



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **HOSPITALITY GENERICS**

#### **NQF Level 4**

September 2007



# HOSPITALITY GENERICS– 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 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 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.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	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)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> Students use same process to achieve different results.</p>	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 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 PoE, account for the other 50 percent.

The 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	3	One in each of 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 Generics.

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 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***

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
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 GENERICS**  
**LEVEL 4**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN HOSPITALITY GENERICS - LEVEL 4

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

SUBJECT OUTCOME	
<b>1.1 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.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Building access routes and evacuation procedures are described.</li> <li>Layout of stores, public areas and private offices is analysed, potential hazards pointed out and strategies suggested to reduce these.</li> <li>Premises, equipment, security and safety procedures are checked, potential problems identified and recommendations made to senior management for adjustments or improvements.</li> <li>Information concerning safety and security that needs to be communicated to staff is identified and communicated in a suitable format and language. <i>Specialists: security, safety, health.</i> <i>Range: Compliance with Occupational Health and Safety (OHS) Act of 1993.</i> <i>Range: Security and safety procedures: fire exits and fire procedures, first aid procedures, evacuation procedures, access procedures.</i></li> </ul>	<ul style="list-style-type: none"> <li>Describe where to access a building and describe the evacuation procedures.</li> <li>Explain the importance of frequent inspections of safety and fire fighting equipment.</li> <li>Describe the safety and security procedures and demonstrate in a particular area of work.</li> <li>Identify potential health, safety and security problems and make recommendations for improvements, and specifically, analyse stores, public areas and private offices.</li> <li>Analyse a safety plan for a specific workplace to determine whether all risks and preventative measures have been included, and make recommendations for improvement.</li> <li>Identify and communicate the information that should be communicated to staff.</li> <li>Identify specialists that could provide input to health, safety and security issues.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Activity 1:</b> Project</p> <ul style="list-style-type: none"> <li>Students are to develop a communication and training plan for fire procedures.</li> </ul> <p><b>Activity 2:</b> Multiple choice test</p> <ul style="list-style-type: none"> <li>Students are to complete a multiple choice test on first aid and access control procedures.</li> </ul> <p><b>Activity 3:</b> Assignment</p> <ul style="list-style-type: none"> <li>Students are to compile an inspection check list for specified areas.</li> </ul> <p><b>Activity 4:</b> Assignment</p> <ul style="list-style-type: none"> <li>Students are to complete a safety and security inspection of a real establishment and write a report with recommendations for improvement.</li> </ul>	

#### Topics 2: Analyse and develop new menus.

SUBJECT OUTCOME	
<b>2.1 Analyse existing menus.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Existing menus are analysed <i>Dietary requirements: nutritional, religious, medical, ethnic/cultural, vegetarian.</i> <i>Resources: number of staff, staff knowledge and skills, equipment, supplies, time, costing.</i> <i>Varying quantities: 1-10 portions, 11-50 portions, 51+ portions.</i></li> </ul>	<p>Analyse a variety of existing menus taking into consideration</p> <ul style="list-style-type: none"> <li>Presentation styles of various food service organisations .</li> <li>Cultural and religious influences that impact on menu planning.</li> <li>Dietary requirements that impact on menu planning.</li> <li>Kitchen staff skills.</li> <li>Resources that impact on new menu planning.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.2 Adapt or develop new menus to satisfy customers according to organisational requirements.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Menus are developed in accordance with the various styles and policies of food service organisations, and in consideration of food combinations and flavours, and corresponding training needs described <i>Dietary requirements: nutritional, religious, medical, ethnic/cultural, vegetarian.</i></li> <li>Recipe costs are calculated <i>Resources: number of staff, staff knowledge and skills, equipment, supplies, time, costing.</i></li> <li>Ingredient ratios, cooking times and temperatures for producing recipes are specified <i>Varying quantities: 1-10 portions, 11-50 portions, 51+ portions.</i></li> <li>Reasons for obtaining feedback from staff are given</li> </ul>	<ul style="list-style-type: none"> <li>Develop menus in accordance with the various styles and policies of food service organisation.</li> <li>Consider appropriate food combinations and flavours when adapting/developing new menus.</li> <li>Calculate recipe costs taking resources into account.</li> <li>Given a range of varying quantities, specify ingredient ratios, cooking times and temperatures for producing recipes.</li> <li>Given different types of food service outlets, explain the necessity for adapting performance when implementing new menu items</li> <li>Describe possible training needs that should be met by organisations with the implementation of new menu items.</li> <li>Describe reasons for obtaining feedback from staff on any operational problems.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Project</b></p> <ul style="list-style-type: none"> <li>Students are to source existing menus and analyse or develop new menu.</li> <li>Cost menu.</li> <li>Assess the impact on organisation.</li> <li>Recommend actions to implement new menu.</li> </ul>	

