



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **HOSPITALITY GENERICS**

#### **NQF Level 3**

September 2007



# HOSPITALITY GENERICS– LEVEL 3

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## SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Hospitality 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 their acquired knowledge.

The integrated assessment approach allows students to be simultaneously assessed in Hospitality Generics, Food Preparation, Hospitality Services and Client Service 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.

<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 Portfolio of Evidence (PoE).

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

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
<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. Use of 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 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 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	2	One in the first, second and third terms
Case study or report	1	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 term
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 Portfolio of Evidence (PoE) must include at least:

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

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

**ASSESSMENT OF HOSPITALITY GENERICS**  
**LEVEL 3**

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

#### Topic 1: Identify nutritional needs of healthy individuals and plan and cost menus

SUBJECT OUTCOME	
<b>1.1 Plan and compile balanced menus for a variety of occasions or establishments.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Basic food groups, constituents of a nutritious meal, balanced menu, various types of menu and their structure, needs of target market are understood</li> <li>Suitable products and recipes are sourced</li> <li>A variety of menus are developed, compiled, costed and priced</li> </ul> <p><i>Range:</i></p> <ul style="list-style-type: none"> <li><i>Factors in menu compilation: dietary balance, texture, taste, colour and presentation methods.</i></li> <li><i>Types of menus:</i></li> <li><i>Breakfasts (2 types)</i></li> <li><i>Lunch, dinner, supper, buffet (3)</i></li> <li><i>Teas, French, cheese and wine, coffee shop/bistro (3)</i></li> <li><i>Recipes and menus to be costed and priced.</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic food groups and what constitutes a nutritious meal.</li> <li>Understand the term 'balanced menu'.</li> <li>Understand the various types of menus, their typical structures and the needs of the target markets.</li> <li>Source suitable products and recipes for menu planning purposes.</li> <li>Develop and compile menus for a variety of occasions.</li> <li>Understand the principles of menu costing.</li> <li>Understand the principles of menu pricing.</li> <li>Compile a menu within a costing and pricing framework.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<p><b>Activity 1: Assignment</b></p> <ul style="list-style-type: none"> <li>Students are to compile three menus for different occasions (e.g. breakfast, coffee shop, bistro lunch).</li> </ul> <p><b>Activity 2: Assignment</b></p> <ul style="list-style-type: none"> <li>Students are to prepare costings for a set of given menus.</li> </ul> <p><b>Activity 3: Assignment</b></p> <ul style="list-style-type: none"> <li>Students are to compile a breakfast, lunch and dinner menu for a business conference.</li> <li>Students are to cost the above menus and work within a pricing budget framework.</li> <li>This exercise to be completed within a set timeframe.</li> </ul>	

#### Topic 2: Maintain hygiene in food preparation, cooking and storage

SUBJECT OUTCOME	
<b>2.1 Maintain and promote food hygiene and safety procedures during food preparation, cooking and storage to organisational and legislative requirements.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Assess in conjunction with 'Maintain personal health, hygiene and a professional appearance, where possible.</li> </ul> <p><i>Range of food types – meat, poultry, fish, dairy products, vegetables, fruit, eggs, dry goods, breads</i></p> <p><i>Range of food types – ambient, chilled, frozen, cooked and uncooked.</i></p> <ul style="list-style-type: none"> <li>Most common food poisoning pathogens, their sources, associated illnesses and preventive measures are identified</li> <li>Methods to detect signs of pest infestation and consequent actions to be taken are described</li> <li>Procedures for hygienic storage of different food types are demonstrated</li> <li>Relationship of time and temperature related to storing and cooking food is described</li> <li>The importance of following health and safety procedures when lifting heavy items is explained</li> <li>Food hygiene procedures adapted within good practices</li> <li>Unforeseen operational problems appropriately addressed</li> </ul> <p><i>Range: Unexpected situations – delivery problems, faulty fridge/freezer, broken packaging, thawing food.</i></p>	<ul style="list-style-type: none"> <li>Identify the most common food poisoning pathogens, their sources, associated illnesses and preventative measures</li> <li>Describe methods to detect signs of pest infestation and actions to take if infestation is identified.</li> <li>Demonstrate procedures for the hygienic storage of different food types (including the defrosting of frozen foods). Understand why this is important.</li> <li>Describe the relationship of time and temperature when storing and cooking food.</li> <li>Explain the importance of following health and safety procedures when lifting heavy items for storage.</li> <li>Lift all heavy items in accordance with safety procedures.</li> <li>Adapt food hygiene procedures but maintain good practices in a variety of situations.</li> <li>React appropriately to unforeseen operational problems related to food hygiene.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<p><b>Activity 1: Assignment</b></p> <ul style="list-style-type: none"> <li>Students are to develop an induction manual for new kitchen assistants on personal hygiene practices</li> </ul> <p><b>Activity 2: Project</b></p> <ul style="list-style-type: none"> <li>Students are to develop an instructional poster for the cleaning of kitchen equipment</li> </ul> <p><b>Activity 3: Open book test</b></p> <ul style="list-style-type: none"> <li>Students are to complete an open book of +/- 20 short answer questions</li> </ul>

