



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

HOSPITALITY SERVICES NQF LEVEL 2

September 2007

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

- 1 Assessment in the National Certificates (Vocational)**
- 2 Assessment framework for vocational qualifications**
 - 2.1 Internal continuous assessment (ICASS)
 - 2.2 External summative assessment (ESASS)
- 3 Moderation of assessment**
 - 3.1 Internal moderation
 - 3.2 External moderation
- 4 Period of validity of internal continuous assessment (ICASS)**
- 5 Assessor requirements**
- 6 Types of assessment**
 - 6.1 Baseline assessment
 - 6.2 Diagnostic assessment
 - 6.3 Formative assessment
 - 6.4 Summative assessment
- 7 Planning assessment**
 - 7.1 Collecting evidence
 - 7.2 Recording
 - 7.3 Reporting
- 8 Methods of assessment**
- 9 Instruments and tools for collecting evidence**
- 10 Tools for assessing student performance**
- 11 Selecting and/or designing recording and reporting systems**
- 12 Competence descriptions**
- 13 Strategies for collecting evidence**
 - 13.1 Record sheets
 - 13.2 Checklists

SECTION C: ASSESSMENT IN HOSPITALITY SERVICES

- 1 Schedule of assessment**
 - 1.1 Theoretical component
 - 1.2 Practical component
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in Hospitality Services – Level 2**
- 4 Specifications for the external assessment in Hospitality Services – Level 2**
 - 4.1 Integrated summative assessment task (ISAT)
 - 4.2 National examination

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 externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

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

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment

conditions. The task should take place in a simulated or “Structured Environment”. The integrated summative assessment task (ISAT) is the most significant test of students’ ability to apply their acquired knowledge.

The integrated assessment approach allows students to be simultaneously assessed in Hospitality Generics, Food Preparation, Hospitality Services and Client 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 proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

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

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

5 ASSESSOR REQUIREMENTS

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

6 TYPES OF ASSESSMENT

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

6.1 Baseline assessment

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

6.2 Diagnostic assessment

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

6.3 Formative assessment

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

6.4 Summative assessment

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

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

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

7.2 Recording

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

7.3 Reporting

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

8 METHODS OF ASSESSMENT

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

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

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

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

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

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: 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. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN HOSPITALITY 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 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 term
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 should at least be included in the Lecturer's Assessment Portfolio:

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

The college must standardise these documents.

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

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

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

ASSESSMENT OF HOSPITALITY SERVICES
LEVEL 2

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

Topics 1: Glassware

SUBJECT OUTCOME	
Clean and handle glassware in an efficient, hygienic and organised manner, understanding the importance of preparing the glassware and cleaning area in the specified time.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Range of glasses: Beer, wine, liqueur, sherry, cocktail, highball and whisky (minimum of four) • Range of cleaning equipment: Automatic dishwashers, sinks, brushes and cloths (minimum of two) • Unexpected situations: Breakages, shortage of cleaning materials, faulty or broken equipment and accidents 	<ul style="list-style-type: none"> • Identify different types of glassware and associated equipment and how they should be stored. • Demonstrate the correct methods of handling glassware and associated equipment safely and hygienically, including transporting clean and dirty equipment. • Understand and demonstrate correct methods of cleaning glassware by machine or hand. • Dispose of waste and dirty water hygienically. • Understand the importance of maintaining organised, safe and hygienic glass storage areas. • Understand the impact of cleaning and storing glassware on customer service. • Deal with unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Practical exercise <ul style="list-style-type: none"> ▪ Students clean, mechanically and manually if possible and store glassware following a restaurant service. • Activity 2: Case study exercise (Customer service) <ul style="list-style-type: none"> ▪ Students complete a case study-based assignment on health, hygiene and safety issues and their impact on customer service. 	