### Topics 3: Manage one's own development

<b>SUBJECT OUTCOME</b>	
<b>3.1 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.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Career aspirations are formulated, and skills development opportunities in the industry described <i>Objectives: short term, medium term, long term. Activities: internal, external.</i></li> <li>Performance evaluation methods, importance of regular performance review are understood, and key skills and competencies for effective performance management are described</li> <li>Own skills and areas for development are evaluated, and a development plan developed, and communicated to relevant parties <i>Evaluations: carried out by self, carried out by people within the organisation, carried out by people outside the organisation. Reviews: carried out alone, carried out with people within the organisation, carried out with people outside the organisation. Communication to: team members, colleagues, managers, specialist. Time management is applied and progress assessed</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and formulate career aspirations.</li> <li>Describe the skills development opportunities available in the hospitality industry.</li> <li>Identify and assess own strengths and weaknesses in a current situation.</li> <li>Understand methods of evaluating performance, the benefits of each and be able to select the best combination of alternatives.</li> <li>Understand the importance of regular performance review sessions.</li> <li>Describe the key skills and competencies for effective management of performance.</li> <li>Evaluate own skills and areas for development.</li> <li>Develop a plan for own skills development containing measurable and realistic objectives and to communicate the plan to relevant parties.</li> <li>Evaluate planned activities in terms of objectives, resources, ability to implement and feedback from others.</li> <li>Understand and apply time management.</li> <li>Assess progress, contain diversions, develop contingency arrangements and adapt the plan as required.</li> <li>Describe how performance would be adapted in light of changed circumstances (e.g. travel).</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<p><b>Activity 1:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to complete a multiple choice assignment on different aspects of performance measurement.</li> </ul> <p><b>Activity 2:</b> Case study assignment</p> <ul style="list-style-type: none"> <li>• Students are to complete a time management exercise.</li> <li>• Students are to respond to some short case study questions on management of own performance.</li> </ul> <p><b>Activity 3:</b> Case study test</p> <ul style="list-style-type: none"> <li>• Students are to complete a development plan for a restaurant supervisor based on the case study material provided.</li> </ul>

#### Topics 4: Source information about employment opportunities

<b>SUBJECT OUTCOME</b>	
<b>4.1 Identify, evaluate and apply the different sources of information that will best assist in decisions regarding self-employment.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Concepts, and their related risks and benefits, of employment and self-employment offered by different types of company models are understood. <i>Range of companies: Private Company, Close Corporations, Partnerships and Sole Proprietor.</i></li> <li>• Information sources are identified, understood, evaluated, ranked against available resources, education, and utilised. <i>Range of sources: newspapers and other publications, speaking to personal contacts, support agencies / government departments/ organisations.</i> <i>Range of information: opportunities for small businesses, potential customers, start up costs, competition, legal requirements, skill requirements, grants / financial assistance available, training available, job creation opportunities.</i> <i>Communication: telephone, fax, letter, visit, e-mail.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concepts of employment and self-employment</li> <li>• Understand the different types of company models that offer self-employment opportunities.</li> <li>• Understand risks and benefits of self-employment.</li> <li>• Identify suitable sources of information and how to assess self-employment opportunities.</li> <li>• Understand the importance of sourcing accurate information.</li> <li>• Utilise information resources effectively.</li> <li>• Evaluate and rank information obtained against available resources, education, training, and viability.</li> <li>• Evaluate value and usefulness of information and take alternative action as required.</li> <li>• Source information and compile a business start-up plan in terms of required resources, funding, marketing and legal requirements</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1:</b> Case study test</p> <ul style="list-style-type: none"> <li>• Students are to complete a case study based test on sourcing accurate information.</li> </ul> <p><b>Activity 2:</b> Short answer question assignment</p> <ul style="list-style-type: none"> <li>• Students are to complete an assignment on various company entities and the risks involved in self-employment.</li> </ul> <p><b>Activity 3:</b> Case study test</p> <ul style="list-style-type: none"> <li>• Students are to complete a case study based test to analyse and make decisions on a specified self-employment opportunity.</li> </ul>	

## 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN HOSPITALITY GENERICS - 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 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.

<b>LEVEL 4</b>	<b>KNOWLEDGE AND COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS, SYNTHESIS AND EVALUATION</b>
	30%	40%	30%