

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

Caribbean Tourism Learning System (CTLS)



Associate of Applied Science in Culinary Arts

CURRICULUM GUIDE

Approved by:

Chair: Curriculum Development Sub-Committee

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1. Background

The Caribbean Tourism Organization (CTO) spearheaded the setting up of the Caribbean Tourism Human Resource Council (CTHRC) in 1998 and has undertaken to incorporate the work of this Council into its Human Resource Department. The CTHRC is the regional authority, with the political mandate to set standards for tourism education and training, agree on the programmes and provide the institutional accreditation and programme validation for extra-regional institutions and programmes. It has the authority to direct the course of tourism education and training in the region.

The Council which acts as an umbrella agency for tourism human resource development in the Caribbean, will serve to develop and upgrade its tourism human resources at all levels of the education system, thus ensuring a highly competent tourism workforce, aimed at enhancing the region's overall competitiveness towards the achievement of sustainable tourism development.

The overall goal of the Caribbean Tourism Human Resource Council is to “develop and promote a systematic and coordinated approach to human resources planning, research, education and training in Caribbean tourism to meet the demands of a globally competitive tourism environment”.

The Caribbean Tourism Learning System (CTLS)

The CTLS is one that facilitates a strategic and coordinated tourism education and training strategy for the Caribbean. The CTLS aims to raise the level of professionalism of tourism workers to meet international standards and global competitiveness.

The key elements of the Caribbean Tourism Learning System are:

- Unified core curriculum for different levels of certification at the tertiary level of education
- Use of occupational standards linked to the core curriculum
- Tourism modules for primary and secondary schools
- Public awareness and career awareness at the secondary school level
- Exchange programmes for students, industry employees and tourism educators under the Tourism Internship Exchange System (TIES) programme
- Student and industry employee mobility throughout the region
- Self-regulatory quality assurance systems for public and private sector tourism education and training service providers

Programme Rationale

In the United Nations World Tourism Organization's "UNWTO, Tourism Highlights, 2014 Edition", posited that the economics of the 21st century will be dominated by three industries: telecommunications, information technology and tourism. The travel and tourism industries have grown over 500% in the last 25 years and it is estimated that by the year 2030 tourists will spend over US \$2 trillion in foreign countries on tourism related activities.

The report stated that over the past six decades, tourism has experienced continued expansion and diversification becoming one of the largest and fastest growing economic sectors in the world. Hospitality and tourism represent a broad range of related industries in Jamaica and by extension, the Caribbean. The growth of these industries has opened many new job opportunities for graduates in areas such as:

- Hotels/Resorts
- Restaurants
- Retailing
- Transportations
- Travel Agencies
- Tour Companies
- Tourist Attractions
- Leisure, Recreation and Sport
- Cultural Industries
- Music and Entertainment

It is interesting to note that tourism provides one in every eleven jobs of the total world employment, with up to 25% of all employment, in some areas, particularly in the Caribbean. It has been estimated that, by 2030, more than 1 billion people world-wide will be employed in this sector. Because of this, tourism is now seen to be of importance to most countries of the world. Given the potential for interesting and rewarding careers in these industries many young people are looking for suitable courses which will help prepare them for careers in management within the tourism and hospitality industries.

Community Colleges have been pioneers in offering programmes that are market driven and that are unique in their offerings to local, regional and international stakeholders. The Associate of Applied Science in Culinary Arts is designed with industry participation and advice, and seeks to cater to these needs, by providing students an opportunity to develop knowledge, competencies and skills that are relevant to the diversify jobs and career opportunities available in the hospitality and tourism industry.

Students in the Culinary Arts program learn how to serve the needs of guests by providing stellar food related services. They also learn the key management and business skills necessary to keep such large-scale, small and medium-size operations running properly, including hospitality management, human resources training, and hospitality accounting skills.

Based on projections from the Ministry of Tourism and Entertainment new investment in the hospitality and tourism sector will amount to over 6000 rooms in the short to medium term in Jamaica. The Government of Jamaica (GOJ) is focusing on developing and diversifying the tourism and hospitality sector. The Jamaica information Service quoted the Minister of Tourism asserting that the GOJ is positioning the industry to tap into the US \$150 billion Gastronomy Market. The first Gastronomy Center was launched in June 2017 for the Devon House establishment in Jamaica. Therefore, the need to have world-ready graduates trained and certified at various levels in the sector is crucial to the sustainable and long term economic growth and development of the local tourism product.

This programme was adopted with permission from the Caribbean Tourism Organization (CTO) by the CCCJ to provide more diversified training in the hospitality and tourism sector for our affiliated institutions.

Programme Description

The Culinary Arts Degree curriculum is designed to provide students with the basic skills and knowledge they need to succeed as a junior culinarian. The program combines the classical elements of an apprenticeship-based education with a contemporary classroom style education, selecting the best elements that each style of education has to offer.

The primary focus of the program is on culinary skills development with additional coursework in basic business management. Students gain valuable industry experience by working in a variety of food service operations including fast casual, quick serve, banquets and fine dining. The ultimate goal of the program is to prepare the graduate to enter the workforce ready to succeed.

This associate degree gives specific competencies in the culinary arts and teaches knife skills, kitchen procedures, food presentation, beverage selection, nutrition, sanitation and safety and other fundamentals of cooking.

This program is for the highly motivated career-oriented person who desires to work in a restaurant or other food service establishment as a professional. This quality training program combines general education studies, career courses and hands-on professional food preparation. Potential employment opportunities exist in food preparation and supervisory/chef positions in restaurants, food catering services, and institutional food services in schools, colleges, hospitals, nursing homes, and business establishment facilities.

The programme offers over 60-plus credits in different aspects of the food and culinary industry. It is practical based and allow learners numerous opportunities to demonstrate competencies and theoretical knowledge that are aligned to industry standards from a local, regional and international perspective. In addition, learners participate in internship/work experience activities before graduating from the programme.

4. Programme Goals

This programme was developed as an important component of the Caribbean Tourism Learning System (CTLS). It addresses the growing need for a common, competency-based curriculum and provides the employers with potential employees who possess a sound theoretical and practical base.

The programme is designed to:

- improve the level of professionalism of an ever-changing tourism and hospitality industry.

- educate and train productive and employable people in a global community.

- provide consistent delivery of core content so employers will have realistic expectations of graduates with an Associate Degree in Culinary Arts.

- ensure transferability and articulation with other colleges and universities within the region and where relevant, meet regional occupational standards.

5. Matriculation Requirements

In order to be eligible for entry, applicants must satisfy one of the following:

A minimum of five (5) subjects (CSEC) General, grades 1 – 3 or equivalent. A pass in English Language is compulsory.

Foundation concepts in Mathematics I, II and III and Foundation in English Language I and II to be equivalent to CSEC Mathematics and English Language, respectively.

Equivalent qualification(s) as determined by the CCCJ

6. Target Group

This programme targets any of the following individuals:

Persons with industry experience seeking certification at supervisory level

Persons with industry experience who are supervisors but need formal training.

Graduates with a certificate in related fields/specific fields.

Persons who want to change their career path within the programme industry.

High school graduates interested in careers in Culinary Arts

Programme Duration

The programme may be offered as follows:

Schedule	Duration	Days Offered
Full-time	Four (4) semesters (2 years)	Week days, evenings and weekends. Flexibility is applied based on preference of target group.
Part-time	Eight (8) semesters (3.5 years or 2 summers)	

8. Programme Structure

Curriculum Courses/ Modules	Modules/ Course Codes	Number of Credits	Theory Hours	Lab/ Practical Hours	Pre-requisites
Accounting I	CTOA1202	3	45	-	None
Applied Information Technology	CTOA1201	3	30	30	None
Applied Mathematics for Hospitality	MATH1205	1		45	None
Baking Technology I	CTOB1101	4	30	60	None
Baking Technology II	CTOB2101	4	30	60	Baking Technology I
Caribbean Studies	CARS2301	3	45		None
College Mathematics	CTOM1101	3	30	45	Replaced with Applied Mathematics for Hospitality course in September 2018
Conversational Spanish	LANG1201	0	30	-	None
Elective		3	45		
English and Communication I	CTOE1101	3	45		None
English and Communication II	CTOE1202	3	45		English and Communication I
Food Art Presentation	CTOS2201	4	15	90	All food related courses
Food Beverage and Labour Cost Control	CTOF2201	3	45		None
Food Preparation I	CTOF1101	4	30	60	None
Food Preparation II	CTOF1201	4	30	60	Food Preparation I
Food Preparation III	CTOF2101	4	30	60	All food related courses
Food, Science and	CTOF1202	3	45		Sanitation, Safety &



Curriculum Courses/ Modules	Modules/ Course Codes	Number of Credits	Theory Hours	Lab/ Practical Hours	Pre-requisites
Nutrition					Hygiene
Foreign Language I	LANG2301	3	45	-	None
Foreign Language II	LANG2302	3	45	-	Foreign Language I
Hospitality Accounting	CTOH2301	3	45	-	Accounting I
International Cuisine	CTOI2201	4	30	90	All food preparation courses
Internship	CTOI1301	6		480	
Introduction to Economics	CTOE2201	3	45		None
Introduction to the Business of Tourism and Hospitality	CTOH1101	3	45		None
Kitchen Organization	CTOK2101	3	45		None
Menu Planning	FBEV2305	3	45	-	Food Preparation I
Quality Customer Care	CTOQ2201	3	45		None
Quantity Food Production and Service	CTOQ2202	4	30	90	Food Preparation I
Sanitation, Safety and Hygiene	CTOS1101	3	45		None
Wine and Spirits	CTOW2101	3	45		None

CTO's CULINARY ARTS (FULL TIME)
YEAR 1 – AMENDED September 2018

Semester I

CODE	COURSE	CREDITS (HOURS)
CTOH1101	Introduction to the Business of Tourism & Hospitality	3 (45)
CTOF1101	Food Preparation I	4 (90)
CTOS1101	Sanitation, Safety and Hygiene	3 (45)
CTOE1101	English and Communication I	3 (45)
CTOE2201	Introduction to Economics	3 (45)
CTOF1202	Food, Science and Nutrition	3 (45)
CTOQ2201	Quality Customer Care	3 (45)
		21

Semester II

CODE	COURSE	CREDITS (HOURS)
CTOA1201	Applied Information Technology	3 (60)
CTOF1201	Food Preparation II	4 (90)
CTOB1101	Baking Technology I	4 (90)
FBEV2305	Menu Planning	3 (45)
CTOW2101	Wine and Spirits	3 (45)
CTOE1202	English Communication II	3 (45)
<i>MATH1205</i>	<i>Applied Mathematics for Hospitality</i>	<i>1 (45)</i>
LANG1201	Conversational Spanish	0
		21

YEAR 2

**Semester
III**

CODE	COURSE	CREDITS (HOURS)
CTOF2101	Food Preparation III	4 (90)
CTOQ2202	Quantity Food Production and Dining Room Service	4 (120)
CTOK2101	Kitchen Organization	3 (45)
CTOA1202	Accounting I	3 (45)
LANG2301	Foreign Language I-Spanish I	3 (45)
CARS2301	Caribbean Studies	3 (45)
		20

Semester IV

CODE	COURSE	CREDITS (HOURS)
CTOH2301	Hospitality Accounting	3 (45)
CTO12201	International Cuisine	4 (120)
	Elective	3 (45)
CTOF2201	Food Beverage and Labour Cost Control	3 (45)
LANG2302	Foreign Language II-Spanish II	3 (45)
CTOB2101	Baking Technology II	4 (90)
		20

Summer II

CODE	COURSE	CREDITS (HOURS)
CTOS2201	Food Art Presentation	4 (105)
CTOI1301	Internship	6 (480)
		10

CULINARY ARTS (PART TIME)
YEAR 1 – AMENDED September 2018

Semester I

CODE	COURSE	CREDITS (HOURS)
CTOH1101	Introduction to the Business of Tourism and Hospitality	3 (45)
CTOF1101	Food Preparation I	4 (90)
CTOS1101	Sanitation, Safety and Hygiene	3 (45)
CTOE1101	English and Communication I	3 (45)
		13

Semester II

CODE	COURSE	CREDITS (HOURS)
CTOA1201	Applied Information Technology	3 (60)
CTOF1201	Food Preparation II	4 (90)
CTOB1101	Baking Technology I	4 (90)
		11

Summer I

CODE	COURSE	CREDITS (HOURS)
CTOE2201	Introduction to Economics	3 (45)
CTOF1202	Food, Science and Nutrition	3 (45)
CTOE1202	English Communication II	3 (45)
CTOQ2201	Quality Customer Care	3 (45)
		12

Semester III

CODE	COURSE	CREDITS (HOURS)
FBEV2305	Menu Planning	3 (45)
CTOW2101	Wine and Spirits	3 (45)
CTOF2101	Food Preparation III	4 (90)
LANG1201	Conversational Spanish	0
		10

YEAR 2**Semester IV**

CODE	COURSE	CREDITS (HOURS)
CTO12201	International Cuisine	4 (120)
MATH1205	Applied Mathematics for Hospitality	1 (45)
CTOQ2202	Quantity Food Production and Dining Room Services	4 (120)
CTOK2101	Kitchen Organization	3 (45)
		12

Summer II

CODE	COURSE	CREDITS (HOURS)
CARS2301	Caribbean Studies	3 (45)
	Elective	3 (45)
CTOA1202	Accounting I	3 (45)
LANG2301	Foreign Language I-Spanish I	3 (45)
		12

Semester V

CODE	COURSE	CREDITS (HOURS)
CTOF2201	Food Beverage and Labour Cost Control	3 (45)
LANG2302	Foreign Language II-Spanish II	3 (45)
CTOB2101	Baking Technology II	4 (90)
CTOH2301	Hospitality Accounting	3 (45)
		13

Semester VI

CODE	COURSE	CREDITS (HOURS)
CTOS2201	Food Art Presentation	4 (105)
CTOI1301	Internship	6 (480)
		10

9. Programme Profile

In addition to core content, there are some components that will be infused into the programme to promote holistic development of graduates. Infusion of these elements will be done through such strategies as presentations, seminars and workshops and will not affect the length of the programme.

The programme features the following components: -

Work Experience/ Practicum

Learners are required to complete six (6) weeks (240 hours minimum) of industry attachment/practicum or work experience during the training. The hands-on nature of the teaching and learning process ensures that learners complement their knowledge with practical skills. This will provide an opportunity for them to apply and strengthen the knowledge, skills and attitudes acquired during their training in the programme.

Entrepreneurship The programme aims to continue the development of entrepreneurial competencies of graduates, including their level of creativity and innovation to enable them to successfully operate a business venture and/or create new products/services, which should ultimately lead to the creation of employment and wealth for self and others. The focus of this component will be:

Applying knowledge of financial requirements for operating a business

Demonstrating knowledge of production and operations management

Outlining principles and practices of business law

Employability Skills

The programme promotes development of the following critical employability skills:

Communication

Professionalism and Ethics

Teamwork

Problem Solving and Critical Thinking

Leadership

Planning and Organising

Appreciation of Diversity

STEAM

The programme is designed to produce graduates of the highest calibre who are not only able to function effectively and efficiently in the workplace, but are also able to make significant contributions to the growth and development of their workplaces and the industry. As such, the courses incorporate relevant aspects of Science, Technology, Engineering, Arts and Mathematics (STEAM) in real-world and problem-based contexts. This supports the development of graduates who possess critical 21st-century skills that drive innovation. The core STEAM Skills include the following:

Inquiry

Communication

Self-direction

Problem Solving

Creativity and Innovation

Collaboration

Analysis and Critical Thinking

Applications of technology

Foreign Language	The programme includes a conversational course in Spanish, or German, Mandarin or French. It is intended to introduce learners to the fundamentals of the foreign language (phonics, grammar, syntax, vocabulary, etc.) and culture. The focus of the course is conversational competence. This will equip graduates to communicate competently at this level in a foreign language in current and emerging labour markets.
Gender Sensitivity	The programme is designed to produce graduates who are conscious of the need to avoid gender stereotyping and making gender distinctions that limit the roles of men and women based on sex or gender.
Cultural Diversity/Sensitivity	The programme is designed to produce graduates who are sensitive to the cultural diversity within the wider society. Learners are encouraged to have an appreciation of the need to coexist in an institution with variations in religion, ethnicity, racial and socio-economic situations. Learners should understand how to be tolerant and to be accommodating to persons of other cultures.
Sustainable Environmental Practices	Learners are required to develop awareness of environmental issues and their correlation with sustainable development. Sustainability and current environmental practices must be infused in training and in practice. Examples of areas that should be included are: protection of the environment, optimizing use of resources and ensuring use of environmentally friendly products and methods of waste disposal.

10. Delivery and Learning Strategies

The methods of delivery or modes of instruction and learning are expected to deliver/facilitate content appropriate to the subject area and learning styles of students to ensure that course objectives are met. The teaching-learning strategies to be employed will incorporate relevant and current technologies and will also include but are not limited to:

- Interactive lectures
- Simulations
- Demonstrations
- Project-based learning
- Field-based learning
- Case studies and Analysis
- Role plays
- Research
- Observations
- Presentations
- Laboratory exercises
- Self-directed learning
- Problem solving
- Discussions
- Guided practice
- Guest Lectures

The delivery and learning strategies/modes of instruction are intended to:

increase the independence of the learner

create critical thinkers

equip learners to enter the corporate world or start their own business

assist the learner to:

develop research skills

analyze and evaluate data

plan, design and implement projects

Faculty members or teams will determine for themselves the appropriate teaching/learning strategies for each curriculum unit, based on the intended learning outcomes, the needs of their learners and the availability of resources. It is intended that teaching/learning strategies utilized are those which encourage the progressive development of the learners' independent learning skills in all courses.

11. Evaluation and Assessment Strategies

Evaluation of student learning is aligned with the stated intended learning outcomes for each course. This involves a multi-faceted approach which is used to assess students' critical thinking as well as attitudinal skills. For this reason, evaluation is a blend of practical and theoretical tasks divided in a pre-defined ratio¹ of coursework to end of semester examination². In some cases, summative assessments will include both a skill assessment and knowledge assessment. The assessment strategies used will include, but are not limited to:

Coursework:

Coursework will be a combination of any of the following:

- | | |
|------------------------------------|--------------------------------|
| i. Weekly tests | Performance Tasks |
| ii. Laboratory activities | Demonstrations |
| iii. Field based assessment | Portfolios |
| iv. Projects (individual or group) | Oral Reports and Presentations |
| v. Condensed or summary reports | Graphical Displays |
| vi. Self and peer evaluations | Interviews |

Final Examination

In an effort to enhance quality, there is a standardized examination for each course, which is common to all colleges. There are typically three (3) examination sessions within an academic year: December, May and August. The end of semester examination (Final Examination) will be a combination of any of the following:

- Multiple Choice Questions (MCQs)
- Structured Questions (SQs)
- Practical Assignments (PAs)

¹The applicable ratio of coursework to end of semester examination is found in the respective course outline

²In reference to the end of semester examination (Final Examination), with duration of two (2) hours.

12. Grading Scheme

Grading

Typically, a student's final grade is calculated by the combination of the course work grade and the final examination grade. The specific course outline can be consulted regarding the applicable grading scheme.

A student who attains a combined grade of:

50% or more is deemed to have passed the course

at least 45% but less than 49% is deemed to have failed the course, and qualifies for a supplemental examination³

less than 44% is deemed to have failed the course and will be required to repeat the course in its entirety

Examination Grades, Points and Distribution

Effective Academic Year September 2014

Percentage Scale	Grade	Grade Point	Student Performance Description
90-100	A	4.00	Excellent
80-89	A-	3.67	
75-79	B+	3.33	Good
70-74	B	3.00	
65-69	B-	2.67	
60-64	C+	2.33	Satisfactory
55-59	C	2.00	
50-54	C-	1.67	
45-49	D+	1.33	Marginal Fail – Re-sit
40-44	D	1.00	Fail – Redo
0-39	U	0.00	Unsatisfactory

³The supplemental examination must be done at the next available sitting within the current academic year. The grade received therein shall be the student's final grade for the course. A student who fails a supplemental examination is required to repeat the course in its entirety.

LEVELS OF AWARDS

BACHELOR OF SCIENCE		ASSOCIATE OF ARTS ASSOCIATE OF SCIENCE	
G.P.A	Classification	G.P.A	Classification
3.70 - 4.00	First Class Honours	3.70 - 4.00	Honours
3.30 - 3.69	Second Class Honours (Upper)	2.70 - 3.69	Credit
2.70 - 3.29	Second Class Honours (Lower)		
1.70 - 2.69	Pass	1.70 - 2.69	Pass

13. Graduate Profile

Graduates from the A.A.Sc. in Culinary Arts should be:

- World-ready workers
- Self-directed
- Life-long learners
- Critical-thinkers
- Problem-solvers
- Socially and culturally aware
- Contributors to community and national development
- Team players
- Possess excellent communication skills
- Entrepreneurial
- Environmentally aware
- Gender inclusive
- Ethical and professional

14. Employment/Career Opportunities

The skills developed by this programme are the basis for an expanding variety of rewarding careers in an organization or self-employment. Careers such as:

Assistant Chef

Caterer

Restaurant Cook

Junior Executive Chef

Food and Beverage Supervisor

Junior Culinarian

Entrepreneur

Student Learning Outcomes: On completion of this programme, graduates will: -

Demonstrate the ability to succeed in the professional kitchen environment according to standards.

Demonstrate the ability to produce a wide variety of classical and contemporary dishes in the professional kitchen environment.

Develop knowledge of classic and contemporary cooking and baking techniques representing a variety of global cuisines.

Develop a professional portfolio representing the student's culinary skills and work experience.

Develop an understanding of basic business management techniques that relate to food and beverage operations.

Demonstrate and understanding of the concept of sustainability as it applies to the sourcing and production of food and beverage.

15. Course Descriptions

Food Preparation I (CTOF1101)

An introductory course to familiarize the students with the theory and practice of kitchen operations. The student will gain knowledge of kitchen terminology, equipment uses and the basic techniques of food preparation.

Baking Technology I (CTOB1101)

This introductory course is designed to provide the student with a basic knowledge of Cake and Pastry Making techniques and to provide practical competent while learning new skills within the patisserie department. Students will be introduced to traditional cake and pastry specialties suitable for different food outlets.

Sanitation, Safety and Hygiene (CTOS1101)

This course will provide students with information on basic microbiology, safety, personal hygiene, general handling of food. Local legislation for the food service industry will be examined.

Kitchen Organization (CTOK2101)

This course will provide the student with knowledge and skills used in designing the layout of a commercial kitchen. Emphasis will be placed on the planning and the selection of equipment.

Food Preparation II (CTOF1201)

This course is designed to provide the student with a continuation and expansion of knowledge in practical food preparation and to equip the student with a broader knowledge of food preparation including carving, buffet preparation, creation of show pieces including fruit and vegetable carvings.

Food, Beverage and Labour Cost Controls (CTOF2201)

Learners will be introduced to standards and procedures that increase the probability of food and beverage operations in the industry with emphasis on controlling cost and maximizing sales. Purchasing procedures will be examined.

Food Science and Nutrition (CTOF1202)

This course will examine the scientific method and the chemical and physical changes that occur during preparation, processing and storage of food products. Basic principles of nutrition, and micro-biology as it relates to chemical and physical changes to food will also be examined.

Food and Beverage Service

The learner will be introduced to the technical skills and psychology of service. Theory, concepts and performance will be emphasized. The various types of services, equipment, furniture and service items used will be examined.

Food Preparation III (CTOF2101)

This is a capstone course where students will demonstrate all skills and knowledge acquired during their programme of studies. Emphasis will be on creativity and the use of local and regional products to produce meals for formal dining experiences.

Baking Technology II (CTOB2101)

This course is designed to introduce the students to advanced techniques in baking. Continental specialties suitable for fine dining and commercial outlets will be examined.

Wines and Spirits (CTOW2101)

This course will focus on wines, spirits, liqueurs and beers. Production methods, service of the product and regions of origin will be examined. This course also involves tasting sessions.

International Cuisine (CTOI2201)

This course will focus on foods and cooking styles of many nations. Menu production reflecting on nations that have impacted international cuisines will be examined.

Quantity Food Production and Dining Room Service (CTOQ2202)

This course is designed to assist students in the developing competence in the operation of food preparation areas to identified operational standards. It also enables students to make an enlightened contribution to current industrial practice and development of culinary arts within the business environment.

Food art Presentation (CTOS2201)

Students will be introduced to the concepts of food arts. Emphasis will be on presentation, design and use of alternative commodities. The investigation of the effects of food art and presentation as a marketing tool will be examined.

16. Programme Requirements

Institutions seeking to offer this programme will have to demonstrate that they satisfy the minimum programme requirements indicated in the table below.

