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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

HOSPITALITY SERVICES

NQF Level 3

September 2007

HOSPITALITY SERVICES– LEVEL 3

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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 Services 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 Services* to prepare for and deliver Hospitality Services. 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 quality assured externally 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 Services 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 that proper procedures are followed;
- ensures that 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 assurer; 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's 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 that 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. These 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. Using rubrics is a different way of assessing 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 be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that 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 SERVICES

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 Services 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 Services.

FORM OF EVALUATION	NUMBER	FREQUENCY
Written tests	4	One per term
Assignments	2	One in the first, second and third terms
Case study or report	2	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 Services.

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

2 RECORDING AND REPORTING

Hospitality Services, 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 at least should 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 include at least:

- 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 a task 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 SERVICES

LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN HOSPITALITY SERVICES - LEVEL 3

Topic 1: Maintain cellars and beverage storerooms

SUBJECT OUTCOME	
1.1 Maintain cellars and beverage storage rooms in a hygienic, safe, secure and efficient manner.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Range: Environmental controls – refrigerators, ventilation and air conditioning. *Drinks and accompaniments – bottled, canned, soft drinks, ice and water, cordials, minerals and juices.* • Organised, clean and secure areas are maintained and waste removed *Range: cellar floors, drains, gullies, sumps, ceilings and walls, shelves/racks and cradles, refrigerator units, ice machines.* • All relevant equipment, its usage, operation and cleaning are identified • Unexpected operational situations are handled *Range: damaged storage equipment, unauthorised access, faulty environmental controls, shortage of cleaning equipment*	• Maintain an organised, clean and secure cellar/store room and associated areas. • Identify all the relevant equipment, its usage, operation and cleaning. • Describe and demonstrate basic stock keeping procedures including: ▪ Use of par levels ▪ Receipt of goods ▪ Storage of goods ▪ Stock taking • Clean and remove waste • Handle unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Project • Students are to design a stock control system for a cellar/storeroom including templates of control documentation **Activity 2: Simulation and interview** • Students are to complete a group simulation exercise and plan and execute a morning's work in a typical cellar/storeroom. To include receipt of goods, a cleaning routine and a stock take • Each student should then be interviewed on specified operational areas **Activity 3: Simulation or practical assessment** • Repeat the exercise as above under assessment conditions.	

Topics 2: Provide a table drinks service

SUBJECT OUTCOME	
2.1 Provide a table drinks service in an efficient and organised manner that is cognisant of customer needs	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Assess with "Provide a table service" where possible. *Range of service equipment (two types observed) – trays, service plates and salver.* *Range of glassware for non alcoholic beverages* • The available drinks selection is explained, customers advised, orders taken and set up, drinks served *Range: Information requirements – costs, specials, portion sizes, accompaniments*. • Unexpected situations responded to appropriately *Unexpected situations – breakages/spillages, difficult guests, broken equipment*.	• Understand and explain the drinks selection available and be able to advise customers and use basic selling skills. • Take a drinks order according to procedure. • Set-up the order using the correct equipment and present correctly for service. • Serve non-alcoholic drinks according to procedure with the correct glasses, etc. • Serve tea and coffee in the appropriate manner. • Deal with accidents, breakages, spillages, etc. • Identify responses to unexpected situations.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Assignment • Students are to complete an assignment on beverages and their service **Activity 2: Practical** • Students are to complete a simulated or real practical preparing areas for table service and providing a table service and a table drinks service	

Topics 3: Provide a table service

SUBJECT OUTCOME	
3.1 Provide an effective table service demonstrating efficiency and organisation of activities.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Different roles that staff may fulfil when providing table service are identified • Customers are greeted appropriately and their needs identified • Drinks and food orders are taken as per procedure • Basic selling skills are used • Drinks and food are served as per procedure *Range of service methods and equipment (three to be observed): plated, silver, French or Russian service.* *Range of equipment – trays, service plates, salvers, cloths*. *Range: Information requirements – portion sizes, method of cooking, accompaniments, preparation time.* • Unexpected situations are responded to *Range: increase/decrease in guest numbers, special requests not on menu, complaints, difficult guests.*	• Identify the different roles that staff may fulfil when providing a table service (e.g. host/ess, waiter, barman, sommelier, etc.) • Understand the importance of greeting customers promptly and politely, identifying their needs and requirements and seating them efficiently. • Take drinks and wine orders and serve correctly within the timeframes. • Take orders for food in accordance with menu and process as per procedure. Be able to advise customers and use basic selling skills. • Serve food in accordance with procedure including bread and condiments if required. • Identify responses to unexpected situations
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1:Simulation • Students are to complete a group based simulation exercise to provide a table service. **Activity 2: Practical** • Students are to complete a simulated or real practical preparing areas for table service and providing a table service and a table drinks service	

Topics 4: Provide of a counter service

SUBJECT OUTCOME	
4.1 Provide a counter service that promotes the organisation and is in accordance with customer needs.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Interaction with customers is prompt and appropriately polite *Range of customer requirements: health and dietary, cooking methods, religious.* *Range of service: traditional cafeteria, free-flow cafeteria, carousel.* • Good hygiene is practised • The menu is described and recommendations made • Correct portions are correctly served *Range of information: portion sizes, method of cooking, accompaniments.* • Stores and displays are maintained and replenished • Unexpected operational situations are appropriately dealt with *Range: guest requesting extra portions, shortage of food service items, guests complaining about temperature of food, guests complaining about tastes of food.*	• Greet customers promptly and interact in a polite and friendly manner. • Understand the importance of good hygiene practices and the implications if these are not adhered to. • Describe the menu and be able to make recommendations to customers. Identify alternative choices where necessary. • Provide customers with correctly portioned food and drinks items using the correct methods. • Recommend ways to improve service levels. • Keep food counters, service and dining areas hygienically clean, tidy and refuse free according to procedure. • Maintain, replenish, store and display food and drinks items. • Clear service areas as required. • Deal with unexpected operational situations. • Describe the various types of counter service and when it is appropriate to use them.

ASSESSMENT TASKS OR ACTIVITIES
Activity 1: Simulation exercise Students are to complete a team simulation exercise: • the development of a counter service concept and menu • counter service set-up • provision of a counter service for customers **Activity 2: Assignment** • Students are to complete an assignment on counter service styles and set-ups based on case study scenarios

Topics 5: Provide a take-away service

SUBJECT OUTCOMES	
5.1 Provide a take-away service that promotes the organisation and is in accordance with customer needs.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Interaction with customers is prompt and appropriately polite *Range of customer information: portion sizes, method of cooking, and accompaniments.* • Good hygiene is practised • The menu is described and recommendations made • Correct order is presented in the correct manner *Range of packaging: tin foil, paper, cardboard, plastic, polystyrene.* • Stores and displays are maintained and replenished • Unexpected operational situations are appropriately dealt with *Unexpected situations: guest requesting extra portions, shortage of food service items, guests complaining about temperature of food, guests complaining about tastes of food.*	• Greet customers promptly and interact in a polite and friendly manner. • Understand the importance of good hygiene practices and the implications if these are not adhered to. • Describe the menu and be able to make recommendations to customers. Identify alternative choices where necessary. • Provide customers with the correct order presented in the correct manner. • Recommend ways to improve service levels. • Keep all service areas hygienically clean, tidy and refuse free according to procedure. • Maintain, replenish, store and display food and drinks items. • Clear service areas as required. • Deal with unexpected operational situations. • Describe the various methods of presenting take-away food given different styles and menus.

ASSESSMENT TASKS OR ACTIVITIES
Activity 1: Simulation exercise Students are to complete a team simulation exercise: • the development of a take-away service concept and menu • service set-up • provision of a counter service for customers **Activity 2: Assignment** • Students are to complete an assignment on the design of creative presentation methods and packaging for a series of specified take-away menus. **Activity 3: Research Assignment** • Students are to complete a customer service review of two take-away establishments. • Students are to make recommendations for service improvements.

Topics 6: Maintain housekeeping supplies

SUBJECT OUTCOMES	
6.1 Maintain housekeeping supplies at the optimal level and within a safe and secure environment, understanding why this is important in the provision of an efficient and effective housekeeping service.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
May be assessed with 'Provide a housekeeping service within designated area of work.' *Range of supplies – machinery, cleaning equipment, cleaning agents, guest supplies, furnishings, fixtures and fittings.* • Deliveries are received completing all quality checks and documentation • Security and hygiene of stores areas is maintained • Supplies are transported in accordance with health, safety and hygiene procedures • Stock levels are monitored and the appropriate person notified when levels approach minimum requirements • Importance of stock rotation is understood • Difference in maintenance of housekeeping supplies for different establishments are understood • Unexpected operational situations are dealt with *Range: Unexpected situations – air-conditioner leaking, spill of detergent.*	• Receive deliveries of housekeeping supplies completing all quality checks and documentation. • Maintain the security and hygiene of stores areas. • Transport supplies in accordance with health, safety and hygiene procedures. • Handle all cleaning chemicals, machinery and equipment safely. • Monitor stock levels and inform the appropriate person when levels are approaching the minimum requirements. • Understand the importance of stock rotation. • Describe the difference in the maintenance of housekeeping supplies for different types of establishment. • Work in an organised and efficient manner. • Deal with unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Team simulation • Students are to complete a team simulation exercise on the receipt, handling and storage of supplies **Activity 2: Assignment** • Students are to describe receiving, handling and storing procedures, adapt them for different types of establishments and respond to a set of unexpected situations. **Activity 3: Short questions assignment** • Students are to complete a short question assignment on monitoring stock levels	

Topics 7: Provide housekeeping services within designated area

SUBJECT OUTCOMES	
7.1 Provide housekeeping services in a designated area while maintaining security, hygiene and organisational standards in accordance with guest comfort and satisfaction	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
May be assessed with unit standard, 'Maintain effective working relationships.' *Range of areas – customer areas, storage areas.* *Range of equipment – housekeeping trolleys, cleaning equipment and machinery.* • Daily room allocation is checked and prioritised • Work activities are completed in accordance with organisational procedures, work routines and sequences, in an organised and efficient manner • Checking procedures are understood and implemented • All areas are secured from unauthorised access after work activities are completed • Reporting procedures and their importance are understood • Customers are dealt with in a polite and friendly manner • Unexpected situations are appropriately dealt with *Unexpected situations – unauthorised access to storage areas, staff not arriving for work, pest infestation in a guest bedroom, unusual customer requests.*	• Check daily room allocation and prioritise accordingly. • Set-up and check a housekeeping trolley and equipment ready for use. • Complete work activities in accordance with organisational procedures, work routines and sequences. • Understand the importance of checking procedures and implement. • Ensure that all areas are secured from unauthorised access after work activities are completed. • Understand the reporting procedures for issues relating to health and safety, security of people and property and maintenance. Understand why it is important to follow these procedures correctly and promptly. • Deal with customers in a polite and friendly manner. • Complete work activities in an organised and efficient manner. • Be able to react appropriately to unexpected operational situations

ASSESSMENT TASKS OR ACTIVITIES
Activity 1: Case study assignment • Students are to complete the case study in room allocation and materials and equipment provision for an accommodation establishment. **Activity 2: Assignment** • Students are to develop a training manual for the cleaning and inspection of a VIP guest room. **Activity 3: Self-test** • Students are to complete a self-test of +/- 5 questions as provided.

Topics 8: Maintain a clean linen supply

SUBJECT OUTCOME	
8.1 Maintain a clean linen supply in a safe, secure and hygienic environment. Understand why this is important for the organisation and the customer.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
May be assessed with 'Maintain housekeeping supplies' *Range of linen – bed, table, uniforms and textiles.* *Range of storage conditions – lighting, ventilation, temperature, humidity and cleanliness* • Linen deliveries are received, documentation completed and quality checked • Linen is transported safely and hygienically to storage area and stored in accordance with organisational and quality control procedures • Stock control procedures are understood and demonstrated • Receiving areas are kept clean and tidy and free of pest infestation • Difference in provision of linen for different types of establishment is understood • Unexpected operational situations are appropriately dealt with *Range: incorrect delivery, back injury lifting a heavy load.*	• Receive linen deliveries and complete the necessary documentation and quality checks. Understand why this is important. • Transport linen to and from storage area safely and hygienically. • Store linen in accordance with organisational and quality control procedures. • Understand and demonstrate stock control procedures and their importance. • Keep receiving areas clean and tidy and free from pest infestation. • Describe the difference in the provision of linen for different types of establishment. • Work in an organised and efficient manner. • Be able to deal with unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Team simulation • Students are to complete a team simulation exercise on the receipt, handling and storage of linen supplies **Activity 2: Assignment** • Students are to describe receiving, handling and storing procedures for linen and adapt them for different types of establishments. They are also asked to respond to a set of unexpected situations. **Activity 3: Short questions assignment** • Students are to complete a short question assignment on monitoring linen stock levels	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN HOSPITALITY SERVICES - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT**), which is a major assessment task that draws on the student's cumulative learning achieved throughout the full year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

The ISAT for Hospitality Generics should be a once-off seven to eight hour performance assessment event that assesses the following competencies:

- Prior planning and preparation
- Application of knowledge, skills, value and attitude in a food production context
- Application of occupational health, hygiene and safety principles and procedures
- Teamwork
- Service techniques related to a selection of topics covered during the year
- Customer service related to service topics covered during the year

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

A national examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested

	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
LEVEL 3	35%	40%	25%