**Topic 3: Operate a payment point and process payments**

<b>SUBJECT OUTCOME</b>	
<b>3.1 Prepare, operate a payment point and process payments efficiently as well as performing cashing-up and hand over procedures</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<p><i>Range of payment points: tills or billing machines with cash drawers, speed points, manual card machines.</i></p> <ul style="list-style-type: none"> <li>Procedures for set-up, operation and cashing up of a payment point are demonstrated</li> <li>Issues of security when operating a payment point are understood</li> <li>Customers are dealt with in a polite and friendly way</li> <li>Unexpected operational situations are dealt with</li> </ul> <p><i>Range: Unexpected situations: shortage of change, cash discrepancies, till roll runs out.</i></p>	<ul style="list-style-type: none"> <li>Understand and demonstrate procedures for the set-up, operation and cashing up of a payment point.</li> <li>Understand the issues of security when operating a payment point including the prevention of unauthorised access.</li> <li>Deal with customers in a polite and friendly way. Understand how operational issues impact on customer service.</li> <li>Deal with unexpected operational situations while maintaining standards of customer service.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Simulation</b></p> <ul style="list-style-type: none"> <li>Students are to complete a number (est. 15) of simulated exercises using a till, billing machine or manual cash drawer.</li> </ul> <p><b>Activity 2: Assignment</b></p> <ul style="list-style-type: none"> <li>Students are to develop a training manual for the use of a specified payment point.</li> </ul>	

**Topic 4: Handle and record refunds**

<b>SUBJECT OUTCOME</b>	
<b>4.1 Deal with customers and process refunds where necessary thereby understanding the importance of maintaining good customer relations and thus continued business with the customer</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The procedure for handling refunds and the implications of not giving refunds are described</li> <li>Procedure for dealing with a customer dispute including reporting procedure are known</li> </ul> <p><i>Range: Refund process, procedure and documentation.</i></p>	<ul style="list-style-type: none"> <li>Describe the procedure for handling refunds and why the need for refunds may arise.</li> <li>Understand the implications of not giving a customer a refund on request.</li> <li>Know how to deal with a customer dispute appropriately including the reporting procedure.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Assignment</b></p> <ul style="list-style-type: none"> <li>Students are to respond to the refund scenario provided.</li> </ul> <p><b>Activity 2: Role play</b></p> <ul style="list-style-type: none"> <li>Students are to complete the customer interaction role-play.</li> </ul>	