PREPARATORY PROGRAMME REQUIREMENTS FOR IMPLEMENTATION	
1	Required Facilities
	Equipped Computer lab
	Equipped Skills training lab
	Adequate Classroom(s)
	Adequate Internet Access
	Equipped SEN facilities, with respect to target group
	Consider flexible learning options, where possible
	Learning/Training Resources Requirements (<i>Please indicate</i>)
	Investigate the availability of curriculum, Learner guide, Facilitator's manual
	Investigate the availability of Library materials
	Investigate the availability of multimedia content
	Investigate the availability of repurposed content for flexible learning
	Investigate the availability of repurposed content for SEN
	Required training Equipment/Tools/Software/Hardware
	Determine the delivery material requirements (e.g. Electrical wires)
	Determine the required computer software/hardware
	Determine the required tools/equipment
	Determine the required online simulation resources, if applicable
	Determine the required assistive technologies based on specific SEN
	Human Resources Requirements
	Determine adequacy of skill Instructors
	Determine the Instructor qualification requirements
	Determine the need for Lab Assistants
	Determine the required Assessors
	Determine the need for additional tutors to support flexible learning modality (if required)
	Determine the need for trained Instructor to support selected SEN groups
	Required Assessment Strategies to be Approved with accrediting body
	Determine the requirements for traditional assessment modes
	Determine the requirements for Blended / flexible Assessment modes Determine the requirements for Special Education Needs assessment strategies
	Required Delivery Modality
	Determine the requirements for flexible learning/ Blended (Developed content)
	Determine the requirements for Face to Face (Developed delivery content)
	Determine the requirements for SEN Modified Delivery Content
	Required Programme Budget/Costs/Fees
	Calculate Programme delivery costs
	Calculate Student/Trainee fees
	Other costs

17. References

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<http://jis.gov.jm/jamaica-poised-tap-us150-billion-gastronomy->

[market/http://www.globalization101.org/workforce/](http://www.globalization101.org/workforce/)

Course Outlines

**ASSOCIATE OF
APPLIED SCIENCE
DEGREE IN CULINARY
ARTS**

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Accounting I
COURSE CODE:	CTOA1202
CREDITS:	3
CONTACT HOURS:	45 Hours Theory
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course introduces students to the concepts, terminologies and principles of accounting. It gives students knowledge of the analysis of financial statements. Participants will be required to work through the full accounting cycle.

COURSE OUTCOMES:

Upon successful completion of this course learner will be able to:

- understand the fundamental purpose of accounting
- use the accounting cycle to post and record business information
- describe accounting practices related to an accounting system
- prepare accounting information according to double entry rules
- interpret basic accounting information

UNIT I – Accounting for Business Transactions**(21 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- describe the term accounting as used in business organizations
- explain the concept and state the importance of a chart of accounts and design a chart based on specified criteria.
- give a brief description of "the uniform system of accounting" and explain its purposes and functions.
- differentiate between assets and liabilities and identify and categorize those accounts, which are found in current and fixed assets, and those that are found in current and long-term liabilities.
- differentiate between revenue items and expense items and categorize accounts in both these areas.
- explain the difference between debit and credit entries and post specified transactions to the appropriate books of record.
- explain the use and importance of double entry system of accounting and post simple transactions, using this principle.
- compile a simple trial balance of posted accounts and explain the function of the trial balance in the accounting process.
- explain the meanings, and give examples of prepaid and expired expenses and unearned and unrecorded revenue.

Content

Chart of Accounts

- The Purpose and use of the Chart of Accounts
- The Accounting Equation
- The Uniform System of Accounting

Asset, Liability and Equity Accounting

- Current Assets
- Non-Current Assets
- Other Assets
- Current Liability
- Long Term Liability
- Equity

Revenue and Expense Accounting

- Revenue Classification
- Expense Classification

Accounting Records

- Ledger Accounts
- Journal Entries
- The Double Entry Method
- The General Ledger

The Subsidiary Cash Books
 Trial Balance
 Income Statement

UNIT II – End of Period Accounting (10 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

Period End Accounting
 explain the concepts of depreciation, inventory valuation, Bank Reconciliation and Bad Debts write off.
 post period ending accounting information

Content

Depreciation
 Inventory Valuation
 Bank Reconciliation
 Bad Debts write off

UNIT III – Statement of Financial Position and Income Statement (12 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

prepare adjusting and closing entries in relevant accounts
 Adjusting Entries
 Expired Assets
 Unrecorded Expenses
 Prepaid Expenses
 Unrecorded Revenue
 Unearned Revenue
 calculate Cost of Sales, Gross Profit/Loss, Net Profit/Loss for a set of final accounts
 prepare Statement of Financial Position and Income Statement for an accounting period

Content

Preparation of adjusting entries
 Preparation of Statement of Financial Position (Balance Sheet) and Income Statement
 Calculations of Cost of Sales, Net Profit/Loss, Gross Profit/Loss

METHODS OF DELIVERY:

Lecture
Demonstration
Case Studies and Analysis
Guest Lecturers
Individual Presentation
YouTube Presentation
Research

METHODS OF ASSESSMENT AND EVALUATION:

The assessment for this course takes the following form:

2 term tests worth 35% - one test covers topics done in weeks 1-4 and the other covers topics done in weeks 5-9.

An individual comprehensive term assignment and graded homework exercises – 25%

A final exam worth 40%

Recommended Text

Introduction to College Accounting;
Bischoff G W.

Financial Accounting: An Introduction to Concepts, Methods and Uses, 2012, Roman L Weil, Katherine Schipper & Jennifer Francis; published by Cengage Learning

Financial and Managerial Accounting, 9th Edition 2004, Carl S Warren, James M Reeve & Philip E Fess; published by South-Western College

Resources

Understanding Hospitality Accounting 1, R Cote; published by Educational Institute of the AH&MA.

Attendance

Students are encouraged to attend all class sessions, as all information presented may not be covered in the required text. Participation of students is an integral component in the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Applied Information Technology
COURSE CODE:	CTOA1201
CREDITS:	3
CONTACT HOURS:	60 hours (30 hours theory, 30 hours practical)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course is designed to provide students with the knowledge of the range applications of computers in education, generally and in the hospitality industry. Hardware and software components will be examined.

COURSE OUTCOMES:

Upon successful completion of this unit, learner will be able to:

- sensitize the student to the concept of “information”, its meaning, application and function
- give the student an insight into the world of computers, and a basic explanation of some of the jargon used in the discipline
- give the student hands on experience to the operation of various aspects of a property management system
- sensitize the student to the various interfaces of property management systems and the practical application of such interfaces

UNIT I – Computer Hardware**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- describe the various components of computer hardware;
- list functions of the various categories of devices;
- explain how the CPU functions;
- explain the uses of primary and secondary storage;
- list various types of input and output devices;
- describe the various types of storage media;
- define various measurements used in the computer field – bits, byte, kilobyte, megabyte, gigabyte, hertz, megahertz, gigahertz

Content:

- Computer hardware
- The functions of categories of devices
- The functions of the CPU
- Uses of primary and secondary storage
- Input and output devices
- Storage of information
- Measurements in the computer field

UNIT II – Computer Software**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain what is a computer program and software;
- distinguish between system and application software;
- explain how the operating system functions;
- explain the need for generalized and specialized software;
- list some specialized software in the tourism and hospitality sector and their usefulness and limitations;
- format CDs, copy and backup files;
- list the essential commands of the software;
- explain how the software is executed;
- carry out the varied functions of file management
- create and retrieve needed information with the appropriate software packages;
- use a Microsoft Windows Operating system to complete different computing activities

Content:

Definition of computer programs
 Systems and application software
 The function of the operating system
 The uses of generalized and specialized software
 Formatting CDs
 File management
 The installation and purpose of software packages used for instruction
 The usefulness and limitations of these software packages

UNIT III – Representation of Data**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

define byte, field, record, file;
 explain sequential and random access of a file;
 explain how data is stored on media;
 explain the term “word”;
 convert decimal numbers to binary and hexadecimal.

Content:

Definition of “byte”, “field”, “record” and “file”
 Definition of “word”
 Accessing a file
 Storage of information
 Storage media
 Binary and Hexadecimal numbers

UNIT IV – Operating Systems**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

boot up a computer from hard drive or CD drive;
 format CD;
 save and retrieve files;
 copy files from one drive to another;
 create directories and more files between directories;
 manipulate data in DOS and Windows

Content:

Booting the computer
 Formatting a CD
 Handling files
 Data manipulation using different operating systems

UNIT V – Database Management**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

start up a relational database management program;
 create a database;
 add and delete records from a database;
 sort a database;
 display all the records of specified records from the database;
 print reports from the database.

Content:

An introduction to a relational database program
 Handling information using a database program

UNIT VI –Spreadsheet Management**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

start a spreadsheet program;
 use the toolbars and menus;
 use the help facility;
 create a worksheet;
 save and retrieve a spreadsheet file;
 manipulate data in a spreadsheet program
 explain the data types;
 enter text and numbers;
 enter formulas and functions;
 use the spreadsheet functions;
 sort data in the spreadsheet
 insert and delete rows and columns;
 use the program to create graphs and charts

discuss the possibility of spreadsheet in education;
print spreadsheet information

Content:

Starting and using a spreadsheet program
Manipulating data in a spreadsheet program
Identifying data types
Printing data

UNIT VII –Word Processing and Desktop publishing (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

start a word processing program;
create and edit a document;
insert and delete characters, words, paragraphs and blocks of text;
move and copy blocks of text;
save and retrieve a document;
change the appearance of text;
print a text file;
use a word process to prepare course materials.

Content:

Starting and using a word processing program
Manipulating data using a word processing program
Manipulating files using a word processing program
Printing data
Preparing course material

UNIT VIII – Use of Generalized Software to create Computer Aided Instruction Applications (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

use a database management program to create a knowledge base for a given subject;
develop a structure for a knowledge base for a subject;
update the database;
explain how the database is accessed, and updated by a user;
use the spreadsheet management program to demonstrate graphs and charts;

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use the spreadsheet to demonstrate the use of mathematical functions;
 use the word processor to develop writing skills;
 use the word processor to improve spelling.

Content:

Software used to create computer aided instruction applications
 Database management program
 Spreadsheet management
 Word processing programme

UNIT IX – Presentations

(6 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

start a presentation program
 define presentation software terms
 create and edit a presentation
 save and retrieve a presentation document
 work with various program objects and graphics
 various selection methods, and uses of selection techniques
 print handouts
 competently carry out a presentation using technology

Content:

Presentation programs
 Presentation software terms
 Creating and editing of presentations
 Retrieving presentation documents
 Working with program objects and graphics
 Selection methods and techniques
 Printing handouts
 How to execute a presentation

UNIT X– Internet

(3 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

define the internet and describe how it works
 distinguish between the web and the internet

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explain virus alerts
 define the terms internet address, URLs, Hostnames
 use search engines
 use of email and messaging
 demonstrate respectful use the internet

Content:

Introduction to the internet
 Overview of the web and the internet
 Virus alerts
 Internet address, URLs, Hostnames
 Search engines
 Email and messaging
 Respectful use of the internet

UNIT XI – Property Management Systems

(3 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

Reservations Management

Demonstrate how to access the electronic reservation chart
 Record and verbally state a forecast for a specified period
 Show how to deduce the room availability
 Create an electronic reservation
 Demonstrate imputing the components that guide the system in calculating room pricing
 type of room
 no. of persons
 arrival date
 departure date
 meal plan
 guest type

Rooms Management

Demonstrate changing the housekeeping room statuses, for example:
 VD to VC
 OD to OC
 OOO to VR
 Demonstrate how to register a walk-in- guest
 Demonstrate how to retrieve and register guaranteed reservations
 Show how to make room assignments

Guest Account Management

Post charges for goods and services daily to:
 Master folios

- Non-guest folios
- Guest folios
- Monitor credit balances, daily
- Establish credit limits
- Demonstrate how to complete an employee audit

General Management

- Retrieve and print revenue analysis reports on request
- Retrieve and state operating statistics on request
 - Occupancy
 - Nationality, etc.
- Maintain guest histories
- Utilize histories to enhance customer service

Content:

Electronically managing:

- Reservations
- Housekeeping rooms status
- Guest accounting
- General information

UNIT XII– Departmental Interface

(3 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

Back Office Interfaces

- Record Account Receivables
- Record Account Payables
- Process time and attendance records
- Process tax withholdings
- Process pay distributions
- Produce a balance sheet
- Produce an Income statement
- Print transactional analysis reports

Front Office Interfaces

- Compare electronic postings to hard copy totals
- Activate in-room telephone access after electronic registration
- Deactivate in-room telephone access at departure
- Transfer all direct debit bills to city ledger at departure

- e. Zero out guest bills at departure

Content:

Back office interfaces
Front office interfaces

METHODS OF DELIVERY:

Lectures
Demonstration
Discussions
Research
Group/Individual Work
Presentations – Skype, You Tube videos, Power Point
Computer Laboratory Practice

METHODS OF ASSESSMENT AND EVALUATION: continuous assessment

- | | |
|---|-----|
| 1. Six assessments in the following areas | 60% |
| a. Introduction to basics | |
| b. File management | |
| c. Word Processing | |
| d. Spread Sheets | |
| e. Presentation | |
| f. Database | |
| 2. One comprehensive project worth | 40% |

RESOURCE MATERIAL:**Recommended Text**

Computer Literacy and Information Technology: How to Make Computers Work for You; RSA; Heinemann Educational Books

Resources

Tutor Notes
Computer Applications

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Applied Mathematics for Hospitality
COURSE CODE:	MATH1205
CREDITS:	1
CONTACT HOURS:	45 (45 hours practical)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

Using data and examples relevant to the hospitality and tourism industry, students will use an applied approach to learn math skills relevant to this industry. Topics covered will include appreciation of systems of standardization and their applications to real world, consumer mathematics, fundamentals of algebra, and an introduction to statistics. The use of computers and calculators will be integrated into the applications. Students will work in 'teams' on some projects and activities.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- develop an understanding of systems of standardization and their applications to the real-world problems
- use consumer mathematics to solve problems
- understand the fundamentals of algebra
- apply basic statistics and probability principles

UNIT I - Measurements**(6 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the measures of length, weight, volume
- use the conversion table to convert units of length, volume, and weight
- convert the USCS to international systems of units (SI) as it relates to length
- explain the decimal-value prefixes, given the SI unit
- convert the UCSC unit to SI units and vice-versa given the USCS/SI conversion table

Content:

- The US customary system of measurement(USCS)
- USCS measure of length
- USCS measure of weight
- USCS measure of volume capacity
- The conversion table: equivalency chart recipe size conversion; basic metric unit, decimal-valued prefixes, metric USCS conversions

UNIT II –Consumer Mathematics**(12 hour)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define ratio and proportional parts
- use ratios to calculate occupancy levels and contribution of departments to profitability
- calculate percentages, percentage profit and loss, discounts and percentage change
- calculate salaries, wages and overtime payments, household bills, rates and taxes
- calculate simple and compound interest
- calculate unit pricing from given data

Content:

- Ratio and proportion
- Percentages: percentage profit and loss, discount, percentage changes, food yield
percentage (edible portion quantity, as purchased quantity)
- Payments and overtime
- Salaries, rates and commission
- Gratuities
- Income tax
- Simple and compound interest
- Unit pricing
- Cost per unit (recipe pricing)

UNIT III – Algebra**(8 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the concept linear equations
- perform addition and multiplication properties of equality
- solve a linear equation one variable
- translate from word to mathematical expression
- solve simultaneous equations
- use linear equations to solve real world problems including those related to fixed and variable cost

Content:

- Linear equations
- Addition and multiplication properties of equality
- Linear equation in one variable
- Application of linear equations
- Simultaneous equations

UNIT IV– Introduction to Statistics**(8 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- work with summation notation, as is used to denote the addition of numbers
- calculate mean, mode and median
- calculate ranges, standard deviation and variance
- analyze statistical data presented in graphical forms
- prepare charts, histograms and frequency polygons from data in the hospitality industry

Content:

- Summation notations
- Mean, mode, median
- Range, interquartile range, standard deviation and variance
- Graphical presentation of statistics
- Charts, line graphs, pie and bar charts, frequency polygons

UNIT V– Probability**(8 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define probability
- use the formula for determining the number of possible outcomes
- apply the computational device for calculating the number of possible combinations

Content:

- Definition of probability
- Equiprobable events and favourable outcomes
- Non-equiprobable events
- Total probability

METHODS OF DELIVERY:

Lectures
 Discussion
 Demonstrations
 Projects
 Research
 Presentations
 Tutorials
 Problem Solving

METHODS OF ASSESSMENT AND EVALUATION:

1. Courseworks	40%
2. Final Examination (2 hours)	60%

Recommended:

Jones, T. (2008). *Culinary Calculations: Simplified Math for Culinary Professionals*.
 New Jersey, NJ: Wiley

Strianese, P. P., & Strianese, A. J. (2000). *Math Principles for Food Service*
 (4thed.). Delmar Cengage Learning

Online Resources:

Ebscohost Databases – www.ebscohost.com

Springer E-books – www.springer.com

ProQuest Databases – www.proquest.com

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Baking Technology I
COURSE CODE:	CTOB1101
CREDITS:	4
CONTACT HOURS:	90 (30 hours theory, 60 hours practical)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This introductory course is designed to provide the student with a basic knowledge of Cake and Pastry Making techniques and to provide practical competence while learning new skills within the patisserie department. Students will be introduced to traditional cake and pastry specialties suitable for different food outlets.

COURSE OUTCOMES:

Upon successful completion of this course, the learner should:

- apply knowledge of pastry technology and basic techniques in pastry making.
- apply the fundamentals of cake and pasty making to the preparation of a variety of products.
- demonstrate and care for equipment normally found in the bake shop or baking area.
- provide practical competence while learning new skills within the patisserie department.
- develop an awareness of safe working environment and monitoring of safe practices
- finish and critically assess products taking into account, design, colour, flavour and portion control.
- become familiar with up-to-date food legislation affecting production and storage of products.

UNIT I – Equipment**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

operate the various large and small equipment in the bake shop

Content:

Orientation of the bake shop
Baking equipment and utensils

UNIT II – Quick Breads**(12 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

identify types and characteristics of ingredients used in quick breads.
use the techniques for measuring, mixing, baking, and cooking
discuss the faults - causes and corrections.
prepare and serve a variety of muffins, short cakes, pancakes and waffles and local sweet bread.

Content:

Characteristics of ingredients used in quick breads
Methods of measuring ingredients
Mixing and baking techniques
Faults, causes and corrections in the baking of quick breads
Methods of preparation of quick breads

UNIT III – Basic Batters and Doughs**(10 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

identify the ingredients and principles for making pastry.
outline characteristics and functions of ingredients
discuss the need for accuracy in measuring ingredients.
distinguish between batters and doughs.
describe advantages and disadvantages of mixing and rolling dough by machine or hand

discuss the methods and techniques of baking and decorating.
 relate the necessity and purpose of using formulas
 prepare, present and serve a variety of pastry items using short, sweet and choux pastry.

Short Crust Pastry
 Sweet Pastry
 Blitz Puff Pastry
 Choux
 Flans
 Tarts

discuss and apply the techniques of mixing, preparation baking, testing, temperature and time control.
 identify the faults, causes and corrections in pastry making.
 prepare and serve a number of batters, cakes and cookies.

Content:

Principles of pastry making
 The measuring of ingredients

UNIT IV – Yeast Products

(10 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

describe the techniques related to yeast activity, preparation and proofing of dough.
 select and prepare pans for baking.
 identify the functions and use of ingredients.
 outline the principles of mixing, proofing and baking
 prepare a variety of breads and rolls
 white bread
 whole wheat bread
 crisp rolls
 soft rolls
 local bread
 prepare and serve a variety of yeast products.
 Doughnuts
 Savarins
 Rum Babas

Content:

Characteristics of yeast
 The functions and use of ingredients for yeast products

UNIT V – Puddings**(12 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

discuss the types of puddings, preparation and procedures, using fruits and nuts.
 outline the methods of steaming puddings and time required for steaming
 discuss the types, purpose and use of various starches and sweetening agents
 emphasize techniques of garnishing and methods of serving
 prepare and serve a variety of puddings.

Steamed
 Starch thickened
 Self-thickened

Content:

Characteristics of pudding
 Methods of cooking puddings
 Methods of garnishing and serving a variety of puddings
 Preparation of different types of puddings

UNIT VI – Cream Pie Fillings and Pastry Cream**(10 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

discuss and record the types and methods of preparing various fillings.
 describe the portioning and techniques of filling pie shells.
 prepare a variety of pies and desserts using cream pie filling and pastry cream.

Content

The preparation of pie fillings and pastry creams
 Methods of portioning
 Techniques of filling pie shells
 Preparation of cream pie fillings and pastry cream

UNIT VII – Simple Desserts**(10 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

describe methods of preparation for the named dessert.
 identify the fresh fruit in season.
 describe the methods and techniques of preparing fruit including:

Slicing
 Peeling

Skinning
 Dicing
 Pureeing
 prepare, present and serve a variety of simple desserts.
 Jellies
 Egg Custard
 Ice cream desserts
 Trifle
 Fruit and other sweets

Content:

Preparation techniques for fresh fruit
 Preparation techniques for jellies
 Preparation techniques for egg custards desserts
 Preparation techniques for trifle
 Preparation techniques for ice cream desserts
 Preparation of simple desserts

UNIT VIII – Sponge Cakes

(10 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

discuss the importance of types and characteristics of ingredients.
 describe the kinds of additives used to produce various sponges.
 outline the techniques for mixing and special methods for obtaining maximum yield
 including:
 oven loading techniques
 kinds of filling and topping
 prepare a variety of sponge cakes including:
 Sponge sandwich
 Swiss Roll
 Chocolate Log
 Butter Sponge
 Sponge Drops and fingers
 Victoria Sponge Sandwich

Content:

The characteristics of ingredients using sponge cakes
 Additives used to produce a variety of sponges
 Techniques of mixing sponges
 Types of fillings used in sponges

UNIT IX – Frostings**(10 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- discuss the reasons and techniques of sifting.
- discuss and record the effect of heat on various ingredients.
- describe the types and purposes of various liquids used in frostings.
- describe methods and techniques for mixing and applying frosting and fillings.
- prepare and apply:

- Fondants
- Butter Icing
- Decorative icings

Content:

- Characteristics of frostings
- Techniques for mixing and applying frostings and fillings

METHODS OF DELIVERY:

Lecture
 Demonstrations
 Practical
 Simulations
 Individual/Group Presentations
 Video Presentation
 Seminars/Workshops

METHODS OF ASSESSMENT AND EVALUATION:

The assessment for this course takes the following form:

1. Coursework: 60%
 - a. Theory – 20%
 - b. Practical – 40%
2. Final examination: 40%
 - a. Theory – 20%
 - b. Practical – 20%

Practical assessment = 4 hours

RESOURCE MATERIALS:**Recommended:**

The Professional Pastry Chef, Bo Friberg

Professional Patisserie 2013, Chris Barker, Mick Burke & Neil Rippington; published by Hodder Education

On Baking, 3rd Edition 2012; Sarah R Labensky, Priscilla A Martel & Eddy Van Damme; published by Prentice Hall

Other Resources:

Patisserie, 2nd Edition. L. J. Hannemann; published by Butterworth Heinemann.

New Professional Chef, 7th Edition, Editor L G Conway; published by Culinary Institute of America (Van Nostrand Reinhold).

Handouts

Ebscohost Databases – www.ebscohost.com

Springer e-books – www.springer.com

ProQuest Databases – www.proquest.com

Attendance

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THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Baking Technology II
COURSE CODE:	CTOB2101
CREDITS:	4
CONTACT HOURS:	90 (30 hours theory, 60 hours practical)
PRE-REQUISITE(S):	Baking Technology I
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course is designed to introduce the students to advanced techniques in baking. Continental specialties suitable for fine dining and commercial outlets will be examined. Practical sessions will be conducted in skills kitchens in realistic working environments that are equipped with the necessary utensils for the execution of their work.

The course will allow students to sit international certification such as NVQs in food production.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- prepare advanced baking products.
 - select appropriate equipment to produce baking goods.
 - demonstrate baking techniques utilizing safe and hygienic working practices.
 - demonstrate the necessary skills and attitudes to adapt to the dynamic nature of patisserie.
 - outline food legislation affecting production and storage of products.
 - provide practical competence in students whilst introducing new skills within the patisserie department.
 - introduce classical, non-classical and continental specialties suitable for different food outlets.
 - encourage production of high quality product and being able to relate their choice of raw materials to an optimum profit making context.
 - demonstrate and organize controlled hygienic work situations.
10. prepare students for industry/industrial release and career progression.

UNIT I – Meringue**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- differentiate between cold, warm and hot meringues
- prepare a variety of dishes using cold, warm and hot meringues

Content:

- Definition of meringue
- Methods of preparing meringues
- Preparation of meringues

UNIT II – Confections**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- prepare and serve a variety of
 - ice creams
 - frozen yogurt and crème fraiche
 - sorbets
 - parfaits and bombes
 - coupes and sundaes

Content:

- The principles of preparing confections
- Preparation of confections

UNIT III – Tortes**(8 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- specify the proper height and portion size for a variety of tortes
- discuss and demonstrate the special preparation methods used for a variety of tortes
- discuss how the names of tortes indicate the type of designs
- identify the taste and other characteristics associated with each torte
- prepare and decorate a variety of tortes applying the principles learnt.

