships between the subdivisions of hospitality established accordingly
4.2. PRINCIPLES OF FOOD PREPARATION	4.2.1. Food Preparation	4.2.1.1. Display cooking methods and techniques	<ul style="list-style-type: none"> ● Preparing three course meals :(<i>mise-en Place, Appetiser, Entree, Dessert...</i>) ● Cooking using various Techniques and Methods :(<i>roasting, steaming, frying...</i>) ● Plating the food: (<i>Portion control, plate size, occasion, visual appeal, balance and harmony, stacking...</i>) ● Creating a mock buffet setup in the classroom. 	Cooking methods and techniques displayed correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
4.1. GASTRONOMY	4.1.1. Culinary Techniques and Methods	4.1.1.1. Present culinary styles of cuisines	<ul style="list-style-type: none"> • Displaying the culinary skills using nouvelle techniques to prepare different cuisines and traditional dishes: (<i>Charcoal and smoke infusion, fermentation and pickling, 3D food printing...</i>) • Practicing Zambian Gastronomy • Preparing different styles of cuisines: (<i>Mediterranean, oriental, classical cuisines, fusion cuisines, Haute, Molecular...</i>) 	Culinary styles of cuisines presented skillfully
	4.4.2. Sous-Vide Cooking Technique (vacuum packaging)	4.4.2.1. Apply the techniques of using Sous-vide	<ul style="list-style-type: none"> • Discussing sous-vide cooking technique • Demonstrating how to set up the sous-vide machine and water bath. • Showing how to vacuum-seal different types of ingredients, ensuring proper sealing. • Demonstrating the sous-vide cooking process, emphasizing the importance of temperature and time for different types of food (<i>steak at 131°F for medium, rare, chicken breast at 140°F...</i>) 	Techniques of sous vide applied correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	4.4.3. Food and Culture	4.4.3.1. Utilise cultural uniqueness and their cuisines	<ul style="list-style-type: none"> ● Engaging in cooking experience of different cultural significance and traditions. ● Researching on the relationship between food and Zambian culture: (<i>matebeto, viphiko, pobwe lya chizyole...</i>) ● familiarising with food processing industry. 	Cultural uniqueness and their cuisine utilised accordingly
	4.4.4. Gastronomy and Innovation	4.4.4.1. Reinvent Indigenous dishes	<ul style="list-style-type: none"> ● Discussing the culinary highlights of different regions: (<i>Chikanda, Lusala, cassava, mabuyu...</i>) ● Organizing a classroom exhibition where pupils display their food prepared using indigenous ingredients. ● Creating a food culture diary : (stalls, vendors ,traditional ceremonies...) 	Indigenous dishes reinvented successfully
	4.4.5. Food Preservation	4.4.5.1. Apply food preservation methods	<ul style="list-style-type: none"> ● Discussing food preservation ● Preserving different foods using suitable methods: heat treatment: (<i>sterilization, pasteurization, bottling...</i>); Removal of moisture: (<i>sun drying, smoking...</i>); Addition of chemical: (<i>salting, acidification, food additives...</i>); ● Adding value to food: (<i>Biltong, Tomato paste...</i>) ● Storing and handling preserved foods: (<i>air tight containers, cool dry place, labelling and dating...</i>) ● Using locally preserved foods to create new and exciting dishes 	Food preservation methods applied skillfully