Topics 2: Crockery and Cutlery

SUBJECT OUTCOME	
Clean and store crockery and cutlery according to organisational requirements.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Cleaning by hand or machine • Use of correct chemicals • Cleaning and storing to be assessed. • Correct hygiene practices • Unexpected situations: Injury, cracked or broken items, no hot water and out of order dishwasher 	<ul style="list-style-type: none"> • Explain why damaged crockery and cutlery should not be used and the importance of reporting damaged items to a supervisor. • Demonstrate the correct methods, procedures and equipment for cleaning crockery and polishing cutlery by hand or machine. • Stack crockery safely and carefully. • Dry and store crockery and cutlery, demonstrating correct procedures. • Keep storage areas clean, tidy and free of refuse and explain the importance of doing this. • Understand the importance of keeping cleaning equipment and machinery clean, undamaged and ready for future use. • Respond to a range of unexpected situations, including injury, cracked or chipped plates, out of order dishwasher and no hot water.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Group simulation <ul style="list-style-type: none"> ▪ Students complete a simulated exercise for cleaning and storing crockery. • Activity 2: Open-book test <ul style="list-style-type: none"> ▪ Students complete a short open-book test on hygiene and safety, use of the dishwasher and unexpected situations. 	

Topics 3: Drinks Machines and Equipment

SUBJECT OUTCOME	
Prepare drink machines or equipment in a hygienic, efficient and systematic manner, understanding the importance of preparing the drink machines or equipment according to specifications.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Range of drinks machines (two for observation): Pre or post mix, vending machines, coffee machines and cold drinks dispensers • Unexpected situations: Jammed or broken machines, quality problems with beverages, accidents and shortage of cleaning materials 	<ul style="list-style-type: none"> • Identify various drinks machines or equipment and their purpose, for example coffee, vending, post or premix and cold drinks dispensers. • Correctly disassemble, clean and re-assemble these machines using appropriate health, safety and hygiene procedures. • Identify the correct ingredients and restock the machines or equipment in accordance with FIFO principles. Understand why this is important. • Understand the impact of implementing correct cleaning and restocking procedures on customer service. • Respond appropriately to unexpected situations such as jammed or broken machines, insufficient supplies or ingredients, etc.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students complete an assignment on machine identification and use. 	

Topics 4: Function Rooms

SUBJECT OUTCOME	
Prepare function rooms for service in an effective, hygienic and organised manner in specified timeframes.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Range of two room set-ups: Conference, function, meetings, seminars and exhibitions, cinema, classroom, U-shape and boardroom • Range of ten table, furniture and equipment items: Linen, glassware, stationery, chairs, desks, lecterns, flipcharts, tape recorders, projectors, sound equipment, music systems, screens and video or TV monitors • Unexpected situations: Faulty equipment, shortage of items and last minute changes 	<ul style="list-style-type: none"> • Clean a function room to the appropriate standard before and after use. • Explain basic room set-up requirements. Interpret a function list and set up in an organised and efficient way. • Lay tables according to requirements. • Locate and set up audio-visual and other associated conference equipment such as flipcharts, overhead projectors and lecterns. Include room environmental controls such as air conditioning. • Understand the reason for and demonstrate room refresh procedures. • Break down room set-up after use and store all equipment appropriately. • Understand customer service issues regarding room set-up, equipment, refresh procedures, etc. • Identify responses to unexpected situations such as equipment failure and changes to layout plan, etc.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Case study simulation <ul style="list-style-type: none"> ▪ Students complete a group-based simulation exercise to set up and break down a function room. • Activity 2: Assignment <ul style="list-style-type: none"> ▪ Students complete a short-question assignment. 	

Topics 5: Counter Service

SUBJECT OUTCOME
Prepare counter service areas in a hygienic, efficient and organised fashion within the stipulated timeframes.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • A minimum range of ten service items to be observed: Crockery, glassware or disposables, ashtrays, cutlery, menus, trays, serviettes, service utensils, food containers, hot and cold beverage dispensers, refrigerated units and heated units • Two types of food display methods to be observed. • Unexpected situations: Shortage of equipment, broken equipment and uncompleted work by colleagues 	<ul style="list-style-type: none"> • Identify procedures for handling, cleaning and storing food service items. • Identify food service equipment, understand their uses and operate the equipment hygienically. • Describe appropriate procedures for food display. Understand how food display can influence sales. • Identify different types of counter service and when to use each type. • Describe appropriate procedures for counter, table and room set-up. • Understand the importance of maintaining levels of food service equipment and condiments. • Handle and dispose of waste hygienically. • Deal with unexpected operational circumstances.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students complete an assignment on counter service styles and set-up. • Activity 2: Group simulation exercise <ul style="list-style-type: none"> ▪ Students plan and complete a counter service set-up procedure in a given time. 	