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Content:

Types of Tortes
 Linzer Tortes
 Fruit Tortes
 Cream Tortes
 Cheese Tortes
 Ganache Tortes
 Mille Feuille
 Characteristics associated with Tortes
 Names and designs of tortes
 Preparation of tortes

UNIT IV – Marzipan and Fondant**(8 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

prepare marzipan and fondant
 describe the use of marzipan and fondant as a covering medium
 display the use of marzipan and fondant as a decoration

Content:

Techniques of preparing marzipan
 Techniques of preparing fondants

UNIT V – Chocolates**(9 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

prepare a number of chocolate flavoured coatings
 use chocolate couverture to decorate a selection of cakes
 produce a number of chocolate items for display

Content:

Types of chocolate
 The tempering of chocolate
 Preparation of various chocolate items
 Chocolate displays
 a. Pastillage and Royal Icing

UNIT VI – Pastillage and Royal Icing**(8 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- discuss the use of pastillage and royal icing as a decorative medium
- display the use of pastillage and royal icings for producing display items

Content:

- Techniques of preparing pastillage
- Techniques of preparing royal icing

UNIT VII – Mousses and Bavarian Creams**(8 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. prepare and serve a variety of mousses and Bavarian cream items

Content:

1. Techniques of preparing mousses and Bavarian creams

UNIT VIII – Hot and Cold Sweet Displays**(8 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- demonstrate the combinations of hot and cold sweets to produce a wide range of puddings, soufflés and other desserts

Content:

- Preparation of hot and cold sweets
- Hot and cold sweet displays

UNIT IX – Yeast Products**(8 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

explain the procedure for making Brioche, Croissants and Danish
prepare Brioche, Croissants and Danish

Content:

1. Preparation techniques for Brioche, Croissants and Danish

UNIT X – Cheesecakes**(10 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

identify the various types of cheesecakes
identify the various ingredients and equipment needed to produce each type of cheesecake
describe methods of decorating and finishing each type of cheesecake
prepare, bake and serve a variety of cheesecakes

Content:

1. Types of cheesecakes

UNIT XI – Afternoon Tea Goods**(4 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

produce a number of tea goods using premixes, pastry creams, fresh creams, synthetic creams and fillings

Content:

1. Preparation of tea goods

UNIT XII – Petit Fours**(7 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- define petit fours
- produce a number of local, regional and international petit fours

Content:

1. Preparation of petit fours

METHODS OF DELIVERY:

Lectures
Work sheets
Audio and tape evaluations
Peer conferencing
Presentation(s)
Research
Practical
Simulations
Video Presentations
Workshops/seminars

METHODS OF ASSESSMENT AND EVALUATION:

The continuous assessment for this course takes the following form:

Continuous Assessment:

1. Coursework – 80%
2. Final major practical exam – 20%

RESOURCE MATERIAL:**Prescribed:**

The Professional Pastry Chef, Bo Friberg

Patisserie, 2nd Edition, L. J. Hanneman; published by Butterworth-Heinemann.

Professional Patisserie 2013, Chris Barker, Mick Burke & Neil Rippington; published by Hodder Education

On Baking, 3rd Edition 2012; Sarah R Labensky, Priscilla A Martel & Eddy Van Damme; published by Prentice Hall

Ebscohost Databases – www.ebscohost.com

Springer e-books – www.springer.com

ProQuest Databases – www.proquest.com

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

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THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Caribbean Studies
COURSE CODE:	CARS2301
CREDITS:	3
CONTACT HOURS:	45 (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

This course provides an overview of how different aspects of Caribbean Life and development as a region, affect our development. Within this course students are equipped to understand the Caribbean Region, its position in relation to the rest of the world, cultural expressions and identity, the impact of dominant ideologies and individuals who have had impact on leadership in the Caribbean and the different ideologies that have shaped integration and the development of the Caribbean Region.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- understand the influence of the common historical experiences on the development of Caribbean culture, and of social and political structures
- understand the relationship that exists between the Caribbean and the global society
- understand how to appraise the contributions of major ideological movements to the development of the Caribbean region
- understand how to propose critical tasks of leadership in individual Caribbean countries, and in the region as a whole
- aware of major constraints to, and opportunities for, the development of Caribbean societies
- value the contributions of the Caribbean's diverse cultures and peoples to the development of the region
- understand how to conduct basic research into issues they have identified as being of concern to Caribbean communities, and to the entire region and Developmental projects, new technologies and environmental issue

UNIT I – Identify all Territorial Units in the Region**(4 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify locations on the globe that are of historical and current significance to peoples of the Caribbean
- discuss the impacts of winds, floods, volcanoes, earthquakes and hurricanes on development in the Caribbean

Content:

Locate units with respect to:

- The rest of the region
- The USA
- Canada
- Latin America
- Africa
- Europe
- Asia
- The Middle East

Identification of French, Dutch, English and Spanish – speaking countries
Examination of the main geographical features of the Caribbean Region

UNIT II – Shaping Caribbean Identity**(8 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the concept of identity and how it is formed
- discuss the contribution of Tainos and Kalinagos to Caribbean Development
- describe the basic features of European settlement, organization of trade, and systems of governance in the Spanish and English Caribbean including products and protectionism
- discuss reasons for, and the impacts on Caribbean development of encomienda, slavery, and European and Asian indentureship
- explain the features of British colonial governance and the steps taken to regain sovereignty in the Caribbean
- discuss the factors that induced Britain to grant independence to Caribbean territories in the 20th Century

Content:

The Indigenous People
 The Colonial Experience
 The Europeans
 Slavery and resistance
 Immigration and Indentureship
 Constitutional Development: Note different constitutional paths followed by
 the territories of the region
 Independence

UNIT III – Caribbean Cultural Expressions/Identity	(8 hours)
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Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

define culture and explain the sociological concepts related to culture (erasure, retention, renewal, imperial, relative)
 discuss the value for the diverse cultural contributions of the peoples of the Caribbean
 analytically discuss the concept of Caribbean Identity and its importance to the region

Content:

Music
 Dance
 Drama
 Oral Traditions
 Festivals
 Arts and Architecture
 Caribbean Voices – Selected Recordings of Caribbean Writers
 Sport

UNIT IV – The Caribbean in the Information Society	(6 hours)
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Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

explain the concept of “the information age”, and the terms mass media and information technologies
 discuss their impact on Caribbean society, economy, politics, and culture of mass media and information technologies

Content:

Mass Media and cultural identity
 The role of new technologies of information in shaping the political process in Caribbean countries
 Perpetuating hegemony – the role of the mass media and of new technologies of information
 The mass media and information technology: their impact on business in the Caribbean

UNIT V – The Tasks of Leadership**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

define leadership and leadership styles
 appraise briefly the contributions of major ideological movements and their leaders to the development of their respective territories in the region
 conduct basic research into the contributions of past and present Caribbean Leaders to determine the factors that accounted for their greatness
 distinguish among Pan Africanism, Black Power, and La Negritude
 briefly discuss the contributions of Garvey, Du Bois, and Henry Sylvester Williams; Aime Césaire, Senghor and Demas; and Stokely Carmichael, Malcolm X and Walter Rodney, to the development of these concepts
 describe the features of THREE syncretic or local religions and the roles they play in modern society

Content:

The Influence of the Western Intellectual Traditions
 Democracy: English Speaking Caribbean
 Marxism/Socialism: Cuba, Jamaica 1970's, Guyana 1970, Grenada
 Capitalism: English speaking Dutch and Caribbean
 Dictatorship: Haiti, Dominican Republic
 The Role of Leadership: Pre- and Post-Independence
 Derek Walcott
 Arthur Lewis
 Edna Manley
 Marcus Garvey
 Norman Manley
 Eric Williams
 Bob Marley
 Grantley Adams
 Fidel Castro
 Michael Manley

Edward Seaga
 Buzz Butler
 Robert Bradshaw

1.

Challenges to dominant ideologies: the radical Caribbean Intellectual Tradition

An analysis of how the works of selected political or community leaders, artists or intellectuals, identified by the student for more in-depth study, have helped to theorize, or to provide active leadership in dealing with issues such as:

What it is to be a Caribbean person, both inside and outside the Caribbean
 Issues of ethnicity and identity in the Caribbean
 Freedom and autonomy as personal, national and regional projects

UNIT VI – Caribbean Integration

(8 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- define the concept of integration and the neo-functionalist and transactional perspectives of integration
- outline the early attempts at integration and give reasons for their failure
- discuss the features of CARICOM
- briefly assess the relevance of Caribbean integration in the 21st Century

Content:

The Integration Movement:

- Neo-Functionalist perspective
- Transactional perspective
- Federalist perspectives

The role of CARICOM (CSME, CCJ)

Establishing relationships with the non- Anglophone Caribbean

Factors encouraging/discouraging integration

The role of Integration in promoting Caribbean social and economic development

METHODS OF DELIVERY:

Lectures
 Discussions
 Guest Lectures
 Presentation(s)
 Field Trips
 Research
 Independent study project supported by tutorial sessions

METHODS OF ASSESSMENT AND EVALUATION:

1. Common Coursework	15%
a. Research Paper on an assigned topic (1200 words)	
2. College Courseworks	15%
b. Independent Study of a Topic Selected by the Student, culminating in an extended paper (2500 words)	
c. Test	10%
3. Final Examination: (2 hours)	60%

RESOURCE MATERIALS:

- Beckles, H. & Shepherd, V. (1993). *Caribbean slave society and economy: a student reader*. Jamaica: Ian Randle Publishers.
- Boxill, I. (1997). *Ideology and Caribbean integration (new generation series)*. Jamaica: University of the West Indies Press
- Demas, W. (1997). *Critical issues in Caribbean development: West Indian development and the deepening and widening of the Caribbean community*. Jamaica: Ian Randle.
- Dunn, H. (1995). *Globalization, communications and Caribbean identity*. Jamaica: Ian Randle Publishers
- Barker, C. (1999). *Television, globalization and cultural identities*. UK: Open University Press.
- Fergus, H. (1996). *Education in the West Indies: developments and perspectives 1948-1988*. (D. Craig, Ed.) *Educational development in some Eastern Caribbean countries: perspectives on current needs*. Jamaica: ISER, Mona
- Girvan, N., & Simmons, D. (1996). *Caribbean ecology and economics*. Jamaica: ISER, Mona.
- Kegley, C.W., & Wittkopf, E. R. (2008) *World politics: trend and transformation* (latest edition). NY: St. Martin's Press.
- Lewis, G. (2004). *Main currents in Caribbean thought: the historical evolution of Caribbean society in its ideological aspects 1492 - 1900*. NE: University of Nebraska Press.
- Time for Action: The report of the West Indian Commission*. (1992). Jamaica

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	College Mathematics
COURSE CODE:	CTOM1101
CREDITS:	3
CONTACT HOURS:	75 hours (45 hours practice; 30 hours theory)
PRE-REQUISITE(S):	
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course seeks to develop students' ability to communicate using Mathematics and their computational skills align to their career advancement. Modules include: number theory, basic algebra, matrices, basic statistics, business mathematics among other areas. The focus is on building the computational competencies and critical thinking skills in relation to various activities carried out in their daily lives and in the business environment.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- appreciate the use of mathematics as a form of communication
- apply mathematical knowledge to the solutions of problems in everyday activities
- use a range of mathematical techniques and skills accurately
- demonstrate the ability to think critically and logically
- understand how mathematical concepts are used in different careers.

UNIT I – Number Theory**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- state the operations under which associative, commutative and distributive properties hold on the set of integers
- recognize/demonstrate the use of the identity element of addition (zero) in obtaining additive inverse
- rewrite expressions involving integers using associative and commutative properties
- rewrite expressions using the distributive property of multiplication over addition and over subtraction
- express any integer as product of its prime factors
- rewrite repeated multiplication in exponential form
- determine the sign (i.e. “-“ or “+”) of a power by whether its exponent is odd or even
- determine LCM and HCF by factoring
- perform division by cancelling common factors

Content:

- Commutative, associative and distributive properties
- The identity element zero;
- Exponential notation
- Prime numbers and composite numbers
- Factors and multiples
- HCF and LCM
- Square and cubic figures
- Number bases

UNIT II – Rational Numbers and Operations**(10 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- plot points representing real numbers on number line to show:
 - integral values
 - continuous intervals, open/closed intervals
- distinguish between proper and improper fractions
- recognize/demonstrate the use of the identity element of multiplication (unity) in obtaining multiplicative inverses(reciprocals)
- obtain an equivalent fraction for given denominator (or numerator)
- use HCF to reduce fraction to simplest equivalent form
- compare fractions by rewriting with equal denominators

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perform the four operations on fractions by rewriting with equal denominators
 obtain the multiplicative inverse (reciprocal) of any rational number
 use LCM in carrying out addition and subtraction procedures
 use common rules and algorithms in multiplying and dividing fractions
 determine the value of any digit in a decimal fraction
 convert between fractions and decimals
 use short cuts in multiplying and dividing by powers of 10
 express numbers in standard (scientific) notation
 estimate the error obtained for a given rounding of a number
 determine significant digits in a whole number or fraction in decimal form
 round numbers to any stated place value or significant digit

Content:

Fractions
 Decimals
 Place value
 Standard notation

UNIT III – Introduction to Algebra

(10 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

in a given real-world problem situation determine variable quantities which require representation with algebraic (letter) symbols
 distinguish between representation of variables and of constants in an algebraic expression
 represent word phrases with algebraic expressions and vice versa
 evaluate algebraic expressions for given values of the variables
 perform addition and subtraction of like terms:
 rewriting product of coefficient and variable as repeated addition of the variable term
 adding/subtracting coefficients of like terms
 multiply monomial expressions:
 representing repeated multiplication of a variable in exponential form
 using associative property of multiplication to justify multiplication rule for monomials
 manipulating coefficients and indices to multiply any pair of single-term algebraic expressions
 divide monomial expressions:
 using factorization
 manipulating coefficients and indices for quotients involving positive, non-fractional indices

classify algebraic expressions:

- distinguishing between linear polynomial and quadratic polynomial
- distinguishing between a polynomial and a rational expression

determine LCM and HCF of single term expressions

use distributive property over addition/subtraction:

- multiplying terms in brackets,
- factoring out single-term common factors

add/subtract, multiply/divide pairs of rational expressions:

- simplifying rational expressions by factorizing to their lowest terms
- rewriting algebraic fractions with common denominator,
- method of inverting of divisor

apply distributive and associative properties to factorize algebraic expressions

Content:

Algebraic expressions: variables

Substitution

Addition, subtraction,
including (or by ..) (or by ..)

Multiplication

- multinomial single term
- multinomial by binomial

Division

- multinomial by single term
- simplification of rational expressions

Factorization

- $ax \quad bx \quad ay \quad by$
- $ax^2 \quad bx \quad c$ (including perfect squares)
- $a^2 \quad b^2$
- combinations of the above

UNIT IV – Equations, Formulas and Inequalities

(9 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- recognize the essential features of a mathematical statement

- use the symbols (<, =, >) in constructing mathematical statements

- recognize/construct algebraic identities and distinguish from conditional (ordinary) equations

- obtain equivalent equations by applying one or more of the four operations by substituting values into an open statement (equation or in equation):

test truth or falsity of statement for given value of variable
 search for possible solutions to given equation/inequality
 solve simple equations by
 standard methods of reduction to equivalent equations
 using inverse operations
 obtain solution sets of linear inequalities in one variable
 represent on a number line the solution sets of linear equations and inequalities in one variable
 solve simultaneous linear equations involving two variables
 formulate from word problems linear equations in one or two variables
 solve quadratic equations by:
 factoring
 short method of extracting roots
 use of the quadratic formula
 formulate equations from given word problems
 solve systems of equations involving a linear and a quadratic equation
 convert, by substitution, a given formula into a linear or quadratic equation and solve for unknown variable
 express any single variable of a formula in terms of the others
 combine two equations/formulae into one by eliminating a common variable
 distinguish between a linear equation and a linear inequality
 use equations to model real-life situations and solve related problems

Content:

Linear Equations/in equations including fractional forms
 Expressions, equations, inequalities, formulae, identities
 Linear equations, in-equations
 Simultaneous Equations:
 two linear
 one line and one quadratic
 Quadratic equations
 Related real-world problems
 Algebraic formulas occurring in real world and Mathematics

UNIT V – Ratio and Proportion

(6 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

recognize a ratio as a comparison between measures carried out by division.
 perform simple conversion between different units of the same measuring scale
 distinguish between comparisons expressed as a ratio and those expressed as rates
 express ratios or rates in their simplified forms

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divide a quantity in a given ratio
 obtain the fourth proportional (missing term) in the relation $x : y = a : b$
 identify real-world situations involving equal ratios and formulate simple, proportional equations to solve related problems
 recognize variation as a special case of functional relations
 translate to mathematical form and solve verbal statements on variation

Content:

Ratio and rates:

the form " $a:b$ ";

speed, price, etc as kilometers/hour, cost/unit etc

Conversion: metric length, capacity; time(hour-seconds)

Proportion:

direct; inverse; Unitary Method

Percentage: conversion to ratio form and vice-versa

UNIT VI – Business Mathematics

(9 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

solve simple problems involving commonly used rates: e.g. kilometers per hour, cost per pound etc.

perform calculations involving percentages by:

converting between any two forms of percentages, (vulgar) fractions or decimals

expressing a fraction of any quantity as a percent

determining the whole of a quantity given a part expressed as a percent

increasing/decreasing a given quantity by a given percent

determining original quantity after given percentage change has occurred

using algebraic equations to model problems involving percentages

solve percentage problems occurring in business and finance, to include:

profit and loss

appreciation and depreciation

simple interest and compound interest

hire purchase sales

solve problems involving Simple and Compound Interest, to include:

step by step calculation of Interest and Amount

the use of formulae for problems involving multiple compound periods

making decisions on best investments

perform basic calculations involving:

income tax, sales taxes

wages, salaries, allowances, overtime payments and commissions

interest on stocks and bonds

conversion of foreign exchange

- e. analysis of utility bills

Content:

- a. Rates, unit rates calculations
2. b. Percentages: converting fractions and other percentage calculation
Profit and loss calculations
appreciation and depreciation calculations
growth and decline in relevant real-life situations
Simple interest and Compound Interest calculations
- Stocks and Bonds
- Taxes, Wages and Salaries using different schedule: Overtime wages, Sales taxes, Allowances, Utilities analysis, Formulas and schedules specifying organization /company's
- Foreign exchange conversions

UNIT VII – Functions and Relations

(12 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- recognize a relation as a mathematical device that expresses a correspondence between two sets (of numbers usually).
- define a function as a special case of relations in general
- determine values for which a given function is undefined instrument
- represent relations/functions using:
- listed sets of ordered pairs
 - arrow diagrams
 - graphs -points/curve in the coordinate plane
- specify/define a function using its domain and an algebraic rule (equation)
- represent with diagrams the inverses and composites of given function(s)
- calculate any element of the range of a function given its pre-image
- calculate any element of the domain of a function given its image in the range
- draw accurate graphs of continuous functions and use to:
- determine corresponding elements in domain or range
 - solve systems of two equations (linear and/or quadratic)

Content:

Definition of a relation:

- ordered pairs, domain, range, co-domain

Relation types: many-one; one-many; one -to -one

Arrow graphs,

Coordinate graphs

5. Functional notation: $y = f(x)$; $x = f^{-1}(y)$

UNIT VIII – Matrices**(4 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define the term matrix
- represent the order of a given matrix in the form $m \times n$
- perform matrix addition, subtractions and multiplication
- state the matrix operations under which the associative or commutative property holds
- obtain values of unknown entries by equating corresponding entries of equal matrices
- obtain the inverse of a non – singular matrix
- use the implication, $AX = B \Rightarrow X = A^{-1}B$, to solving systems of linear equation in two variables

Content:

- Definition; order of matrix
- Determinants
- Identity matrix, Inverse of 2x2matrix
- Matrix multiplication and addition
- Inverse of a 2 x 2 Matrix
- Singular and Non-singular matrices

UNIT IX – Introduction to Statistics**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- distinguish between classes of variables and scales, as:
 - quantitative and qualitative (or categorical) data/scales
 - discrete and continuous variables
- describe limitations and advantages of different categories of data/variables
- distinguish between different types of statistical data obtained in different ways, as:
 - primary
 - secondary
 - sampling
 - census taking
- use frequency distribution table to summarize data
- represent (ungrouped) data on cumulative frequency table
- calculate and interpret measures of central tendency:
 - mean
 - mode

median

calculate and interpret measures of dispersion:

range

mean deviation

variance

standard deviation

make comparisons between two sets of data based on mean and standard deviation

represent data from frequency table using histogram

represent data on cumulative frequency table using ogive

read and interpret data represented on a histogram or ogive

read and interpret data presented on pie-charts, line graphs bar graphs

Content:

Discrete and continuous variables

Qualitative, categorical scales

Measures of Central tendencies:

Mean, mode, and median of raw scores

Measures of dispersion:

range

variance

standard deviation

Frequency distribution tables (ungrouped data)

Cumulative distribution tables (ungrouped data)

Simple bar graph

Pie chart

Line graph

Histogram

METHODS OF DELIVERY:

Lectures

Demonstrations

Discussions

Simulation

Tutorial

Problem Solving

Project

Group/individual work

METHODS OF ASSESSMENT AND EVALUATION:

- | | |
|-----------------------|-----------------|
| 1. Common Coursework | 20% |
| a. Two (2) tests | |
| 2. College Coursework | 20% |
| 3. Final Examination | 60% (two hours) |

RESOURCE MATERIALS:**Prescribed:**

Blitzer, R., (2008). *Thinking mathematically*. (latest ed.). NJ: Pearson

Education. Toolsie, R. *A complete mathematics course for secondary schools,*

book 2. Jamaica: Caribbean Educational Publishers

Recommended:

Fundamentals of Mathematics Student Workbook

Website:

Ebscohost - <http://ebsohost.com>

Springer USA – <http://springer.com>

Math.COM - <http://www.math.com/>

Khan Academy – <http://khanacademy.com>

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	English and Communication I
COURSE CODE:	CTOE1101
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	CXC English A, General Proficiency, Grades 1, 2 or 3
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course aims to enhance students' information gathering and processing skills. It focuses on both the reading and listening skills required for basic research, effective comprehension and assimilation and summary of information. The course is designed to alert students to the processes involved in reading and listening and the strategies that could aid those processes. Students are expected to utilize the available technology as well as all library resources.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- demonstrate an understanding of the nature and function of language
- recognize and appreciate the variety of ways in which writers and speakers use language.
- utilize basic study skills and strategies.
- respond critically and creatively to samples of spoken and written materials.
- select, retrieve, evaluate and combine information from a variety of textual and oral sources.

UNIT I – The Communication Process**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain what is communication
- state the elements of communication
- explain the process of communication
- identify the qualities of an effective communicator

Content:

- Elements of the communication process (sender, message, receiver)
- Describing the process
 - conceptualization, encoding, selecting channels, decoding, interpretation, feedback
- Considering audience
 - barriers to effective communication
- Forms of communication
 - verbal
 - non-verbal
 - Body language and dress
 - Graphics

UNIT II – Understanding Language**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the concept of “language”
- explain the purposes and uses of language
- distinguish the Caribbean language when spoken, read or written

Content:

- Definition of language
 - Systematic, symbolic, dynamic nature of knowledge
- Purpose and uses of language
 - Language as primary tool of communication
 - Social, political, ethical and psychological roles of language
 - Language variation
 - Use of style and register
- Caribbean languages

UNIT III – Listening and Reading Skills**(14 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- discuss the importance of reading and listening
- explain what is oral communication and its importance
- organize sentences to create main ideas
- identify common mechanical errors
- evaluate the pros and cons of figurative language
- critique details of any form of communication

Content:

- Setting purpose for reading and listening
- Oral communication
- Identifying main ideas
- Understanding idea linkage
- Outlining, note taking, condensing, semantic mapping
- Language usage
 - Figurative language
 - Rhetorical devices
- Identifying details – major and minor
 - Word choice, idioms and clichés
 - Tone and allusions
 - Determining speaker intent
 - Denotation and connotation

UNIT IV – Study Skills**(14 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- demonstrate the principles of outlining and note taking
- state the relevance of citing sources
- apply the citing of sources to written presentation documents
- produce written pieces using different documentation styles

Content

- Summary Writing
 - Outlining
 - Note taking from spoken and written sources
- Basic research skills:

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- a. Locating information
- b. Citing sources
- c. Documentation styles

METHODS OF DELIVERY:

Lectures
 Demonstrations
 Discussions
 Simulation
 Tutorial
 Problem Solving
 Project
 Group/individual work

METHODS OF ASSESSMENT AND EVALUATION:

A. Course Works	40%
a. Listening and writing exercises eg. The critique of a film/drama piece depicting some aspect of communication	(20%)
b. Portfolio eg. Assignment related to specific content topics	(10%)
c. Tests	(10%)
B. Examination (2 hours)	60%

RESOURCE MATERIALS:

Reiner, Jan (Current edition) Practical Strategies for Critical Thinking, Houghton Mifflin
 Simmons-McDonald, H., Fields I. & Roberts, P. (Current edition) Writing in English A, Course book for Caribbean Students. Ian Randle
 Atkinson, R. H & Longman D. G (Current edition) Reading Enhancement and Development, West Publishing Company
 Jacobs, L. A. (Current edition) Developing College Reading, Harcourt College Publishers

Website:

Ebscohost - <http://ebscohost.com>
 Springer USA – <http://springer.com>
 Khan Academy – <http://khanacademy.com>

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Conversational Spanish
COURSE CODE:	LANG1201
CREDITS:	None
CONTACT HOURS:	30 Hours
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

This course focuses on memorizing, speaking, listening and writing basic Spanish phrases to allow non-Spanish speakers to communicate at the basic level with Spanish speakers. It includes giving instructions, understanding basic questions and responses and mastering industry specific vocabulary that pertains to the business, hospitality, tourism and other sectors.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

1. Communicate in Spanish within the following contexts listed within the units

SPANISH LANGUAGE FUNDAMENTALS

Identify and demonstrate pronunciation of Spanish vowels, consonants and diphthongs

ESSENTIAL WORKPLACE SPANISH

Identify interrogatory words, colours and numbers [0- 2015 etc.]