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
4.4.MANAGEMENT	4.4.1. Introduction to Management	4.4.1.1. Demonstrate understanding of management	<ul style="list-style-type: none"> Explaining the concept of management: (<i>planning, staffing, organizing...</i>) Describing the importance of management in hospitality: (<i>guest satisfaction, efficient operations, quality control...</i>) Discussing the benefits of good management: (<i>increased efficiency, improves productivity, enhanced quality...</i>) 	Understanding of management demonstrated correctly
4.5. ENTREPRENEURS HIP	4.5.1. Events Management	4.5.1.1 Manage an event	<ul style="list-style-type: none"> Discussing key elements in events planning: (<i>Event objectives, Event scope, Event budget, Event time line, Venue selection...</i>) <p>1 Exploring event planning stages: (<i>Event Definition, Event Preparation, Event Implementation, Event Evaluation...</i>)</p> <ul style="list-style-type: none"> Demonstrating events planning skills by planning school events: (<i>Sports, cultural, social, send-off party...</i>) 	Events managed effectively
	4.5.2. Banqueting	4.5.2.1. Organise banquets	<ul style="list-style-type: none"> Discussing banquets: (<i>define, types, occasions...</i>) Exploring Purchasing considerations: (<i>Right source, Right</i> 	Banquets organized effectively

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
			<p><i>quality, Right quantity, Right time, Right price...)</i></p> <ul style="list-style-type: none"> ● Applying Cost control <i>(Food cost control, Sales control...)</i> ● Considering timing and coordination: Pre-event considerations: <i>(Competing events, Season, Time management...)</i>; During event: <i>(Food and beverage service, Communication with staff, Monitoring the event...)</i>; Post event evaluation <i>(Gathering feedback from customers, analyzing objectives, identifying areas of improvement, Measuring return on investment (ROI)...))</i> ● Planning of banquets: <i>(defining event concept, setting up logistics, planning menu and beverages...)</i> 	
	<p>4.5.3. Cosmetology</p>	<p>4.5.3.1. Apply skills in nail care</p>	<ul style="list-style-type: none"> ● Discussing nail anatomy: <i>(nail bed, nail plate, cuticle...)</i> ● Identifying nail disorders: <i>(fungal infections, nail trauma, ingrown toe nails, nail biting...)</i> ● Developing treatment for nail disorders: <i>(anti-fungal, vitamin D analogues, nail debridement...)</i> ● Performing basic manicure and pedicure on a client ● demonstrating proper techniques for shaping, cuticle care and polish application: ● Applying nail tips or overlays to enhance nail shape and appearance: <i>(preparing nails, select and prepare artificial nail, apply tip...)</i> 	<p>Skills in nail care applied artfully</p>

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCIES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	4.5.1. Barbering	4.5.1.1. Apply barbering skills	<ul style="list-style-type: none"> • Demonstrating proper sanitation and safety procedures: (<i>hand washing, sanitizing equipment, cleaning and disinfection...</i>) • Demonstrating proficiency in cutting and shaving techniques: Hair cutting (<i>Straight cutting, Diagonal cut, round cut...</i>); Hair shaving (<i>Wet shaving, dry shaving, safety razor shaving...</i>) • Mastering fading and tapering techniques: (<i>gradual transitions, feathering, Layering, blending...</i>) 	Barbering skills applied artfully
	4.5.2. Spa Services	4.5.2.1. Applying Spa services	<ul style="list-style-type: none"> • Identifying importance of spas: (<i>Physical well-being, Emotional well-being, Mental well-being, Social benefits, Economic benefits....</i>) • Discussing Spa Services: (<i>Massage therapy, Body treatments ...</i>) • Exploring different types of spa services 	Spa services applied correctly

SCOPE AND SEQUENCE

Form 1		Form 2		Form 3		Form 4	
Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content
Historical overview	- Demonstrate understanding of the historical background of hospitality industry	-Economic effect in hospitality industry	- Evaluate the effect of hospitality industry on the economy	-Health hazards in the workplace	- Apply safety protocols and procedures in the hospitality facility	Relationships between sub divisions in hospitality facility	- Establish relationships between the subdivisions in hospitality
Traditional and modern hospitality practices in Zambia	- Apply traditional and modern hospitality practices in Zambia	-Front office operations	- Apply skills to deliver exceptional front office services	-Health and safety control	- Exhibit compliance with regulations and laws.	Food Preparation	- Display cooking methods and techniques
Benefits of the hospitality industry	- Explore benefits of the hospitality industry	Record keeping	- Make use of records in the house keeping department.	food safety	- Implement a food safety plan	Culinary Techniques and Methods	- Present culinary styles of cuisines
Departments of the hospitality facility	- Analyze departments of the hospitality facility	Cleaning areas and processes	- Apply correct cleaning processes.	Food spoilage	- Prevent food spoilage	Sous-vide cooking Technique (vacuum packaging)	- Apply the techniques of using Sous-vide.
Front office operations	Perform roles of the front office	Laundry in hospitality facility	- Perform laundry procedures in hospitality facility	Customers in hospitality facility	- Deliver exceptional customer service	Food and Culture	- Utulise cultural uniqueness and their cuisines.
Front office equipment	- Utilize front office equipment	Maintenance	- Conduct routine housekeeping maintenance.	Benefits of good customer care to the hospitality facility	- Apply customer care service	Gastronomy and Innovation.	- Reinvent Indigenous dishes