Topics 6: Takeaway Service

SUBJECT OUTCOME	
Prepare takeaway service areas in a hygienic, capable and orderly manner in agreed timeframes.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Ten types of service equipment: Service utensils, food containers, hot and cold beverage dispensers, display cabinets, refrigerated units, heated units, disposable items and packaging • Range of condiments: Seasonings, sugars, sauces and dressings and butter or margarine • Unexpected situations: Shortage of equipment or accompaniments, broken service equipment and uncompleted tasks by co-workers 	<ul style="list-style-type: none"> • Check, clean and place menus and promotional materials appropriately and correctly. • Inspect service areas and ensure they are clean and hygienic. • Identify food service items, their uses and procedures for handling, cleaning and storing them. • Identify the correct packaging for takeaway items. • Understand and describe the use of promotional material and where it should be located. • Describe and demonstrate appropriate procedures for use of takeaway food service equipment. • Maintain service areas in a hygienic and tidy manner. • Understand and explain the importance of maintaining levels of food service equipment and condiments. • Handle and dispose of waste hygienically. • Deal with unexpected operational circumstances. <p><i>Range: Shortage of food service items, shortage of accompaniments and condiments and damaged or broken food service items</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Group simulation exercise <ul style="list-style-type: none"> ▪ Students plan and complete a take-away service set-up procedure in a given time. • Activity 2: Case study <ul style="list-style-type: none"> ▪ Students complete a short case study exercises identifying responses to unexpected operational situations. 	

Topics 7: Drinks Service

SUBJECT OUTCOME	
Prepare drink service areas in a hygienic, proficient and systematic manner within determined timeframes.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Equipment range: Counters, shelves, refrigeration, waste bins, floors, optics, waiter's friend, measures 	<ul style="list-style-type: none"> • Identify drink service items and understand how to handle, clean and store each item.

<ul style="list-style-type: none"> and pourers, drip trays, glassware, coasters and drip mats, chopping boards, ice buckets, tongs, ashtrays and electrical equipment • Range of drinks: Five types with accompaniments • Range of equipment: Ten types • Range of environmental controls: Two types from heating, ventilation, lighting or music • Unexpected situations: Breakages, shortage of stocks, faulty or broken equipment, accidents and theft 	<ul style="list-style-type: none"> • Understand the importance of maintaining appropriate stock levels and stock rotation procedures. • Understand the importance of ensuring that drinks service customer areas are clean and that furniture is undamaged and in place prior to service. • Activate environmental controls according to procedure and deactivate once service is over. • Identify appropriate signage and promotional material and place it correctly. • Serve drinks according to procedure using the correct service equipment. • Dispose of waste and refuse hygienically. Understand the need to restrict access to drinks service areas. • Handle unexpected operational circumstances.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Practical exercise <ul style="list-style-type: none"> ▪ Students complete a theory exercise on the preparation and service of ten or more beverages. ▪ Students demonstrate preparation and service of these beverages. • Activity 2: Assignment <ul style="list-style-type: none"> ▪ Students complete a short-question assignment on all the Learning Outcomes. 	

Topics 8: Beds, Bed Linen and Coverings

SUBJECT OUTCOME	
Prepare beds and handle linen and bed coverings according to organisational requirements, understanding the importance of maintaining guest comfort and satisfaction when making beds.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Bed coverings: Sheets, blankets, bedspreads, pillowcases, duvet covers, pillows and mattress covers • Beds, cots and roll-away bed types • Problem solving: Incorrect linen issue, damaged linen and theft from linen store 	<ul style="list-style-type: none"> • Understand basic hygiene risks and cleanliness procedures. • Understand different bed types and linen requirements for each. • Demonstrate knowledge of linen storeroom procedures. • Understand various bedding elements such as pillows, duvets, etc. • Prepare and change beds according to situation-driven procedures. • Solve basic problems related to bed care, equipment malfunction and linen requirements. • Interact with customers in a friendly and effective manner.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Short-question test <ul style="list-style-type: none"> ▪ Students complete a short test (ten questions) on hygiene and operating procedures. • Activity 2: Practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise on preparing beds (simulated or real). • Activity 3: Integrated practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise on preparing a guest room (simulated or real). 	