**Topic 5: Maintain a booking system**

<b>SUBJECT OUTCOMES</b>	
<b>5.1 Understand the importance of a booking system in the hospitality environment</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Importance of giving accurate knowledgeable and timeous information to customers is understood</li> <li>• Importance of providing an efficient booking service is explained</li> <li>• Importance of taking deposits for bookings is explained and appropriate procedure demonstrated</li> <li>• Importance of keeping bookings up to date and following up when unconfirmed is understood</li> <li>• Importance of keeping other departments informed of booking's status is explained</li> <li>• Monitor, maintain and conformation of bookings.</li> <li>• <i>Range of booking amendments: change in services or facilities required, change in date or time required, change in customers' personal details, change in number of people, booking cancellations.</i></li> <li>• <i>Range of records: daily, weekly, monthly.</i></li> <li>• <i>Range of customers: booking agencies, customers with communication difficulties, customers with mobility difficulties, regular customers or VIPs, customers requiring bookings for groups.</i></li> <li>• <i>Range of services and facilities: accommodation, conference, function, exhibition and restaurants.</i></li> <li>• <i>Range of bookings: telephone, face-to-face, letters, fax, internet.</i></li> <li>• <i>Range of system failure: equipment /system failure or errors in manual system.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of giving accurate, knowledgeable and timeous information to customers.</li> <li>• Explain the importance of providing an efficient booking service.</li> <li>• Explain the importance of taking deposits for bookings and demonstrate the appropriate procedure.</li> <li>• Understand the importance of keeping bookings up to date and following up when unconfirmed.</li> <li>• Explain the importance of keeping other departments informed of bookings' status.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Simulation</b></p> <ul style="list-style-type: none"> <li>• Students are to take part in a simulation exercise where they take bookings and amendments to bookings on the 'phone and face-to-face.</li> </ul> <p><b>Activity 2: Assignment</b></p> <ul style="list-style-type: none"> <li>• Students are to write an assignment on the various customer service issues associated with maintaining a booking system.</li> </ul> <p><b>Activity 3: Case study scenarios</b></p> <ul style="list-style-type: none"> <li>• Students are to develop responses to a number of case study scenarios regarding booking procedures.</li> </ul>	

<b>SUBJECT OUTCOMES</b>	
<b>5.2 Record and confirm bookings on a manual and computer booking system</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Availability of service is determined and communicated to customers</li> <li>• A range of bookings is recorded and confirmed</li> <li>• The establishment's facilities are appropriately promoted</li> <li>• A range of customers is dealt with politely and efficiently</li> <li>• Monitor, maintain and conformation of bookings.</li> <li>• <i>Range of booking amendments: change in services or facilities required, change in date or time required, change in customers' personal details, change in number of people, booking cancellations.</i></li> <li>• <i>Range of records: daily, weekly, monthly.</i></li> <li>• <i>Range of customers: booking agencies, customers with communication difficulties, customers with mobility difficulties, regular customers or VIPs, customers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Determine the availability of services and communicate this clearly to customers. Offer alternatives if appropriate.</li> <li>• Record and confirm a range of bookings.</li> <li>• Be able to promote the establishment's facilities appropriately.</li> <li>• Deal with a range of customers politely and efficiently.</li> </ul>

<p><i>requiring bookings for groups.</i></p> <ul style="list-style-type: none"> <li>• <i>Range of services and facilities: accommodation, conference, function, exhibition and restaurants.</i></li> <li>• <i>Range of bookings: telephone, face-to-face, letters, fax, internet.</i></li> <li>• <i>Range of booking amendments: change in services or facilities required, change in date or time required, change in customers' personal details, change in number of people, booking cancellations.</i></li> <li>• <i>Range of system failure: equipment /system failure or errors in manual system.</i></li> </ul>	
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**ASSESSMENT TASKS OR ACTIVITIES**

<p><b>Activity 1: Simulation</b></p> <ul style="list-style-type: none"> <li>• Students are to take part in a simulation exercise where they take bookings and amendments to bookings on the 'phone and face-to-face.</li> </ul> <p><b>Activity 2: Assignment</b></p> <ul style="list-style-type: none"> <li>• Students are to write an assignment on the various customer service issues associated with maintaining a booking system.</li> </ul> <p><b>Activity 3: Case study scenarios</b></p> <ul style="list-style-type: none"> <li>• Students are to develop responses to a number of case study scenarios regarding booking procedures.</li> </ul>
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**SUBJECT OUTCOMES**