Pronounce well and know the days of the week, months, age, birthdays, holidays and telephone numbers in Spanish [make reservations]

Demonstrate how to say the time and write dates in Spanish

Greet, introduce and say farewell in Spanish

Demonstrate the use of proper etiquette terms and commands/directional words in Spanish

Memorize articles of clothing [use the verbs, llevar; usar; clazar; costar]

Conjugate and use the verbs 'ser' and 'estar' appropriately

Say profession and give brief job description in Spanish

Demonstrate how to say the price of items

Memorize, identify and describe visible body parts in Spanish

Memorize, identify and describe place/ facilities at the hotel/factory/business in Spanish

Demonstrate the address and say where places are in Spanish

Memorize and identify vocabulary for the equipment used and say their location in Spanish

Memorize and practice specific vocabulary for housekeeping, reception/front desk, business and food and beverage operations.

Demonstrate how to use 'gustar'

Memorize ingredients and kitchen tools

Memorize how to express universal signs [no smoking, bathroom etc.] in Spanish

METHODS OF ASSESSMENT AND EVALUATION: continuous assessment**Coursework and in class tests: Continuous Assessment** **60%**

Class Participation	5%
Oral	20% (<i>emphasis of course on basic proficiency in speaking</i>)
Listening	10% (In-Class test)
Reading	10% (In-Class test)
Writing	15% (In-Class & take-home piece: 5%, Portfolio: 10%)

Project on a Spanish Speaking country, giving general information: **40%**

The project will have an ***oral presentation which must entail at least 50% in Spanish***, given that these students are not Spanish specialist. It will be prepared to be presented at the end of the course. In order to complete the project, each student will hand in a written text in Spanish, covering all of the areas indicated below (but not limited to):

- Map/Cuisine/ Gastronomy
- National Symbols
- Places of interest
- Population
- Currency
- Celebration etc.

Students must pass both coursework and final project to complete successfully. Regular class attendance is important and expected. For this course both tardiness and early departure from class are considered forms of absenteeism. Students absent from class for any reason are still responsible for all work missed. Instructors have the right to determine whether work missed can be made up and have the liberty to set reasonable expectations for attendance.

RESOURCE MATERIALS:**Prescribed:**

Prado, M. (1997) Practical Spanish Grammar (latest edition) Wiley Publisher

Recommended:

Spanish Dictionary

Jarvis, Ana C. Lebreo, Raquel (1996). *Basic Spanish Grammar Workbook*

Bankay, Anne-Marie, Kemchand, Ingrid et al, Chevene: Spanish for Caribbean Secondary Schools: Students Book 1 (latest edition) NJ: Pearson Longman

Blommers, T. J, Lagunas-Solar, M., et al (2006). *Dimelotu!* (5th ed.) Boston: The Thomson Corporation

Lewis, Malva. J, Nelson-Spinger, Yolanda

Kattan –Ibarra, J. (1993). *Teach yourself Spanish*. IL: NTC/ Contemporary Publishing.

Moore, Zena (1997) *Español Para la Vida Book 1*(latest edition) Nelson Thrones

Websites:

Google Translate – <http://goolge.com.jm>

Study Spanish.com- <http://www.studyspanish.com>

http://www.123teachme.com/learn_spanish/conversational_spanish

<http://www.learnspanishtoday.com/>

<http://www.learnspanish.com>

http://www.openculture.com/free_spanish_lessons

www.bbc.co.uk/languages/spanish/guide/alphabeth.shtml

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	English and Communication II
COURSE CODE:	CTOE1202
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	English and Communication I
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course aims to enhance students' ability to use Standard English structures to express themselves clearly, precisely and fluently in speech and writing and to evaluate that ability in themselves and their peers. It is designed to alert students to the process used in oral and written communication. The course also focuses on providing students with opportunities to produce different types of communication while selecting and combining forms, media, channels and technologies to maximize effective communication.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- employ different forms of functional writing to suit a range of purposes and audiences.
- demonstrate control of the grammar, vocabulary and mechanics of Standard English in speech and writing.
- produce coherent persuasive expository and argumentative compositions in speech and writing.
- identify and utilize the process of speech and writing.

UNIT I – Word Processing**(12 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define writing
- explain the pre-writing strategies
- edit documents using the strategies for editing
- proofread a document using the strategies for proof reading
- identify common mechanical errors

Content:

- Pre-writing strategies
 - Journals
 - Brainstorming
 - Mappings
 - Discussion
 - Research
- Drafting
- Conferencing and revising
- Editing and proof reading
 - Grammar
 - Spelling
 - Punctuation

UNIT II – Types of Writing**(16 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- differentiate the types of writings
- prepare for personal reference a model of a basic résumés and application letter which can be used for seeking employment
- produce articles and letters for public communication
- prepare documents utilizing documentation styles

Content:

- Business Communication
 - Letter and memo writings
 - Resume`s and curriculum vitae

Public Communications
 Article and letter to the editor
Academic Discourse
 Content area essays
 Research reports

UNIT III – Argumentation

(15 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- present informal and formal outlines
- write thesis based on given titles
- explain the different types of arguments
- apply knowledge gained to write introductions and conclusions

Content:

Writing the Argumentative Essay

- Outlining and defining scope
- Thesis statement
- Types of argument
- Introductions and conclusions
- Logics (within and between paragraph)

METHODS OF DELIVERY:

- Lectures
- Demonstrations
- Discussions
- Simulation
- Tutorial
- Problem Solving
- Project
- Group/individual work

METHODS OF ASSESSMENT AND EVALUATION:

A. Course Works		40%
a. Short projects of 1500 – 2000 words	(20 %)	
b. Oral presentations on specific content topics	(10 %)	
c. Tests	(10 %)	
B. Examination (two hours)		60%
To include written essays: argumentative or expository (500 words)		

RESOURCE MATERIALS:

Barnet & Badeau (Current edition) Critical Thinking, Reading and Writing, Houghton Mifflin

Simmons-McDonald, H., Fields I. & Roberts, P. (Current edition) Writing in English A,
Course book for Caribbean Students. Ian Randle

Barnett, S & Stubbs, M (Current edition) Practical Guide to Writing, Harper-Collins, New York

Lucas, E.E., (Current edition) The Art of Public Speaking, McGraw Hill, New York

Website:

Ebscohost - <http://www.ebscohost.com>

Springer USA – <http://www.springer.com>

Khan Academy – <http://www.khanacademy.com>

ProQuest – <http://www.proquest.com>

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Food Art Presentation
COURSE CODE:	CTOS2201
CREDITS:	4
CONTACT HOURS:	105 hours (15 hours theory, 90 hours practical)
PRE-REQUISITE(S):	
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

Students will be introduced to the concepts of food art. Emphasis will be on presentation, design and use of alternative commodities. The investigation of the effects of food art and presentation as a marketing tool will be examined.

COURSE OUTCOMES:**Upon successful completion of this course, learner will:**

- demonstrate skills in artistic presentation of show pieces and gourmet foods.
- enhance the manual dexterity skills of the student to create edible works of art

UNIT I - Carvings**(25 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- discuss the principles of carving fat and ice
- demonstrate the principles of carving fat and ice

Content:

- Carving instruments
- Carving techniques
- Methods of carving fat
- Methods of carving ice
- Carving ice and fat

UNIT II – Sugar Craft**(21 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define the following terms: pastillage, krokant, royal icing, pulled sugar and chocolate.
- demonstrate the use of pastillage, krokant, royal icing, pulled sugar and chocolate as food art presentations.

Content:

- Preparation techniques for:
 - Pastillage
 - Krokant
 - royal icing
 - pulled sugar
- Preparation techniques for chocolate presentations

UNIT III – Basic Sugar Boiling**(25 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- discuss the use of sugar at different degrees

produce a number of flavourings, sauces and decorative pieces for garnish using sugar
select and display a center-piece using boiled sugar.

Content:

Definition of sugar boiling
Principles of sugar boiling
Preparation of flavourings, sauces and decorative pieces for garnishes using sugar
Center-piece display

UNIT IV – Preparation of Gelatin, Pate, Terrine, Mousse (27 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

define patties, terrines and mousses.
demonstrate the preparation of “gelatins”, “pates”, “terrines” and “mousses”.

Content:

Definitions
Preparation techniques
 gelatins
 pates
 terrines
 mousses

UNIT V – Marketing (7 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

discuss food art as a marketing tool for restaurants
discuss the methods of merchandising

Content:

Marketing techniques
Merchandising techniques

METHODS OF DELIVERY:

Lectures
Demonstrations
Discussions
Group/individual Work
Projects/Practice Assignments
Video Presentations
Simulation

METHODS OF ASSESSMENT AND EVALUATION:

Continuous Assessment:

Complete showpieces in:

- a. Ice Carving – 25%
- b. Pull Sugar – 25%
- c. Fruit and Vegetable Carving – 25%
- d. Chocolate Work – 25%

No final examination

RESOURCE MATERIALS:**Prescribed:**

International School of Sugarcraft, Book 2, N Lodge; published by Merehurst.

Recommended Text

Food Style: The Art of Presenting Food Beautifully, Molly Siple and Irene Sax

Garnishing: The Basics and Beyond, Constance Quan

Edible Art: Tricks and Tools for Master Centerpieces from Carved Vegetables, 2006,
Narahenapitage Sumith Premalal De Costa, published by Schiffer Publishing

Fruit and Vegetable Carving, 2008, M E Lobo, published by Brijbasi Art Press

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

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THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Food, Beverage and Labour Cost Controls
COURSE CODE:	CTOF2201
CREDITS:	3
CONTACT HOURS:	45 (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

Learners will be introduced to standards and procedures that increase the probability of food and beverage operations in the industry with emphasis on controlling cost and maximizing sales. Purchasing procedures will be examined.

COURSE OUTCOMES:

Upon successful completion of this course, the learner should:

- identify financial controls in the Hospitality Industry.
- analyze the different costs pertinent to food and beverage operations.
- implement internal controls for deliveries, receiving, inventory, cash handling, audit process, accounts payable and payroll.
- identify and explain the principles of effective purchasing.
- identify the various criteria as they relate to the quality of products.

UNIT I – Introduction to Food and Beverage Control (2 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

- explain what is meant by the Hospitality and Tourism Industry
- identify some of the components which make up the Hotel
- differentiate between Commercial Food Services and Institutional Food Services.

Content:

- Travel and Tourism, the Hospitality Segment
- Departments of hotels and their organization
- Identification of Commercial and Food Institutional Food Services.

UNIT II – Management Functions (3 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

- identify and briefly discuss the various functions that management performs
- explain what is meant by the Food and Beverage “Flow of Costs”
- explain the importance of Food Control Systems within Food Operations.

Content:

- Planning, Organizing, coordinating, Staffing, Directing, and controlling.
- The Operating Control Cycle
 - Purchasing
 - Receiving
 - Storing
 - Issuing
 - Production
- Controlling: an important aspect of Management Function:
 - The establishment of standards
 - The Measurement of Operating Results
 - The Comparison of actual results with standards
 - The taking of Corrective Action
 - Reviewing Corrective Action

UNIT III – The Purchasing and Receiving Functions**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- distinguish between perishable and non-perishable food items and the purchasing thereof
- describe a market quotation sheet and an order form
- identify four common methods by which suppliers may profit from an operation's poor receiving practices.
- explain four standard practices that the Food Operation may use to ensure an effective Receiving System.
- explain the use of the Daily Food Receiving Report.

Content:

- Purchasing perishable and non-perishable items.
- The functions of the Market Quotation sheet
- The Order Form and Food Deliveries
- Methods of fraud in food deliveries:
 - failing to meet specifications
 - watering and Icing products
 - Invoicing high-quality items for low quality items delivered
 - Invoice Overcharging
 - Incorrect pricing as a result of bulk weighing
 - Putting goods directly into storage areas
 - Delivering goods outside normal receiving
- Standard Receiving Practices
 - Item count
 - Item Weighing
 - Check amounts and prices against market quotation sheet
 - Quality Check
 - Spot check of cases
 - Follow-up action on short deliveries, or deliveries that do not match specifications
 - Immediate storage of all Food Items received
- The Daily Food Receiving Report

UNIT IV – Storage and Issuing of Food Items**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- explain the reason for the proper storage and issuing functions within food establishments
- explain at four (4) practices adopted by food operations to prevent food spoilage

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identify at six (6) methods which a food operation may adopt to secure its food merchandise

describe the duties and responsibilities of the Food Storekeeper

explain the purpose of the issuing function and how it is normally carried out.

Content:

The purpose of the Storage and Issuing Functions

Prevention of Spoilage and Theft

Adequate Locking and security system

Effective Key Control system

Adequate delegated responsibility for the Merchandise on hand

Practices to prevent Food Spoilage

Improper Storage temperatures

Excessive Storage Periods

Lack of Adequate Ventilation

Failure to segregate Food properly

Lack of proper sanitation

Excessive delays between time of receipt and proper storage

Responsibilities of Storekeeper

Keeping storage area clean and dry

Ensuring merchandise is used before spoiling

Ensuring equipment is in good working order

The Food Issuing Function

Proper Authorization for issuing

The food requisition Form

UNIT V – Inventory Control

(2 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

illustrate how the perpetual inventory system functions to account for food merchandise
distinguish between the following forms of inventory: Open Inventory, Book Inventory,
and Actual Inventory.

explain and demonstrate how inventory turnover is computed.

Content:

Storeroom Inventory

Bin Cards

Perpetual Inventory System

Book Inventory

$$\text{Opening Inventory} + \text{Storeroom Purchases} - \text{Storeroom Inventory} =$$

$$\text{closing Inventory}$$

$$\text{Open Stock Inventory}$$

$$\text{Actual Inventory}$$

$$\text{Inventory Turnover}$$

UNIT VI – Food and Beverage Standards

(5 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

- explain Standard Purchase Specifications as used in the food and beverage sector
- compile a standard recipe for a food and beverage item and explain its function
- calculate and explain standard yield
- explain how standard portions are derived
- explain the terms, Food Costs and Standard Beverage Costs.

Content:

- Standard Purchase Specifications
- Standard Recipes
 - How to develop standard Recipes
- Standard Yields
 - How to develop standard yields
 - The cost per servable pound
 - The cost factors
- Standard Portion Sizes
- Standard Portion Costs
 - How to calculate Standard Dinner Costs
 - How to Calculate Standard Portion Costs
 - Special standard costs for beverage control
- Standard Food Costs
 - How to calculate standard costs per meal
- Standard Beverage Costs

UNIT VII – The Food Cost Percentage

(3 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

1. compile the statistics required of a daily Food Cost Form, calculate daily Food Cost and Food Cost Percentage

explain Food Cost as a control measure.

compile accumulated food costs, and explain how the adjustments affect the final inventory balance.

Content:

How to calculate a daily Food Cost Percent
 The Daily Food Cost Form
 Transfers to the Food Department
 Transfers from the Food Department
 Employees meals and promotional meals

How to calculate accumulated Food Cost
 Month end adjustments
 Difference between book inventory and actual inventory
 Open stock inventory

UNIT VIII – Beverage Control Cost

(5 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

- identify at least five ways in which theft or fraud can occur in a bar
- discuss the use of requisitions as a basis for beverage cost control
- discuss necessary practices for effective cost control, such as the use of standard recipes measuring devices and the value of a spillage allowance.
- explain the standard cost control method, and given appropriate information, solve problems using this method.

Content:

Methods of theft or fraud:
 under pouring drinks
 practice of Bar Personnel using personally purchased bottles
 the Dilution of liquor
 recording individually sold drinks as a full bottle
 Recording sold drinks as spilled or complimentary
 Substituting low quality liquor for a high quality one
 Overcharging drinks especially to a high tab.

Beverage requisition
 Beverage Standard Recipes
 The use of measuring devices
 How to establish drink selling prices

Why Full Bottle sales should be separated.
 Spillage allowance
 Standard Beverage cost control
 Reporting Beverage Revenue

UNIT IX – Procedures for Comparison and Analysis (5 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

- identify variances between standard and actual Food and Beverage costs and discuss reasons for the variance.
- calculate basic food and beverage variances
- discuss suitable recommendations for the correction of the variance.

Content:

basic variance calculations for food and beverage costs
 The analysis of Food and Beverage Reports.
 How to identify variances in Food and Beverage costs.

UNIT X – The Control of Food and Beverage Sales Income (2 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

1. discuss methods for the control of Food and Beverage Revenue.

Content:

Guest Check Control Systems
 Manual and automated systems.

The Collection of Sales Income
 Sales Income Reports

UNIT XI – Basic Labour Cost Controls (6 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

1. describe the personnel administration process

establish staffing guides, scheduling and correct variances between standard and actual labour hours

Content:

Personnel Administration Process
Labour Cost Control Systems

UNIT XII – Sales Income Controls (3 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

discuss opportunities for theft relating to sales income
prepare a sales income control system
outline the principles to prevent theft of sales income by bartenders, food and beverage servers, cashiers and customers

Content:

Fraudulent activities
Sales income control systems
Prevention of sales income theft

UNIT XIII – Control of Labour Dollars Cash Controls (6 hours)

Learner Outcomes:

Upon successful completion of this unit, the learner should be able to:

1. set up procedures to control cash after collection, petty cash, and labour dollars

Content:

1. Control procedures for cash, petty cash and labour dollars

Instruction Format:

Lectures will form the basis for the presentation of the information.

Flip charts and multimedia will be used to enhance the study and learning processes where the data to be presented proves too complex.

Situational Learning will take place where students will be encouraged to carry out specified practical assignments in order to enhance the learning climate. Examples will include, but will not necessarily be limited to:

- compiling and pricing a food inventory
- designing, costing and pricing their own recipes using realistic market prices
- carrying out an actual yield test, if possible within a kitchen environment.
- designing a function sheet and costing all the requirements of the menu.
- pricing the function in consideration of the expenses incurred and giving specified net.
- profit criteria.

METHODS OF ASSESSMENT AND EVALUATION:

1.	Classroom exercises	30%
2.	One mid-term test	30%
3.	Final exam	40%

RESOURCE MATERIALS:

Cost Control for the Hospitality Industry, 2nd Edition, Coltman Michael M.

Principles of Food, Beverage & Labour Cost Controls, 9th Edition 2008, Paul Dittmer and J D Keefe. Published by Wiley

Practical Food & Beverage Cost Control, 2nd Edition, Clement Ojugo, Delmar Cengage Learning

Resources

Planning and Control for Food & Beverage Operations, Jack Ninemeir

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Food Preparation I
COURSE CODE:	CTOF1101
CREDITS:	4
CONTACT HOURS:	90 hours (30 hours theory, 60 hours practical)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

An introductory course to familiarize the students with the theory and practice of kitchen operations. The student will gain knowledge of kitchen terminology, equipment uses and the basic techniques of food preparation.

COURSE OUTCOMES:

Upon successful completion of this unit, learner will be able to:

- prepare a variety of food products and dishes according to world market standards
- describe the principals of heat transfer in the cooking process
- build confidence and fundamental practical skills in food preparation to acceptable market standards
- develop an awareness of safe working environment and monitoring of safe practices
- finish and critically assess products taking into account, design, colour, flavour and portion control
- become familiar with up-to-date food legislation affecting production and storage of products

UNIT I – Orientation of Kitchen and Related Facilities**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify key personnel of areas
- identify the different areas of the kitchen and name their functions
- identify and locate storeroom
- define the different types of storage facilities
- identify dish washing and pot washing area

Content:

- The Kitchen Brigade
- Kitchen and Store Room orientation

UNIT II – Equipment**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify large and small equipment
- select and operate large and small equipment
- identify and describe the function of hand tools and utensils
- identify measuring devices
- practice weighing and measuring techniques
- operate dish washing machine
- discuss methods of equipment care, cleaning and maintenance
- implement equipment care, cleaning and maintenance

Content:

- Kitchen equipment and utensils
- The care and maintenance of equipment

UNIT III – Kitchen Terminologies**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain culinary, local and French terms
- use local and French culinary terms in various food preparation activities

Content:

1. Local and French culinary terms

UNIT IV – Maintenance and Handling of Knives**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify types of knives with:
 - straight blades
 - serrated edges
- identify other cutting tools and related implements
- keep knives clean complying with food safety relations
- keep knives sharp, using safe sharpening methods
- store knives correctly after use
- carry out work in an organized, efficient and safe manner
- select knives appropriate to the tasks and type of food
- use cutting surfaces which are clean and ready to use
- handle knives safely
- select and purchase knives

Content:

- Knife identification
- Knife use and care

UNIT V – Methods of Cooking**(15 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- describe conduction, convection and radiation
- demonstrate the preparation and cooking of selection of dishes illustrating a variety of cooking methods

Content:

- Definition of conduction, convection and radiation
- Moist and dry methods of cookery

UNIT VI – Herbs and Spices**(1 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- use herbs and spices used in food processing
- identify common herbs

Content:

- Origins and cultivation of herbs and spices
- Herbs in food processing

UNIT VII – Flavourings**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- describe and list ingredients for Bouquet Garni, Mirepois, Duxelle and Studded onion
- demonstrate the use of the basic flavourings in different food preparation activities

Content:

1. Preparation of basic flavourings in different food preparation activities

UNIT VIII – Stocks and Soups**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define white, brown fish stock
- prepare, cook and reduce white, brown and fish stock.
- define sauces and gravies
- identify basic ingredients of the following sauces and define the methods of preparation:
 - brown
 - white
 - blond
 - independent
- prepare and serve a variety of sauces and gravies according to established standards
- name a variety of derivatives from each basic hot sauce.
- discuss the use of convenience sauces
- identify the derivatives of Mayonnaise Sauce and Hollandaise Sauce
- describe common proprietary sauces and condiments
- describe preparation methods and list ingredients of pan gravy and roast gravy
- discuss the use of gravy browning and convenience gravies
- prepare and serve a variety of cold sauces
- identify dehydrated bases
- make stock from concentrates
- classify, name and prepare a various of soups

Content:

- Classification of stocks
- Classification of sauces and gravies
- Classification of soups
- The use of convenience stocks, sauces, soups and gravies

UNIT IX – Breakfast Cookery**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify and classify dairy products used in the preparation of breakfast
- identify the different methods of cooking dairy products.

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prepare and serve a selection of egg dishes e.g. boiled, poached, fried, omelettes, scrambled, eggs benedict
 prepare and serve a selection of cold and hot cereals
 prepare and serve a selection of cold and hot compots
 prepare and serve a selection of yoghurts
 prepare and serve a selection of local fresh juices
 prepare and serve a variety of porridges
 identify and classify a variety of cheeses suitable for breakfast service
 prepare and serve a range of local and international breakfast dishes including smoked and salted fish, bacon, sausages, ham, pork
 prepare and serve a selection of breads, pancakes, breakfast pastries, scones and muffins

Content:

Classification of dairy products
 Methods used in the cooking of dairy products
 Egg cookery
 Classification of cereals and methods of making porridge
 Preparation of fruit and compots and yoghurt
 Methods of preparing fish and meats for breakfast
 The presentation of dishes for breakfast

UNIT X – Sandwiches

(9 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

identify basic ingredients for bread making
 prepare, cook and serve bread and rolls
 explain the stages of methods of bread making
 prepare and serve a variety of sandwiches in accordance with recipe and customer requirements
 name the appropriate bread for different kinds of sandwiches.
 suggest the appropriate fillings for different kinds of sandwiches
 suggest suitable garnishes and presentation methods for sandwiches

Content:

1. Sandwiches

Basic principles of bread making
 The history of the sandwich
 Classification of sandwiches
 Garnishes and presentation methods of sandwiches

UNIT XI – Preparation and Service of Simple Appetizers (6 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

prepare and serve a variety of simple appetizers in accordance with recipe and customer requirements:

- simple appetizers
- juices
- fruits
- cold (assorted vegetables)
- hot (quiche, etc)

Content:

Classification of simple appetizers
 Preparation techniques

UNIT XII – Vegetables (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

prepare, cook and serve fresh, frozen, preserved and pulse vegetables
 prepare, cook and serve root, stem, flower, fruit, leaf, pulse, dried and fungi type vegetables
 identify the types of vegetables
 explain how to handle and store raw and cooked vegetables
 explain the method of preparing, cooking and serving all types of vegetables

- Fresh
- Frozen
- Convenience

Content:

Classification of vegetables
 The use of convenience vegetables

3. Storage of vegetables

UNIT XIII – Fish and Seafood Cookery

(9 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- classify and describe cuts/whole fish and shell fish suitable for cooking in the following methods: poaching, grilling, baking and frying
- prepare a variety of fish dishes using the methods of poaching, grilling, shallow frying and baking.