Topics 9: Room Service

SUBJECT OUTCOME	
Prepare room service in a hygienic, competent and organised manner, understanding the importance of completing the room service in the specified timeframes to maximise customer satisfaction.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Seven types of service equipment: Service utensils, hot and cold beverage dispensers, trays or trolleys, refrigerated units, crockery, cutlery, glassware, linen, food covers, breadbaskets and ice buckets • Two types of laying-up: Breakfast and a la carte 	<ul style="list-style-type: none"> • Identify food service items and equipment and describe how to handle, clean and store them. • Describe procedures for laying and clearing trays and/or trolleys.

<ul style="list-style-type: none"> • Range of condiments: Seasonings, sugars, sauces and dressings and butter or margarine • Unexpected situations: Shortage of service items, accompaniments, broken service equipment and uncompleted tasks by co-workers 	<ul style="list-style-type: none"> • Maintain service areas in a clean and tidy manner. • Understand the impact of time delays on food quality and customer service. • Dispose of waste and refuse hygienically. • React appropriately to unexpected operational situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Simulation <ul style="list-style-type: none"> ▪ Students complete a number of tray and trolley set-ups. • Activity 2: Short-question test <ul style="list-style-type: none"> ▪ Students complete a short question test (+/- 20 questions) on all the Learning Outcomes. 	

Topics 10: Toilet and Bathroom Areas

SUBJECT OUTCOME	
Service toilet and bathroom areas, understanding the importance of hygiene and cleanliness to maintain guest satisfaction.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Surfaces: Ceramic, plastic, glass or mirrors and stainless steel • Fixtures: Basins, baths, showers, taps, lights and fans • Problem solving: Blocked toilet and shortage of supplies 	<ul style="list-style-type: none"> • Understand personal hygiene principles and basic hygiene risks. • Understand and apply cleanliness and hygiene principles related to bathroom and toilet environments. • Understand and identify the relevant cleaning materials and equipment to use in bathroom environments. • Use the correct protective clothing. • Clean a bathroom in the correct and most effective manner. • Deal with customer belongings in an appropriate way. • Respond appropriately to unforeseen situations such as broken equipment.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise on cleaning guest bathrooms (simulated or real). • Activity 2: Integrated practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise on preparing a guest room (simulated or real). 	

Topics 11: Guest Bedrooms

SUBJECT OUTCOME	
Service guest room areas, understanding the importance of hygiene, cleanliness and organisational standards to maintain guest comfort and satisfaction.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Surfaces (any five observed): Ceramic, plastic, glass or mirrors, stainless steel, wood, fabric, wall and floor coverings • Complimentary items: Tea or coffee and toiletries • Unexpected situations: Extra guest in room and missing or damaged property 	<ul style="list-style-type: none"> • Understand the different components in a guest bedroom. • Understand and apply the correct cleaning procedure to each component. • Interact with customers in a friendly and effective way, either as part of a normal cleaning cycle or on request. • Operate relevant cleaning equipment. • Respond appropriately to unexpected situations such as equipment failure or lost items.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Test <ul style="list-style-type: none"> ▪ Students complete a short test with multiple-choice questions and open-ended scenarios on hygiene and operating procedures. • Activity 2: Integrated practical 	

- Students complete a practical exercise on preparing a guest room (simulated or real).