**5.3 Maintain a manual and computer booking system**

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>• Bookings are amended in accordance with procedure</li> <li>• Appropriate action is described, given a system</li> <li>• Work is conducted in an organised and efficient manner</li> <li>• Procedures are adapted for a range of situations</li> <li>• Monitor, maintain and conformation of bookings.</li> <li>• <i>Range of booking amendments: change in services or facilities required, change in date or time required, change in customers' personal details, change in number of people, booking cancellations.</i></li> <li>• <i>Range of records: daily, weekly, monthly.</i></li> <li>• <i>Range of customers: booking agencies, customers with communication difficulties, customers with mobility difficulties, regular customers or VIPs, customers requiring bookings for groups.</i></li> <li>• <i>Range of services and facilities: accommodation, conference, function, exhibition and restaurants.</i></li> <li>• <i>Range of bookings: telephone, face-to-face, letters, fax, internet.</i></li> <li>• <i>Range of booking amendments: change in services or facilities required, change in date or time required, change in customers' personal details, change in number of people, booking cancellations.</i></li> <li>• <i>Range of system failure: equipment /system failure or errors in manual system.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Amend bookings in accordance with procedure.</li> <li>• Given a system failure or manual error, describe what action to take.</li> <li>• Work in an organised and efficient manner.</li> <li>• Be able to adapt procedures for a range of situations.</li> </ul>

**ASSESSMENT TASKS OR ACTIVITIES**

<p><b>Activity 1: Simulation</b></p> <ul style="list-style-type: none"> <li>• Students are to take part in a simulation exercise where they take bookings and amendments to bookings on the 'phone and face-to-face.</li> </ul> <p><b>Activity 2: Assignment</b></p> <ul style="list-style-type: none"> <li>• Students are to write an assignment on the various customer service issues associated with maintaining a booking system.</li> </ul> <p><b>Activity 3: Case study scenarios</b></p> <ul style="list-style-type: none"> <li>• Students are to develop responses to a number of case study scenarios regarding booking procedures.</li> </ul>
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**Topic 6: Maintain effective working relationships**

<b>SUBJECT OUTCOMES</b>	
<b>6.1 Contribute towards the smooth running of the department and work effectively with fellow workers.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Organisations procedures for resolving conflict are understood and implemented</li> <li>• Internal communications systems are understood and demonstrated</li> <li>• Ways to improve internal communications are suggested</li> <li>• Own area of responsibility is described and work appropriately prioritise</li> <li>• Organisations reporting levels and lines of authority are described</li> <li>• Effect of good relations on levels of productivity are understood</li> </ul> <p><i>Range</i></p> <ul style="list-style-type: none"> <li>• <i>Other staff members: own department and other departments.</i></li> <li>• <i>Communication systems: written and verbal; between departments.</i></li> <li>• <i>Other environments: banking, retail, tourism.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understand and implement the organisation's procedures for resolving conflict.</li> <li>• Understand the importance of internal communications systems and demonstrate written and verbal procedures.</li> <li>• Suggest ways to improve internal communication.</li> <li>• Describe own area of responsibility and be able to prioritise work appropriately.</li> <li>• Describe the organisation's reporting levels and lines of authority.</li> <li>• Understand why good relations influence levels of productivity.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Role play</b></p> <ul style="list-style-type: none"> <li>• Students are to complete the conflict role-play.</li> </ul> <p><b>Activity 2: Assignment case study</b></p> <ul style="list-style-type: none"> <li>• Students are to prepare appropriate communications/responses for the case study situations.</li> </ul>	