Form 1		Form 2		Form 3		Form 4	
Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content
Food and Beverage operations	- Demonstrate understanding of Food and Beverage operations	Menu Planning	- Create different menus	Competitive edge in a hospitality facility	- Maintain a competitive edge in a hospitality facility	Food Preservation	- Apply food preservation methods
Hygiene practices in the cooking area	-Demonstrate understanding of hygiene practices in the cooking area.	Catering	- Cater for different functions	Interpersonal skills in customer care	- Exhibit retention levels of interpersonal skills in good customer care	Introduction to management	- Demonstrate understanding of management
Safety and security in the cooking area	- Practice safety and security in the cooking area.	Basic sequence of service	- Carry out the basic sequence in Food and Beverage services.	Etiquette in tourism and hospitality	- Apply acceptable etiquettes in tourism and hospitality	Events management	- Manage an event
Nutrition in Cookery	- Apply nutritional knowledge in cookery	Serving of food and Beverages	- Show skillful serving of food and beverages	Consumerism	- Demonstrate understanding of Consumerism	Banqueting	- Organise banquets
Introduction to cookery	- Demonstrate understanding of cookery.	Food costing	- Cost food and beverage	Introduction to Makeup	- Apply basic makeup	Cosmetology	- Apply skills in nail care

Form 1		Form 2		Form 3		Form 4	
Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content
Methods of cooking	- Apply a variety of methods of cooking.	Food Commodities	- Employ various food commodities in cookery	Face Mapping	- Map faces according to desired shape	Barbering	- Apply barbering skills
Basic cookery skills	- Exhibit basic cookery skills	Hair care	- Care of hair and scalp.	Facial skin care	- Implement customized treatment for facial skin types	Spa Services	- Applying Spa services
Cleanliness, Hygiene and safety in housekeeping department	- Apply cleanliness, hygiene and safety measures in housekeeping	Hair dye and coloring	- Apply hair dye and colouring techniques	Basic make up	- Apply make up		
Housekeeping operations.	- Demonstrate understanding of housekeeping operations.	Types of businesses	- Set up a business venture	Professionalism in the hospitality industry	- Practice professionalism in hospitality facility		
Cleaning operations	- Practice routine cleaning			Confidentiality in the hospitality industry	- Maintain confidentiality in hospitality facility		

Form 1		Form 2		Form 3		Form 4	
Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content	Sub - Topic	Content
Interior and exterior decoration in hospitality facility	- Develop skills in interior and exterior decorations.			Types of communication	- Apply different types of communication skills		
Introduction to Laundry Processes	- Practice Laundry Processes			Barriers to communication	- Recognise barriers to communication in hospitality facility.		
History of cosmetology	- Demonstrate understanding of history of cosmetology			Conflict resolution	- Resolve conflicts in communication		
Introduction to cosmetology practices	- Demonstrate understanding of cosmetology practices			Elements of security in hospitality facility	- Create safe environment for guests and staff		
Tools and equipment in cosmetology	- Make use of tools and equipment in cosmetology.			Security risks in hospitality facility	- Mitigate security risks in hospitality facility		
Ethics	- Explore business ideas			Business plan	- Develop a business plan		

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