

**OBE for FET Colleges  
Hospitality Studies  
Level 3**

**Lecturer's Guide**

**NVA panel**



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## Introduction

This series for the NCV subjects offers Lecturer's Guides and Students' Books for

- Food Preparation,
- Hospitality Generics
- Hospitality Services
- Client Services and Human Relations
- Sustainable Tourism
- Science of Tourism
- Tourism Operations
- New Venture Creation
- Entrepreneurship
- Operations Management
- Applied Accounting
- Financial Management
- Economic Environment.

This disk of Lecturer's Guide covers all the subjects within this series.

### How to use this Lecturer's Guide








Possible solutions to questions in the Student's Book are provided for most of the activities. Although you will find these suggestions useful when preparing a lesson, you can choose to adapt these methods or to use your own, since you know what will work best for your students.

Assessment should be continuous. At the end of each unit or chapter in the Student's Book, there is an opportunity for students to assess their own progress and do an end-of-unit or end-of-chapter test. The assessment questions are directly linked to the Subject Outcomes and could be used as questions in tests and examinations. Where applicable, specific guidance is provided for inclusive education and LSEN.

In each unit in this Lecturer's Guide, guidance has been given regarding assessment for the activities in the Student's Book. Some additional assessment opportunities are also included. Rubrics and checklists have been prepared to assist you with assessment. You can choose to use these assessment tools as they are or adapt them to suit your specific needs. At the end of each chapter in this Lecturer's Guide there is a grid that summarises the assessment for each activity. This could be adapted or used for Portfolio of Evidence assessment purposes for each student.

### Using this Lecturer's Guide with the Student's Book

Icons have been used throughout the Student's Book to consolidate and facilitate the learning process, and to adopt an interactive approach between the student and the text. The icons indicate different types of activity – for example, a group or a question or feedback activity. The icons are also used to indicate what is being dealt with – for example, outcomes, assessment or a cross reference to something else.

	Cross reference This icon shows forward or backward links or references to other sections in the book.
<p><b>Outcomes</b> Outcomes appear in the outcomes table at the beginning of each unit. The students should achieve these unit outcomes, which are derived from the Subject Outcomes and Learning Outcomes in the National Certificate Hospitality Studies Subject Guidelines.</p>	
	Minds-on This icon indicates knowledge outcomes that students will acquire.
	Hands-on This icon shows skills-based outcomes that students will acquire.
	Hearts-on This icon shows value-based outcomes that will assist the students to express or develop particular values (or attitudes) to the issues raised.
	Individual This icon indicates that students should work on their own.
	Pair work This icon indicates that the students should work in pairs.
	Group work This icon indicates that the students should work in groups. Groups of four or five students are usually ideal, but this depends on the type of activity.

We have used the following margin boxes in the Students' Books to highlight different kinds of information:

Word bank	New or difficult terms are explained or defined in these margin boxes. The aim is to extend the student's use of English and their subject terminology.
Did you know?	This icon indicates interesting facts related to the work.
Remember!	This icon indicates useful tips related to the work.

## Abbreviations

AG: Assessment Guidelines  
 CCO: Critical cross-field outcomes  
 FET: Further Education and Training  
 GET: General Education and Training  
 HET: Higher Education and Training  
 ICASS: Internal Continuous Assessment  
 IKS: Indigenous Knowledge Systems  
 SB: Student's Book  
 LG: Lecturer's Guide  
 LP: Learning Programme  
 LSEN: Students with Special Education Needs  
 LTSM: Learning and teaching support materials

NC: National certificate  
NSC: National Senior Certificate  
NQF: National Qualifications Framework  
OBE: Outcomes-based Education  
SAG: Subject Assessment Guidelines  
SO: Subject Outcome

## **The new curriculum**

A process of transforming education and training to realize the aims of our democratic society and of the Constitution has been underway since 1994. As part of this process, the Outcomes-based curriculum (OBE) was developed as one united curriculum for all school students in the General Education and Training (GET) and Further Education and Training (FET) bands.

The OBE curriculum was designed to be student-centred, integrated and holistic, relevant to students' lives and the needs of the country, and to promote critical and creative thinking.

## **Subject Outcomes and Learning Outcomes**

Outcomes-based education calls for lifelong learning by demonstrating nine critical cross-field outcomes (CCOs).

Each of the subjects have topics linked to Subject Outcomes together with corresponding Assessment Standards (ASs) and Learning Outcomes (LOs) that are derived from the CCOs and which describe the knowledge, understanding, skills and values that students should demonstrate and be able to do at the end of the Hospitality Studies National Certificate Level 3 in the FET Colleges band.

## **OBE for FET Colleges series and the principles of the curriculum**

The National Curriculum Statement (NCS) follows the principles, purpose and thrust of Curriculum 2005, including OBE.

There is an emphasis on the key principles and values of social transformation, progression, articulation and portability, human rights, inclusivity, environmental and social justice as well as valuing indigenous knowledge systems.

OBE, integration and applied competence, credibility, quality and efficiency, high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the specific topics of each subject. This series deals with each of the following issues in ways that specifically suit the particular subject and Vocational Programme.

### **Social transformation**

The NCS builds on the vision and the values of the Constitution. The Constitution expresses the nation's social values and the roles, rights and responsibilities of citizens in a democratic South Africa. In promoting the student's personal development, we should ensure that we build a national South African identity.

### Valuing indigenous knowledge systems

The rich history and heritage of South Africans need to be recognized as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities need to be included in our economic actions and thinking.

### Human rights, Inclusivity, environmental and social justice

The NCS reflects the principles and practice of social justice, and respect for the environment and human rights as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/Aids. Students are encouraged to develop an awareness and understanding of the rich diversity of cultures, beliefs and worldviews within the unity of South Africa.

The Bill of Rights places great value on equality, human dignity, life, freedom and security. These and other right to freedom of religion and belief, expression and association, exist alongside socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

In the OBE for FET Colleges series we have endeavoured to build these principles into the text and the activities. Items directly or implicitly included in the ASs regarding human rights, inclusivity, HIV/Aids, environmental sustainability and socio-economic justice are listed below:

1.	Global economic arrangement and its impact on human rights and the environment
2.	Industrialisation and the promotion and violation of human rights and the environment
3.	National macro-economic policy and service delivery with regard to socio-economic rights, education, health, environment, social security
4.	Labour movements and labour rights (South African labour rights framework)
5.	Workers' rights and responsibilities
6.	Conventions and declarations of the international Labour Organisation
7.	Convention on the rights of the child
8.	Agenda 21 (Global partnership agreement to meet the challenges of environment and development, Rio Earth Summit 1992)
9.	Mobilisation of indigenous knowledge in relation to indigenous economic systems and practices (past and contemporary)
10.	Employment equity and basic conditions of employment
11.	Empowerment and government tender regulations
12.	Black Economic Empowerment
13.	Patterns of unequal distribution (income, land, wealth, access to natural and other resources, etc.)
14.	Taxation and compensation for human rights abuses
15.	Land restitution
16.	Food distribution, hunger and starvation
17.	Trade relations, exports, imports and treaties
18.	Economic activity and the degradation of the environment
19.	Environmental impact assessment, environmental management practices and economic and industrial development
20.	Community participation in local economic planning and activities

21.	The role of marginalised groups in the economy (women, refugees, etc.)
22.	Access of marginalized groups to participate in the economy
23.	The structure of economy and exclusion
24.	Discrimination in service provisioning (such as financing) and access to economic opportunity (affirmative action, redress, etc.)
25.	Economic exploitation, slavery, colonialism and imperialism

### Outcomes-based Education

Outcomes-based education forms the foundation of the South African curriculum. The SOs and ASs have been derived from the CCOs which, inspired by the Constitution, will ensure that knowledge, skills and values are articulated.

### High knowledge and high skills

The NCS sets standards in the learning areas and specifies the minimum knowledge and skills to be achieved by students in each level. In this way, the NCS provides direction on how to develop high level of skills and knowledge in all students in Vocational Programmes. For each subject in this series the necessary knowledge and skills have been built into the text and the activities.

### Integration and applied competence and progression

Integration both within and across learning areas is central to OBE, because of the belief that fields of knowledge are connected. Some of the skills taught in one subject may also be needed to achieve a learning outcome in other subjects.

Because of this, a list of integration possibilities is provided at the start of each chapter. Achieving an optimal relationship between progression and integration is central to this curriculum. Within each subject, the NCS sets out progressively more complex expectations of students from level to level. This is called conceptual progression, and the NCS describes this progression through the SOs. Integration is about making links within and across learning areas, through related SOs and ASs. It is also about students developing skills, attitudes and values, as well as acquiring knowledge by integrating theory and practice.

Complexity and depth in learning increases from the beginning to the end of a level (vertical progression) and from level to level (horizontal progression). The shift in content and the method of presentation are captured in the SOs at levels suited to the cognitive ability of students at each level.

### Credibility, quality and efficiency

Articulation refers to the relationship between qualifications in the different NQF bands and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NQF band. This allows for mobility across and within the FET band and recognition of prior learning.

### Planning for your curriculum

Please see the file for the specific subject for the yearplan and programme of assessment for that subject.



It is imperative that Lecturers plan ahead. Students will not be able to attain the SOs prescribed by the LOs for a specific level if the Lecturer does not plan adequately. Planning could be summarized as follows:

- a three-year subject framework (*macro planning*)
- a one-year work schedule that sets out the pace and sequence of teaching and learning activities, and assessment. This work schedule will spell out ‘term plans’ of work to be covered in a particular term (*meso planning*)
- weekly and daily planning (lesson plans or learning experiences) specifying activities (*micro planning*).

A number of activities, projects and assignments are available in the Student’s Books and can be used for the internal assessment component of the student’s mark. Note that the Chapter Challenges at the end of each Chapter in the Student’s Books are also well-suited to be used as recorded assessment tasks for your internal assessment mark.

## Assessment

Assessment is part of the learning process in OBE and should not be seen as a separate activity. Assessment is done to:

- determine what students know and at what point to start with the new learning experience
- identify and diagnose any barriers to learning
- provide information for reviewing and evaluating Learning Programmes
- encourage students to participate in the learning process
- apply and use knowledge in real-life contexts.

The following aspects are assessed:

- SOs
- ASs
- LOs
- knowledge, skills, values and abilities
- meta-cognition
- integrated assessment tasks.

The table below could be used as a checklist to determine whether the assessment target meets the method. For example, if you want to assess skills, performance-based and observation-based assessment are the best methods to do this (*check that they both have a rating of 5*).

	Objective	Exercise/ activity	Performance based (individual)	Oral questions	Observation	Self- assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3

Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

[Note: the higher numbers indicate better matches (e.g. 5 = high; 1 = low). Table adapted from McMillan (1997) Classroom assessment: Principles and practice for Effective Instruction.]