Topics 12: Floors and Floor Coverings

SUBJECT OUTCOME	
Clean floors and floor coverings, understanding the importance of hygiene, cleanliness and maintaining a safe working environment.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Equipment: Manual and electrical • Safety procedures • Range of materials: Hard surface cleaner, chemical disinfectants and neutral detergents • Unexpected situations: Customer slips on wet floor and faulty equipment 	<ul style="list-style-type: none"> • Prepare floor surfaces for cleaning. • Understand use of cleaning consumables and risks of electrical equipment. • Clean surfaces by using appropriate equipment. • Provide suitable notices and warnings for work in progress.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise on cleaning floor surfaces (simulated or real). • Activity 2: Integrated practical <ul style="list-style-type: none"> ▪ Students complete a practical exercise on preparing a guest room (simulated or real). 	

Topics 13: Public Areas

SUBJECT OUTCOME	
Clean and maintain public areas, understanding the importance of hygiene, cleanliness and maintaining a safe working environment.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Range of public areas: Lobby, lifts, public telephones, foyer, restaurant and bar area • Unexpected situations: Broken tiles, equipment failure and wrong dilution in chemicals 	<ul style="list-style-type: none"> • Identify and describe the cleaning materials and equipment used in public areas. • Understand relevant health and safety procedures related to cleaning public areas. • Clean a range of public areas using the correct procedure, equipment and materials. • Understand and apply maintenance reporting procedures. • Interact with customers in a polite and friendly way. • Respond to a series of unexpected situations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students complete an assignment on health and safety procedures and unexpected situations. • Activity 2: Case study <ul style="list-style-type: none"> ▪ Students complete a case study exercise on cleaning and maintaining public areas. 	

Topics 14: Linen for External Laundry

SUBJECT OUTCOME	
Control linen for external laundry, understanding the importance of hygiene, cleanliness and control systems.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Linen range: Sheets and duvet covers, pillowcases, restaurant linen, curtains, towels, bath mats and uniforms • Unexpected incidents: Late return from laundry, damaged linen and unauthorised access to storage area 	<ul style="list-style-type: none"> • Receive and sort dirty linen for laundering according to hygiene procedures. • Complete all the necessary control procedures and documentation. • On receipt of clean linen, check for damage and cleaning quality. If necessary, prepare for returns. • Store all clean linen according to procedures and maintain a clean, tidy and secure stores area. • Respond to a series of unexpected situations.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Activity 1: Simulation <ul style="list-style-type: none"> ▪ Students take part in a simulation exercise on operating procedure. • Activity 2: Assignment <ul style="list-style-type: none"> ▪ Students complete a short-question assignment (+/- 10 questions) on all aspects of this topic.

Topics 15: Incoming and Outgoing Telephone Calls

SUBJECT OUTCOME	
Use the telephone effectively in a business environment, including individual use and relaying messages.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Standard telephone etiquette and message-taking • Answering, transferring and making calls, including emergency calls • Operation of a basic PABX or switchboard and a single-line telephone 	<ul style="list-style-type: none"> • Identify the different types of incoming calls, for example switchboard, direct line, internal and external. • Answer the telephone in an appropriate manner, demonstrating correct etiquette when answering and transferring calls. • Describe the importance of body language when talking on the telephone. • Understand the concept of confidentiality of information and know when to or not to disclose information. • Take messages efficiently and effectively. • Know the procedure for emergency and difficult or abusive calls. • Operate a simple switchboard and/or telephone handset. • Understand the importance of answering calls in the required time and not keeping customers on hold for too long. • Know how to find telephone numbers from various sources. • Make outgoing calls according to procedure.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Activity 1: Assignment <ul style="list-style-type: none"> ▪ Students complete a short -question assignment on general switchboard operation. • Activity 2: Simulated or "live" switchboard operation <ul style="list-style-type: none"> ▪ Students operate a switchboard or departmental telephone for a designated time. 	

4 SPECIFICATIONS FOR THE EXTERNAL ASSESSMENT IN HOSPITALITY SERVICES LEVEL 2

4.1 Integrated summative assessment task (ISAT)

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

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

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

OR

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

1. Prior planning and preparation
2. Application of knowledge, skills, values and attitude in a hospitality context
3. Application of occupational health, hygiene and safety principles and procedures

4. Teamwork
5. Cleaning and preparation methods related to a selection of topics covered during the year
6. Customer service related to service topics covered during the year

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination

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

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