Content:

- Classification of fish and shellfish
- Cuts of fish
- Methods of cooking fish and shellfish

UNIT XIV – Meat and Poultry Cookery

(9 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- define the term meat
- identify cuts of meat and offal on blank illustrations of the carcasses of lamb, veal/beef, pork/ham
- classify and describe suitable cuts of meat that can be prepared using the following methods stewing, boiling, braising, sautéing
- prepare, serve and garnish a variety of meat dishes using the above methods of cookery
- define the term poultry
- describe, prepare, cook and garnish a variety of poultry dishes popular using the methods of poaching, deep frying, sautéing, roasting

Content:

- 1. Definition of meat
- 2. Cooking methods of meat
- 3. Cuts of meat
 - Veal
 - Beef

Lamb
Pork
Definition of offal
Cooking methods for offal
Classification of poultry
Cooking methods of poultry
Cuts of poultry

UNIT XV – Preparation of Desserts

(3 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

classify and identify the types of desserts
prepare puddings, gelatin desserts, specialty desserts (soufflés, baked alaska, babas)

Content:

Classification and preparation of desserts
Convenience desserts

UNIT XVI – Baking and Rolls

(4 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

identify the function and use of ingredients
classify baking products
prepare, proof and bake bread and rolls

Content:

Classification of basic breads and doughs
Preparation techniques for baking breads and rolls

UNIT XVII – Basic Pastry, Cakes and Cookies**(4 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- prepare and bake pastry (short or flaky, sweet, choux, puff)
- prepare and bake cakes (butter type, sponge and angel types)
- prepare and apply frostings and icings
- prepare and bake basic cookies

Content:

- Classification and preparation of basic pastries
- Preparation of basic sponges
- Preparation of basic frostings and icings
- Basic cookie making techniques

METHODS OF DELIVERY:

Lecture
 Demonstration
 Practical Food Preparation
 Food Laboratory exercises
 Presentation
 Research
 Simulation
 Observation

METHODS OF ASSESSMENT AND EVALUATION:

The assessment for this course takes the following form:

1. Coursework – 60%
 - a. Theory - 20%
 - b. Practical - 40%
2. Final examination - 40%
 - a. Theory - 20%
 - b. Practical - 20%

RESOURCE MATERIAL:**Recommended Texts**

On Cooking, Sarah R. Labensky

On Baking, Sarah R. Labensky

Professional Cooking, Gisslen

Practical Professional Cookery, 3rd Edition, H L Crackwell & R J Kaufmann; published by Thomson Learning.

Theory of Catering, 9th Edition, Kinton & Cesarani, Published by Hodder and Stoughton.

The New Professional Chef, 7th Edition; Linda Glick Conway; published by the Culinary Institute of America, New York, Van Nostrand Reinhold

Food Preparation and Cooking, NVQ Levels 1 and 2; Roy Hayter. London Hotel and Catering Training Company and MacMillan Press Ltd.

Fundamentals of Menu Planning, 2nd Edition; McVety, Ware and Levesque.

The Theory of Hospitality and Catering, 12th Edition 2011, David Foskett & Patricia Paskins; published by Hodder Education

Practical Cookery: 50 Years of Practical Cookery, 12th Edition 2012, John Campbell (et al); published by Hodder Education

New Professional Chef, 7th Edition, Editor L G Conway; published by Culinary Institute of America (Van Nostrand Reinhold).

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Food Preparation II
COURSE CODE:	CTOF1201
CREDITS:	4
CONTACT HOURS:	90 hours (30 hours theory, 60 hours practical)
PRE-REQUISITE(S):	Food Preparation I
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course is designed to provide the student with a continuation and expansion of knowledge in practical food preparation and to equip the student with a broader knowledge of food preparation including carving, buffet preparation, creation of showpieces including a basic fruit and vegetable carving.

COURSE OUTCOMES:

Upon successful completion of this course, the learner should:

- develop skills in the production of a variety of hot and cold products.
- demonstrate the cutting and processing of meats.
- prepare items appropriate for buffet presentation.
- expose the student to basic butchery techniques
- develop competence in the operation of the grade manger to identified operational standards
- develop an awareness of safe working environment and monitoring of safe practices

UNIT I – Sauces (3 hours)**Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- explain the term glazing
- demonstrate the art of glazing
- explain the term butter sauces and list the derivatives
- explain the term “chaufroid” and describe method of preparation.

Content:

- Glazing of sauces
- Butter sauce and derivatives
- Preparation of chaufroid

UNIT II – Appetizers (6 hours)**Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- list the categories of appetizers
- explain, prepare and serve a selection of pate
- explain the terms “canapés” and “savouries”
- prepare a variety of canapés and cocktail savouries

Content:

- Preparation of pâté
- Canapés and savouries

UNIT III – Soups (9 hours)**Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- describe a variety of specialty soups
- prepare a variety of local and international soups

Content:

1. Preparation of Specialty soups (local and international)

UNIT IV – Fish and Shellfish**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- explain the terms “deep fried”, “steamed” and “stewed” as it relates to fish and shellfish.
- identify and describe popular method of cooking local and imported fish and seafood.

Content:

The methods of preparing local and imported fish and seafood – steamed, stewed and deep fried

UNIT V – Meat and Poultry**(15 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- define basic meat-, fish- and poultry-cutting terms and demonstrate a variety of cuts
- explain the terms roasted, p ole, barbecued and baked as it relates to meat and poultry.
- prepare a variety of meat and poultry dishes using the roasted, p ole, barbecued and baked methods of cookery.

Content:

Definition of meat, fish and poultry cuts
 Meat, fish and poultry processing
 Methods of preparing and cooking meat and poultry (p ole, barbecued, baked)

UNIT VI – Jellies and Aspics**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- describe the methods of preparing traditional and convenient aspics and jellies
- demonstrate the use of aspics and jellies

Content:

- Preparation of aspics and jellies
- Use aspics and jellies

UNIT VII – Game**(12 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- explain the term “game”.
- outline the use of game on local, regional and international menus
- prepare a variety of dishes using game

Content:

1. Techniques of preparing and cooking game

UNIT VIII – Carving**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- explain the term carving
- demonstrate how to carve a variety of meats

Content:

1. Techniques of carving

UNIT IX – Flambé**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- explain the term “flambé”
- identify cuts of meat, poultry and seafood suitable for flambé
- demonstrate the “flambé” technique

Content:

- Flambé as a method of cookery
- Preparation of meats using Flambé

UNIT X – Buffet**(12 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- explain the important factors of hot and cold buffet presentations
- demonstrate a number of hot and cold buffet dishes
- demonstrate buffet presentation techniques

Content:

- Definition of a buffet
- Buffet presentation techniques
- Preparing the buffet menu

UNIT XI – Desserts**(12 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

- explain the terms “soufflé”, “parfait”, “bombes” and “sorbets”.
- prepare and serve a variety of the above desserts.

Content:

1. Techniques of preparing soufflés, parfaits, bombes and sorbets

UNIT XII – Show Pieces**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, the learner should be able to:

1. demonstrate a number of fruit and vegetable carvings

Content:

Principles of carving fruits and vegetables
Carving fruits and vegetables

METHODS OF DELIVERY:

Lecture
Demonstration
Practical Food Preparation
Multi-media presentations
Simulation
Laboratories activities
Research
Presentations

METHODS OF ASSESSMENT AND EVALUATION:

1. Coursework:
 - a. Theory – 20%
 - b. Practical – 40%
2. Final:
 - a. Theory – 20%
 - b. Practical - 20%

RESOURCE MATERIAL:

Practical Professional Cookery, 3rd Edition, H L Crackwell and R J Kaufmann; published by Thomson Learning.

New Professional Chef, 7th Edition, Editor L G Conway; published by Culinary Institute of America (Van Nostrand Reinhold).

Fundamentals of Menu Planning, 2nd Edition; McVety, Ware and Levesque.

Attendance

CCCJ-OCD/A.A.Sc. of Applied Science in Culinary Arts

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Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Food Preparation III
COURSE CODE:	CTOF2101
CREDITS:	4
CONTACT HOURS:	90 hours (30 hours theory, 60 hours practical)
PRE-REQUISITE(S):	All food related courses
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This is a capstone course where students will demonstrate all skills and knowledge acquired during their programme of studies. Emphasis will be on creativity and the use of local and regional products to produce meals for formal dining experiences.

COURSE OUTCOMES:**Upon successful completion of this course, learner will:**

- demonstrate varied cooking techniques.
- design creative menu.
- prepare a seven-course meal.
- host and manage a formal dinner party.
- plan and execute a work schedule for the dinner party.
- analyze the nutritional content of the seven-course meal.

UNIT I – Menu Designing**(9 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. identify the requirements for menu compilation for a formal dining experience

Content:

1. Menu layout and design

UNIT II – Food Legislation re: Local Commodities**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. apply current food legislation to the assessment of commodities

Content:

Relevant provisions of the Food Safety Regulations
 Identification of relevant Hygiene codes of practice
 Application to criteria for vendor ratings
 Inspection systems and records
 Internal audits

UNIT III – The Practical use of Food Commodities**(9 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- assess practicability and acceptability in the use of food commodities
- discuss potential yields of each commodity

Content:

Research techniques applied in customer operations
 Customer post meal evaluation techniques
 Recipe balance and presentation
 Cost implications
 Commodity yields

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Equipment implications and costs
Seasonal aspects
Issues relevant to make/buy decisions

UNIT IV – Food Labels and Data**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. interpret labels and other data

Content:

Additives, i.e. growth promoters in animals
Food packaging developments
Implications of production methods

UNIT V – Menu Engineering**(15 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

analyze and adapt menus and other food production schedules
prepare a menu that is balanced nutritionally.

Content:

nutritional implications
the balance concepts
customer preferences
menu structure and language

UNIT VI – Storage**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. calculate the storage implications of different ranges of commodities

Content:

Temperature and humidity control
Storage materials and equipment
Information technology applications in storage

UNIT VII – Labour and Food Costing**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. Calculate labour and food cost percentages relating to the production of the menu.

Content:

Food cost control
Labour cost control

UNIT VIII – Wine Selection**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. select the appropriate wines to complement the menu

Content:

1. Wines with food

UNIT IX – Dining Room Décor**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. decorate the dining room appropriately, create suitable atmosphere

Content:

1. Dining room layout and decoration

UNIT X – Budgeting**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. prepare a budget for the formal dinner party.

Content:

1. Planning the budget

METHODS OF DELIVERY:

Lectures
Class discussions
Guest lectures
Individual Presentations
Research
Group presentation
Projects
YouTube Videos
Case Studies
Demonstration

METHODS OF ASSESSMENT AND EVALUATION:

Continuous Assessment:

Practical coursework – 40%

Theory coursework – 20%

Final practical examination – 40% (7-Course Dining Experience)

RESOURCE MATERIAL:**Prescribe Text:**

Theory of Catering, 9th Edition, Kinton, Ceserani and Foskett; published by Hodder and Stoughton.

Fundamentals of Menu Planning, 2nd Edition; McVety, Ware and Levesque.

The Theory of Hospitality and Catering, 2011, D Foskett & P Paskins; published by Hodder Education

Practical Cookery: 50 Years of Practical Cookery, 12th Edition 2012, J Campbell (et al); published by
Hodder Education

Food and Beverage Service, 9th Edition 2014, J Cousins, D Lillicrap & S Weekes; published by Hodder Education

Recommended

Menu Planning: Food Purchasing and Management, H Zaccarelli and J Maggiore; published by Purdie University.

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Food, Science and Nutrition
COURSE CODE:	CTOF1202
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	Sanitation, Safety and Hygiene
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course will examine the scientific method and the chemical and physical changes that occur during preparation, processing and storage of food products. Basic principles of nutrition and micro-biology as it relates to chemical and physical changes to food will also be examined.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- examine the basic concepts of nutrition and food science and their importance in food preparation and storage.
- demonstrate proper procedures while preparing food for public consumption
- distinguish between the facts and myths about nutrition as they relate to ethnicity, religion and health challenges
- analyze the laws and their relationship to consumer protection
- discover the changes that occur to food products during production and storage.
- prepare written reports on food quality using the principle methods of food science.
- execute scientifically sound experiments to evaluate ingredient functionality and changes that occur to food products during production and storage.
- prepare a selection of dishes suitable for persons requiring special diets such as vegetarians, vegans, diabetics, high cholesterol, salt free, lactose intolerant

UNIT I – Basic Anatomy and Importance of Good Nutrition**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- explain the terms nutrients, nutrition and their importance in the Culinary Arts
- outline functions of nutrients and identify their sources
- discuss the fundamentals of human structure and function
- differentiate between nutrition and malnutrition
- explain the term human nutrition
- discuss nutrition related diseases
- review nutrition as it relates to vegetarians
- evaluate ethnic and religious challenges to nutrition
- describe what is meant by food allergens
- describe the effects of heat, oxidation, water, alkali on nutritional elements

Content:

- Principles of nutrition
- Human structure and function
- Challenges to human nutrition: diseases, malnutrition, vegetarians, ethnicity, religion, allergens
- Effects of heat, oxidation, water, alkali on nutritional elements

UNIT II – Principles of Chemistry and Microbiology in the Preparation of Food (12 hours)**Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- describe the chemistry of food composition
- examine the function of fats, proteins and carbohydrates in nutrition
- identify enzymes, flavours, colours, vitamins and food additives
- sample a variety of foods that include food additives
- review food laws and regulations that impact food and nutrition
- outline the basic local labelling requirements and nutritional labelling requirements for food preparation

Content

- The effects of cooking on a variety of foods
- The use of additives in food
- Legislation relating to food

UNIT III – Chemistry and Preservation of Foods (9 hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

- explain the term food preservation
- describe the shelf life of food commodities and some beneficial/harmful events in the microbiology of foods
- explain alcoholic, acetic acid, yeast and lactic acid fermentation of food
- explain the term, “food spoilage”
- identify food-borne and waterborne pathogens
- describe microbial growth in food
- discuss sensory evaluation of food commodities

Content

- food preservation
- shelf life of food and its importance in food chemistry and preservation
- Food spoilage
- Fermentation
- Food-borne and water-borne pathogens and microbial growth in foods

UNIT IV – Principles of HACCP (Hazard Analysis Critical Control) (6 hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

1. discuss practical application of HACCP.

Content

- The importance of HACCP
- The application of HACCP

UNIT V – Chemical and Physical Changes to Foods (3 hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

- analyze the chemical and physical changes that occur in a variety of food commodities when processed:

Colour and texture of vegetables.
Wheat and egg products.
Starches and gelatin
Dairy products.
Enzyme proteins.
Meat proteins.
Fruit ripening.

Content

Analysis of chemical and physical changes that occur in food commodities when processed

UNIT VI – Preparation of Speciality Diets

(7 hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

identify the specific ingredients for each special diet
classify the specific ingredients for each special diet
discuss common food allergies
identify the different methods of cookery that will be encountered in the preparation of these special dishes
plan, prepare, cook and present meals consisting of a variety of dishes suitable for the following diets:
vegetarian, vegan, diabetic, low sugar, low fat, low sodium, gluten and lactose free

Content

vegetarian cookery
diabetic cookery
low-cholesterol diets
diet for persons who are hypertensive
cookery for the lactose intolerant

METHODS OF DELIVERY:

Lectures
 Case Studies
 Discussions
 Laboratory exercises
 Practical exercises
 Group Work
 Presentations – Skype, You Tube videos, Power Point

METHODS OF ASSESSMENT AND EVALUATION:

1. Mid semester test (Group/individual)	20%
2. Common Courseworks	20%
3. Final Examination (2 hours)	60%

RESOURCE MATERIALS:

The Theory of Hospitality and Catering, 2011, David Foskett and P Paskins; published by Hodder Education.

Nutrition Made Simple; Versada S. Campbell and Dinesh P. Sinha

Science of Food; John Wiley and Sons

Nutrition for Foodservice Culinary Professionals, 8th Edition 2013, K E Drummond & L M Brefere Published by Wiley.

Nutrition your Life Science, 1st Edition 2012, J. Turley & J Thompson; published by Cengage Learning

Nutrition for Food Service and Culinary Professionals, K. E. Drummond and L. M. Brefere; published by Wiley and Sons.

Introductory Foods; Bennion, Marion, Prentice Hall.

On Food and Cooking, Harold McGee.

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Foreign Language I – Spanish Updated January 2017
COURSE CODE:	LANG2301
CREDITS:	3
CONTACT HOURS:	45 hours theory
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

This course is aimed at developing the basic communicative competences in the target language by equipping students with both receptive (listening, reading) and productive (speaking, writing) skills to function in real life situations where Spanish is used. It is also expected to serve as a foundation course for the advanced course and for further studies in the language. The course aims to develop in students the ability and desire to use Spanish effectively for purposes of a practical communication in basic everyday situations. There are two components to the course a conversational and a generic part which are combined to provide learners with a holistic appreciation for the Spanish language.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- listen and understand simple spoken Spanish in varying situations
- read and understand simple Spanish texts
- write correctly in simple Spanish
- exhibit sufficient knowledge of the customs of Spanish-speaking countries
- extract specific relevant information from written and spoken Spanish

UNIT I - La Familia**(6 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify the members of the family
- use basic phrases to describe the members of their family
- use the irregular verb *ser* in given situations
- use the forms of selected regular verbs in expressions to talk about the family

Content:

- Vocabulary for members of the family – hermano, hijo, padrastro, etc.)
- The verb *llamarse* – como se llama tu mamá, tu papá, etc.
- Commonly used verbs (vivir, trabajar, ser, tener,)
- Subject pronouns
- Professions and occupations with *ser* – e.g. mi hermana y yo somos estudiantes
- ¿Cuál es la profesión de tu madre? ¿Dónde trabaja tu madre?
- ¿Dónde vive tu familia?
- ¿Cuántos años tiene tu abuela? ¿Mi abuela tiene 80 años?
- Descriptive adjectives- alto, bajo, gordo, joven, viejo, - estricto, simpático)

Culture: Hispanic Families – e.g. prevalence of extended families.

UNIT II - Mi Barrio**(6 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- describe their community and school in target language
- use the verb *estar* to express location, position and state/condition
- give the Spanish for important buildings and other locations in the community
- talk about weather conditions in Spanish
- Name the seasons of the year and relate them with weather conditions

Content:

- Name places in town (restaurante, hotel, supermercado, hospital, etc.)
- Ask where places are located e.g. ¿Dónde está...?
- Prepositions – en, cerca de, al lado de, enfrente de, lejos de,
- Seasons - Las estaciones del año
- Hacer* in idiomatic expressions to describe weather – Hace sol, hace buen tiempo etc.
- ¿Qué tiempo hace en invierno normalmente?

UNIT III - Mi Trabajo**(6 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify jobs in their area of specialization
- state their job description in target language
- identify objects in their work environment
- describe the work environment
- use correctly more Spanish verbs related to school and studies
- state like and dislikes in relation to their job

Content:

- mecánico, trabajo social, etc..., reparaciones de la carrocería auto, motor,
- En mi trabajo... clases de trabajadores
- Hay ...salario y beneficios
- Adjectives to describe work environment
- Frases, - estudiar, saber, presentarse a/hacer un examen, examinarse
- The verb gustar... satisfacerse, interesarse, agradarse

UNIT IV - Mis Actividades**(7 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- use regular and irregular verbs to speak in Spanish about their activities
- talk about hobbies and pastimes in Spanish
- use *ir+a+ infinitives* to express intention with regards to activities
- use *tener que + infinitives* to express obligation
- outline the daily routine of one's self and others in Spanish and express the time the action was done

Content:

- Vocabulary for sports, household chores and other activities
- Regular verbs- e.g. mirar, cocinar, comprar, practicar, limpiar, visitar, comer, beber; irregular verbs –jugar, ir, hacer, dormir.
- Discussing plans or intentions – voy a estudiar ahora
- Expressing obligation – Tengo que practicar el futbol
- Reflexive verbs

UNIT V – De Compras**(7 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- give the Spanish for given food items in a shopping scenario
- enquire in Spanish about the cost of items
- quantify items required
- name the specialized stores where items can be purchased
- use numbers 100-1000 etc.

Content:

- Vocabulary - Spanish for food items- la carne, los vegetales, la leche, etc.
- More regular verbs – comprar, vender, pedir
- Shopping for specific food items at different shops: la frutería, la panadería, la heladería, etc.
- Stating intentions – voy a la panadería a comprar pan.
- Asking about costs- Cuanto cuesta/ cuánto vale/ qué precio tiene...?
- Stating costs – cuesta ochocientos dólares.
- Stating quantities – un kilo de tomates, una libra de azúcar, etc.
- Making requests – quiero una docena de naranjas por favor.

Culture: Monetary units of Hispanic countries.

UNIT VI - De Compras II**(7 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify in Spanish, specific clothing items
- describe items of clothing using descriptive adjectives, stating colours and material of origin
- use common Spanish expression in a shopping scenario, such as enquiring about size and preferences and responding to these questions
- state likes and dislikes in Spanish
- use demonstrative adjectives correctly
- make comparison of inequality

Content:

1. More vocabulary for clothing- (la ropa, los zapatos, la falda, etc.

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Shopping expressions – Que numero calza usted?

Que talla usas?

Material of origin- De que es la blusa? es de algodón.

Quiero un par de zapatos de cuero.

Prefiero una falda negra

Demonstrative adjectives - esta, este, esa, ese, estas, etc.

Review the verbs- gustar, encantar, preferir, etc.

METHODS OF DELIVERY:

Lectures

Discussion

Situational Role Play

Dialogues

Use of authentic materials for listening and reading comprehension

Exercises to enhance pronunciation

Research projects given as oral presentations and in writing

Writing exercises

METHODS OF ASSESSMENT AND EVALUATION:

Courseworks:

i. Oral	20%
ii. Listening	20%
iii. Writing	20%

Final examination:

i. Oral	10%
ii. Writing	30%

Students must pass both coursework and final exam to complete successfully. Regular class attendance is important and expected. For this course both tardiness and early departure from class are considered forms of absenteeism. Students absent from class for any reason are still responsible for all work missed. Instructors have the right to determine whether work missed can be made up and have the liberty to set reasonable expectations for attendance.

RESOURCE MATERIAL:**Prescribed:**

Prado, M. (1997) Practical Spanish Grammar (latest edition) Wiley Publisher

Recommended:

Spanish Dictionary

Jarvis, Ana C. Lebreo, Raquel (1996). *Basic Spanish Grammar Workbook*

Bankay, Anne-Marie, Kemchand, Ingrid et al, Chevene: Spanish for Caribbean Secondary Schools: Students Book 1 (latest edition) NJ: Pearson Longman

Blommers, T. J, Lagunas-Solar, M., et al (2006). *Dimelotu!* (5th ed.) Boston: The Thomson Corporation

Lewis, Malva. J, Nelson-Spinger, Yolanda

Kattan –Ibarra, J. (1993). *Teach yourself Spanish*. IL: NTC/ Contemporary Publishing.

Moore, Zena (1997) *Español Para la Vida Book 1* (latest edition) Nelson Thrones

Websites:

Google Translate – <http://goolge.com.jm>

Study Spanish.com- <http://www.studyspanish.com>

http://www.123teachme.com/learn_spanish/conversational_spanish

<http://www.learnspanishtoday.com/>

<http://www.learnspanish.com>

http://www.openculture.com/free_spanish_lessons

www.bbc.co.uk/languages/spanish/guide/alphabeth.shtml

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Foreign Language II
COURSE CODE:	LANG2402
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	Foreign Language I (Spanish)
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

This course is designed for students with a level of competence in Introductory Spanish. Therefore, it is aimed at building on the basic communicative competences in the target language learnt in the introductory course. It is also expected to develop students who will be able to communicate more effectively in the Spanish environment.

COURSE OUTCOMES:

The course aims to further develop in students the ability and desire to use Spanish effectively for purposes of practical communication at a higher level in everyday situations.

