



education

Department:
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NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

HOSPITALITY GENERICS

NQF Level 4

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HOSPITALITY GENERICS – LEVEL 4

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INTRODUCTION

A. What is Hospitality Generics?

Hospitality Generics enables the student to understand the sectors of the tourism and hospitality industries and explore their related work opportunities. It also contains broad knowledge, skills and values required to operate hygienically and safely in the hospitality environment. Hospitality Generics equips the student to understand the dynamics of teams and work effectively as a team member. It enables students to plan and cost menus, operate payment points and computers and maintain booking systems. It also empowers students to develop themselves in job roles and explore self-employment opportunities.

B. Why is Hospitality Generics important in the Hospitality programme?

Hospitality Generics addresses three very important aspects of working effectively in the hospitality industry namely hygiene, safety and teamwork. The subject provides students with knowledge and understanding of hygiene and safety principles and enables them to apply these effectively. Teamwork forms the basis of most hospitality operations. Thorough understanding of team dynamics and related practical applications throughout the programme enable students to work effectively in teams.

C. The link between Hospitality Generics Learning Outcomes and the Critical and Developmental Outcomes

The student will be able to apply the important principles of teamwork through developing interdependence and self-discipline. Students will be able to use technology effectively and critically, showing responsibility to the environment and the health, safety and security of other people in the hospitality industry.

The following Critical Outcomes are addressed by Hospitality Generics

- Identify and solve problems in which responses display that responsible decisions, using critical and creative thinking, have been made.
- Work effectively with others as a member of a team, group, organisation or community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations.

D. Factors that contribute to achieving Hospitality Generics Learning Outcomes

Students who choose the hospitality industry as a career have to understand why safety, hygiene and teamwork are so important in all areas of the industry. Students who open themselves to acquire knowledge of these aspects will be able to apply the principles successfully. Students with an interest in hospitality-related computer software will find point of sale and booking system applications exciting and challenging. The subject requires students to work individually and in teams in an organised, disciplined manner. Students must be able to follow instructions and take responsibility for their actions.

1 DURATION AND TUITION TIME

This is a one year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the candidate meets all the assessment requirements.

Course preparation should consider students with special education needs.

2 SUBJECT LEVEL FOCUS

- Develop a personal career path and work towards achieving it
- Contribute to the maintenance of health, safety and security in the workplace

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 40 percent of internal assessment.

Internal assessment of the theoretical component of Hospitality Generics Level 4 will take the form of observation, class questions, group work, individual discussions with students, topic and semester tests and internal examinations.

Assignments, case studies and tests can be done at the end of a topic. Tests and internal examinations must form part of internal assessment.

3.1.2 Practical/Application Component

Practical components include applications, exercises and performance. The practical components must be indicated in a Portfolio of Evidence (PoE).

The practical component will form 60 percent of internal assessment.

Internal assessment of the practical component of Hospitality Generics Level 4 will take the form of assignments, practical exercises, case studies, practical examination in a simulated hospitality environment. Students may complete practical exercises on a daily basis. Assignments and case studies can be done at the end of a topic. Practical examination can form part of internal practical assessment.

- **Some examples of activities for practical assessments include, but are not limited to:**
 - Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, self activity, judging and evaluation)
 - Exhibitions by students
 - Visits undertaken by students based on a structured assignment task
 - Research and developing information brochures
 - Task performance in a simulated/structured environment

- **Definition of the term “Structured Environment”**

Structured environment for the purposes of assessment refers to an actual or simulated workplace, or workshop environment. It is advised that practical assessment for Hospitality Generics be integrated with food preparation and services assessments.

- **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's PoE. The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment

3.1.4 Moderation of internal assessment mark

Internal assessment is subject to both internal and external moderation procedures as contained in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Hospitality Generics (Level 4)*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Monitor and maintain health, safety and security.	25%
2. Analyse and develop new menus	25%
3. Manage one's own development	25%
4. Source information about self-employment opportunities	25%
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are to be systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification, as well as purposes of reporting.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty percent (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Hospitality Generics Level 3 the Student should have covered the following topics:

- Topic 1: Monitor and maintain health, safety and security.
- Topic 2: Analyse and develop new menus.
- Topic 3: Manage one's own development.
- Topic 4: Source information about self-employment opportunities.

