

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

HOSPITALITY SERVICES **NQF Level 4**

September 2007

HOSPITALITY SERVICES– LEVEL 4

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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 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 be customised for students who experience barriers to learning, 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 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 PoE, account for the other 50 percent.

The 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	3	One each of in the first, second and third term
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 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 PoE, its exact location must be recorded and it must be readily available for moderation purposes.

ASSESSMENT OF HOSPITALITY SERVICES

LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN HOSPITALITY SERVICES - LEVEL 4

Topic 1: Serve bottled wine

SUBJECT OUTCOME	
1.1 Assist customers in the selection of wine and serve wine in the appropriate manner.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Uses of appropriate service equipment and glassware are identified and explained <i>Range of glassware – red, white and sparkling wine glasses, port, sherry and champagne saucers.</i> <i>Range of equipment – trays, salvers, ice buckets, wine coolers, wine cradles, carafes, decanters, corkscrews, waiter's friend, serving cloths.</i> - Wine making process is understood - Different wine varieties, their basic characteristics and appropriate accompanying foods are identified - Accurate information on wines is provided to customers, and drinks orders correctly taken - Importance of serving wine at correct temperatures is explained, and bottled wines are served and cleared <i>Range of wines – red, white, rose, champagne/ sparkling, fortified wines, dry and sweet.</i> - Customers are dealt with in a polite and friendly manner, and time limit prescriptions in this regard are understood - Licence requirements are understood - Unexpected operational situations are dealt with as they occur - Unexpected situations: Damaged or broken service equipment, spillages, unruly guests, quality of a wine a problem, under-age guests ordering wine.	- Identify and explain uses of appropriate service equipment and glassware. - Understand the wine making process and its impact on the end product. - Identify different wine varieties; know their basic characteristics and the appropriate food items to serve with. - Provide customers accurate information on wines, promote certain wines and offer alternative options. - Take drinks orders accurately. - Explain the importance of serving wine at correct temperatures. - Serve and clear bottled wines. - Deal with customers in a polite and friendly manner. - Understand the impact on customer service of working within prescribed time limits. - Explain how customer service could be improved. - Understand the licence requirements and the consequences of serving alcohol to customers under the legal age. - Deal with unexpected operational situations as they occur.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Assignment - Students are to complete an assignment on various customer service issues. Activity 2: Simulation - Students are to complete a simulation exercise on the service of wine. Activity 3: Assessed practical - Students are to provide a wine service in a live situation.	

Topic 2: Prepare and serve cocktails

SUBJECT OUTCOME	
2.1 Prepare and serve cocktails according to recipe specifications as well as understand the importance of customer satisfaction when making cocktails	
ASSESSMENT STANDARD	LEARNING OUTCOME
- A variety of cocktails is prepared and presented in accordance with organisational procedures - Various glasses and service equipment are identified and correctly used <i>Range of glassware: liquor glasses, sherry glasses, tot glasses, martini glasses, cocktail glasses, highball glasses, tumbler glasses.</i> <i>Range of equipment: tot measurers, pourers, blenders, shakers, stirring equipment, squeezers, strainers, knives and chopping boards, drip trays, glasses or jugs, ice scoops.</i> <i>Cocktails: Spirit based drinks, non-alcoholic, shaken, mixed or stirred, blended, built or poured.</i> - Customers are dealt with in a polite and friendly manner <i>Range of customer information: price, ingredients, relative strengths, measures.</i> - Cocktails sales are promoted and their alternatives offered where appropriate - Cocktail mixes and other ingredients are checked, stored, cleaned and rotated <i>Range of accompaniments: food garnishes, ice, decorative items, salt, sugar.</i> - Impact on customer service of working within prescribed time limits and having sufficient stocks is understood, and improvements to customer service explained - Licence requirements for alcohol service to intoxicated customers and underage customers is understood - Unexpected operational situations are dealt with <i>Unexpected situations: Damaged or broken service equipment, chipped or broken glassware, requests for unknown drinks, unruly guests, under aged persons ordering drinks, shortage of accompaniments.</i> - New cocktail recipes are developed	- Prepare and present a variety of cocktails in accordance with organisational procedures. - Identify the various glasses and service equipment and use correctly. - Deal with customers in a polite and friendly manner. - Promote cocktail sales and offer alternatives where appropriate. - Check, store, clean and rotate cocktail mixes and other ingredients and understand why this is important. - Understand the impact on customer service of working within prescribed time limits and having sufficient stocks on hand. - Explain how customer service could be improved. - Understand the licence requirements and the consequences of serving alcohol to intoxicated customers or those under the legal age. - Deal with unexpected operational situations as they occur. - Develop new cocktail recipes for different occasions.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Assignment - Students are to complete an assignment on the preparation and presentation of cocktails (types, ingredients, glasses, garnishes, etc.). Activity 2: Simulation - Students are to complete a simulation exercise on the service of cocktails. Activity 3: Assessed practical - Students are to provide a cocktail service in a live situation.	