LEARNER OUTCOMES:

At the end of the course, learner will be able to:

- listen and understand spoken and written Spanish at a higher level in varying situations
- read and understand more advanced Spanish
- write correctly in Spanish at a higher level
- respond clearly and appropriately in Spanish at this level
- extract specific/relevant information from more complex written and spoken Spanish
- write letters in Spanish

Unit I - En el Restaurante (3 hours)

1. Expressing thirst and hunger in Spanish

Unit II - De Viaje (5 hours)

Making reservations at the travel agency.
 Understanding travel packages- billete aéreo, impuesto del hotel, giras, traslados etc.
 At the airport- Going through Immigration and Customs
Grammar- Saber and Conocer Use of **Por** * **Hay**-there is there are
 Reservation at hotels

Unit III - En el Hotel (5 hours)

Reservations
 Complaints
 Facilities at the hotel- ascensor, piscina, salones de convenciones etc.(Yo conozco el hotel y sé que es estupendo. Hay dos Buenos restaurantes allí)
 Tours - lugares de interes
 Entertainment
 Transportation options
 Visitor information

Unit IV - En el Banco (5 hours)

Ask and say where something can be done (¿ Dónde se puede cambiar dinero?)
 Changing money (Quisiera cambiar doscientos dólares en pesetas.)
 Request and give information (¿ A cómo esta el cambio? ¿Tiene cheques o billetes? Tengo cheques.)
 Opening an account - una solicitud de apertura, una cuenta a plazo, una cuenta corriente etc.
 Ask and give advice (¿Qué debo hacer para abrir una cuenta? Debe traer su pasaporte.)
Grammar
 Stem-changing verb **poder** * Pronouns se + verb * **deber** to have to/must

Unit V - En los Correos (5 hours)

Request information (¿ Puede decirme cuánto cuesta enviar una tarjeta postal a Cuba?)
 Buying stamps and postcards- los sellos, la postal
 Sending letters and telegrams (Quiero enviar una carta certificada./ Quiero otro impreso de telegrama, por favor)

5. **Grammar** -Stem-changing verbs (e to **ie** ; o to **ue** and e to **i**)

Unit VI - En la Comisaria

(6 hours)

Reporting an accident, loss or theft

Ask for directions

Grammar - ***Preterite tense** of regular and irregular verbs *** Present Perfect tense**

***Imperfect tense.**

Unit VII - En el Hospital

(6 hours)

Enquire about someone's health

State health conditions

Filling out forms (medical history)

Parts of the body

Grammar- Verbs ***sentir, *tener and *doler** eg. (Me duele la cabeza/ tengo dolor de...)

Unit VIII – Letter Writing

(8 hours)

Friendly

Introduction to business letters

Vocabulary related to letter writing

Topics for letters- enquiries, orders etc.

METHODS OF DELIVERY:

Lectures

Discussion

Situational Role Play

Dialogues

Use of authentic materials for listening and reading comprehension

Exercises to enhance listening and pronunciation

Research projects given as oral presentations and in writing

Writing exercises

Producing written pieces of work e.g. letters

METHODS OF ASSESSMENT AND EVALUATION:**Courseworks:**

iv. Oral	15%
v. Listening	10%
vi. Writing	15%

Final examination:

iii. Oral	20%
iv. Writing	40%

Students must pass both coursework and final exam to complete successfully. Regular class attendance is important and expected. For this course both tardiness and early departure from class are considered forms of absenteeism. Students absent from class for any reason are still responsible for all work missed. Instructors have the right to determine whether work missed can be made up and have the liberty to set reasonable expectations for attendance.

RESOURCE MATERIALS:**Prescribed:**

Prado, M. (1997) Practical Spanish Grammar (latest edition) Wiley Publisher

Recommended:

Spanish Dictionary

Jarvis, Ana C. Lebreo, Raquel (1996). *Basic Spanish Grammar Workbook*

Bankay, Anne-Marie, Kemchand, Ingrid et al, Chevene: Spanish for Caribbean Secondary Schools: Students Book 1 (latest edition) NJ: Pearson Longman

Blommers, T. J, Lagunas-Solar, M., et al (2006). *Dimelotu!* (5th ed.) Boston: The Thomson Corporation

Lewis, Malva. J, Nelson-Spinger, Yolanda

Kattan –Ibarra, J. (1993). *Teach yourself Spanish*. IL: NTC/ Contemporary Publishing.

Moore, Zena (1997) *Español Para la Vida Book 1*(latest edition) Nelson Thrones

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Websites:

Google Translate – <http://google.com.jm>

Study Spanish.com- <http://www.studyspanish.com>

http://www.123teachme.com/learn_spanish/conversational_spanish

<http://www.learnspanishtoday.com/>

<http://www.learnspanish.com>

http://www.openculture.com/free_spanish_lessons

www.bbc.co.uk/languages/spanish/guide/alphabeth.shtml

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Hospitality Accounting
COURSE CODE:	CTOH2301
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	Accounting I
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course is designed to acquaint students with the concepts of accounting theory and practices with the specialized requirements of the Hospitality Industry. The nature and purpose of accounting, double entry system, hospitality accounting documents and special journals will be examined.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- understand the purpose of Internal Control
- understand the importance of considerations in pricing.
- apply the financial practices used by management in the hospitality industry.
- understand the value of a feasibility study.

UNIT I – Inventory and Depreciation Methods**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

list and identify the various kinds of inventory which are found in the Hospitality Industry.

compile and cost an inventory using all FOUR methods of inventory valuation.

explain the concept and purpose for the depreciation process in the accounting system.

evaluate the worth of an asset for specified periods using all four methods of depreciation.

Content:

Inventory Costing systems

F.I.F.O

L.I.F.O.

Specific Identification

Average cost

Depreciation Methods

Straight Line

Sum of the Years' Digits

Unit of Output

Double Declining

UNIT II – Hotel Revenue Accounting and Controls**(8 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

compile a revenue statement and indicate the factors which contribute to Gross Profit.

discuss at least four methods of revenue control within the Hospitality Industry.

compile a list of expenses which normally occur within the industry, given specified criteria, and indicate their effect on the gross profit margin.

Content:

1. Revenue Concepts
 - a. Revenue Accounts
 - Net Revenue
 - Gross profit
 - Internal Control for Food and Revenue Sales
 - Credit Cards
 - Guest Checks
 - Guest Charges
 - Front Office Operations
 - Daily Room Reports
 - Housekeepers' Reports
 - Hotel Expense Accounting
 - Rooms
 - Food and Beverage
 - Telephone
 - Administrative and General
 - Marketing
 - Human Resources
 - Energy Costs
 - Fixed Charges
 - Cost of food and Beverage Sales
 - Payroll and Related Charges

UNIT III – Accounting for the End of Period Adjustments**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

explain the process of acceptance of payment by credit cards and its entry into the accounting system.

explain the accounting process for the handling of employees' meals in Food Organizations.

explain and apply both the perpetual and the periodic methods of inventory taking and show how they are handled in the accounting system.

Content:

Accounting for credit card fees

Accounting for employees' meals

Accounting for un-collectible accounts

a. The Allowance Method

 The Income Statement Approach

 The Balance Sheet Approach

 The Direct Charge-Off Method

The Periodic Inventory Method

 Perpetual Inventory Method

 Periodic Inventory Method

UNIT IV – Hotel Financial Statements**(8 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- design a chart of accounts and explain the rationale used for the design.
- prepare a departmental financial statement in accordance with the requirements of the uniform system of accounting.
- prepare a cash flow statement and explain the rationale for the statement.
- discuss the purpose of using "notes to the financial statement" and explain their applicability in the financial system.

Content:

- The Management Information System
 - The Chart of Accounts
 - Account Numbering Systems
 - Departmental Income Statements
 - Departmental Expenses Statements
 - Schedule to the Financial Statements
 - Notes to the Financial Statements
 - Statement of Cash Flows

UNIT V – Property and Equipment Accounting**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the accounting process for the handling of the acquisition of land and equipment and other miscellaneous equipment.

explain and apply the processes of depreciation and amortization within the accounting system, given specified criteria.

Content:

Acquisition Costs

- Land with building to demolish
- Land and building for a lump sum
- Equipment requiring special installation
- Land Improvements
- Building Repairs and improvements
- China, Glassware and Silverware
- Uniforms and Linen

Depreciation of Property and Equipment

- Straight Line Method
- Declining Balance Method
- Sum of the years digits
- Depreciation of China, Glassware and Silverware
- Amortization of Leaseholds
- Disposal of Property and Equipment

METHODS OF DELIVERY:

Lectures will form the basis for the presentation of the information:

Flip Charts and overhead projector will be used to enhance the study and learning processes where the data to be presented proves to be complex.

Students will actually make their own transactional entries and will be given specified information and data to self-designed ledgers and will also make the appropriate adjustments and compile and produce the appropriate financial statements from their own self designed ledgers.

METHODS OF ASSESSMENT AND EVALUATION:

The assessment for this course takes the following form:

2 term tests - 25% - one test covers topics done in weeks 1-4 and the other covers topics done in weeks 5-9

An individual comprehensive term assignment and graded homework exercises – 15%

A final exam worth 60%

RESOURCE MATERIAL:**Prescribe Text**

Accounting Practices for Hotels, Motels and Restaurants, Paul Dittmer, Bobbs-Merrill.

Understanding Hospitality Accounting I, R Cote; published by Educational Institute of the American Hotel and Motel Association.

Financial Accounting: An Introduction to Concepts, Methods and Uses, 2012, Roman L Weil, Katherine Schipper & Jennifer Francis; published by Cengage Learning

Financial and Managerial Accounting, 9th Edition 2004, Carl S Warren, James M Reeve & Philip Fess; published by South-Western College

Hospitality Management Accounting, Michael Coleman

Recommended

Hotel Financial Statements

Industry Statistical Publications

Uniform System of Accounts for Hotels.

ATTENDANCE:

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	International Cuisine
COURSE CODE:	CTOI2201
CREDITS:	4
CONTACT HOURS:	120 (30 hours theory, 90 hours practical)
PRE-REQUISITE(S):	All food preparation courses
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course will focus on foods and cooking styles of many nations. Menu production reflecting on nations that have impacted international cuisines will be examined.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- prepare a variety of international dishes.
- identify international products.
- demonstrate the skills required to produce international menus.
- compare dishes from different countries.
- familiarize students with the culture and commodities used by different nationalities
- create opportunities for students to be innovative in the implementation of international dining experiences

UNIT I – Cuisines of the World**(120 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

Prepare the following:

- Caribbean
- Asia and the Far East
- France and other European countries
- Japanese
- North American countries
- Special dietary cuisines

Content

- International commodities, flavours and cooking methods
- Preparation techniques different international cuisine
- Preparation of different international cuisine menus and dishes

METHODS OF DELIVERY:

- Demonstration
- Simulation
- Lectures
- Work sheets
- Audio and tape evaluations
- Discussions
- Peer conferencing
- Presentation(s)
- Research
- Laboratory activities

METHODS OF ASSESSMENT AND EVALUATION:

Continuous Assessment:

1. Coursework – 80%
2. Major practical examination – 20% (5 hours)

No Final Examination

RESOURCE MATERIAL:**Prescribed:**

Food Style: The Art of Presenting Food Beautifully, Molly Siple and Irene Sax

Garnishing: The Basics and Beyond, Constance Quan

Recommended:

Classic Caribbean Cooking, Sharon Atkins

Caribbean and African Cookery, Rosamund

Grant Creole Cooking, Sue Mullin

All Along the Danube: Classic Cookery from the Great Cuisine of Eastern Europe, Marina Polvay

A Taste of Ireland, Theodora Fitzgibbon

The Cooking of Vienna's Empire

Spanish Cooking, Pepita Aris

Recipes: The Cooking of Japan

The Cooking of Japan

The Complete Asian Cookbook, Charmaine

Solomon Indian Cookery,

American Cooking Dale Brown

Garnishing and Decoration, Rudolf Biller

Garnishes, June Budgen

Garnishes and Decorations, Janet Brinkworth

Culinary Carving and Plate Decorating, Harvey Rosen and Jonathan S

Rosen La Rousse Gastronomique

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Introduction to Economics
COURSE CODE:	CTOE2201
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This introductory course exposes the student to the basic principles and practices of economics. Economics strategies will be examined along with marketing concepts and their application to the industry.

COURSE OUTCOMES:

Upon successful completion of this course learners will be able to:

- evaluate economic information
- analyze simple issues of both the local and international economy
- apply economic reasoning to the tourism and hospitality industry
- use economic reasonings to understand business operations

UNIT I – Economics and Economic Reasoning**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learners should be able to:

- explain the term economics
- summarize economic thought and systems of the pre and post Adam Smith era
- examine the following economics concepts using appropriate local examples:
 - scarcity
 - choice
 - economic rationality
 - opportunity cost
 - efficiency
 - factors of production
 - production possibilities
 - micro and macroeconomics
 - normative and positive economics

Content:

Economic thoughts and systems would briefly examine the following schools and practices.

- Feudalists
- Physiocrats
- Mercantilists
- Socialists
- Classicals
- Keynesians
- Monetarists

N.B. Essential economic notions and concepts would be examined with respect to the Production Possibilities Frontier (P.P.F.)

UNIT II – Demand Theory**(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, learners should be able to:

- explain the Theory of Consumer Behaviour
- describe the theory of Supply and Demand
- explain elasticity of supply and demand
- explain and illustrate market equilibrium

explain the differences between a change in quantity supplied and demanded and changes in price
 illustrate and explain using supply of inferior goods, normal goods, superior goods, Giffen goods, etc.
 illustrate and explain consumer equilibrium using demand and supply theory

Content:

The cardinal approach to Consumer Utility Theory (basic concept)
 The ordinal approach to Consumer Utility Theory (Indifference curve analysis)
 Theory of Demand and Supply and the use of demand and supply curves to explain market equilibrium, changes in supply and demand as well as changes in supply and demand as well as changes in prices
 The notions of substitute and complementary goods
 Price, income and cross elasticity of supply and demand
 Giffen, inferior, normal and superior/luxury goods

UNIT III –The Theory of the Firm and Production (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learners should be able to:

distinguish the types of business in terms of their legal existence and the advantages and disadvantages of each type.
 examine the sources from which capital is raised for further financing for each type of business organization
 illustrate and explain a simple production function both in the short and long run period
 explain the elements of costs, economies and diseconomies of scale, revenue and profit
 evaluate the relationship between short-run and long-run cost
 explain how cost and revenue relationships are used to make decisions for businesses in the short, medium and long terms

Content:

Business forms, sole proprietorship, the partnership and the company/corporation
 The production function and the application of the law of Diminishing Returns as well as the law of returns to scale in the long run. Also, the three operational stages in short run
 Elements of costs examines:
 Total costs
 Fixed and variable costs
 Average costs
 Marginal costs
 The use of the average cost curve to explain economies and diseconomies of scale
 The use of opportunity cost to explain economic profit

Revenue issues examine:

- Total revenue
- Average revenue
- Marginal revenue
- Price
- Price maker and price taker firms

Profit issues examine:

The derivation of profit from the total revenue and cost functions as well as the use of marginal revenue and marginal cost to determine equilibrium

Market structures:

The section will examine the four market conditions under which firms operate and the implications for profit levels in the long run, given their characteristics.

- Perfect competition
- Monopoly
- Monopolistic competition
- Oligopoly

Use will also be made of diagrams to illustrate revenue costs and profit.

UNIT IV – National Income Accounting

(9 hours)

Learner Outcomes:

Upon successful completion of this unit, learners should be able to:

- explain the Circular Flow of Income
- evaluate Gross Domestic Product, Gross National Product and National Income, real and nominal output
- calculate GDP using the expenditure and income approach
- examine how national income accounting is used by business to make decisions

Content:

- The flow of money incomes among major players in the economy i.e. households, businesses, government and foreigners
- Gross Domestic Product, Gross National Product and National Income
- Their measurements in terms of the items included as well as the approaches used in their measurement
 - The expenditure approach
 - The income approach
 - The use of index numbers in determining real and nominal output
 - G.D.P. as a measure of the welfare of citizens

UNIT V – Managing the Economy**(5 hours)****Learner Outcomes:**

Upon successful completion of this unit, learners should be able to:

- identify issues pertaining to unemployment, inflation, the business cycle, economic growth, taxation and government spending, deficit, surplus and balanced budgeting, the national debt, and monetary policy
- explain the terms money and money supply
- describe the functions of money
- evaluate the role of the Central Bank, commercial banks and other financial institutions in the economy

Content

- The Labour force
- Causes, types and effects of unemployment
- Causes, types and effects of inflation
- Expansionary and contractionary fiscal monetary policy
- The fractional reserve and the commercial banks
- Open market operations of the Central bank to offer the money supply
- The notion of full employment

UNIT VI –The International Economy**(5 hours)****Learner Outcomes:**

Upon successful completion of this unit, learners should be able to:

- explain why countries trade with each other – comparative/absolute advantage
- explain specialization in trade
- differentiate between terms of trade and balance of trade
- describe barriers of trade using relevant local and international examples
- evaluate the use of free trade versus trade restrictions by countries
- explain balance of payment accounting
- review the roles and functions of international and regional economic institutions

Content

- The Theory of Absolute Advantage
- The Theory of comparative Advantage
- The nature and use of trade barriers
- The current and capital accounts of the balance of payments and what they include
- Why the balance of payments must always balance

The Bretton Woods Institutions IMF and World Bank
 The Caribbean Development Bank
 CARICOM
 The World Trade Organization

METHODS OF DELIVERY:

Lectures
 Guest Lectures
 Video Presentations
 Discussions
 Case study and Analysis
 Group Presentations
 Role play
 Simulation
 Observation
 Research
 Project

METHODS OF ASSESSMENT AND EVALUATION:

1. Two assignments	10%
2. Mid-term test	20%
3. One group project	10%
4. Final Examination (two hours)	60%

Recommended Text and Resources

Fisher Stanley, Dornbusch Rudigr, Schmalensee Richard: *Introduction to Macro-Economics*; McGraw-Hill (latest edition)

Sandiford, Lloyd E; the *Essence of Economic: An Introductory Text*. Cassia Publishing (latest edition)

Attendance

Students are required to attend all classes as all information presented may not be covered in the prescribed text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Kitchen Organization
COURSE CODE:	CTOK2101
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course will provide the student with knowledge and skills used in designing the layout of a commercial kitchen. Emphasis will be placed on the planning and the selection of equipment.

COURSE OUTCOMES:

Upon successful selection completion of this course, the learner should:

- organize a kitchen using specific layout techniques.
- plan and design the layout of a kitchen.
- discuss the importance of equipment and facility maintenance.
- evaluate the effects of a kitchen on the overall Food and Beverage operation.
- discuss the criteria for equipment selection.
- understand the choices available in current industrial practices, associated with designing and maintaining food and beverage areas.
- investigate the effects of cost and associated problems, in designing and maintaining food and beverage areas.
- develop common skills through team work, research and meeting targets.

UNIT I – Planning, Design and Layout (8 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

1. describe the basic factors in kitchen design and layout

Content:

Identification, assessment: equipment requirements
 Sources of supply
 Application of ergonomic principles
 Budgets available
 Costing factors: long, short term, to life costs
 Equipment Functions and adaptations
 Work-study

UNIT II – Budgeting Issues (9 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

1. evaluate various budgets in relation to preparation, significance and control

Content:

Forecasting equipment requirements
 Equipment purchase, lease, hire
 Inventories
 Maintenance agreements
 Capital budgets, capital investments:
 Plant and light equipment
 Depreciation
 Renewal and Repairs
 Operational Budgets:
 Costs, Sales
 Labour
 Overheads

UNIT III – Legislation (8 hours)**Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

apply up-to-date relevant legislation to the design and maintenance of food operation premises.

Content:

Contracts
Hygiene Regulations
Health and Safety Regulations
Food Safety Act
Check Lists
Fire Safety Act

UNIT IV – Principles of Design and Maintenance (9 hours)**Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

apply the principles of design and maintenance of food operations premises to variety of difference situations and evaluate the short and long-term implications.

Content:

Energy usage
Efficient use of services
Ventilation
Wastage and disposal

UNIT V – Cleaning Programmes (9 hours)**Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. assess, evaluate and control various cleaning programmes

Content:

Cleaning programmes
 Staff induction
 Equipment plan and equipment maintenance and cleaning
 Retrieval, evaluation,
 Reporting procedures
 Control procedures

METHODS OF DELIVERY:

Lecture
 Field trip
 Discussion
 Multi-media presentations
 Observations
 Simulation
 Display
 Presentation

METHODS OF ASSESSMENT AND EVALUATION:

1. Two (2) quizzes	10%
2. Mid Semester test	20%
3. One group project	20%
4. Final examination	50%

RESOURCE MATERIAL:

Food Service Facilities Planning, Edward a Kazarian

Theory of Catering, 9th Edition, Kinton Ceserani and Foskett; published by Hodder and Stoughton.

Food Service Facilities Planning, E a Kazarian; published by Van Nostrand Reinhold.

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Menu Planning
COURSE CODE:	FBEV2305
CREDITS:	3
CONTACT HOURS:	45(45 hours theory)
PRE-REQUISITE(S):	Fundamentals of Food Preparation
CO-REQUISITE(S):	Nutrition
SEMESTER:	

COURSE DESCRIPTION:

This course will provide a basic knowledge of menu planning and design which will enable participants to design and print various menus, taking into consideration menu planning principles.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- recognize the importance of the menu in the food service organization
- understand the principles of good menu planning
- formulate accurate menus
- use the structure and sequencing of menu types
- apply appropriate menu layout and printing techniques

UNIT I – Fundamentals of the Menu**(6 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the term Menu
- explain the historical development of classic & contemporary menus
- evaluate the importance of the menu to the customer, the production staff, and to management
- classify menus based on pricing, occasion, patrons special needs, and degree of selection

Content:

- What is a Menu?
- The importance of the menu.
- Menu classifications
- History – classical, contemporary

UNIT II –Menu Planning Factors**(5 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. discuss the implications of at least five (5) contributing factors in menu planning

Content:

- Physical Constraints
 - Equipment limitation
 - Storage
 - Service
- Personnel Constraints
- Food Availability
- Client Considerations- physical, demographic, psychographic, social
- Food Appeal
 - Colour
 - Texture
 - Flavour
 - Appearance

UNIT III – Types of Menus**(10 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- outline the courses which are included in different types of menus
- develop five (5) different types of menus
- design different types of menus based on pricing, occasion, patron's needs and degree of selection

Content:

- Breakfast menu
- Luncheon menu
- Dinner menu
- Specialty menu (nutritional considerations - children, senior citizens, adolescents)
- Institutional menu
- Beverage menu

UNIT IV – Menu Layout and Printing**(12 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain eight (8) menu layout and printing guidelines
- manipulate the eight (8) menu layout and printing guidelines in designing the five (5) different menu types in unit IV
- compose five (5) different menu types using the appropriate menu mechanics (headings, sub-headings, listings, descriptive terminologies)

Content:

- layout and printing guidelines
 - Paper
 - Printing
 - Color
 - Balance
 - Variety
 - Composition
 - Descriptive copy
 - Listing of items, size and cover
 - Clip-on
- Design menus
- Menu composition

UNIT V – Pricing Psychology**(4 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- evaluate the importance of pricing psychology in selecting the final menu price
- utilize three (3) pricing techniques to determine menu items selling price

Content:

- Pricing psychology
- Pricing techniques – food cost, non-cost (competition and what the market can bear)

UNIT VI – Menu Evaluation**(5 hours)****Learners Outcomes:**

Upon successful completion of this unit, learner will be able to:

- evaluate different types of menus using the truth in menu laws
- explain the importance of utilizing descriptive terminology to explain to sell menu listing
- explain the value of menu analysis in managing the menu

Content:

- Quality, quantity, price, brand name, place of origin, verbal & visual
- Clip on, merchandising
- Menu analysis (qualitative & quantitative analysis, menu engineering)
- BCG matrix analysis
- Popularity index analysis

METHODS OF DELIVERY:

Lectures
 Discussions
 Presentations
 Project
 Research
 Demonstration

METHODS OF ASSESSMENT AND EVALUATION:

1. Tests	20%
2. Project assignment	30%
3. Examination (2 hours)	50%

RESOURCE MATERIAL:**Prescribed**

Kotschevar, L., & Withrow, D. (2007). *Management by Menu: Study Guide* (4thed).
 New York, NY: Wiley.

Recommended:

Ninemeir, D.J., (2008). *Menu Planning, Design and Evaluation: Managing for Appeal & Project* (2nded). McCutchan Pub Corp.

McVety, P., Ware, J. B., Levesque-Ware, C.(2008). *Fundamentals of Menu Planning* (3rded).
 New York, NY: Wiley.

Websites

EBSCOhost database- <https://www.ebscohost.com/>

Springer E-Books- <http://link.springer.com/>

World Travel & Tourism Council- www.wttc.org

United Nation Tourism Organization- <https://www.unwto.org/>

Caribbean Tourism Organization- www.onecaribbean.org/

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Quantity Food Production and Dining Room Services
COURSE CODE:	CTOQ2202
CREDITS:	4
CONTACT HOURS:	120 hours (30 hours theory, 90 hours practical)
PRE-REQUISITE(S):	Food Preparation I
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course will provide students with the opportunity to develop further competence in the operation of food preparation and service. It will also enable them to make an enlightened contribution to current industrial practice and development of the culinary arts within the business environment.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

1. understand of the full range of processes involved in food preparation, cooking and service.
2. acquired skills and expertise in cold buffet preparation, presentation and service.
3. demonstrate safe working practices and environmental considerations in the industry
4. assess the value of new technologies, the cost effectiveness and long-term value.
5. understand the operation of food preparation and service to identified operational standards.
6. make meaningful contributions to current industrial practice and development of culinary arts within the business environment.