7.1 Topic 1: Monitor and maintain health, safety and security

7.1.1 Subject Outcome: Maintain the well-being of staff and customers through the monitoring of emergency procedures, safety and security and through consultation with specialists where development is needed.

Learning Outcomes

The student will be able to

- Describe where to access a building layout and describe the evacuation procedures.
- Explain the importance of frequent inspections of safety and fire fighting equipment.
- Identify potential health, safety and security problems and make recommendations for improvements, specifically, analyse stores, public areas and private offices.
- Analyse a safety plan for a specific workplace to determine whether all risks and preventative measures have been included and make recommendations for improvement.
- Identify the information that should be communicated to staff.
- Identify specialists that could provide input to health, safety and security issues.

7.2 Topic 2: Analyse and adapt/develop new menus

7.2.1 Subject Outcome: Analyse existing menus.

Learning Outcomes

The student will be able to

Analyse a variety of existing menus taking into consideration

- Presentation styles of various food service organisations.
- Cultural and religious influences that impact on menu planning.
- Dietary requirements that impact on menu planning.
Range: Nutritional, religious, medical, ethnic/cultural, vegetarian.
- Kitchen staff skills.
- Resources that impact on new menu planning.

Range: Number of staff, staff knowledge and skills, equipment, supplies, time, costing.

7.2.2 Subject Outcome 2: Adapt/develop new menus to satisfy customers according to organisational requirements.

Learning Outcomes

The student will be able to

- Develop menus in accordance with the various styles and policies of food service organisation.
- Consider appropriate food combinations and flavours when adapting/developing new menus.
Range: Dietary requirements; nutritional, religious, medical, ethnic/cultural, vegetarian.
- Calculate recipe costs taking resources into account.
Range: Resources; Number of staff, staff knowledge and skills, equipment, supplies, time, costing.
- Given a range of varying quantities, specify ingredient ratios, cooking times and temperatures for producing recipes.
Range: Varying quantities; 1-10 portions, 11-50 portions, 51+ portions.
- Given different types of food service outlets, explain the necessity for adapting performance when implementing new menu items.
- Describe possible training needs that should be met by organisations with the implementation of new menu items.
- Describe reasons for obtaining feedback from staff on any operational problems.

7.3 Topic 3: Manage one's own development

7.3.1 Subject Outcome: Identify skills and areas of development appropriate to the current or future position. This includes the development of a plan with realistic, specific and measurable objectives and timelines that are personally and organisationally relevant.

Learning Outcomes

The student will be able to

- Identify and formulate career aspirations.
- Describe the skills development opportunities available in the hospitality industry.
- Identify and assess own strengths and weaknesses in a current situation.
- Understand methods of evaluating performance, the benefits of each and be able to select the best combination of alternatives.
- Understand the importance of regular performance review sessions.
- Describe the key skills and competencies for effective management of performance.
- Evaluate own skills and areas for development.
- Develop a plan for own skills development containing measurable and realistic objectives and to communicate the plan to relevant parties.
- Evaluate planned activities in terms of objectives, resources, ability to implement and feedback from others.
- Understand and apply time management.
- Assess progress, contain diversions, develop contingency arrangements and adapt the plan as required.
- Describe how performance would be adapted in light of changed circumstances (e.g. travel).

7.4 Topic 4: Source information about self-employment opportunities

Subject Outcome 1: Identify, evaluate and apply the different sources of information that will best assist in decisions regarding self-employment.

Learning Outcomes

The student will be able to

- Understand the concepts of employment and self-employment.
- Understand the different types of company models that offer self-employment opportunities.
- Understand risks and benefits of self-employment.
- Identify suitable sources of information and how to assess self-employment opportunities.
- Understand the importance of sourcing accurate information.
- Utilise information resources effectively.
- Evaluate and rank information obtained against available resources, education, training, and viability.
- Source information and compile a business start-up plan in terms of required resources, funding, marketing and legal requirements.

8 RESOURCE NEEDS FOR THE TEACHING OF HOSPITALITY GENERICS – LEVEL 4

8.1 Physical resources

- Physical facilities for the monitoring of health, safety and security procedures

8.2 Human resources

- At least NQF Level 5 Hospitality training
- Industry experience