### Tools and instruments for assessing student performance

Methods for assessment (Who carries out the assessment?)	
Self-assessment Peer assessment	Group assessment Lecturer assessment
Assessment forms	
Presentation Debate or argument Interview Demonstration Questionnaire Role-play Test	Examination Project Simulation Research or investigation Assignment Case study Practical task
Tools for assessing student performance	
Rubric Rating scale Checklist	Observation sheet Marking memorandum Assessment grid, etc.
Recording tools	
Class list Mark sheet	Day-by-day assessment sheet Promotion schedule, etc.
Reporting tools	
Report card using national codes and comments on competence Lecturer-parent interview	Lecturer-student interview Written comments in student's workbook Day-by-day assessment sheet, etc.

### When do we assess?

**Baseline assessment** takes place *at the beginning* of an activity or a learning process so that lecturers and students find out what students already know. The recording of baseline assessment is usually informal.

**Diagnostic assessment** takes place *throughout* the learning process and is used to identify and diagnose barriers that students may have so that lecturers can plan to overcome these. It includes extended opportunities and activities for gifted students.

**Formative assessment** is used *throughout* the learning process to inform whether teaching and learning is successful in achieving the outcomes. Any form of assessment that gives feedback to the student fulfils a formative purpose.

**Summative assessment** takes place *over time and at the end* of the learning experience. It can occur at the end of a single learning activity, a unit, a cycle, a term, a semester or a year.

### Assessment methods

Some of the assessment methods used in OBE and other education systems are explained below.

- **Self-assessment.** Students assess themselves against given criteria (skills that are important for lifelong learning), which may be reflected on a self-checklist.
- **Peer assessment** Students assess each other in pairs or groups and may use checklists to do this. Peer assessment should not be interpreted as students marking each others work and/or counting the marks.
- **Three-way assessment.** This provides an opportunity for students, lecturers and caregivers to acknowledge a student's progress and achievement. Students take work home that has been assessed by the lecturer and by themselves. Caregivers respond with a comment on the student's achievement and progress.
- **Test-based assessment.** The same evidence is gathered for all students in the same way and at the same time. It is a far more rigid process. A mark or score verifies tests and examinations. In the past, too much emphasis was placed on tests and examinations.
- **Task-based assessment.** These include well-structured assessment activities that show whether students are competent at applying the skills and knowledge they have learnt to unfamiliar contexts or contexts outside the classroom. Task-based assessment has its own range of scoring instruments in a marking memorandum. Criteria or standards have to be carefully selected (and sometimes negotiated with the students) and should be described in a rubric.
- **Performance-based assessment.** This is a direct or systematic observation of a student's performance or examination. Performance-based assessment requires students to engage in activities where they demonstrate specific skills or develop specific tasks (e.g. projects, debates, assignments, speeches and presentations).

### Internal continuous assessment (ICASS)

All ICASS evidence is contained in a Portfolio of Evidence (PoE), and must be readily available for monitoring, moderation and verification purposes.

#### ICASS

- allows lecturers to use any planned learning experience to assess student achievements and progress
- is a necessary feature of the total evaluation of every student
- takes place over a long period
- is diagnostic and allows the lecturer to monitor strengths
- assists in addressing the needs of the student

- enables lecturers to pace students and to provide enrichment
- sets well-defined outcomes for students to achieve
- ensures that the Learning Programme is significant for the student and prevents ‘teaching for a test’
- covers a wide spectrum of learning activities and tasks
- is transparent as students are aware of the assessment criteria
- develops a sound assessment record to track the learning progress
- provides useful data for reporting and progression
- involves assessment of knowledge, skills values and attitudes
- encourages lecturers and students to appraise their own work.

A compulsory component of ICASS is the Integrated Summative Assessment Task (ISAT), which is a major assessment task that draws on the students’ cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed under strict assessment conditions. The duration of the task should aim to equate a 4-7 hour work session and should take place in a simulated or structured work environment. This is the most significant test of the student’s ability to apply the knowledge acquired. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

**Number and forms of assessment for Level 3 assessment programme**

At Level 3, an internal assessment component counts 50% of the final assessment mark. An example of the requirement of the internal assessment programme for Level 3 is summarized as follows:

Term 1	Term 2	Term 3	Total
One task, e.g. Assignment	One task, e.g. Project	One task, e.g. Presentation	Three tasks
One test		One test	Two tests
	June examination	September examination	Two examinations
			<b>Seven items</b>

**Examinations** should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the ASs of the particular subject.

The tasks should be carefully designed to give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of assessment forms are debates, presentations, projects, simulations, assignments, models, case studies, long essays and research projects.

**Instrument 1: Control tests (two per year) and examinations (two per year)**

The following conditions apply to control tests:

- all classes in the same level write the same test at the same time
- the test should be based on accumulative work

- moderation of the question paper and answer scripts should take place at college level (internal college moderation)
- tests should be written under examination conditions
- questions should comply with the end-of-the-year examination standards
- where there is more than one lecturer teaching the same subject, agreement should be reached on the scope, date and time of the test.

The structure and mark allocation should be similar to the final National Senior Certificate (NCS) Level 2 examination.

#### **Instrument 2: Research assignment (minimum of one per year)**

For assignments, students are required to investigate and report on certain issues. Ideally the task should be phrased as a question so that students can form their own opinions based on acquired subject knowledge. Assignments may also be in the form of practical research.

#### **Instrument 3: Project (minimum of one per year)**

- A project is a learning activity involving investigation and solving problems by an individual or small group of students. It could consist of a task in which the student sets out to attain some goal of real personal value.
- Students should be encouraged to develop research, critical thinking and problem-solving skills.
- Projects should be tackled without close supervision, but with assessor (i.e. lecturer) guidance and support.
- Students should be given the assessment criteria before starting the project.
- Students will need to complete at least one project according to ICASS requirements. The lecturer can decide whether to give the students a range of topics to choose from or select only one topic for all the students to do.
- It is suggested that projects are dealt with in the first term.
- The project should consist of 4 to 10 handwritten pages, excluding pictures, graphs, displays, etc.

When preparing a project, the following minimum requirements should be met:

- a title page
- a table of contents
- text divided into paragraphs
- references for sources
- the text should include pictures, photos, diagrams, graphs, etc.
- the text should be presented in an acceptable way (bound or stapled)

#### **Instrument 4: Oral presentation (minimum one per year)**

Presentations allow students to demonstrate manual and/or behavioural skills. The assessment may be based on the end-result of the activity (the product) or the carrying out of the activity (the process) or a combination of both.

Presentations can be based on a project, but also given as separate tasks or assignments. The presentation can be written or oral, but proof of the presentation must be included in the portfolio. All criteria used to assess the presentation must be discussed with the students before they start.

### **Day-by-day assessments: practical application**

#### **Simulations**

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or impractical to assess under actual conditions.

#### **Scenario/case study**

Students are presented with a real-life situation, a problem or an incident related to the learning outcome and expected to assume a particular role in articulating the position. They could draw on their own experiences, the experiences of peers or prior learning to interpret, analyse and solve problems. Solutions/recommendations related to the case study/scenario are then made and presented.

#### **Role-plays**

Students are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the student may be briefed in the particular role to be played. Such assessments are open-ended and are person-centred.

#### **Oral questions**

These are mainly used to generate evidence of a student's ability to listen/sign, interpret, communicate ideas and to sustain a conversation in the language of the assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about a student's learning.

#### **Observations**

This is the type of assessment that is commonly used by lecturers without consciously thinking about it. Lecturers constantly observe students informally to assess their understanding and progress. They watch students as the students respond to questions or as they study. The lecturer listens to students as they speak and discuss issues with others. Observation is also used extensively in performance-based assessment and other formal techniques.

#### **Class tests**

- Educators design their own diagnostic tests and conduct these during instruction time and at their own discretion according to the needs of the class.
- Objective tests could include multiple choice, matching, true and false, and short answer completion, and could be used to assess the theory parts of the subject.
- Class tests should cater for the multiple intelligences of the students, and appropriate rubrics could be used for assessment.

## Debates

Topics for the debates should relate to the ASs and should be formulated as contentious statements. Give students enough time to research their topics and prepare their arguments. Students should not speak for more than three minutes each. Let the students engage in a formal debate of maximum eight members to a group.

## Portfolios

Lecturers and students should have portfolios in which they collect evidence of college-based learning and assessment. Portfolios facilitate moderation and verification processes, and should be readily available for this purpose.

The lecturer's portfolio should contain all the instructions, assessment criteria and rubrics relating to the Annual Assessment Plan given to the students. Each student should have a student's portfolio that contains assessed items as evidence used to calculate their internal assessment mark. Portfolios should have a clear intent and purpose that is linked to the specific ASs.

## How to grade students' work

All vocational subjects will be assessed according to four levels of competence. These levels of competence are described in the table below.

### 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 competencies for each subject have been described to distinguish between the levels of what students must know and be able to achieve. These descriptions are outlined in the Subject Assessment Guidelines for each subject.

Both college-based and external assessments should refer to and use clear criteria. You may use marks to evaluate specific assessment tasks, but you have to assess the tasks against rubrics. All tasks and questions should address an aspect of a particular outcome; use the AS to create or adapt a rubric to assess the task or question.

### Assessment in particular subjects

External assessment in a subject will count 50% and college-based assessment (also called internal assessment or ICASS) will count another 50% to make up the progression mark of the student. The college-based assessment component, in turn, consists of a summative component (internal examinations and standardised tests) and a formative component (i.e. assignments and tasks to develop subject skills such as monitoring and research activities, presentations, debating, numerical calculations, summarizing and memorizing).

Tests and examinations will focus on assessing knowledge and understanding. This mainly uses the application of the student's subject-specific knowledge and skills.

You can use case studies, analysis and interpretation of data, critical discussions of contemporary issues or numerical calculations.

### Summative assessment

The summative component of college-based assessment makes up 50% of the total of the year. The summative component of ICASS includes standardised tests.

Questions typically start with a command or a (set of) key word(s). These words will tell the student what to do when he/she answers the question and which skills to use to answer the question. For example, if candidates are asked to *evaluate* a problem, but a candidate only shows *knowledge* and *understanding*, such a candidate will lose most of the marks for the question. The meanings of the most frequently used verbs are listed below.