UNIT I - Practicum**(120 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

reinforce skills in cooking and processing including:

complex soups, sauces and dressings.

complex fish and shell fish preparations and cooking complex meat, offal, game and poultry.

complex vegetables dishes.

egg and farinaceous dishes and preparations.

prepare, cook, present and serve cold buffet items including:

cold savoury sauces, dressing and jellies.

cold meat, fish, shell fish, poultry and game.

vegetables, fruit, dairy products, salad, fungi, rice and farinaceous pates, terrines, salads, mousses, galantines, balantines, farces and pastry encased items.

finishing, methods of garnishing, decorating, piping, glazing, portioning and garnishing.

appraise, establish and maintain a safe working environment.

identify potential hazards and adhere to established health, safety and maintenance policies.

follow current and developing legislation on health and safety.

state the role of various external agencies which administer various health and safety regulations.

critically assess new technology and its potential in relation to food preparation and cookery.

develop competence in the planning and operation of food production units for normal day to day operations, special events and changes at short notice.

develop creativity and flair that will contribute to the development of new dishes, meal offerings and the total meal experience within the constraints of a business environment

Content

Practicum demonstrating a range of skills and competencies aligned to industry based standards.

Instruction Format

The approach to this module will be practical with experimental work often in the "Real Work Environment" and workshop situations. Experiments with cooking and service processes will be documented to form part of the assessment. Teaching will seek to embrace the traditions of the profession and encourage its development through new approaches to the preparation, cooking, presentation and service of dishes.

METHODS OF ASSESSMENT AND EVALUATION:

1. Coursework – 60%
 - Eight (8) practical assessment per student (4 service and 4 food preparation)
2. Final theory examination – 40%

RESOURCE MATERIAL:

Prescribed:

Quantity Food Production, Planning and Management, 3rd Edition 2000, J. B. Knight and L H Kotschevar; published by John Wiley & Sons Australia, Limited.

A variety of menus

Recommended Text

Supervision and Management of Quantity Food Preparation, W J Morgan; published by McCutchan Publishing

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

DINING ROOM SERVICES

COURSE DESCRIPTION:

The learner will be introduced to the technical skills and psychology of service. Theory, concepts and performance will be emphasized. The various types of services, equipment, furniture and service items used will be examined.

COURSE OBJECTIVES:

This course is designed to:

1. expose students to restaurant and bar service
2. enhance the students by developing their technical, practical and professional skills to allow them to function with minimum supervision
3. upgrade the sales and marketing skills so that the student may competently and confidently give suggestions to customers which will increase the profit base of the operation
4. develop attitudes to quality and value in respect of people, management and customer care

COURSE OUTCOMES:**Upon successful completion of this course, learner will:**

- 1 identify and describe the various food and beverage service positions
- 2 describe and demonstrate selling skills required in a food and beverage operation.
- 3 perform various service styles.
- 4 identify types and functions of tableware.
- 5 demonstrate the various service techniques and management techniques.
- 6 calculate customer bills
- 7 demonstrate customer-handling skills.
- 8 prepare and present the check and file restaurant summary sheets.
- 9 outline duties and responsibilities of food and beverage service personnel.

UNIT I – Basic Food Service (Introduction to Food and Beverage Service Operations)
(hours)
Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

1. outline the different types of food service organizations
2. describe staffing structures for various establishments
3. discuss the qualities of good food service staff and their responsibilities to the customer, management and fellow workers.
4. describe the importance of teamwork
5. describe the duties to be carried out by the restaurant staff
6. compile a job roster
7. explain the importance of courtesy, tact, patience and good humour in the working situation
8. describe the inter-relationship of the food and beverage department with other departments within the establishment.

Content

1. Types of Service Organization
2. Staffing
3. Duties of the Restaurant Brigade
4. Inter-relationship with other Departments

UNIT II – Types and Styles of Food Service (hours)**Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. describe the types and styles of food service offered by a variety of establishments

Content

1. Cafeteria/snacks bars.
2. American/Russian/French.
3. Combination.
4. Hospital and school meals service.

UNIT III – Equipment**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. identify large and small equipment in the food service and ancillary service areas
2. identify and describe the function and care of hand tools and equipment
3. explain the safety measures that should be taken when using equipment in the food service area
4. describe appropriate cleaning procedures for all equipment.

Content

1. Large equipment.
2. Small equipment.
3. Hand tools and utensils.
4. Safe equipment usage.
5. Care and cleaning of equipment.

UNIT IV – Menu Knowledge**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. define the term “menu”
2. name the different kinds of menus
3. explain a variety of menu terms
4. identify foods that may be cooked to order and indicate the cooking times
5. identify terms that are used to denote the degree of cooking required.
6. identify and describe the major points that should be considered when compiling a menu.

Content

1. Brief history.
2. Types of menu:
 - a. table d’hote
 - b. a la carte
 - c. special
3. Menu terminology
4. Factors affecting menu compilation.

UNIT V – Menu Composition**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. classify and describe a variety of dishes and name their accompaniment
2. identify the necessary equipment for lay-up and service of particular course.
3. discuss reasons for the sequence of courses, and give examples of smaller menu compositions.
4. explain the factors affecting the customer's choice of a meal
5. identify the courses that form the menu for breakfast, luncheon, dinner and indicate their usual order.

Content

1. Appetizers
2. Soups
3. Fish dishes
4. Poultry and game
5. Vegetables
6. Salads
7. Sweets
8. Cheese
9. Fresh fruit.
10. After dinner candies.

UNIT VI– Preparation and Service of Non-Alcoholic Beverages**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. classify and describe methods of preparation and service of non-alcoholic beverages.

Content

1. Tea and variations.
2. Coffee and variations.
3. Chocolate and malted milk.
4. Mineral waters.
 - a. natural
 - b. manufactured
5. Syrups.
6. Fruit juices.
7. Squashes.

UNIT VII–Stillroom Preparations**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. describe the correct procedures for preparing pots, pats, and curls of butter
2. identify a variety of toasts and indicate which dishes they accompany
3. describe the methods of preparing limes, lemons and oranges for service with tea, etc.
4. suggest methods of preparing the salt cruet to ensure that the salt flows freely.
5. define the term “proprietary sauce”.
6. identify a variety of brands of proprietary sauces
7. classify and name popular jams and jellies and preserves, and indicate the meals in which they will be served.

Content

1. Butter
2. Toasts and breads
3. Milk, sugar (for coffee and tea)
4. Sliced lemon and orange.
5. Condiments.
6. Proprietary sauces
7. Jellies, preserves, etc.

UNIT VIII–Preparation of the Dining Room for Food Service

(hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

1. discuss the procedures for preparing the dining room for service.
2. illustrate suitable table arrangements for the dining room taking into consideration, the room size, type and style of service and space allocation per person.
3. select the appropriate table linens
4. describe the appropriate table linens
5. explain reasons for the careful handling of linens
6. discuss methods of bundling linen for the laundry.
7. identify a variety of napkin folds and suggest when they can be best used
8. describe the reasons for careful handling of napkins
9. describe a variety of glasses
10. discuss the use of table decorations/buffet decorations
11. identify the appropriate crockery, cutlery and flatware for the service of specific meals and describe their functions.
12. identify the items required for complete table settings for the service of breakfast, luncheon and dinner

Content

1. Preparation procedures.
2. Table arrangement.
3. Linen.
4. Napkin folds.
5. Glassware.
6. Floral arrangements.
7. Crockery, cutlery and flatware.
8. Table settings: breakfast setting; luncheon setting; dinner setting and special occasions

UNIT IX–The Service Procedures

(hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

1. describe the service procedure
2. interpret the daily menus
3. describe a variety of methods of serving rolls
4. describe methods of preparing water for service.
5. outline how to take a customer's order correctly and discuss reasons why orders should be written clearly.
6. describe clearing techniques of crockery, cutlery and flatware.
7. discuss a variety of techniques of serving desserts.
8. discuss methods of serving tea and coffee.
9. discuss methods of presenting the bill.

Content:

1. Greeting and seating.
2. Present the menu.
3. Offering rolls and butter.
4. Pouring water.
5. Taking the order.
6. Removing excess cutlery and flatware (in the case of table d'hote) or placing cutlery and flatware (in the case of a la carte).
7. Service and clearing of all courses up to and including main course.
8. Crumbing down.
9. Service of dessert.
10. Presentation of bills.

UNIT X–Methods of Payment of Bills**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. identify the methods in which customers may pay for their meals
2. calculate the authorized additional percentages
3. discuss the correct procedures of handling cash, and the correct use of the cash register.

Content:

1. Vouchers
2. Credit cards
3. Cash
4. Cheques
5. Correct handling of cash

UNIT XI–Social Skills (hours)**Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. discuss the social skills that are necessary for the smooth running of the restaurant.
2. discuss methods of dealing with customer complaints, and unusual situations.

Content

1. Human relations
2. Handling customer complaints

UNIT XII–Advanced Food Service (Gueridon Service)**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. clear, prepare and light lamp and generally handle the gueridon inside a crowded dining room

Content

1. Techniques of preparation used in Gueridon service

UNIT XIII–Special Service**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. prepare dishes for special occasions

Content:

1. Preparation methods of dishes used for special occasions

UNIT XIV– Flambé**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. set up trolley
2. prepare and serve a variety of flambé dishes using recipes

Content

1. The trolley
2. Preparation methods of flambé dishes

UNIT XV: Service**(hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. prepare the gueridon and perform the following tasks:
 - a. peel hard fruit
 - b. peel citrus fruit
 - c. peel bananas
 - d. slice and sugar citrus fruit
 - e. slice and sugar hard fruit
 - f. prepare honey-dew melon
 - g. dress fresh fruit salad with liqueur
2. make and serve correctly salad dressings from the side table and toss and serve salads
3. carve cold meat from gueridon or buffet in the correct hygienic method and in a manner acceptable to customers.

Content

1. Preparation of various fruits
2. Service and preparation of salads
3. Carving
4. Sanitation

UNIT XVI Function and Outdoor Catering (hours)**Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. set up a variety of buffet table and serve from the buffet
2. plan, organize and serve at a variety of functions

Content

1. Techniques used in setting buffet tables
2. Service at buffet tables

UNIT XVII - Specialty Liqueurs (hours)**Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. serve liqueurs including some that are flamed

Content

1. Service methods used for liqueurs

UNIT XVIII – Cocktail Parties (hours)**Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. serve a variety of savouries, canapés and hors d'oeuvres at a cocktail party.

Content:

1. Service methods utilized at cocktail parties

METHODS OF DELIVERY:

1. Lectures
2. Discussions
3. Group Work
4. Presentations – Skype, You Tube videos, Power Point
5. Practice

METHODS OF ASSESSMENT AND EVALUATION:

1. Coursework – 60%
 - Eight (8) practical assessment per student (4 service and 4 food preparation)
2. Final theory examination – 40%

RESOURCE MATERIAL:**Prescribed Text:**

Food and Beverage Service, 9th Edition 2014, D Lillicrap R Dennis and Cousins a John; published by Hodder and Stoughton.

The Waiter and Waitress Training Manual, 4th Edition, Sandra J Dahmer, Kurt W Kahl.

Fundamentals of Menu Planning, 2nd Edition; McVety, Ware and Levesque.

The Theory of Hospitality and Catering, 2011, D Foskett & P Paskins, published by Hodder Education

Practical Cookery: 50 Years of Practical Cookery 12th Edition 2012, J Campbell (et al), published Hodder Education

Food and Beverage Service, 9th Edition 2014, J Cousins, D Lillicrap & S Weekes, published by Hodder Education

Recommended

Remarkable Service, Culinary Institute of America; published by Wiley and Sons.

Food and Beverage Operation Cost Control and Systems Management, C Levinson; published by Prentice Hall.

CTISP Restaurant Server

CTISP Banquet Server

Videos

Tea: A Revolution Brewing - BBC World News TV Documentary – 2014 -

<https://www.youtube.com/watch?v=aHXkmzikuI4&index=2&list=FL09rnhbNIEKeHNMI SuHDr0w>

Preparing the Table for Formal service -

<https://www.youtube.com/watch?v=5d6BzjhTrZ4&index=5&list=FL09rnhbNIEKeHNMI SuHDr0w>

Making Cherries Jubilee at The Edgewater, Madison, WI -

<https://www.youtube.com/watch?v=ckBF7JhKkxw&index=11&list=FL09rnhbNIEKeHNMI SuHDr0w>

Bern's Steak House, Caesar salad -

<https://www.youtube.com/watch?v=ku82HPp4Jmo&index=10&list=FL09rnhbNIEKeHNMI SuHDr0w>

Filleting – Dover Sole -

<https://www.youtube.com/watch?v=62kEY5zv6yc&list=FL09rnhbNIEKeHNMI SuHDr0w&index=7>

Crazy chef at Benihana in London, UK -

<https://www.youtube.com/watch?v=uOFtC5vTiAs&index=4&list=FL09rnhbNIEKeHNMI SuHDr0w>

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Sanitation, Safety and Hygiene
COURSE CODE:	CTOS1101
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course will provide students with information on basic microbiology, safety, personal hygiene, general handling of food. Local legislation for the food service industry will be examined. The course will provide students with the opportunity to obtain international certification in this area.

COURSE OUTCOMES:

Upon successful completion of this course, the learner should:

- examine how contamination of food can occur in a food service establishment
- describe the effect and consequences of food borne illness
- demonstrate sound practices to prevent the possibility of food poisoning.
- identify measures/procedures that will reduce or eliminate accidents in food preparation and service areas
- apply health, safety, sanitation and hygiene standards in food preparation and at the work environment

UNIT I – How Food Handling Practices Cause Foodborne Illness**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the concept/idea of food safety to other food handlers/employees/customers
- discuss the types of hazards involved in food preparation
- identify the challenges to food safety in their particular kind of food business operation
- identify the factors that influence the growth of micro-organisms
- illustrate by simulation/role-play, selected conditions that are associated with hazards in handling food.
- explain what is meant by the “temperature danger zone” in food safety
- identify the kinds of food borne illness that may result from unsafe food handling

Content:

- The concept of food safety in the business environment
- The definition of “micro-organism”
- Factors that influence the growth of micro-organisms
- The definition of food borne illness

UNIT II – How Personal Hygiene Affects Food Safety**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- identify the kinds of organisms found on the human body, that may cause food contamination
- illustrate the link between personal hygiene and food safety
- demonstrate the principles of personal hygiene appropriate to safe food handling
- explain why persons with the following conditions should not be involved in food preparation: fever, diarrhea, upset stomach, nausea, vomiting, sore throat, sinus infection, coughing, sneezing, dizziness
- identify conditions and illnesses that must be reported to the employer or other authorities if the individual is a food handler

Content:

- Principles of personal hygiene
- The linkages between personal hygiene and food safety
- Characteristics of food contamination
- Role Play activities demonstrating personal hygiene scenarios

UNIT III – Sanitation Practices Relating to Purchasing and Receiving**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the characteristics of safe sources in the context of food safety
- identify safe sources of foods and food products
- adjust receiving schedules in keeping with food safety time: temperature requirements
- identify characteristics of wholesome foods and food products, by category: fruit & vegetables, canned foods, meats and poultry, eggs, fish, dairy products, dry goods
- explain the safety implications of “critical dates” labelling, specifically the following: “expiry”, “use by”, “best by”, “manufactured on”, in keeping with national standards
- identify what changes they need to make to existing practices in order to meet food safety requirements
- participate constructively with employees and health personnel in food inspection activities

Content:

- Safe sources of food and food products
- Local food safety standards

UNIT IV – Safe Food Storage Practices**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- explain the meaning of storage in the context of food handling establishments and their supplier.
- illustrate by example the types of food storage and their distinguishing characteristics
- identify and maintain safe-zone temperatures for raw and cooked foods
- store chemicals safely in relation to food components and food products
- store food handling equipment and utensils safely
- identify and discuss low cost, efficient storage strategies that are suited to the business operation

Content:

- Types of food storage facilities
- Definition of “safe-zone”
- Sanitation of food handling equipment and utensils
- Cost effective storage

UNIT V – Safe Freezing, Thawing and Reheating**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- distinguish between cooking and reheating
- practice safe reheating
- practice safe methods of thawing
- practice safe freezing
- apply time-temperature principles in practical situations

Content:

- Definition of cooking and reheating
- Safe methods of reheating
- Safe methods of thawing
- Safe methods of freezing

UNIT VI – Cleaning and Sanitizing Practices to Promote Food Safety**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- differentiate between cleaning and sanitizing
- explain what is meant by a food contact surface
- identify the types of cleaning agents and sanitizers that may be used safely in a food handling operation
- identify, plan, implement and monitor a basic cleaning schedule which ensures that areas, utensils and equipment are cleaned and sanitized
- clean and sanitize based on the “3 sink principle”, using either a 3-compartment sink or a safe alternative
- use cleaning agents and sanitizers safely in the food handling operation
- store cleaning and sanitizing chemicals safely
- store cleaned and sanitized items safely

Content:

- Definition of cleaning
- Definition of sanitizing
- Cleaning agents and sanitizers
- Cleaning methods
- Sanitizing methods
- Methods of storing chemicals safely

UNIT VII – Vector Control**(1 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- describe the diseases that the vectors spread.
- explain the indicators that show the presence of the vectors.
- identify vector control measures.
- explain and demonstrate the safe use of chemicals in vector control.

Content:

- Definition of vector
- Methods of identification of vector presence
- Vector control methods

UNIT VIII – Legislation (Local and International**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- differentiate between the Act and the Regulation.
- list the relevant regulations and dates they were enacted.
- outline the requirements for the registration and licensing of food premises and vehicles.
- identify the legal requirements for the satisfactory layout of food establishment.
- identify the penalties for the contravention of the regulations.
- outline the functions of Environmental Health Officers as described in the regulations.

Content:

- Environmental health regulations
- The functions of Environmental Health Officers

UNIT IX – Principles of HACCP**(7 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define HACCP
- describe the preparation processes that are involved in selected foods
- create a basic flow diagram/description of selected preparation and serving processes

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demonstrate safe ways of tasting, touching and smelling foods
 identify the types of hazards that may occur in selected preparation and serving processes for a cooked food and a food that is served uncooked
 identify the stages at which these hazards may occur in the processes of preparation and serving
 distinguish between a “control point” and a “critical control point”
 identify the critical control points in a “preparation flow” for a specific finished product typically prepared in the food establishment
 outline preparation and serving practices to selected basic Health Services Regulations.
 discuss the importance of the introduction to the principles of HACCP on the traditional methods of food purchasing, storage and preparation
 describe the role of the local National Standards Institute and the Ministry of Health in implementing the guidelines articulated in HACCP

Content:

Definition of HACCP
 Definition of control point
 Definition of critical control point
 Relationship of HACCP to health regulation
 HACCP vs traditional approach to food preparation and service.

UNIT X– Food Preservation

(2 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

define “food preservation”
 state three (3) principles of food preservation
 define the term “additive”
 describe four (4) reasons for preserving food
 discuss at least five methods of food preservation
 define the terms “pasteurization” and “UHT”

Content:

Principles of food preservation
 Reasons for preserving food
 Methods of food preservation

UNIT XI – Refuse/ Waste Disposal**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define the terms “refuse”, “rubbish”, “garbage” and “waste”
- identify the different types of refuse
- explain the characteristics/properties of refuse
- discuss the storage of refuse before collection
- identify final disposal sites
- discuss suitable methods of solid and liquid waste disposal and state their advantages
- identify potential hazards of improper waste disposal

Content:

- Characteristics and types of refuse
- Storage of refuse
- Refuse disposal methods

UNIT XII – Safety Issues**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- define the local legislation dealing with safety at work
- describe the types of accidents that may occur and indicate the causes
- discuss preventative measures
- establish an accident prevention code

Content:

- Local/regional legislation relating to safety at work
- Types of accidents that may occur in the work place
- Development of an accident code policy

UNIT XIII – Fires**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- discuss local fire regulations.
- state the types of fire extinguishers that should be used for specific fires.
- demonstrate the correct use of fire extinguishers.
- explain procedures to be followed in case of fire.
- recognize the importance of memorizing the emergency fire station number

Content:

- Types of fires.
- Causes and prevention.
- Procedure in the handling of fires

UNIT XIV – Basic First Aid Techniques (Red Cross)**(8 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. demonstrate simple first aid for minor burns, cuts electric shock and drowning casualties, etc.

Content:

- Treatment of burns, cuts and electric shocks
- Resuscitation techniques

METHODS OF DELIVERY:

- Lecture
- Discussion
- Demonstration
- Guest Lecturer
- Field trips
- Observation
- Simulation/Role Play
- Research

METHODS OF ASSESSMENT AND EVALUATION:

Sanitation and Safety:	
a. one group project	10%
b. mid-term test	15%
2. First-Aid:	
a. three practical assessments -	15%
3. Final Exam (combines the sanitation and safety and first aid components)	60%

RESOURCE MATERIAL:

Recommended Texts

Applied Food Service Sanitation, National Restaurant Association, Wiley, John & Sons.

Hygiene for Management. London: Highfield Publications, 1998. Springer, Richard A.

Food Poisoning and Food Hygiene. London: Arnold, 1998. Hobbs, Betty C. and Roberts, Diane

Food Hygiene, Health and Safety. London: Longman, 1998. Stretch, A and Southgate, H.

The Essential Guide to food Hygiene and Safety. Surrey: Eaton Publications, 1997. Aston, Graham and Tiffney, John.

Food Safety: A Guide to What You Really Need to Know, J. M. Hemminger; published in 2000 by Wiley-Blackwell

Principles of Food Sanitation (Food Science Text Series), 5th Edition 2006, N Marriott & R B Gravanni, published by Springer

HACCP and Sanitation in Restaurants and Food Service Operations, 2005L Arduser & D R Brown;
Atlantic Pub. Group Inc.

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Wines and Spirits
COURSE CODE:	CTOW2101
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course will focus on wines, spirits, liqueurs and beers. Production methods, service of the product and regions of origin will be examined. This course also involves tasting sessions.

COURSE OUTCOMES:

Upon successful completion of this course, learner will:

- identify and explain the main steps involved in the production of wine and other alcoholic beverages
- differentiate between types of wines and other alcoholic beverages
- name and identify the main wine producing regions of the world
- differentiate between wines of various qualities
- explain the criteria that regulate the production of various wines
- examine the use of wines and spirits in food preparation and service

UNIT I – Introduction to Wines**(3 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- explain the term “wine”
- briefly discuss the history of wines
- recognize wine growing regions
- describe the cultivation of vines
 - Climate
 - Soil
 - Grape and fruit
- discuss and identify wines and their regional origins
- identify associations and controlling agencies.
- interpret information on labels.
 - France
 - Germany
 - Spain/Italy
 - California
 - Local
 - Other sources

Content:

- Definition
- History
- Cultivation
- Associations and controlling agencies of wines
- Labelling of wines

UNIT II – Classification of Grapes**(2 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. differentiate between grapes grown in North America and Europe.

Content:

- North American species
 - vitis labrusca
 - concord
- European species

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vitis vinifera
 chardonnay
 gamay
 gewürztraminer

UNIT III – The Wine Making Process

(5 hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

- discuss the wine making process from crushing through bottling.
- discuss the degree of sweetness or dryness of wine and describe how wine makers accomplish this.
- describe the process of making champagne and sparkling wines
- identify and discuss “fortified wines”.

Content

Wine making process
 Champagne and sparkling wines
 Fortified wines

UNIT IV – Classification of Wines

(1 hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

1. differentiate between the categories of wine

Content:

Appetizers
 Table wines
 Sparkling wines
 Dessert wines

UNIT V – The Language of Wines**(3 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. discuss and compile a list of common terms.

Content:

1. Terminology of wines

UNIT VI - Wines with Food**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- select wines that are generally recommended for various foods.
- discuss and identify appropriate serving temperature for each category of wine.

Content:

- Wine and various foods
- Temperature of various categories of wine for service

UNIT VII - Distilled Spirits**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

- classify distilled spirits
- describe the cultivation and manufacturing of a variety of spirits
- describe the distillation process
- identify a range of different brands of spirits
- discuss how spirits can be used in cooking
- make a variety of cocktails using spirits as a base

Content:

- Classification
- Cultivation
- Methods of distillation

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Brands of spirits
The use of spirits in cooking

UNIT VIII - Cordials and Liqueurs

(6 hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

- classify a range of cordials and liqueurs
- discuss the origins and manufacturing process of liqueurs
- discuss how liqueurs can be used in cooking

Content:

- Classification
- Manufacturing process
- Cooking with liqueurs

UNIT IX - Beers

(3 hours)

Learner Outcomes:

Upon successful completion of the unit, learner will be able to:

- discuss the origin and manufacturing process of beers and spirits
- identify local and imported beer
- demonstrate pouring beer
- define the term “draught beer”.
- demonstrate drawing beer.

Content:

- Manufacturing process of beers and spirits
- Domestic and imported beers
- Serving beer
- Definition

UNIT X - Legislations**(6 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

discuss the laws relating to the service of wines and spirits in your country and other destinations

Content:

1. Local and international regulations

UNIT XI - Merchandising**(3 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

1. demonstrate techniques of merchandising wines and spirits

Content:

1. Methods of merchandising

UNIT XII - Responsible Alcohol Service**(3 hours)****Learner Outcomes:**

Upon successful completion of the unit, learner will be able to:

discuss the responsibilities of the owner and employees when serving alcoholic beverages
recognize people who had too much to drink

Content:

1. The ethics of serving alcoholic beverages

METHODS OF DELIVERY:

Lectures
 Discussions
 Guest Lectures
 Presentation(s)
 Field trips
 Tasting

METHODS OF ASSESSMENT:

1. Common Coursework :60%-

Assessment 1 – theory: 20%
 Assessment 2 – practical: 20%
 Project – 20%

2. Final Theory Examination – 40%

RESOURCE MATERIAL:

Behind the Label: The Wines and Spirit Education Trust.