Topic 3: Provide a silver service

SUBJECT OUTCOME	
3.1 Provide silver service in an efficient manner and understand the importance of completing tasks in a professional manner in order to attract repeat business.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Customers are met and dealt with in a polite and friendly manner, advised appropriately on menu choices, accurate orders taken - Appropriate service items are located and used, and importance of keeping sufficient equipment stocks available is understood <i>Service items and equipment: Trays, salvers, dishes, liners of flats, crockery service cutlery, service cutlery (silverware), service clothes and linen, glassware).</i> - Food is portioned, attractively arranged and served using appropriate service equipment <i>Food: Hors d'oeuvre, soup, fish, entrée, sorbet, roasts, vegetables, salads, sweets, cheeses, beverages.</i> - Tables are cleared appropriately - Food service items and equipment are checked and stored according to organisational procedures - Ways of improving service to customers are recommended - Decisions are made and described, and actions taken are explained with respect to unexpected situations <i>Unexpected situations: Customers' complaints about food, customers' complaints about service, damaged or broken service items or equipment, accidents.</i> - Methods of training new staff in the delivery of silver service are developed	- Meet and deal with customers in a polite and friendly manner. - Take accurate orders and advise customers on menu choice as appropriate. - Locate and use appropriate service items and equipment and understand why it is important to keep sufficient equipment stocks available. - Serve food according to organisational procedures. - Portion, serve and attractively arrange food using the appropriate service equipment. - Clear tables and demonstrate the appropriate timing and method of clearing of tables. - Check and store food service items and equipment according to organisational procedures. - Recommend ways of improving service to customers. - Describe decisions made and give reasons for action taken in response to unexpected situations. - Develop ways and methods to train new staff in the delivery of silver service.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Assignment - Students are to complete a short question assignment on improvement of customer service and selling techniques. Activity 2 and 3: Simulation or 'live' event - Provision of a food service event in the role of the Food Service team. - Integrated with "Maintain the drinks service".	

Topic 4: Maintain a drinks service

SUBJECT OUTCOME	
4.1 Maintain the drinks service in own area of responsibility and communicate effectively with staff members to ensure that service standards are maintained and customer service is enhanced.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Procedures for maintenance of a drinks service are implemented - Legal requirements for the operation of a licensed premise are described and consequences of selling alcohol to under-age or intoxicated persons are explained - Reasons for staff needing to know product knowledge and to comply with service standards are understood <i>Range of products include: soft drinks, draught, bottled, canned beers, wines, spirits, snacks, liqueurs, cocktails, snacks, sundries, new products, promotional products.</i> - Ways to motivate staff in increasing sales are devised - Ways to deal with violent or disruptive customers and guide staff in this regard are discussed <i>Disruptive/offensive behaviour: A physical threat to staff or customers, offensive behaviour to staff or customers, a physical threat to premises or property, physical damage to premises or property, refusal and/or inability to pay or avoiding payment, nuisance to general public.</i> - Safe and hygienic maintenance of equipment is understood <i>Range of equipment: Utensils, tills, glassware, displays, dispense equipment</i> - Fault and maintenance reporting procedures are implemented, and necessary paperwork completed - All necessary set-up procedures prior to service delivery are completed <i>Range of preparations: normal service, events, functions, special promotions.</i> - Communication with customers is polite and friendly - Unexpected operational situations are handled <i>Problems: Supply of goods, power failures, equipment failure, staffing, problems with drink items.</i>	- Implement the procedures for the maintenance of a drinks service. - Describe the legal requirements for the operation of a licensed premise. - Explain the consequences of selling alcohol to under aged or intoxicated persons - Understand why staff need product knowledge and should comply with service standards. - Devise ways to motivate staff in increasing sales. - Discuss ways to deal with violent or disruptive customers and Identify the guidance that should be provided to staff in this area. - Understand why equipment should be maintained safely and hygienically. - Implement the fault and maintenance reporting procedures and complete all the necessary paperwork. - Complete all set-up procedures required prior to service delivery including cleaning; clearing and restocking the drinks service area and preparing all equipment ready for service. - Communicate with customers in a polite and friendly way. - Be able to handle unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Assignment - Students are to complete an assignment on the application of licensing regulations and management of customer behaviour. Activity 2 and 3: Simulation or 'live' event - Provision of a food service event in the role of the Drinks Service Team. - Integrated with "Provide a silver service".	

Topic 5: Maintain the cleaning programme in a specified area

SUBJECT OUTCOME	
5.1 Develop and consistently maintain an effective cleaning programme in the area of responsibility. This includes safety checks and hazard identification and on-the-job training.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Importance of implementing cleaning programme is understood - Requirements of cleaning programme are communicated to staff - Hazards through misuse of chemicals are minimised - Cleaning inspections are conducted, and appropriate actions taken when there is reduced quality <i>Range of inspections: ongoing, regular, spot checks.</i> - All information is recorded, filed and made available as required - Cleaning programmes are adapted to different situations <i>Range of resources: staff, cleaning equipment, cleaning agents, protective clothing.</i>	- Understand why it is important to implement a cleaning programme. - Be able to communicate the requirements of a cleaning programme to staff. - Minimise hazards occurring through the misuse or mishandling of chemicals. - Conduct cleaning inspections. - Take appropriate actions when service quality is reduced through operational problems. - Record, file and make available all information as required. - Adapt cleaning programmes to different situations.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Training exercise - Students are to develop a short training programme to train staff in the use of a new chemical. - They are to enact the training event with a Level 2 student. Activity 2: Assignment - Students are to develop an inspection schedule and implement for a specified time and area. Activity 3: Short answer questions - Students are to answer short answer questions on adaptation of cleaning programmes and record keeping.	