<b>SUBJECT OUTCOMES</b>	
<b>6.2 Understand the importance of treating internal customers with respect and that confidentiality is a professional conduct issue.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Colleagues are treated in a polite and helpful manner</li> <li>• Respect is shown through professional conduct</li> <li>• Assistance is obtained when difficulties arise, and corrective actions implemented</li> <li>• Performance is adapted appropriately</li> </ul> <p><i>Range</i></p> <ul style="list-style-type: none"> <li>• <i>Other staff members: own department and other departments.</i></li> <li>• <i>Communication systems: written and verbal; between departments.</i></li> <li>• <i>Other environments: banking, retail, tourism.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Treat colleagues in a polite and helpful manner. Understand why this is important.</li> <li>• Understand why confidentiality is important in the work environment</li> <li>• Show respect through professional conduct</li> <li>• Obtain assistance when difficulties in performing responsibilities arise, and implement corrective actions.</li> <li>• Given a number of different situations, adapt performance appropriately.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Role play</b></p> <ul style="list-style-type: none"> <li>• Students are to complete the conflict role-play.</li> </ul> <p><b>Activity 2: Assignment case study</b></p> <ul style="list-style-type: none"> <li>• Students are to prepare appropriate communications/responses for the case study situations.</li> </ul>	



**Topic 7: Apply for a job or work experience placement**

<b>SUBJECT OUTCOMES</b>	
<b>7.1 Prepare curriculum vitae, compare skills to available positions and submit applications with appropriate correspondence.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Appropriate job opportunities are accessed</li> <li>• Contact strategies are determined</li> <li>• Appropriate correspondence is prepared</li> <li>• Appropriate CV is compiled</li> </ul> <p><i>Range:</i></p> <ul style="list-style-type: none"> <li>• <i>Information sources – newspapers, magazines, organisations, employment agencies.</i></li> <li>• <i>Opportunities – vacancies, skills/experience/personal qualities required, on-job training, self-development, conditions of employment.</i></li> <li>• <i>General information – growth areas for jobs, nature of work available, organograms, career paths, procedures for contacting organisations.</i></li> <li>• <i>CV categories – personal details, education and qualifications, work history, achievements Interview arrangements – date and time, address, directions, transport or accommodation, interviewer name</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify job opportunities/vacancies that are appropriate to one's skill level and personal attributes.</li> <li>• Determine appropriate contact strategies and activities to access opportunities that may be available.</li> <li>• Prepare appropriate correspondence in accordance with the contact approach.</li> <li>• Understand the importance of a CV or resume and compile one appropriate to the opportunity.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 1: Assignment</b></p> <ul style="list-style-type: none"> <li>• Students are to complete an assignment on contact and correspondence with a potential employer.</li> </ul>	

<b>SUBJECT OUTCOMES</b>	
<b>7.1 Understand the importance of personal presentation during an interview.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Appropriate preparations are made for interview</li> <li>• Positive and appropriate personal image is projected during an interview</li> </ul> <p><i>Range:</i></p> <ul style="list-style-type: none"> <li>• <i>Information sources – newspapers, magazines, organisations, employment agencies.</i></li> <li>• <i>Opportunities – vacancies, skills/experience/personal qualities required, on-job training, self-development, conditions of employment.</i></li> <li>• <i>General information – growth areas for jobs, nature of work available, organograms, career paths, procedures for contacting organisations.</i></li> <li>• <i>CV categories – personal details, education and qualifications, work history, achievements Interview arrangements – date and time, address, directions, transport or accommodation, interviewer name</i></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare appropriately for an interview.</li> <li>• Project a positive and appropriate personal image during an interview</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<p><b>Activity 2: Case study</b></p> <ul style="list-style-type: none"> <li>• Students are to complete a case study exercise on preparing for an interview</li> </ul> <p><b>Activity 3: Role play</b></p> <ul style="list-style-type: none"> <li>• Students are to take part in a mock interview</li> </ul>	

## 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN HOSPITALITY GENERICS - LEVEL 3

### 4.1 Integrated Summative Assessment Task (ISAT)

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

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

- Prior planning and preparation
- Application of knowledge, skills, value and attitude in a hospitality context
- Application of occupational health, hygiene and safety principles and procedures
- Teamwork
- Handling of funds

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

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