Mr Boston Official Bartender's Guide, 75th Anniversary Edition 2001, Mr Boston (et al); published by Wiley

The Bar and Beverage Book, 5th Edition 2012, Costas Katsigris & Chris Thomas; published by Wiley

Food and Beverage Service, 9th Edition 2014, J Cousins, Lillicrap & S Weekes; published by Hodder Education

International Culinary Schools at the Art Institutes, La Villa, J & 1 other

The Wine, Beer and Spirits Handbook: A Guide to Styles and Service, 1st Edition 2009; published by Wiley

Professional Guide to Alcoholic Beverages, R a Lipinski and K a Lipinski; published by Van Nostrand Reinhold.

Food and Beverage Service, 7th Edition, Lillicrap, Cousins and Smith; published by Hodder and Stoughton.

Videos

Bacardi Production Process -

<https://www.youtube.com/watch?v=7srgDTqh6nE&index=1&list=FL09rnhbNIEKeHNMIuHDr0w>

Attendance

Students are encouraged to attend all class sessions as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Quality Customer Care
COURSE CODE:	CTOQ2201
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This introductory course is designed to sensitize students to the crucial role that quality customer service plays in the success of organizations. The importance of delivering quality customer service consistently will be emphasized. Strategies and techniques designed to maintain and exceed customer expectations and thereby enhance customer value and build customer loyalty will be examined. The role of the service provider and the importance of attitude and professionalism will also be explored.

COURSE OUTCOMES:

Upon successful completion of this course, learners should:

1. identify the principles of quality customer service
2. identify the differences between customers' needs, wants and desires
3. explain how attitudes and habits affect service
4. demonstrate the art of dealing with difficult customers
5. identify what adds value to the customer's experience
6. discuss the importance of listening to the customer
7. explain the importance of projecting a professional image
8. explain the importance of projecting professionalism on the telephone
9. discuss the importance of building winning relationships at work through teamwork
10. explain the importance of building customer loyalty
11. identify best practices in customer service in the region.
12. develop attitudes to quality and value in respect of people, management and customer care

UNIT I – Principles of Quality Customer Care**(2 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. distinguish between traditional customers service and quality customer service
2. discuss why quality is important
3. identify the six key elements to quality customer service
4. explain the meaning of the word “Perception”
5. identify the major components of good service

Content:

1. Traditional customers service vs quality customer service
2. The importance of quality customer service
3. Key elements to quality customer service
4. Definition of “Perception”

UNIT II – Knowing the Customer**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. identify what distinguishes a good service company from a mediocre service company
2. identify the four (4) types of customers
3. distinguish between internal and external customers
4. identify the eight (8) fundamental needs of customers
5. identify five (5) major factors customers use to “RRATE” service quality
6. identify the eight (8) components of the customer’s “Bill of Rights”

Content:

1. Good service company vs. mediocre service company
2. Types of customers
3. Internal vs. external customers
4. Fundamental needs of customers
5. Major factors used to RRATE service quality
6. Customers’ “Bill of Rights”

UNIT III – Attitudes and Habits and Their effects on Service**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. define the word “attitude”
2. define the word “habit”
3. distinguish between positive and negative attitudes
4. demonstrate the behaviour patterns associated with a positive disposition
5. demonstrate the behaviour patterns associated with negative disposition
6. discuss the advantages of a good attitude to:
 - the service provider
 - the customer
 - the organization
7. identify the messages that a service provider transmits to customers in face-to-face encounters and over-the-phone interactions
8. identify the six (6) major reasons why some customers do not go back to do business with an organization.

Content:

1. Definition of “attitude”
2. Definition of “habit”
3. Positive vs negative attitudes
4. Behaviour patterns
5. Advantages of a good attitude
6. Body language
7. Why businesses lose customers

UNIT IV – Dealing with Difficult Customers**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. identify the four (4) major reasons why customers get upset
2. identify the four (4) types of difficult customers
3. discuss the hierarchy of important outcomes from the service encounter
4. discuss the conceptual framework of service recovery and fallout
5. identify strategies to address customer dissatisfaction/service recovery and fallout
6. demonstrate and explain how to successfully handle customer complaints by using the seven-step (7-step) Customer Complaints Resolution Model
7. distinguish between “listening” and “hearing”
8. explain why listening to customers is crucial to the delivery of quality customer service
9. identify the five (5) steps to active listening

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10. identify the strategies for effective listening/active listening

Content:

1. Dissatisfied customers
2. Difficult customers
3. The service encounters
4. Service recovery and fallout
5. Strategies addressing customer dissatisfaction, service recovery and fallout
6. Handling customer complaints
7. Listening vs hearing
8. The importance of listening to delivering quality customer service
9. What is a good listener
10. What makes an active listener
11. Strategies for effective and active listening

UNIT V – Customer Value

(6 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

1. define the term “customer value”
2. identify the factors that will enhance customer value
3. identify the strategies that a company can employ in order to deliver extraordinary
4. customer responsiveness
5. identify the eight (8) ways service providers can deliver prompt service
6. identify the eight (8) “Hows” of delivering quality service
7. identify the ten (10) components of “The House of Service Quality”
8. identify the six (6) strategies service providers can use to re-programme themselves for effective customer relations.
9. identify the eight (8) principles of hospitality

Content:

1. Customer value
2. Enhancing customer value
3. Delivering extraordinary customer responsiveness
4. Ways to deliver prompt customer service
5. How to deliver quality service
6. “The House of Service Quality”
7. Effective customer relations
8. Principles of hospitality

UNIT VI – Projecting a Professional Image**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. define the word “professionalism”
2. define the word “professional”
3. explain the meaning behind the word PROFESSIONAL
4. list the eight (8) guidelines to developing professionalism at the workplace
5. identify the eight (8) ways service providers can deliver prompt service
6. identify the six (6) strategies service providers can use to re-programme themselves for effective customer relations

Content:

1. Definition of “professionalism”
2. Definition of “professional”
3. The acronym PROFESSIONAL
4. Professionalism at work
5. Delivering prompt service

UNIT VII – Projecting Professionalism on the Telephone and Online**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. explain the importance of projecting professionalism on the phone
2. explain the importance of positive, service oriented telephone dialogue
3. effectively use the recognized skills and ideas when interacting with the customers on the phone
4. explain the basic telephone standards for delivering quality customer service
5. identify the thirty (30) actions steps for telephone courtesy
6. explain the importance of professionalism as it relates to online communication

Content:

1. Telephone etiquette
2. Positive and service oriented telephone dialogue
3. Dealing with customers on the phone
4. The role of the telephone in delivering quality customer service
5. Steps to telephone courtesy
6. Online communication

UNIT VIII – Projecting Professionalism on the Telephone and Online**(4 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. define the word “teamwork”
2. explain the role of teamwork in building relations
3. identify the advantages of teamwork
4. describe the disadvantages of poor teamwork
5. identify the six (6) components of great teamwork
6. discuss the importance of teamwork in the delivery of customer care

Content:

1. Definition of “teamwork”
2. The role of teamwork in building relations
3. Advantages and disadvantages of teamwork
4. Components of great teamwork
5. The importance of teamwork in the delivery of customer care

UNIT IX – Building Customer Loyalty**(5 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. identify the four (4) types of customers
2. define the term “customer loyalty”
3. discuss the importance of listening to the customer
4. discuss the importance of process and procedure (and not just smiles) in delivering quality customer service
5. explain the impact of “total quality focus” on customer loyalty
6. explain how proactive approaches to customer contact impact customer loyalty
7. explain how service guarantees impact customer loyalty

Content:

1. Types of customers
2. Definition of “customer loyalty”
3. Total quality focus
4. Proactive approaches to customer contact
5. How service guarantees impact customer loyalty

UNIT X – Best Practices in Customer Service**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. define the term “best practice”
2. describe the limitations of the definitions
3. identify the twenty (20) best practices in customer service throughout the region
4. describe the advantages and limitations of benchmarking best practices
5. explain the use of customer Indices

Content:

1. Definition of “best practice”
2. Limitations of “the definition of “best practice”
3. “Best practices” in customer services throughout the region
4. Advantages and disadvantages of benchmarking “best practices”

METHODS OF DELIVERY:

1. Lectures
2. Discussions
3. Guest Lectures
4. Presentation(s)
5. Field trips
6. Observations
7. Role Play
8. Simulation
9. Research

METHODS OF ASSESSMENT AND EVALUATION:

1. In-class participation (group work)	10%
2. Mid-term test	20%
3. Presentation/Portfolio (individual)	30%
4. Final examination	40%

RESOURCE MATERIAL:**Prescribe Text**

Quality Customer Care for the Caribbean, Dr. Ben Henry

Resources

Carl Sewell and Paul B Brown, Customers for Life. New York: Doubleday Currency, 1990.

J Griffin, Customer Loyalty: How to Earn It, How to Keep It. Jossey-Bass, San Francisco, CA, 1995

B a Gutek, the Dynamics of Service. Reflections on the Changing Nature of Customer/Provider Interactions. Jossey-Bass Publishers, San Francisco, CA, 1995

William Martin, Quality Customer Service. Crisp Publications, Menlo Park, CA, 1990

Lloyd Finch, Telephone Courtesy and Customer Service, Crisp Publications, Menlo Park, CA, 1990

Guest Service in the Hospitality Industry, 2012, P. J. Bagdan; published by Wiley

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The World of Customer Service, 3rd Edition 2011. P Gibson; published by Cengage Learning
Customer Service for Hospitality and Tourism, 2013, S L Hudson; published by Goodfellow
Ltd. Journal of Retailing

Journal of Marketing

Journal of Marketing Research

Journal of the Academy of Marketing Science

Journal of Consumer Marketing

Service Industries Journal

International Journal of Service Industry Management

Journal of Professional Services Marketing

Cornell Hotel and Restaurant Administration Quarterly

International Journal of Contemporary Hospitality Management

Irish Marketing Review

Harvard Business Review

Journal of Managerial Issues

Journal of Customer Service

Attendance

Students are encouraged to attend all class sessions, as all information presented may not be covered in the required text. Participation of students is an integral component of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Introduction to the Business of Tourism and Hospitality
COURSE CODE:	CTOH1101
CREDITS:	3
CONTACT HOURS:	45 hours (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This introductory course will review the historical development of the tourism/hospitality industry. The growth, development and trends in the industry will be emphasized and linkages with the economy will be examined. Through interaction with practitioners within the Hospitality Industry, the learner will focus on the critical importance of people to the industry.

COURSE OUTCOMES:

Upon successful completion of this course, learners will:

- identify and discuss the impact of tourism on a destination
- identify key associations and organizations and how they impact both domestic and international tourism
- describe the sources that shaped the development of the hospitality industry
- analyze and explain the various trends and how they impact the tourism/hospitality industry
- identify and discuss the varied careers associated with the tourism/hospitality industry
- demonstrate an understanding of how the Tourism/Hospitality industry functions

UNIT I – Tourism Definitions and Motivations (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- identify the differences between the tourism and the hospitality industries
- describe various tourism definitions such as international and domestic tourism; and categories of tourist (VFR's, excursionists etc.)
- identify and list tourist motivations for travel
- describe the “Pull and Push Factor Theory”

Content:

- Definition of “tourism industry” and “hospitality industry”.
- Other tourism definitions
- Tourism motivations for travel
- Push and Pull Factor Theory

UNIT II – Development and Growth of Tourism (3 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- explain the historic development of tourism
- describe the physical, social and economic reasons for travel

Content:

- Tourism history
- Reasons for travel

UNIT III – The Role of Tourism Organizations (6 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

- identify the role and structure of local, regional and international organizations
- list the names of various tourism organizations: CTO, WTTC, WTO, IATA, ASTA, CHA, etc.

Content:

Local, regional and international organizations
Tourism organizations

UNIT IV– The Tourism Economy**(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

list the economic sectors of the country
define what is an economic linkage
Identify linkages between the tourism sector and other sectors of the economy.
describe various tourism statistical terms such as: GNP, GDP, Incomes, foreign exchange,
direct and indirect employment leakages

Content

Economic sectors
Economic linkage
Tourism linkages
Tourism statistical terms

UNIT V – The Impact of Tourism**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

discuss the social/cultural environmental, physical and technological Impacts
discuss environmental Projects
describe how negative impacts can be controlled through the use of Sustainable
Tourism, carrying capacity and inclusion of residents in tourism

Content

Social/cultural impacts
Environmental impacts
physical and technological impacts
Environmental projects

UNIT VI – The Components of Tourism**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- discuss the components of tourism in relation to categories, location, organization and management of:
 - Accommodation
 - Food and Beverage
 - Transportation
 - Adventure Tourism and Recreation
 - Attractions
 - Travel Trade
 - Events and Conferences
 - Tourism Services

Content:

- Hospitality components categories
 - categories
 - location
 - organization and management structures

UNIT VII – The Nature of Hospitality and Service**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

- describe the characteristics necessary for providing good service
- discuss service, servitude and subservience

Content:

- Characteristics of good service
- Service vs servitude

UNIT VIII – Careers**(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, learner will be able to:

1. list and describe various careers within the hospitality industry

discuss innovative career options
identify the characteristics of a tourism
professional.

Content;

1. Tourism/hospitality career paths

UNIT IX – Trends in Tourism and Hospitality

(4 hours)

Learner Outcomes:

Upon successful completion of this unit, learner will be able to:

discuss markets and future developments
discuss packaging of the product
discuss the application of information technology to the industry

Content;

Emerging trends in tourism and hospitality
Packaging of the tourism and hospitality product
IT applications in the tourism/hospitality sector

METHODS OF DELIVERY:

Lectures
 Discussions
 Guest Lectures
 Presentation(s)
 Field trips
 Role Play
 Seminar
 Project
 Research

Instructional Methods

The programme is to be delivered through a series of instructor led presentations, must include guest speakers from the industry. Formats, which should be utilized, are panel discussions and individual presentations. These methodologies should be followed by question and answer periods.

METHODS OF ASSESSMENT AND EVALUATION:

Continuous Assessment:

1. Tests (MCQs or in class) – 10%
2. Project – 30%
3. Field Trip Report (Using APA Format) – 10%
4. Individual Presentations – 15%
5. Case Studies and Analysis – 20%

Note: Team Jamaica Training to be done (TPD Co)

Recommended Text

Tourism and Hospitality in the 21st Century; edited by a Lockwood and S Medlik; published by Butterworth-Heinemann 2003

Introduction to Hospitality Operations, 2nd Edition – Peter Jones

Introduction to Hospitality – John Walker

The Art and Science of Hospitality Management – by Jerome Vallen and James Abbey

Hospitality Today- Educational Institute of the American Hotel Motel Association

Modern Hotel and Motel Management – Gerald Lattin

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An Introduction to Tourism – by Licorish and Jenkins

Introduction to Tourism and Travel: an International Approach – by Michael Coltman

Introduction to the Hospitality Industry, 8th Edition 2011, C W Barrow, T Powers & D R Reynolds, published by Wiley

Tourism: Principles, Practices, Philosophies, 12th Edition 2011, Charles R Goeldner, & J R Brent Ritchie; published by Wiley.

Resources

Chanel View Publishers
University of Strathclyde

Attendance

Students are encouraged to attend all class sessions, as all information presented may not be covered in the required text. Participation by students is an integral part of the learning process.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Internship
COURSE CODE:	CTOI1301
CREDITS:	6
CONTACT HOURS:	480 hours (minimum)
PRE-REQUISTE(S):	None
CO-REQUISTE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

Work Experience/Internship (WE) is designed to provide learners with ‘hands-on’ experiences in a real world professional setting prior to completion of their degree program. It is intended to prepare learners for the rapidly changing social, economic and technological environment of the modern workplace and allow learners to translate theory into practice for professional growth and development. Learners will also be exposed to team-building, interpersonal, customer service, communication, decision-making and other work-related skills.

COURSE OUTCOMES:

Upon successful completion of the Internship programme learner will:

- transfer skills, knowledge and abilities learned in the classroom to a practical workplace settings
- acquire relevant work experience to enhance their employability skills
- demonstrate appropriate professional behaviours and effective communication in the workplace
- promote self-discovery through experiential learning in their respective career fields

PROCESS

Work Experience Program applies to all learners pursuing a CCCJ's Associate or Bachelor of Science Degree. On successful completion of the following requirements learners will be awarded three (6) credits:

Course Requirements:

In order to receive credit, students are required to complete **all** of the following:

Attend a **MANDATORY** session at their respective college on the Work Experience Program.

Placement for WE should be aligned as closely as possible to the student's area of study in order for the experience to be relevant to his or her career choice.

Submit a:d.

Work Experience Report, one week after the end of the work experience exercise to the Work Experience Coordinator/designated faculty supervisor.

Resume and Cover/Application Letter, to the Work Experience Coordinator or designated faculty supervisor and the Human Resource supervisor at the work site before WE commence.

Personal Journal to the Work Experience Coordinator/designated faculty supervisor (every three [3] weeks) on your WE.

Daily Work Log/Time Sheet (typed) showing the dates, hours worked, description of work activities and signature of your assigned workplace supervisor. This log must cover the minimum two hundred and forty (480) hours and *included in your WE Report*.

Employer's Thank You Letter on the final day of WE given to your employer/work site supervisor and *a copy included in your WE Report*.

Complete the required hours - minimum of two hundred and forty (480) hours.

Fulfil all responsibilities at the work site.

Return all work site materials where necessary.

e.

Evaluation:

Student performance is monitored by the employer/assigned supervisor and site visits are carried out by the work experience coordinator/designated faculty member. Evaluation of work experience report, Presentation/exhibition, work log and journal are completed by a designated faculty member.

Grading System: *pass* or *fail*. Letter grade is based on evaluation criteria of **Section VI Examination Grades, Points and Distribution** in the CCCJ's Curriculum Guide for the respective program.

WORK EXPERIENCE REPORT

The cover page of the Report should contain the following information: student name, duration of work experience, title of Report, name of supervisor and the location. The entire Report should be a maximum of twelve (12) pages in length (double space).

The content and format of the Report is outlined below:

Registered Name of Business: The official trading name of the business

Job Title(s): The position(s) assigned during the work experience tenure

Location: The address of the work site you did the WE.

Responsibilities: Describe your responsibilities during your work experience tenure

Skills and Knowledge:

Describe the skills and knowledge required to fulfil your WE responsibilities.

Discuss how your knowledge base and personal skill set evolved during your WE.

Explain how your new knowledge and skills are relevant to your academic studies and future goals.

What strengths and weaknesses were uncovered by the experience and how will you improve on your strengths or address your weaknesses?

Describe how your thinking about career choices has been influenced by this experience.

Insights:

What are your observations about the organizations and professional roles and norms?

How did the WE change your view of yourself and contribute to your professional development?

What knowledge and skills (new or enhanced) were developed?

How did the WE affect your academic or career plans?

How did you think, feel and act in a professional setting and how did others in that setting think, feel and act toward you? What insights did you gain into your attitudes, values and behaviours?

Reflect on your approach to problem resolution in organizations.

How could you have benefitted more from the WE program?

Discuss whether you would recommend this organization to continue in the WE program

Outcomes:

Describe your WE achievements

Give examples of these accomplishments and the consequences of your work.

Describe the personal qualities, professional and technical skills you have developed through the program.

PERSONAL JOURNAL

The journal will be a reflection of your work experience and should bridge practical and theoretical knowledge. Journal will include the following information:

Personal observation

Speculations, questions and predictions

Evidence of developing self-awareness

Connections between personal experience and new information – what new knowledge has been gained?

Journals must be submitted to the WE Coordinator or designated faculty supervisor on the end of the first three (3) weeks and the end of the sixth (6th) week or the stipulated dates and times of their respective college. Each submission must be a maximum of two (2) pages doubled space.

GENERAL INFORMATION

Attendance – it is expected that the student will not be absent **EXCEPT** for extreme extenuating circumstances. If you are absent from work, this must be communicated to your employer/designated work supervisor in advance. A doctor's certificate (in the case of illness) must be presented to the employer/designated work supervisor and a copy attached to your Work Log form.

Dress – should be appropriate to the work situation or in accordance with the Dress Code of the respective organization. It is the student responsibility to conform to the stipulated dress code of their employer.

Company Regulations – follow all company regulations. Student must observe in particular the health and safety requirements of the organization; if an injury does occur on the job, contact your supervisors immediately.

Confidentiality – all business information must be dealt with in a confidential manner. Student must not share business information with internal or external parties.

Responsibility and Attitude – the student is expected to act responsible and your attitude should reflect the utmost level of professionalism and ethics required at the workplace. It is your responsibility to ask for clarification of any hazy areas of assignments and have instructions on how to use the materials or tools required for the job. Learn as much as you can about company policy and operations and ask questions where appropriate. Your attitude reflects on the College you are representing so please conduct yourself accordingly and work to the best of your ability. If there are any problems or concerns at the work site please notify the WE Coordinator or designated faculty supervisor as soon as possible. Be proactive in solving any problems. May you be a credit to the success, great tradition and reputation that the program has built up over the many years in the community and business places in Jamaica.

Failure to follow, act with integrity and honour your responsibilities could result in a "Failed/Incomplete Work Experience" decision for the relevant semester, a delay in graduation, or other disciplinary actions by the respective institution.

Working Tips:

Respect your supervisors and listen to their suggestions. Giving respect will ensure you get it back.

Demonstrate a ***positive attitude*** towards your work.

Be punctual.

Take initiative and ask for work when you are not busy.

Complete your tasks in an organized way.

Be confident (by exhibiting good communication skills, asking questions, giving feedback), professional (respect your work and show positive attitude towards it) and reliable (exhibit performance that shows you can be trusted and counted on).

Be a team player.

If you are not given enough work; speak with your direct supervisor.

If you have a problem at work; speak first with your employer; if it is not solved then contact the WE Coordinator. Don't just drop work, or be absent.

Mobile phones should be placed on silent; and calls should be short and limited to important calls only. One of the issues that are frequently brought forward by employers as causing problems and wasting time are mobile phone calls made or received by students during work.

Career Exploration – the student is encouraged to explore and discover as much information as possible about the career areas they are placed in and others that they are interested in.

Exemptions – the following applies to students requesting exemption from work experience:

Any student who is currently working in their field of study, can qualify for exemption.

However, the student must apply to the college for the exemption on the prescribed form.

The following applies to students requesting exemption from work experience:

A student must be working in his or her field of study for a minimum of six (6) months, for example a Bursar completing the Bachelor of Science Degree in Accounting.

The student will submit the following documents to the WE Coordinator:

A letter from his/her current employer confirming their employment and position.

Job Description

Resume and Cover/Application Letter

An essay of his or her core job functions and experiences gained (maximum of three (3) typed pages.

Do a presentation/exhibition on the organization and how his or her work helps it to achieve its strategic objectives. This presentation is for a maximum of fifteen (15) minutes to the WE Coordinator or designated faculty supervisor.

NB.

The respective college will provide the necessary documents for WE to its students.

*Students who are granted exemption will **NOT** receive a letter grade on their transcript for WE. **The transcript will reflect their exemption status.***

The following will apply to **Part-time students** are **who are currently working, but in a field not related to his or her course of study.**

The student will be required to complete **80 hours** of work experience in an area related to his or her field of study.

f.

The student will also be evaluated based on completion of the following:

g.

Work experience attendance

Work experience report

Resume and Cover/Application Letter

Personal Journal

B. The following will apply to **Part-Time Students who ARE NOT working.**

The student will be required to complete **all 480 hours** of work experience and complete each evaluation requirement as outlined in the course description.

NORMAL EVALUATION

The student's evaluation will be based on forty (40%) percent of the employer's evaluation and sixty (60%) percent on the WE Coordinator or designated faculty supervisor's evaluation as follow:

	Percentage (%)	Evidence Generation
Work Experience Attendance	10%	1. Attendance Register 2. Complete 240 hrs
Work Experience Report	45%	1. typed WE Report 2. date submitted 3. all attached documents 4. APA Format
Resume & Cover/Application Letter	15%	1. typed Resume 2. typed Cover Letter 3. date submitted
Daily Work Log/Time Sheet	10%	1. typed weekly Work Log 2. date submitted
Personal Journal	15%	1. typed Journals (2) 2. date submitted 3. APA Format
Employer – Thank you Letter	5%	1. typed letter 2. date submitted
Total	100%	

EVALUATION – Part-Time Working Students ONLY

	Percentage (%)	Evidence Generation
Work Experience Attendance	10%	1. Attendance Register 2. Complete 240 hrs
Work Experience Report	45%	1. typed WE Report 2. date submitted 3. all attached documents 4. APA Format
Resume & Cover/Application Letter	20%	1. typed Resume 2. typed Cover Letter 3. date submitted
Personal Journal	25%	1. typed Journals (2) 2. date submitted 3. APA Format
Total	100%	



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