<b>Knowledge and understanding</b>	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. Define assets).
Describe	Give an account of (e.g. Describe the qualities of an entrepreneur).
Identify	Single out from other information (e.g. Identify the threats to the natural environment).
Illustrate	Use examples to explain a point (e.g. Illustrate by means of an example how the natural environment can influence business).
List	State briefly (e.g. List three possible sources of capital for a new business).
Outline	Give a short description of the main aspects or features (e.g. Outline by means of a diagram the eight steps in the accounting cycle).
State	Give or say (e.g. State three reasons why the bank can dishonour a cheque).
Summarise	Bring out the main points from a complex set of data (e.g. Draw a mind map to summarise the nine different types of businesses).
What	Clarify a point (e.g. what are the main characteristics of a company?).
<b>Application</b>	
Apply	Use knowledge of the subject to understand an issue or to solve a problem (e.g. Apply your knowledge of Operations Management to show how each of the following types of assets could threaten the smooth operation of an organisation).
Calculate	Use mathematics to work out an answer (e.g. Calculate the break-even point for the following operation).
Distinguish	Identify the characteristics that make two or more ideas, concepts, issues, etc. different from one another (e.g. Distinguish between the characteristics of a partnership and a company).
Explain	Make clear (e.g. Explain the two main sections that the General Ledger is divided into).
Suggest	Give possible reasons or ideas that are plausible, but not necessarily correct. 'Suggest' may require candidates to analyse a problem and not just to apply direct knowledge of the subject. (e.g. Suggest ways in which changes in the demography of South Africa can benefit business).
<b>Analysis</b>	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem. Analysis involves recognizing what is important, and applying



	knowledge and understanding of the subject (e.g. Analyse the basic principles of good menu planning).
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. Compare by tabulation the similarities and differences between the tourist attractions of South Africa and Mozambique).
Examine	Break down an issue or problem to understand it (e.g. Examine the following ledger account and point out possible errors).
Investigate	Look for evidence to examine and analyse (e.g. Investigate the initial problems when starting a business by interviewing the owner of a small business and present your findings in a report).
<b>Evaluation</b>	
Assess	Analyse an issue or problem, and then weigh up the relative importance of different strands. (e.g. Assess the viability of the following types of tourism-related businesses).
Comment on	Invites students to make judgements based on the evidence they presented. (e.g. Comment on why good management is the key to a successful business).
Critically analyse	Analyse an issue/problem and weigh up the relative importance of the different aspects (e.g. Critically analyse the three options to obtain capital to start a new business).
Do you think	Invites students to give their own opinion about an issue or problem. However, marks will always be awarded for the quality of the argument and not for individual opinions. (e.g. Do you think that an expansion of the tourism and hospitality industries could solve the unemployment problem in South Africa?).
Discuss	Compare a number of possible views about an issue and weigh up their relative importance. A conclusion is essential. (e.g. Discuss the different ways in which the government can manage inflation in an economy).
Evaluate	Similar to discuss; to compare a number of possible views. A final judgement is essential. (e.g. Evaluate the advantages and disadvantages of buying on credit).
To what extent	Explain and analyse and then comment upon the relative importance of the arguments. (e.g. To what extent should an owner make use of loans to finance his/her business?)

Summative assessment should include a minimum of three control tests; at least one per term for the first three terms.

### Formative assessment

Formative assessment informs the lecturer and the student of the student's progress. It contributes towards the formation and development of the student's formative years. The formative component of college-based assessment comprises 50% of the total of the year. The formative component of ICASS must include various activities. For example:

- research and monitoring of relevant, contemporary economic issues
- other ongoing tasks to develop skills that are necessary for successful functioning within the subject
- creative responses to problems within the subject field
- more informal assessment of day to day knowledge and skills acquired through creative class tests, presentations of the previous day's work, class quizzes, etc.

the formative component should cater for the multiple intelligences (i.e. verbal-linguistic, interpersonal, intrapersonal, musical-rhythmic, bodily-kinaesthetic, mathematical-logical/spatial) in an inclusive education context.

A **performance assessment** is a direct observation of an actual student performance or an examination of products created. During a performance assessment, students are engaged in activities that require the demonstration of specific skills or the development of specific products. The demonstrations can take place in a controlled environment (such as a laboratory or classroom) or in a real-life environment, where the complexities faced by the students are much higher. In the latter case, the performance assessment is also called an ‘authentic assessment’. Students are expected to demonstrate complex learning that integrates knowledge, skills and values in a single performance.

The characteristics of performance assessments are:

- students are expected to perform, produce, create or do something
- the skills are those used by people outside the classroom, i.e. in society or in the workplace
- the tasks require higher order thinking processes and problem-solving skills
- that it provides an opportunity for students to present and explain their work.

Use the following steps to develop a performance assessment:

- identify the outcomes that you are going to assess clearly (i.e. create a clear and appropriate target for the students)
- determine the purpose of the assessment and the use of the results
- design the task so that it will invite the expected outcomes
- specify the assessment criteria
- select and construct the storing and recording instruments.

Performance includes everyday teaching and learning activities such as projects, debates, assignments and speeches. While they are performing, students apply their skills in a way that is integral to the teaching and learning process.

### The external assessment component (50%) – Level 3

An external assessment is conducted by a provincial examining body, a national agency or a private agency that is not directly involved with the instruction of students. It consists of a written examination paper that is set, marked and moderated externally. A typical examination paper may consist of one paper of 200 marks, written over 3 hours. The paper may be divided as follows:

Format		
Section A (compulsory)	This section will include different types of objective questions, i.e.	(30)
Sub-total: 80	Q1: multiple choice	(20)
	Q2: short theoretical questions	(30)
	Q3: calculations	

Section B (compulsory)	Q1: Basic economic concepts	(40)
	Q2: Role-players in the economy	(30)
<b>Sub-total: 120</b>	Q3: Aspects of the economic environment	(30)
	Q4: International trade	(20)

Here are suggested guidelines for the distribution of the levels of questioning for an examination paper:

Level 1: Knowledge and comprehension	40%
Level 2: Application	20%
Level 3: Analysis, synthesis and evaluation	10%

The total mark obtained in the examination paper is then converted into an appropriate rating and code on a four-point rating scale.

The action verbs according to the different cognitive levels of Bloom's taxonomy are summarised in the following table:

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
Define	Compare	Adapt	Categorise	Combine	Appraise
Describe	Define	Compute	Classify	Compose	Consider
Identify	Describe	Discover	Compare	Create	Critique
Label	Distinguish	Draw	Contrast	Depict	Decode
Locate	Explain	Gather	Deduce	Design	Evaluate
Name	Generalize	Graph	Differentiate	Develop	Judge
Recognize	Illustrate	Modify	Distinguish	Incorporate	Justify
Select	Infer	Operate	Explain	Integrate	Recommend
State	Interpret	Prepare	Generalize	Invent	Relate
Memorise	Match	Revise	Infer	Organise	Summarise
	Summarise	Show	Predict	Plan	Support
	Rewrite	Solve	Relate	Predict	
	Paraphrase	Survey	Solve	Produce	
	Express	Use	Modify	Structure	

## Assessment tools (rubrics and checklists)

**Rubrics** are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require lecturers to know exactly what is required by the outcome. Rubrics can be holistic (giving a global picture of the standard required) or analytic (giving a clear picture of the distinct features that make up the criteria) or it can be a combination of both. Holistic rubrics score the overall process, while analytic rubrics score the individual parts. It is important to note that:

- the student is only assessed once for each criterion within a rubric
- the comments column should be completed as this makes the moderation process easier
- rubrics can be used individually or combined with others
- rubrics can be joined together for ease of marking

- lecturers are encouraged to formulate rubrics in consultation with other lecturers at cluster or college level
- working in clusters and setting up collaborative rubrics would bring about comparable standards.

Use the following steps to draw up a rubric:

Step 1: Examine the AS that describes the task

Step 2: Specify the skills, knowledge and attitudes to be evaluated

Step 3: identify the observable attributes

Step 4: Identify the attributes that you do not want to see

Step 5: Brainstorm the characteristics that describe each attribute and how they can be described so that they can be classified into average, above average and below average

Step 6: Write descriptions for excellent and poor performances

Step 7: Write descriptions for other levels

Step 8: Collect samples of work that represent each level.

The following section includes 19 sample tables and rubrics that you can adapt where necessary for particular activities. The individual subject Lecturer's Guides will refer to these rubrics and checklist by number.

## RUBRIC 1

Criteria	Not achieved (0-59%)	Not yet competent (60-69)	Competent (70-79%)	Outstanding achievement (80-100%)
<b>CONTENT</b> Range Coverage Relevance				
<b>CONTEXT</b> Command word requirements				
<b>SKILLS and VALUES</b> Skills Values				
<b>MECHANICS</b> Subject terms Language Format				

Use the following checklist to evaluate a rubric.

	Yes	No
--	-----	----

Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of learners and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate learners' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the learners?		

9B

## Checklists

**Checklists or task lists** show what has to be done. Marks given are assigned to the most important parts of a task.

Checklists list a number of predetermined criteria against which the educator or learner makes a tick to indicate that the learner is able to do what is stated or that the work complies with the criteria. The criteria should be stated in such a way that the learners can respond by ticking the 'yes' or the 'not yet' column, or simply using a tick to show that they can do or have done what is stated.

## Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

## RUBRIC 2

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to							
Do you feel you learned anything about yourself when doing this project?	yes			no			
Comment:							
Do you feel the project helped you understand yourself?	yes			no			
Comment:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes			no			
Comment:							

Do you think you put a lot of effort into this project?	yes	no
---	-----	----

## Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the group is important for every learner. In a group, the roles and responsibilities are essential to the success of the activity. Roles within the group or team should be rotated to allow each learner to develop or become aware of their different capabilities. Emphasise to you learners that TEAM stands for:

**T**ogether      **E**ach      **A**chieves      **M**ore

Different group/team roles include:

- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note taker/record keeper
- reporter
- motivator
- assessor
- peace maker.

Each member of the group can assess all the roles except the one that he or she performed. Let them give the role a rating out of ten. The mark for each criterion within a role can be added to give a total score for the role.

Learners can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

<input type="checkbox"/>	<b>Voice monitor</b>	<input type="checkbox"/>	<b>Time keeper</b>
<input type="checkbox"/>	<b>Motivator</b>	<input type="checkbox"/>	<b>Record keeper</b>
<input type="checkbox"/>	<b>Assessor</b>	<input type="checkbox"/>	<b>Chairperson/manager</b>
<input type="checkbox"/>	<b>Peace maker</b>	<input type="checkbox"/>	<b>Reporter</b>

**Group skills rubric**  
**RUBRIC 3**

<b>Group Name/Number:</b> .....			
<b>NAMES:</b> ..... .....			
	<b>YES</b>	<b>NO</b>	<b>Comment</b>
<b>Did our group members:</b>			
Listen to each other?			
Talk about the task?			
Co-operate within the group?			
Suggest good ideas?			
Encourage each other?			
Achieve the outcomes?			
What went well? ..... What could we have done better? ..... Signed:..... Date .....			

**Co-Operative Group Skills Assessment Sheet**  
**RUBRIC 4**

TASK SKILLS	Learner *	Learner *	Learner *	Learner *	Learner *	Learner *
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						
Gets group back on track						

<b>SOCIAL</b>								
Encourages others								
Explains ideas								
Discusses								
Listens well								
Resolves conflict								
Praises others								

Add the names of each learner in the group under 'Learner' and enter a tick ✓ (Yes) or an x (No) under the name of each learner for each of the criteria.

## RUBRIC 5

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each learner did what they were supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: school library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to five marks).						
Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the learners' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes



Presentati on	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give two marks for each thing used (up to six marks).						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

## **12B**

### **Assessing a research project**

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different persons assessing the project.

### **RUBRIC 6**

	MARK AWARDED			
	Self	Peer/group	Consensus	Lecturer
<b>Criteria</b>				
1 planning				
2 quality of research				
3 continuous collection of information and material				
4 final product: creativity				
5 final product: quality of contents				
6 technical quality				
7 oral presentation				
8 individual / group role				
<b>Converted to</b>				

#### **General guideline**

- 5 Excellent
- 4 Exceeds the requirement
- 3 Meets the requirement
- 2 Does not meet the requirement – learner needs support
- 1 Made very little effort – learner needs substantial support
- 0 Learner made no / almost no effort – learner needs substantial support and guidance

### **Planning**

- 5 Most practicable planning schedule, independently drawn up by learner
- 4 Very good, practicable planning schedule, with only minor adjustments by educator needed
- 3 Good planning schedule, with a only a number of small adjustments by educator needed
- 2 Planning schedule not totally practicable - a substantial degree of adjustments needed
- 1 Planning schedule totally impracticable - totally new planning necessary
- 0 Planning schedule not handed in at all

### **Quality of research**

- 5 Wide variety of sources used
- 4 More than required number of sources used
- 3 Adequate number of sources used
- 2 Less than adequate number of sources used
- 1 No recognised resources used; no research done

### **Continuous collection of information and material**

- 5 A lot of information collected continuously / submitted before due dates
- 4 More than adequate information collected / submitted before/on due dates
3. Adequate information collected continuously / submitted on due dates
- 2 Less than adequate information collected / some due dates missed
1. Very little information collected/seldom met due dates; no information collected or handed in at all

### **Final project: originality / creativity**

- 5 Unique presentation of extremely high quality
- 4 Original presentation – however, based upon existing ideas
- 3 Standard presentation - content is relevant and interesting
- 2 Requirements have been met, and no more
- 1 Content entirely / almost entirely copied directly from sources; no effort made

### **Final project: quality of content**

- 5 In-depth presentation pertaining to real-world practice / evidence is shown of insight into relationship between subject theory and real-world practice
- 4 Relevant and well-researched presentation - Learner demonstrates very good insight
- 3 Relevant content shows good insight, area of research well covered.
- 2 Some part of content is relevant - partly copied directly from sources - insight lacking
- 1 Very little effort made - content largely copied directly from sources; content only slightly in line with topic – copied directly from sources

**Technical quality**

- 5 Proof of pride and very hard work - impressive final product
- 4 Excellent presentation - made full use of available sources/technology
- 3 Good final project
- 2 Minimal effort made – presentation still acceptable.
- 1. Very little trouble taken - untidy, shabby presentation; project not handed in / unacceptable presentation and/or appearance of content

**Analytic Rubric**

**RUBRIC 7**

	Not achieved	Not yet competent	Competent	Outstanding
Knowledge and understanding	Demonstrates little understanding of some concepts, principles and theories	Demonstrates some understanding of simple concepts, principles and theories	Demonstrates comprehensive understanding of advanced concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates comprehensive command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
	Shows little understanding of composition and structure	Shows some understanding of composition and structure	Shows comprehensive understanding of composition and structure	Shows complete understanding of composition and structure
Context	Shows little ability to mould content in the required context	Shows some ability to mould content in the required context	Shows comprehensive ability to mould content in the required context	Shows complete ability to mould content in the required context

Skills	Shows little ability to construct tables and present data graphically  Makes inadequate interpretations based on data and other evidence	Shows some ability to construct tables and present data graphically  Makes limited interpretations based on data and other evidence	Shows comprehensive ability to construct tables and present data graphically  Uses a variety of means to analyse and present data and draws defensible conclusions	Shows a general ability to construct tables and present data graphically  Uses a variety of means to analyse and present data and draws valid conclusions
Attitudes/values	Demonstrates wrong attitudes/values	Demonstrates no particular attitudes/values	Demonstrates appropriate attitudes/values exceptionally well	Demonstrates significant attitudes/values exceptionally well
Communication	Shows a limited subject vocabulary and no ability to use linguistics principles.	Uses subject terms but lacks the ability to communicate quantitatively. Makes errors in grammar and paraphrasing	Uses advanced subject terminology and 'best practice' linguistic principles	Shows exceptional command of advanced subject terminology and 'best practice' linguistic principles

## Assessing oral presentation

### e.g. Assignments, project, essays and journals (i)

Some examples of rubrics to assess oral presentations are given below. These were designed to assess specific tasks or processes. They could be adapted to assess similar tasks or processes, but are primarily meant to illustrate how rubrics can be designed.

## RUBRIC 8

Circle the number indicating the rating, where 1 is the lowest rating and 5 is the highest rating					
Location	1	2	3	4	5
Appeal	1	2	3	4	5
Neatness/tidiness	1	2	3	4	5

Communication	1	2	3	4	5
Variety	1	2	3	4	5
Appropriateness	1	2	3	4	5
Content	1	2	3	4	5
Technique	1	2	3	4	5
Total	..... / 40			.....%	

The following assessment grid was designed for a general presentation, but may be used or adapted for Hospitality Food preparation.

## RUBRIC 9

Skills areas	Not achieved	Not yet competent	Competent	Outstanding
Observation				
Recording				
Inference				
Investigative				
Evaluation				
Marks				
Total				

**Observation skills** are demonstrated when learners are able to:

- match, classify and identify items
- interpret e.g. drawings, diagrams, graphs, figures and written passages
- observe features and characteristics

**Recording skills** are demonstrated when learners are able to:

- record information exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations e.g. charts and histograms, scale axes and label appropriate components meaningfully

**Skills of inference** are demonstrated when learners are able to:

- calculate data correctly and accurately e.g. averages
- percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate
- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) or from inferences
- make plausible generalisations from observations

**Investigative skills** are demonstrated when learners are able to:

- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information

- make valid observations, deductions and interpretations, and argue soberly
- proof or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research

**Evaluation of processes** is demonstrated when learners are able to:

- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals

## Values assessment

### RUBRIC 10

<b>Excellent</b>					
<ul style="list-style-type: none"> <li>• Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work.</li> <li>• Exceptionally polite and respectful.</li> <li>• Participates with enthusiasm, listens well; does more work than expected.</li> <li>• Sets an excellent example and commands others to behave well.</li> <li>• Can confidently/with conviction express opinions, even against popular opinion.</li> </ul>					
<b>Exceeds the requirement</b>					
<ul style="list-style-type: none"> <li>• Understands and implements all instructions; can be depended upon to produce neat/thorough work.</li> <li>• Respectful towards peers and others.</li> <li>• Sets a good example and encourages others to behave.</li> <li>• Regularly shows interest; asks questions and show a willingness to learn.</li> <li>• Can express opinions even against popular opinion.</li> </ul>					
<b>Meets the requirement</b>					
<ul style="list-style-type: none"> <li>• Follows instructions regularly; makes an effort to produce neat work.</li> <li>• Shows acceptable level of respect and courtesy.</li> <li>• Well behaved and not disruptive.</li> <li>• Can answer questions, even if unsure; expresses opinions.</li> </ul>					
<b>Does not meet the requirement – needs support</b>					
<ul style="list-style-type: none"> <li>• Instructions often not followed; work untidy and rushed.</li> <li>• Shows respect towards some; disrespectful to others.</li> <li>• Sometimes disrupts and distracts; need to focus more on work.</li> <li>• Only does the minimum work required; erratic interest shown.</li> <li>• Hesitant to express self in class; needs to be drawn out.</li> </ul>					
<b>Makes very little effort</b>					
<ul style="list-style-type: none"> <li>• Does not follow instructions; work always untidy and incomplete.</li> <li>• Ill-mannered; sometimes rude.</li> <li>• Disruptive and distracts others.</li> <li>• Shows very little interest; passive re schoolwork.</li> <li>• Seems shy/reluctant to answer questions; never expresses an opinion.</li> </ul>					
Mark allocation	Self		Educator		Final mark
					5

## Poster communication skill assessment

### RUBRIC 11

Criteria	Range			Comments
	0	1	2	
<b>Content</b> Main points Facts/concepts Expressing facts	Points irrelevant Facts incorrect Poorly expressed	Some points irrelevant Some facts incorrect Partially expressed	Main points selected All facts correct Clearly expressed	
<b>Presentation</b> Size of poster (A3) Headings Font/print size  Organisation/layout  Use of colour Public appeal Personal information	Incorrect size Not descriptive All too small  Muddled  Poor Not eye-catching Not included	Correct size Partially descriptive Some large enough  Organisation clear and logical Good Eye-catching Included	Correct size Descriptive Large enough to read at one metre Organisation clear and logical Good Eye-catching Included	

## Interview skill assessment

### RUBRIC 12

Criteria	Performance indicator		Comments
	0	1	
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/ clear to the person being interviewed	Understandable/clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	

Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	
----------------------------------	-----------------------------------	-------------------------------	--

### Assessment of questionnaire development and conducting a survey

#### RUBRIC 13

Criteria	Range				Comment
	0	1	2	3	
Questionnaire clarity and relevance	Confusing and irrelevant	Not clear or relevant	Clear and relevant		
Questionnaire brevity and focus	Too long/too short	Sufficient length			
Sensitivity to responses/person being interviewed (gender/age/race/disability)	Insensitive	Only sensitive towards one or two aspects	Sensitive towards three aspects	Shows sensitivity towards all categories	
Representative sample (sufficient responses)	Insufficient/ Too few responses	Sufficient number of responses			

#### Portfolio assessment

Learners look through written assignments in their portfolios and reflect upon the changes they see over a period of time.

#### RUBRIC 14

Name	Level
What do you know now that you did not know before?	
What do you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	



**OBE for FET Colleges  
Food Preparation  
Level 3**

**Lecturer's Guide**

**NVA panel**

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## Year plan for Food Preparation Level 3

Week	Food Preparation	Activities with which to assess
1	Prepare and cook basic fish dishes	Activity 1 Clean the food preparation area (SB p. 11)
2		Activity 2 What went wrong? (SB p. 17)
3		Activity 3 Identify fish (SB p. 23)
4		Activity 4 Prepare a fish for cooking (SB p. 26)
5		Activity 5 Prepare four fish dishes (SB p. 32)
		Activity 6 A Mediterranean buffet (SB p. 42)
		Activity 7 Prepare. Cook and present (SB p. 42)
		Activity 8 A work schedule (SB p. 45)
		Activity 9 What can go wrong? (SB p. 47)
		Activity 10 Find fire hazards (SB p. 47)
		Chapter assessment (SB p. 48)
6	Prepare and cook hot and cold soups	Activity 1 Avoid contamination (SB p. 56)
7		Activity 2 Find out more about Aids (SB p. 60)
8		Activity 3 Find out more about HACCP (SB p. 64)
9		Activity 4 Interview a member of the kitchen brigade (SB p. 65)
10		Activity 5 What are the regulations? (SB p. 65)
11		Activity 6 Types of soup (SB p. 67)
		Activity 7 Match soups to the occasion (SB p. 67)
		Activity 8 Discuss and prepare soup (SB p. 74)
		Activity 9 How did your soup turn out? (SB p. 81)
		Activity 10 Think about garnishes (SB p. 82)
		Activity 11 Garnishes (SB p. 85)
		Activity 12 Revision (SB p. 85)
		Activity 13 Suitable soups (SB p. 87)
		Activity 14 Overcoming problems (SB p. 89)
		Activity 15 Prepare a work schedule (SB p. 94)
		Chapter assessment (SB p. 95)
12	Prepare, bake and decorate basic cakes and biscuits	Activity 1 Why is it important to clean preparation areas? (SB p. 99)
13		Activity 2 What does personal hygiene mean? (SB p. 100)
14		Activity 3 Methods for making sponge cakes (SB p. 103)
15		Activity 4 Biscuit methods (SB p. 103)
16		Activity 5 Methods (SB p. 111)
17		Activity 6 Practical (SB p. 111)
18		Activity 7 An open book test (SB p. 111)
		Activity 8 Cakes for every occasion (SB p. 122)
		Chapter assessment (SB p. 128)
19	Prepare and cook basic dough products	Activity 1 Discuss the article (SB p. 135)
20		Activity 2 Brainstorm breads and cultures (SB p. 138)
21		Activity 3 Ingredients: quantity and quality (SB p. 142)
22		Activity 4 Case study: dough products (SB p. 151)
23		Activity 5 Plan, prepare and cook dough products (SB p. 152)
		Chapter assessment (SB p. 160)

24	Prepare and cook basic pastry dishes	Activity 1 How clean is your kitchen? (SB p. 166)
25		Activity 2 Work hygienically with food (SB p. 168)
26		Activity 3 What is wrong? (SB p. 169)
27		Activity 4 Find recipes (SB p. 178)
28		Activity 5 What method will you use? (SB p. 183)
		Activity 6 Plan a cocktail party (SB p. 191)
		Activity 7 Practical (SB p. 192)
		Activity 8 Make present and serve choux pastry puffs (SB p. 192)
		Activity 9 Make pastry products (SB p. 192)
		Chapter assessment (SB p. 197)
29	Prepare and cook cold food	Activity 1 What have you learned so far? (SB p. 205)
30		Activity 2 Discuss sauces (SB p. 213)
31		Activity 3 Source dishes and recipes (SB p. 214)
32		Activity 4 Cook a range of items (SB p. 215)
		Activity 5 Assignment (SB p. 216)
		Activity 6 Cook the dishes from your assignment (SB p. 216)
		Activity 7 Visit a commercial kitchen (SB p. 224)
		Activity 8 Mise-en-place for cold food preparation (SB p. 225)
		Activity 9 How would you respond? (SB p. 229)
		Chapter assessment (SB p. 230)

# Food Preparation Level 3: curriculum documents

## WEIGHTED VALUES OF TOPICS

The weighted values of the topics are reflected in the time allocation for the yearplan on p. 29.

TOPICS	WEIGHTED VALUE
Prepare and cook basic fish dishes	15
Prepare and cook hot and cold soups	20
Prepare, bake and decorate basic cakes and biscuits	20
Prepare and cook basic dough products	15
Prepare and cook basic pastry dishes	15
Prepare and present cold food	15
Total	100

### **Topic 1:      Basic fish dishes**

#### **Subject Outcome 1:**

##### **Produce a variety of fish dishes as per menu specifications.**

In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices

##### **Learning Outcomes:**

The student will be able to

- Clean preparation areas before and after use.
- Understand the main contamination threats when cooking basic fish dishes.
- Identify the various fish types.
- Know and recognise the indicators of quality and freshness.
- Prepare the fish correctly in accordance with recipes and organisational requirements.
- Prepare and cook a range of fish dishes for a variety of occasions in accordance with menu and organisational requirements.
- Work in an organised and efficient manner.
- Respond appropriately to unexpected operational situations

## **Topic 2:      Hot and cold soups**

### **Subject Outcome:**

Produce a variety of hot and cold soups according to organisational requirements. In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices

### **Learning Outcomes:**

The student will be able to

- Identify the main contamination threats in preparing hot and cold soups.
- Demonstrate an understanding of all the relevant food hygiene regulations.
- Identify and describe the different types of hot and cold soups.
- Follow procedures for the preparation, cooking and storage of a range of hot and cold soups
- Finish, garnishing and present soups with accompaniments for different styles of service
- Respond appropriately to a range of operational problems.
- **Complete all activities in an efficient and organised manner and within the time constraints involved.**

## **Topic 3:      Basic cakes and biscuits**

### **Subject Outcome 1:**

Produce a variety of basic decorated cakes and biscuits to satisfy customers as well as organisational requirements. In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices

### **Learning Outcomes:**

The student will be able to

- Clean preparation areas before and after use.
- Understand the main contamination threats when preparing and cooking basic cakes and biscuits.
- Identify the different types of cake and biscuit products and select the correct ingredients in terms of quantity, quality and type.
- Demonstrate the various preparation methods and select in accordance with the recipes provided.
- Prepare, bake and finish a range of cake and biscuit products in accordance with recipes and for a variety of occasions.
- Understand the relationship between time and temperature when cooking cake and biscuit products and the implications for food quality, costs and customer satisfaction.
- Store prepared mixtures and finished products hygienically when not required for immediate use.
- Respond appropriately to unexpected operational situations.
- Complete all work efficiently

## **Topic 4: Basic dough products**

### **Subject Outcome 1:**

Produce a variety of basic dough products according to organisational requirements. In completing this, the student should be able to work with efficiently with minimal impact on others and in accordance with good hygiene practices.

### **Learning Outcomes:**

The student will be

- Clean preparation areas before and after use.
- Understand the main contamination threats when preparing and cooking dough products.
- Describe and identify basic dough ingredients. Select the correct type, quantity and quality for specified recipes.
- Demonstrate the various preparation methods and select in accordance with the recipes provided.
- Prepare and present a range of dough products for a variety of occasions in accordance with recipes and using a variety of cooking methods.
- Understand the relationship between time and temperature when cooking dough products and the implications for food quality, costs and customer satisfaction.
- Store dough and finished dough products appropriately and safely if not for immediate use.

## **Topic 5: Basic pastry dishes**

### **Subject Outcome 1**

Produce a variety of basic sweet and savoury pastry dishes according to organisational and customer requirements. In completing this, the student should be able to work with efficiently with minimal impact on others and in accordance with good hygiene practices.

### **Learning Outcomes:**

The student will be able to

- Clean preparation areas before and after use.
- Understand the main contamination threats when preparing and cooking basic pastry dishes.
- For the different types of pastry, select the correct ingredients in terms of quantity, quality and type.
- Demonstrate the various preparation methods and select in accordance with the recipes provided.
- Prepare and cook a range of pastry dishes in accordance with recipes and for a variety of occasions.
- Understand the relationship between time and temperature when cooking pastry products and the implications for food quality, costs and customer satisfaction.

- Store prepared pastry and cooked pastry dishes hygienically when not required for immediate use.

## **Topic 6: Prepare food for cold presentation**

### **Subject Outcome 1:**

Prepare, garnish and present a variety of dishes for cold presentation to satisfy customers as well as organisational requirements. In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices

### **Learning Outcomes:**

The student will be able to

- Describe the main contamination threats when preparing and storing canapés, open sandwiches and food for cold preparation.
- Clean preparation areas correctly before and after use.
- Identify the various types of bases and a range of appropriate toppings in terms of quantity and quality.
- Prepare and garnish a range of cold foods in accordance with organisational requirements.
- Store finished products in accordance with hygiene regulations and procedures.
- Complete preparation and work activities in an organised and efficient manner.
- Respond appropriately to unexpected operational situations



# chapter 1

## basic fish dishes

### Activity 1: Clean the food preparation area



Assessment: peer

Student's Book  
p. 11

You can adapt this activity to extend it and evolve it into an ICASS: assignment task. Alternatively, the students can comment informally on their own and other's work.

### Activity 2: What went wrong?



Assessment: Lecturer

Student's Book  
p. 17

Give each student a mark out of ten for the number of 'mistakes' that they could identify. Add another mark for each instance in which they could suggest a way in which the contamination could have been prevented.

### Activity 3: Identify fish



Assessment: Self

Student's Book  
p. 23

This activity will have individual answers, since the fish on display will vary from place to place and according to the seasons.

### Activity 4: Prepare a fish for cooking



Assessment: Lecturer

Student's Book  
p. 26

Assist the students during their practical to help them master the techniques involved. You do not have to assess this activity formally.

### Activity 5: Prepare four fish dishes



Assessment: Lecturer

Student's Book  
p. 32

Assess each of the dishes on the following points:

- taste and flavour
- presentation
- texture
- cooking technique
- accompaniments/garnishes

- hygiene employed during process.

### Activity 6: A Mediterranean buffet



Assessment: Lecturer

Student's Book  
p. 42

1. Allow one mark for each suitable recipe. Make sure that the combination of recipes provides enough variety while staying within the theme.
2. The specific work schedule will depend on the number of students in a group or the class. Make sure that the schedule that the students present is feasible. Assess on merit.
3. The garnishes for each dish will depend on the specific dishes that the students chose. Assess on merit.
4. You can extend this activity (combined with Activity 7) into an ICASS task.

### Activity 7: Prepare, cook and present



Assessment: Lecturer

Student's Book  
p. 42

You may choose to combine this activity with activity 6 above to make up an ICASS task. Assess on merit.

### Activity 8: A work schedule



Assessment: Peer

Student's Book  
p. 45

There is no formal assessment necessary for this activity.

### Activity 9: What can go wrong?



Assessment: Lecturer

Student's Book  
p. 47

1. Individual answers. The lists that students present can include items such as:
  - the fish can break apart
  - the fish can over-cook
  - the oil/butter can be too hot or too cold
  - the batter can stick to the pan
  - the batter can come off the fish
  - the oil can become so hot that it catches fire
  - you can splatter hot oil on yourself
  - the knife can slip and you can cut yourself
  - you can get a fish bone stuck in a finger/hand
  - the thin end of the fish can cook much faster than the thicker end.
  - the skin of the fish can break and not come off evenly
  - the fish can smell strong

- some ingredients may be missing or short
2. Individual answers. Assess on merit.
  3. No formal assessment necessary.

### **Activity 10: Find fire hazards**



Assessment: no formal assessment

Student's Book  
p. 47

No formal assessment necessary. However, you can organise your students to write a report regarding this activity which they can then present to the campus manager or the CEO of the college. They can also give a copy of the report to the Students' Representative Council and perhaps organise a fire alert presentation in the hall for all the students on the campus.

# chapter 2

## hot and cold soups

### Activity 1: Avoid contamination



Assessment: Lecturer

Student's Book  
p. 56

You can reproduce the following table for the students to fill in to make sure that they address all the issues required by this activity: Since there are various ways to address the potential problems (e.g. it will make a difference if the students start with a frozen or fresh chicken) you need to assess the answers on merit.

	<b>chicken</b>	<b>vegetables</b>	<b>herbs</b>	<b>spices</b>
<b>store</b>				
<b>prepare kitchen/surface</b>				
<b>prepare ingredient</b>				
<b>contamination threat</b>				
<b>clean equipment</b>				

### Activity 2: Find out more about Aids



Assessment: Peer

Student's Book  
p. 60

1. Aids is a disease which is caused by the Human Immune-deficiency Virus (HIV) which breaks down the auto-immune system of humans. This means that anybody who have the virus could eventually develop full-blown Aids. Under such circumstances the person is prone to all and any infections which may make use of the person's weak immune system to make the person ill. However, not all people who are HIV positive necessarily look ill; many people can be HIV positive for a long time before they develop Aids and become obviously ill from the disease.
2. HIV is transmitted through unprotected sexual intercourse with an infected person and by contact with the body fluids (e.g. blood, semen, etc.) of an infected person.
3. Everybody who is HIV positive should:
  - keep a healthy diet
  - avoid cuts and bruises
  - dress all cuts and bruises immediately
  - not work with food while you have cuts or bruises on your hands

- avoid unprotected sex
- avoid any manner of transfer of body fluids to other people or onto food.

No formal assessment is necessary for this activity.

### Activity 3: Find out more about HACCP



Assessment: Peer

Student's Book  
p. 64

Individual answers.

No formal assessment necessary. Encourage the students to share any interesting facts that they find with the rest of the class.

Here are examples of questions which your students may want to ask the restaurant manager:

- What analysis did you do of your operation before you implemented HACCP?
- What are the critical control points which you identified?
- What are the critical limits that you decided upon?
- How do you monitor the control of CCP?
- What are the corrective procedures in place if CCP should get out of control?
- How and how often do you check that the HACCP system is working effectively?
- Can you show and explain an example of the documentation that you use regarding HACCP?

Your students can also add more questions or decide to ask other questions.

Should your students get access to the kitchens or storerooms of the restaurant, encourage them to write a description or report about what they saw, be it positive or negative. Hold a class discussion about any such findings. Spend some time to give your students the opportunity to suggest how they would run the kitchen differently to ensure better hygiene.

### Activity 4: Interview a member of the kitchen brigade



Assessment: Peer

Student's Book  
p. 65

Individual answers. No formal assessment necessary.

Here are examples of questions which your students may want to ask the hospitality worker whom they plan to interview:

What are the rules regarding hygiene in your establishment?

What are the rules regarding hygiene when you start a shift?

What are the rules regarding hygiene when you enter the kitchen?

What are the rules regarding hygiene for specific dishes or ingredients (e.g. fish)?

What are the rules regarding hygiene when you receive a delivery from a supplier?

What are the rules regarding hygiene when you receive raw materials from the storeroom?

What are the rules regarding hygiene when you begin to process foods?

What are the rules regarding hygiene while you process foods?

What are the rules regarding hygiene between the preparation of one dish and the next dish?

What are the rules regarding hygiene when you completed a dish?  
What are the rules regarding hygiene when you take a break to go to the toilet?  
What are the rules regarding hygiene when you take a lunch or tea break?  
What are the rules regarding hygiene when you finish a shift?

### Activity 5: What are the regulations?



Assessment: Pairs

Student's Book  
p. 65

Although the regulations of most local authorities are usually fairly similar, the specific rules would depend to a certain degree on which local authority your students contact. For example: if the particular local authority serves an large number of restaurants in a heavily populated area, they are likely to have much more frequent waste removal than an authority in a sparsely populated area. The authority in an area with many large, busy restaurants will be much stricter on equipment such as effective grease traps in the sewage system. The specific type of sewage system in place with the local authority will also play a part.

Assess on merit and dependant on local conditions.

### Activity 6: Types of soup



Assessment: Lecturer

Student's Book  
p. 67

1. See p. 66 in the Student's Book for the definitions.
2. Individual answers. Encourage students to find a variety of recipes, instead of just repeating the same recipes. If two or more students bring different recipes for the same dish, you can use this to have a class discussion on the merits of the different recipes. Use the opportunity to teach students to analyse and assess both the ingredients and the methods of recipes.
3. Individual answers. Assess on merit.

### Activity 7: Match soups to the occasion



Assessment: Lecturer

Student's Book  
p. 67

1. Individual answers. Assess on merit. Use the following general guidelines to assess the suitability of the recipes:
  - a cold soup may be suitable for a summer lunch party.
  - a light, warm soup may be suitable for a formal dinner party.
  - a nourishing, heavier soup may be suitable for a winter sports day.
2. Individual answers. Assess on merit.

### Activity 8: Discuss and prepare soup



Assessment: Lecturer

Student's Book  
p. 74

Individual answers. Assess on merit.

You can use the following checklist to assess the soups that your students made. You may choose to extend this activity to include assessments for other foodstuffs as well. In such a case you can use it as a possible ICASS task.

Criteria	Not good	Fair	Good	Excellent	Mark Max: 4
Flavour					
Seasoning					
Texture					
Preparation					
a) hygiene					
b) efficiency					
c) economical use of ingredients					
d) effective cleaning after process					
Visual appeal					
General presentation					
<b>Total:</b>					<b>...../ 36</b>

### Activity 9: How did your soup turn out?



Assessment: Group

Student's Book  
p. 81

No formal assessment necessary – the formal assessment of this same practical already was done in Activity 8. This activity serves to teach students to assess their own dishes critically.

### Activity 10: Think about garnishes



Assessment: Peer

Student's Book  
p. 82

No formal assessment necessary.

### Activity 11: Garnishes



Assessment: Peer

Student's Book  
p. 85

No formal assessment necessary.

### Activity 12: Revision



Assessment: Lecturer

Student's Book  
p. 85

No formal assessment necessary for this activity. You can use this activity as a discussion point to round off the section on soups. Encourage students to investigate different types of soups and to experiment with different garnishes.

### Activity 13: Suitable soups



Assessment: Lecturer

Student's Book  
p. 87

Use the following checklist to assess this activity. You may choose to extend this activity to include research for other foodstuffs as well. In such a case you can use it as a possible ICASS task.

Criteria	Not good	Fair	Good	Excellent	Mark Max: 4
Found a suitable soup for each type of service					
Could motivate choice for each					
Identified appropriate garnish for each					
Identified appropriate accompaniment for each					
<b>Totals:</b>					<b>...../ 16</b>

### Activity 14: Overcoming problems



Assessment: Peer

Student's Book  
p. 89

No formal assessment necessary for this activity.

### Activity 15: Prepare a work schedule



Assessment: Lecturer

Student's Book  
p. 94

Use the following checklist to assess this activity. You may choose to extend this activity to include schedules for other foodstuffs as well. In such a case you can use it as a possible ICASS task.



<b>Criteria</b>	<b>Not good</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Mark/ 4</b>
Could calculate length of time for each step correctly					
Could calculate total preparation time correctly					
Could calculate total cooking time correctly					
Could list all equipment and utensils correctly					
Could list all ingredients correctly					
<b>Total:</b>					<b>...../ 20</b>

# chapter 3

## basic cakes and biscuits

### Activity 1: Why is it important to clean preparation areas?



Assessment: Peer

Student's Book  
p. 99

Give the rubric on page 25 of this Lecturer's Guide to your students to assess this activity.

### Activity 2: What does personal hygiene mean?



Assessment: Lecturer

Student's Book  
p. 100

You can use the following checklist to assess this activity.

Criteria addressed	No (0)	Yes (1)	Mark/ 1
Hair (including facial hair)			
Nails and hands			
Body (general)			
Hygienic treatment of infectious diseases			
Hygienic treatment of cuts, burns and bruises			
Clothing			
Shoes			
General appearance			
<b>Total:</b>			...../ 8

### Activity 3: Methods for making sponge cakes



Assessment: Self

Student's Book  
p. 103

No formal assessment necessary.

### Activity 4: Biscuit methods



Assessment: Self

Student's Book  
p. 103

No formal assessment necessary.

### Activity 5: Methods



Assessment: Lecturer

Student's Book  
p. 111

Use the table on p. 111 of the Student's Book to assess this activity. Award one mark for each correct identification of the product and the method. Total: maximum 12 marks.

### Activity 6: Practical



Assessment: Lecturer

Student's Book  
p. 111

You can use the following checklist to assess this activity.

Criteria	Not good	Fair	Good	Excellent	Mark Max: 4
Flavour					
Seasoning					
Texture					
Preparation					
a) hygiene					
b) efficiency					
c) economical use of ingredients					
d) effective cleaning after process					
Visual appeal					
General presentation					
<b>Total:</b>					<b>...../ 36</b>

### Activity 7: An open book test



Assessment: Lecturer

Student's Book  
p. 111

See p. 108-110 in the Student's Book for the correct answers to the questions. This is not a formal assessment; the purpose is more that once the students wrote the answers down, they have engaged better with the information.

### Activity 8: Cakes for every occasion



Assessment: Lecturer

Student's Book  
p. 122

Use the following grid to assess the work of each student.

<b>Criteria</b>	<b>Not good</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Mark Max: 4</b>
Found a suitable recipe for each occasion					
Could motivate choice for each occasion					
Identified appropriate garnish/method to present for each					
Could draw up a complete shopping list for six portions					
<b>Totals:</b>					<b>...../ 16</b>

# chapter 4

## basic dough products

### Activity 1: Discuss the article



Assessment: Lecturer

Student's Book  
p. 133

No formal assessment is necessary for this activity.

### Activity 2: Brainstorm breads and cultures



Assessment: Lecturer

Student's Book  
p. 136

No formal assessment is necessary for this activity. The purpose of the activity is rather to expose students to the special kinds of bread that different cultures enjoy.

### Activity 3: Ingredients: quantity and quality



Assessment: Self

Student's Book  
p. 140

Give the following grid to your students to assess their own work.

Criteria	No	Yes
I could:		
select the correct type of ingredients for each recipe		
select the correct quantity of ingredients for each recipe		
select the correct quality of ingredients for each recipe		

### Activity 4: Case study: dough products



Assessment: Lecturer

Student's Book  
p. 149

Use the following grid to assess this activity.

Criteria	Not good	Fair	Good	Excellent	Mark/4
Found a suitable recipe for each occasion					
Could motivate choice for each occasion					
Identified appropriate garnish/method to present for each type of bread					
<b>Totals:</b>					...../ 12

### Activity 5: Plan. Prepare and cook dough products



Assessment: Peer

Student's Book  
p. 150

Give the following grid to your students to assess their classmates' work.

<b>TASTE</b>					
<b>Type of bread</b>	<b>Not good (1)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>	<b>Mark Max: 4</b>
Doughnuts					
Wholemeal bread					
Muffins					
Naan bread					
White rolls					
Chelsea buns					
<b>APPEARANCE</b>					
	<b>Not good (1)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>	
Doughnuts					
Wholemeal bread					
Muffins					
Naan bread					
White rolls					
Chelsea buns					
<b>Totals:</b>					<b>...../ 48</b>

# chapter 5

## basic pastry dishes

### Activity 1: How clean is your kitchen?



Assessment: Lecturer

Student's Book  
p. 164

Individual answers. Assess on merit. You can give the following grid to your students to facilitate this activity.

	Cleaning		Replacement?	
	How often?	When?	Yes	No
<b>Equipment</b>				
Stove				
Fridge				
Other (specify)				
<b>Utensils</b>				
Knives				
Spoons				
Sieves				
Other (specify)				
<b>Floors</b>				
Kitchen				
Pantry				
Storeroom				
Other (specify)				
<b>Walls</b>				
Kitchen				
Pantry				
Storeroom				
Other (specify)				

<b>Work surfaces</b>				
Kitchen				
Pantry				
Storeroom				

### Activity 2: Work hygienically with food



Assessment: Peer

Student's Book  
p. 166

No formal assessment necessary.

### Activity 3: What is wrong?



Assessment: Lecturer

Student's Book  
p. 167

Individual answers. Assess on merit.

### Activity 4: Find recipes



Assessment: Peer

Student's Book  
p. 176

Individual answers. Assess on merit.

### Activity 5: What methods will you use?



Assessment: Self

Student's Book  
p. 181

Let the students make notes on the different methods. They should compare their notes with one another. Encourage the students to compile the best aspects of the recipes to try and come up with a 'perfect' recipe for each dish.

### Activity 6 & 7: Plan a cocktail party



Assessment: Lecturer

Student's Book  
p. 189, 190

Individual answers. Assess on merit.

You can extend this activity to include more research and a practical so that it becomes an ICASS task.

### Activity 8: Make, present and serve choux pastry puffs



Assessment: Lecturer/ Peer

Student's Book  
p. 190

Individual answers. Assess on merit.

You can use this activity as an ICASS task.



## Activity 9: Make pastry products



Assessment: Lecturer/ Peer

Student's Book  
p. 190

Individual answers. Assess on merit.

# chapter 6

## prepare food for cold presentation

### Activity 1: What have you learnt so far?



Assessment: Lecturer

Student's Book  
p. 203

Individual answers. Assess on merit.

### Activity 2: Discuss sauces



Assessment: Informal

Student's Book  
p. 211

No formal assessment necessary.

### Activity 3: Source dishes and recipes



Assessment: Lecturer

Student's Book  
p. 212

Individual answers. Assess on merit.

You can extend this activity so that it can serve as an ICASS task.

### Activity 4: Cook a range of items



Assessment: Lecturer

Student's Book  
p. 213

Individual results. Assess on merit.

### Activity 5 & 6: Assignment



Assessment: Lecturer

Student's Book  
p. 214

Individual answers and results. Assess on merit.

You can extend this activity so that it can serve as an ICASS task.

**Activity 7: Visit a commercial kitchen**



Assessment: Lecturer

Student's Book  
p. 222

No formal assessment necessary.

**Activity 8: Mise-en-place for cold food preparation**



Assessment: Lecturer

Student's Book  
p. 223

Individual answers depending on the facilities available in the kitchen. Assess on merit.

**Activity 9: How would you respond?**



Assessment: Lecturer

Student's Book  
p. 227

Individual answers depending on the facilities available in the kitchen. Assess on merit.

# OBE for FET Colleges Hospitality Generics Level 3

## Lecturer's Guide

NVA panel

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## Year plan for Hospitality Studies Level 3

Week	Generics	Activities
1	Identify nutritional needs of healthy individuals, plan and cost menus accordingly	Activity 1: Food groups (SB p. 10)
2		Activity 2: You are what you eat! (SB p. 11)
3		Activity 3: Plan a nutritious meal (SB p. 11)
4		Activity 4: Discussion (SB p. 14)
5		Activity 5: Plan a breakfast menu (SB p. 28)
6		Activity 6: Plan a coffee shop or bistro menu (SB p. 28)
7		Activity 7: Plan a lunch menu (SB p. 29) Activity 8: A light buffet meal (SB p. 29) Activity 9: Plan a menu for a lunch (SB p. 29) Activity 10: Assignment (SB p. 35) Chapter assessment
8	Maintain hygiene in food preparation and storage	Activity 1: Develop an induction manual (SB p. 46)
9		Activity 2: Project (SB p. 46)
10		Activity 3: Case study (SB p. 49) Activity 4: Pests in the kitchen (SB p. 51) Activity 5: Pest control (SB p. 51) Chapter assessment
11	Operate a payment point and process payments	Activity 1: Do some research (SB p. 84)
12		Activity 2: Role-play (SB p. 84)
13		Activity 3: Write a training manual (SB p. 84)
14		Activity 4: Communicate with guests (SB p. 90)
15		Chapter assessment
16		
17	Handle and record refunds	Activity 1: Talk about the case study (SB p. 100)

18		Activity 2: What would <i>you</i> do? (SB p. 100)
19		Activity 3: Role-play (SB p. 104)
20		Activity 4: Deal with difficult guests (SB p. 105)
		Activity 5: Role-play a customer dispute in a restaurant (SB p. 109)
		Activity 6: Role-play a customer dispute in a restaurant (2) (SB p. 109)
		Chapter assessment
21	Maintain a booking system	Activity 1: What went wrong? (SB p. 115)
22		Activity 2: Simulate a booking and an amendment to a booking (SB p. 118)
23		Activity 3: Assignment (SB p. 119)
24		Activity 4: Conduct an interview (SB p. 122)
25		Activity 5: The language of business (SB p. 124)
		Activity 6: Signs indicating facilities for customers with special needs (SB p. 125)
		Activity 7: Take telephonic bookings (SB p. 131)
		Activity 8: Take a face-to-face booking (SB p. 132)
		Activity 9: computer trouble (SB p. 136)
		Activity 10: The guest is early – or is she? (SB p. 136)
		Activity 11: An angry guest (SB p. 136)
		Chapter assessment
26	Maintain effective working relationships with all members of staff	Activity 1: Role-play 1 (SB p. 140)
		Activity 2: Role-play 2 (SB p. 141)
		Activity 3: Write a memo to colleagues (SB p. 145)
		Activity 4: Listen with your mind (SB p. 146)
		Activity 5: Do you listen well and answer properly? (SB p. 147)
		Activity 6: Business etiquette (SB p. 148)
		Activity 7: Intercultural communication in the workplace (SB p. 150)

27		<p>Activity 8: Research project (SB p. 150)</p> <p>Activity 9: Draw an organogram of the restaurant brigade (SB p. 154)</p> <p>Activity 10: Draw an organogram of the kitchen brigade (SB p. 155)</p> <p>Activity 11: What responsibilities will you have? (SB p. 155)</p> <p>Activity 12: How do bad relations affect productivity? (SB p. 156)</p> <p>Activity 13: Draw up a code of conduct (SB p. 159)</p>
28		<p>Activity 14: Why is confidentiality important? (SB p. 161)</p> <p>Activity 15: Dealing with unprofessional behaviour (SB p. 163)</p> <p>Activity 16: What do you do? (SB p. 165)</p> <p>Activity 17: You need help (1) (SB p. 165)</p> <p>Activity 18: You need help (2) (SB p. 165)</p> <p>Activity 19: How effective is your group work? (SB p. 167)</p> <p>Chapter assessment</p>
29	Apply for a job or work experience placement	Activity 1: Analyse your skills (SB p. 173)
30		Activity 2: A career in the hospitality industry (SB p. 175)
31		Activity 3: Self-development (SB p. 177)
32		Activity 4: Plot a career path (SB p. 178)
		<p>Activity 5: Help a friend prepare for an interview (SB p. 191)</p> <p>Activity 6: Role-play (SB p. 194)</p> <p>Chapter assessment</p>



# Colleges Hospitality Generics Level 3: curriculum documents

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

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Plan and compile balanced menus for a variety of occasions or establishments.</p>	<ul style="list-style-type: none"> <li>• Factors in menu compilation: dietary balance, texture, taste, colour and presentation methods.</li> <li>• Types of menus:               <ul style="list-style-type: none"> <li>- Breakfasts (2 types)</li> <li>- Lunch, dinner, supper, buffet (3)</li> <li>- Teas, French, cheese and wine, coffee shop/bistro (3)</li> </ul> </li> <li>• Recipes and menus to be costed and priced.</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>	<p>Activity 1: Assignment</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>Activity 2: Assignment</p> <ul style="list-style-type: none"> <li>- Students are to prepare costings for a set of given menus.</li> </ul> <p>Activity 3: Assignment</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> </ul> <p>This exercise to be completed within a set timeframe.</p>

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

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Maintain and promote food hygiene and safety procedures during food preparation, cooking and storage to organisational and legislative requirements.</p>	<ul style="list-style-type: none"> <li>• Assess in conjunction with ‘Maintain personal health, hygiene and a professional appearance, where possible.</li> <li>• Range of food types – meat, poultry, fish, dairy products, vegetables, fruit, eggs, dry goods, breads</li> <li>• Range of food types – ambient, chilled, frozen, cooked and uncooked.</li> <li>• Unexpected situations – delivery problems, faulty fridge/freezer, broken packaging, thawing food.</li> </ul>	<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>	<p>Activity 1: Assignment</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>Activity 2: Project</p> <ul style="list-style-type: none"> <li>- Students are to develop an instructional poster for the cleaning of kitchen equipment</li> </ul> <p>Activity 3: Open book test</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

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Prepare, operate a payment point and process payments efficiently as well as performing cashing-up and hand over procedures</p>	<ul style="list-style-type: none"> <li>• Range of payment points: tills or billing machines with cash drawers, speed points, manual card machines.</li> <li>• Unexpected situations: shortage of change, cash discrepancies, till roll runs out.</li> </ul>	<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 unexpected operational situations while maintaining standards of customer service.</li> </ul>	<p>Activity 1: Simulation</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>Activity 2: Assignment</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

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Deal with customers and process refunds where necessary thereby understanding the importance of maintaining good customer relations and thus continued business with the customer</p>	<ul style="list-style-type: none"> <li>Refund process, procedure and documentation.</li> </ul>	<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>	<p>Activity 1: Assignment</p> <ul style="list-style-type: none"> <li>Students are to respond to the refund scenario provided.</li> </ul> <p>Activity 2: Role play</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

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Maintain, determine, record and confirm bookings on a manual and computer system.</p> <p>Record and confirm bookings</p> <p>Maintain a manual and computer booking system</p>	<p>Monitor, maintain and conformation of bookings.</p> <p>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.</p> <p>Range of records: daily, weekly, monthly.</p> <p>Range of customers: booking agencies, customers with communication difficulties, customers with mobility difficulties, regular customers or VIPs, customers requiring bookings for groups.</p> <p>Range of services and facilities:</p>	<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> <li>• Deal with a range of customers politely and efficiently.</li> <li>• Be able to promote the establishment's facilities appropriately.</li> <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 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</li> </ul>	<p>Activity 1: Simulation</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>Activity 2: Assignment</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>Activity 3: Case study scenarios</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>

	<p>accommodation, conference, function, exhibition and restaurants.</p> <p>Range of bookings: telephone, face-to-face, letters, fax, internet.</p> <p>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.</p> <p>Range of system failure: equipment /system failure or errors in manual system.</p>	<p>situations.</p>	
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## Topic 6: Maintain effective working relationships

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Contribute towards the smooth running of the department and be able to work effectively with fellow workers.</p> <p>Understand the importance of treating internal customers with respect and that confidentiality is a professional conduct issue.</p>	<p>Other staff members: own department and other departments.</p> <p>Communication systems: written and verbal; between departments.</p> <p>Other environments: banking, retail, tourism.</p>	<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> <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>	<p>Activity 1: Role play</p> <ul style="list-style-type: none"> <li>- Students are to complete the conflict role-play.</li> </ul> <p>Activity 2: Assignment case study</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**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Prepare a curriculum vitae, compare skills to available positions and submit applications with appropriate correspondence.</p> <p>Understand the importance of personal presentation during an interview.</p>	<ul style="list-style-type: none"> <li>• Information sources – newspapers, magazines, organisations, employment agencies.</li> <li>• Opportunities – vacancies, skills/experience/personal qualities required, on-job training, self-development, conditions of employment.</li> <li>• General information – growth areas for jobs, nature of work available, organograms, career paths, procedures for contacting organisations.</li> <li>• CV categories – personal details, education and qualifications, work history, achievements</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 progress 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> <li>• Prepare appropriately for an interview.</li> <li>• Project a positive and appropriate personal image during an interview</li> </ul>	<p>Activity 1: Assignment</p> <ul style="list-style-type: none"> <li>- Students are to complete an assignment on contact and correspondence with a potential employer.</li> </ul> <p>Activity 2: Case study</p> <ul style="list-style-type: none"> <li>- Students are to complete a case study exercise on preparing for an interview</li> </ul> <p>Activity 3: Role play</p> <ul style="list-style-type: none"> <li>- Students are to take part in a mock interview</li> </ul>



	Interview arrangements – date and time, address, directions, transport or accommodation, interviewer name		
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# chapter 1

## identify nutritional needs of healthy individuals; plan and cost menus

### Activity 1: Food groups



Assessment: Lecturer

Student's Book  
p. 10

No formal assessment necessary. Individual answers. Make sure that each student has each food group represented.

### Activity 2: You are what you eat!



Assessment: Self

Student's Book  
p. 11

Healthy foods: tomato, broccoli, cheese, whole-wheat roll, strawberries, fish, apple, fried egg, potato in jacket, carrots, bacon.

Unhealthy foods: crisps, doughnut, sweets, fried chips.

*Note:* It may be a good idea to engage your students in a class discussion about some of these foods which may be healthy when eaten in moderation, but unhealthy when eaten in excess – e.g. cheese, fried egg and bacon. Try to get your students to identify why these foods should only be eaten in moderation. Another discussion point may be that these foods may be healthy for some people, but unhealthy for others; get your students to make the distinction and explain it.

### Activity 3: Plan a nutritious meal



Assessment: Lecturer

Student's Book  
p. 11

No formal assessment necessary. However, if you want to do so, you can extend this activity into a full-scale research activity or assignment. In such a case, it can count as an ICASS task.

### Activity 4: Discussion



Assessment: Lecturer

Student's Book  
p. 14

No formal assessment necessary. The important issue here is that food should be visually pleasing to entice guests.

Also: if you have the time you may want to explore the concept that the visual appeal of food will depend on the cultural identity of individual people. You can also discuss the general idea that certain colours are ‘eating’ colours (e.g. yellow, red, green), while others are not (e.g. blue).

### Activity 5: Plan a breakfast menu



Assessment: Lecturer

Student's Book  
p. 28

Individual answers; students can use variations on the basic theme. Assess on merit. The following can serve as pointers:

Continental breakfast: rolls and other dough products, butter, jam, coffee/tea.

English breakfast: fried bacon, egg, sausage, tomato; toast; fruit juice; coffee/tea.

South African breakfast buffet: virtually anything, but should include items such as *pap*, *boerewors*, etc.

Use the following grid to assess each menu in this activity:

Criteria	Not good	Fair	Good	Excellent	Mark/4
Balance					
Appeal (including descriptions)					
Costing					
Variety					
<b>Total</b>					<b>...../16</b>

### Activity 6: Plan a coffee shop or bistro menu



Assessment: Lecturer

Student's Book  
p. 28

1. Individual answers. The main characteristic of this type of menu is that it mainly contains light meals and cakes (including other baked goods such as pies/tarts).
2. Individual answers. Adapt and use the grid under Activity 5 to assess this activity.

### Activity 7: Plan a lunch menu



Assessment: Lecturer

Student's Book  
p. 29

Individual answers. Adapt and use the grid under Activity 5 to assess this activity.

### Activity 8: A light buffet meal



Assessment: Self/Lecturer

Student's Book  
p. 29

Individual answers. Adapt and use the grid under Activity 5 to assess this activity.

### Activity 9: Plan a menu for a lunch



Assessment: Self/Peer

Student's Book  
p. 29

Individual answers. Adapt and use the grid under Activity 5 to assess this activity.

### Activity 10: Assignment



Assessment: Lecturer

Student's Book  
p. 37

You can use this activity as an ICASS task. Individual answers. Use the following grid to assess this activity.

Criteria	Not good	Fair	Good	Excellent	Mark/4
<i>Breakfast</i>					
Balance					
Appeal					
Costing					
Variety					
<i>Lunch</i>					
Balance					
Appeal (including descriptions)					
Costing					
Variety					
<i>Dinner</i>					
Balance					
Appeal					
Costing					
Variety					
<b>Total</b>					<b>...../48</b>

# chapter 2

## food hygiene and safety procedures

### Activity 1: Develop an induction manual



Assessment: Lecturer

Student's Book  
p. 48

You can extend this activity to become an ICASS task. Individual answers. Assess on merit. Use the following grid to assess the manuals that your students hand in. Your students have to interview one or more restaurant managers to get their views on certain of the criteria in the grid. Give this grid to your students before they start this assignment.

Included detailed information and guidelines on:	Not good	Fair	Good	Excellent	Mark/4
Hands					
Nails					
Hair					
Clothing					
Shoes					
Washing hands					
Washing body					
Deodorant/perfume					
Make-up					
Jewellery					
Clothing/uniform					
Body decorations (e.g. tattoos)					
<b>Total</b>					<b>...../48</b>

### Activity 2: Project



Assessment: Peer

Student's Book  
p. 48

Individual answers. Use rubric 9 on page 30 to assess this activity. You can extend this activity to use as an ICASS task.

### Activity 3: Activity: Case study



Assessment: Peer

Student's Book  
p. 51

1. Very bad effect. Likely to put many potential customers off.
2. Holes eaten into packaging; droppings.
3. Spraying; better hygiene; making sure that the insects do not have access to any food.

### Activity 4: Pests in the kitchen



Assessment: Peer

Student's Book  
p. 53

Individual answers depending on local conditions. No formal assessment necessary.  
Note: the specific situation and location of the college kitchen will have a serious influence on the prevalence of pests in the kitchen; certain parts of the country (such as the warmer, more humid areas) will tend to have more pests and better precautions are therefore necessary.

### Activity 5: Pest control



Assessment: Peer

Student's Book  
p. 53

Individual answers. No formal assessment necessary.

# chapter 3

## operate a payment point and process payments

### Activity 1: Do some research



Assessment: Lecturer

Student's Book  
p. 86

Individual answers. Assess on merit.

Make sure that the reports include details on how to process these different kinds of payments: cash, credit card, debit card, travellers' cheques, foreign currency.

### Activity 2: Role-play



Assessment: Lecturer

Student's Book  
p. 86

No formal assessment necessary. Include in the exercise notes of various denominations, as well as manual calculations.

### Activity 3: Write a training manual



Assessment: Lecturer

Student's Book  
p. 86

You can extend this activity into an ICASS task. Use the following grid to assess this activity.

Criteria (include information on:)	Not good	Fair	Good	Excellent	Mark/4
<i>Speed point</i>					
Switch on					
Open transaction					
Perform transaction					
Enter payment					
Include gratuity					
Conclude payment					
Replace consumables (if any)					
<i>Cash billing machine</i>					
Switch on					
Open transaction					
Perform transaction					

Enter payment					
Include gratuity					
Conclude payment					
Replace consumables (if any)					
<i>Manual card machine</i>					
Switch on					
Open transaction					
Perform transaction					
Enter payment					
Include gratuity					
Conclude payment					
Replace consumables (if any)					
<b>Total:</b>					<b>...../28</b>

#### Activity 4: Communicate with guests – a role-play



Assessment: Lecturer/ peer

Student's Book  
p. 92

No formal assessment necessary; this is rather an opportunity for students to learn how their communication skills (or lack thereof) will affect the business where they work.



# chapter 4

## handle and record refunds

### Activity 1: Talk about the case study



Assessment: Lecturer

Student's Book  
p. 102

1. Because the guests' expectation of their holiday was not realised.
2. The manager should have closed down the hotel altogether if the renovations were that noisy.
3. They were probably fully satisfied.
4. Probably yes.

### Activity 2: What would you do?



Assessment: Lecturer

Student's Book  
p. 102

Individual answers. