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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

HOSPITALITY GENERICS
NQF LEVEL 2

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Hospitality Generics in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Hospitality Generics* to prepare for and deliver Hospitality Generics. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate students' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Portability***

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- ***Recognition of Prior Learning***

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students' work with other students, based on learning styles and language

- ***Practicability and cost-effectiveness***

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT).** This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be simultaneously assessed in Hospitality Generics, Food Preparation, Hospitality Services and Client Service and Human Relations with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).*

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	**Task-based** (Structured)	**Test-based** (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the

competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN HOSPITALITY GENERICS

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Hospitality Generics must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

1.1 Theoretical component

This component will be internally assessed through written tests, assignments, projects, case studies and reports. The theoretical component will form 40 percent of the internal assessment mark in Hospitality Generics.

FORM OF EVALUATION	NUMBER	FREQUENCY
Written tests	4	One per term
Assignments	2	One in the first, second and third term
Case study or report	1	First or second term
Project	1	Second or third term

1.2 Practical component

This component will be internally assessed through practical performance tests and an integrated summative assessment task (ISAT) in a real or simulated work environment. The practical component will form 60 percent of the internal assessment mark in Hospitality Generics.

FORM OF EVALUATION	NUMBER	FREQUENCY
Practical performance tests	3	One in the first, second and third term
Integrated summative assessment task	1	Third or fourth term

2 RECORDING AND REPORTING

Hospitality Generics, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

ASSESSMENT OF HOSPITALITY GENERICS

LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN HOSPITALITY GENERICS – LEVEL 2

Topic 1: Sectors of the Tourism and Hospitality Industries

SUBJECT OUTCOME	
Identify the various sectors in the hospitality and tourism industries and determine the factors influencing the industry's productivity and the importance of good service for the South African economy.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Range of sectors: Hospitality, information services, travel services, transport, gaming and leisure attractions • Benefits: Job opportunities, income generation and promoting cultural diversity	• Identify the main sectors of the hospitality, travel and tourism industries. Understand the key services provided by each sector and how they relate to each other. • Understand the concept of national heritage and describe it in a South African context. • Describe how South Africa benefits from the hospitality, travel and tourism industries. Identify the factors that can adversely affect these sectors. • Identify the sectors of the hospitality industry and the key services provided by each sector. • Identify career paths in the hospitality sector and learning and development opportunities to support these paths. • Source information on the hospitality, travel and tourism industries.
ASSESSMENT TASKS OR ACTIVITIES	
• Activity 1: Project ▪ Students complete a project on national heritage sites. • Activity 2: Group assignment and presentation ▪ Students complete a group assignment on the benefits of the hospitality sector and present their findings. • Activity 3: Assignment ▪ Students complete an assignment on potential career paths	

Topic 2: Teamwork

SUBJECT OUTCOMES	
Subject Outcome 1: Identify the structure and purpose of a particular team. **Subject Outcome 2: Describe and carry out the roles and responsibilities required to work in a team.** **Subject Outcome 3: Identify factors affecting a team in workplace and learning environments.** **Subject Outcome 4: Describe the workplace and learning environment organisation.** **Subject Outcome 5: Review the effectiveness of a team.**	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Outline of team organisation, working relationships and goals • Examples of teams: Quality circles, production line teams, training forums and study groups • Structure and functions of least one type of team • Factors influencing teamwork • At least one way of evaluating the effectiveness of a team and one's own role in a team • Influences which the structure of an organisation can have on teamwork	• Identify the structure and purpose of a particular team in a workplace or learning environment. • Describe and carry out the roles and responsibilities required to work in a team in a workplace. • Identify and describe the factors affecting teams in your workplace or learning environment. • Describe the workplace or learning environment organisation and identify its influence on team members and the team. • Review the effectiveness of a team and own participation in the team in workplace or learning environments.
ASSESSMENT TASKS OR ACTIVITIES	
• Activity 1: Peer review exercise ▪ Students review team performance in a recently completed group assignment. • Activity 2: Observation and interview ▪ Students fulfil at least two different roles (e.g. team leader or team member) for specified group activities. ▪ The students are questioned individually on team roles, responsibilities and areas for improved performance.	

Topic 3: Personal Health, Hygiene and Professional Appearance

SUBJECT OUTCOME	
Understand the importance of and demonstrate good personal health and hygiene practices and professional appearance when dealing with customers.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Range of assessment: Hair, moustaches, beards and nails and bathing, washing hands, smoking and cleaning teeth • Range of illnesses: Flu, chicken pox, measles, mumps, headache, migraine and diarrhoea • Personal hygiene: Cleaning hands and nails, removing nail polish, pinning back hair, removing jewellery, wearing clean clothing and footwear, masking body odours and securing or removing objects that could fall into or onto food equipment and its content	• Explain the importance of maintaining personal hygiene practices and health habits in a food service environment. • Define personal hygiene according to standard hygiene principles for the hospitality industry. • Know how to maintain personal hygiene in accordance with organisational guidelines. • Identify and follow personal health practices that prevent contamination of food (including the washing of hands in accordance with procedure). • Explain why cuts and grazes should be well covered. • Identify and report illnesses that can contaminate food and the food environment. • Know what procedure to follow if one becomes ill on or off duty. • Demonstrate appropriate dress codes for hospitality work activities. Understand why these dress codes are necessary.
ASSESSMENT TASKS OR ACTIVITIES	
• Activity 1: Assignment ▪ Students complete an assignment on personal hygiene and dress codes. • Activity 2: Case study assignment ▪ Students complete an assignment on all aspects of this topic.	

Topic 4: Food Hygiene

SUBJECT OUTCOMES	
Subject Outcome 1: Maintain health and hygiene in a food environment. **Subject Outcome 2: Demonstrate knowledge of micro-organisms in a food environment. Micro-organisms refer to bacteria, yeasts, moulds and food viruses.** **Subject Outcome 3: Demonstrate knowledge of the growth and reproduction of micro-organisms.** **Subject Outcome 4: Identify microbiological critical control points in a food environment.**	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Hygiene practices: Wearing gloves and hair nets and washing hands after actions that jeopardise the hygienic status of hands • Actions: A visit to the toilet, smoking, nose blowing, handling of rubbish, handling of money and handling of chemicals, raw materials or food • Habits that cannot be allowed in a food environment include scratching and touching the nose, hair or mouth and eating, smoking and coughing • Health practices: Cuts, grazes, open wounds, injuries or any illness that needs medical attention and that can jeopardise food safety • Illnesses: Vomiting, diarrhoea, skin disorder, head cold and flu • Operating areas: Production, food equipment and pipelines, rubbish bins and storage facilities in a food environment	• Define food hygiene according to acceptable food industry principles and explain the importance of hygienic practices. • Demonstrate an understanding of all the relevant food hygiene regulations. • Explain the importance of food safety and the effect of human health and hygiene on food safety. • Define microbiology, organisms and micro-organisms and explain where they exist in nature. • Classify micro-organisms that use food products and raw materials as a source. • Identify the advantages and disadvantages of micro-organisms in terms of their roles in food production, the environment and health. • Describe the growth and reproduction requirements of micro-organisms. • Explain the difference between inhibiting microbial growth and killing micro-organisms. • Identify and apply methods to prevent microbial growth and reproduction. • Identify factors contributing to microbial spread or containment. • Identify and apply best food handling practices and

	procedures. • Identify and describe microbiological critical control points including areas of microbiological cross-contamination, actions and procedures that can jeopardise food safety. • Prevent microbiological cross-contamination in food processing areas and procedures.
ASSESSMENT TASKS OR ACTIVITIES	
• Activity 1: Assignment ▪ Students complete an assignment on personal hygiene and hygiene practices. • Activity 2: Project case study ▪ Students develop a HACCP policy and procedure manual for a real or simulated food production environment. • Activity 3: Short answer test ▪ Students complete a set of short answer questions on micro-organisms in the food environment and avoidance of cross-contamination.	

Topic 5: Handle and Dispose of Waste

SUBJECT OUTCOME	
Handle and dispose of waste in accordance with organisational requirements, understanding the importance of disposing of waste correctly.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Preparation: Collection, incineration, compression and recycling • Range of materials: Nappies and sanitary dressings, glass, needles or razors, paper, cigarettes, matches, ash, food waste and chemicals • Situations: Compactor not working and collection service did not arrive	• Identify different types of waste and methods of handling waste in accordance with hygiene, health and safety procedures. • Know how to clean all refuse containers in accordance with hygiene, health and safety procedures. • Understand the various methods of waste treatment and disposal and how to prepare waste for collection. • Operate the appropriate waste handling equipment in accordance with health and safety procedures. • Understand the concept and practice of recycling and how it is applied in the hospitality industry. • Respond appropriately to unexpected situations such as machine failure, spillages or accidents.
ASSESSMENT TASKS OR ACTIVITIES	
• Activity 1: Assignment ▪ Students complete an assignment on recycling. • Activity 2: Multiple-choice test ▪ Students complete multiple-choice test of 15 questions on all aspects of this topic.	

Topic 6: Clean, Maintain and Store Equipment

SUBJECT OUTCOME	
Handle and maintain utensils and equipment to the correct hygiene levels and store all items correctly.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Range of utensils: Spatulas, pots and pans, bowls, dishes and moulds, whisks, sieves, colanders and strainers, slicers, graters, peelers, zesters, corers, can openers and chopping boards • Range of unexpected situations: Injury or damaged or broken utensils	• Identify utensils and equipment and their correct use. • Clean, maintain and store utensils and equipment correctly. • Identify responses to unexpected situations.
ASSESSMENT TASKS OR ACTIVITIES	
• Activity 1: Group practical exercise ▪ Students complete a short group practical on cleaning and storing utensils and equipment. • Activity 2: Assignment ▪ Students complete an assignment on the use of utensils and equipment.	

Topic 7: Cleaning Equipment and Materials

SUBJECT OUTCOME	
Handle and store cleaning equipment and materials, understanding the importance of maintaining equipment in good working order.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Range of equipment: Manual and power operated • Range of materials: Chemical disinfectants and neutral detergents • Incidents: Storage area illegally accessed and faulty vacuum cleaner	• Understand and apply the procedure for storing cleaning materials and equipment. • Understand the importance of preventing unauthorised access. • Store cleaning materials and equipment appropriately. Maintain a clean and tidy stores area. • Check that cleaning equipment is in good working order. • Demonstrate ability to deal with unexpected situations such as a machine breakdown, electric shock and store break-in.
ASSESSMENT TASKS OR ACTIVITIES	
• Activity 1: Assignment ▪ Students develop a procedures manual on the handling and storing of specified items of equipment and/or materials. • Activity 2: Multiple-choice test ▪ Students complete multiple-choice test of 20-25 questions on all aspects of this topic.	

4 SPECIFICATIONS FOR THE EXTERNAL ASSESSMENT IN HOSPITALITY GENERICS – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

The integrated summative assessment task (ISAT) for Hospitality Generics should be a once-off seven to eight hour performance assessment that assesses the following competencies:

1. Prior planning and preparation
2. Application of knowledge, skills, values and attitude in a hospitality context
3. Application of occupational health, hygiene and safety principles and procedures
4. Teamwork
5. Equipment handling, maintenance and storage procedures

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year. The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
LEVEL 2	40%	40%	20%