Topic 6: Plan and conduct meetings

SUBJECT OUTCOME	
6.1 Plan and organise meetings of various types including the preparation of agendas, minutes and other documentation as required.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Standard meeting protocols are described and understood <i>Protocols and procedures for conducting a meeting.</i> - Ways to determine the needs and objectives of a meeting are described <i>Meeting types: Informal, formal, one-off, regular.</i> - Importance of reaching decisions in meetings is understood - Ways of managing discussions and solving problems are explained - Ways to determine appropriate delegates for a meeting are described <i>Appropriate people: People attending the meeting, people who are affected by decisions made people outside organisation / department, people within organisation / department.</i>	- Describe standard meeting protocols and the importance of using them. - Describe ways to determine the need and objectives of a meeting. - Understand the importance of reaching decisions in meetings. - Explain ways of managing discussions and problem solving. - Describe ways to determine the appropriate delegates for a meeting.

SUBJECT OUTCOME	
6.2 Conduct a meeting in a structured and effective manner. Complete and/or monitor the completion of actions arising from the meetings conducted.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Meeting is arranged and agenda compiled. - Delegates are informed of the meeting - Meeting is structured according to protocols - Meeting is run, and objectives achieved within the timeframe	- Arrange a meeting and compile an agenda. - Inform the delegates about the meeting. - Structure a meeting in accordance with the protocols (select a chairperson, minute taker, etc.) - Run a meeting to achieve the objectives within the timeframe.
SUBJECT OUTCOME	
6.3 Complete and/or monitor the completion of actions arising from the meetings conducted.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Documentation is completed and circulated after the meeting <i>Documentation: Agenda, notifications, minutes, relevant information: date, venue, time of meeting, directions, objectives, agenda, briefing/ discussion papers</i> - Ways are suggested to make meetings more effective <i>Problems: Unfocused meeting, deviation from the topic, inaccurate minutes, exceeding time limits, very complex issues.</i>	- Ensure that all documentation is complete and circulated after the meeting (e.g. minutes, attendance, etc.) - Suggest ways to make meetings more effective.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Case study assignment - Students are to complete all the preparations and documentation for a meeting as per the case study. Activity 2: Simulation exercise - Students are to convene a meeting on a topic of their choice. - They are to run the meeting and complete all the necessary correspondence and documentation.	

Topic 7: Maintain the receipt, storage and issue of goods

SUBJECT OUTCOME	
7.1 Maintain the security and hygiene procedures in the receipt, storage and issue of goods.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Relevant legislation and practises and consequences of non-compliance are described - Receiving area is appropriately prepared - Various types of goods are received, and required quality checks explained <i>Range of stock hazardous, non-hazardous, perishable, non-perishable.</i> <i>Range of purchase specifications – quantity, quality, packaging, handling method.</i> - All goods are handled, stored and issued in accordance with organisational requirements	- Describe the relevant legislation and practises regarding, hygiene, quality and security of goods and the possible consequences of non-compliance. - Prepare the receiving area in terms of hygiene, equipment and staff. - Receive various types of goods and explain the quality checks required. - Handle and store all goods in accordance with organisational requirements. - Issue goods in accordance with organisational requirements.

SUBJECT OUTCOME	
7.2 Complete all relevant quality checks and documentation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Control procedures and documentation required for receipt, storage and issue are described <i>Range of documentation for issuing, receiving and discrepancies of stock.</i> - Typical product specification and its importance are described - Impact of supplier lead times on price of goods is described	- Describe the control procedures and documentation required in the receipt, storage and issue of goods. - Describe a typical product specification and why they are important. - Describe the impact of supplier lead times on the price of goods.
SUBJECT OUTCOME	
7.3 Analyse the physical versus actual stock usage and the practices involved in this process	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Importance of reconciliation of stock with stock sheets is understood - Stock is recorded regularly - Suggestions regarding stock holdings are made	- Understand why it is important to reconcile physical stock with that recorded on stock sheets. - Record stock on a regular basis. - Make suggestions on increasing/decreasing the volume of stock held in storage areas. - Complete all work activities efficiently including delegation where appropriate.
ASSESSMENT TASKS OR ACTIVITIES	
Activity 1: Assignment - Students are to develop a procedure and checklist for the receipt of goods in a 5 star hotel. Activity 2: Case study - Students are to complete a stock taking case study including a manual stock take. Activity 3: Work experience - Students are to spend a day working in a stores environment.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN HOSPITALITY SERVICES - LEVEL 4

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 Services 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

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	40%	30%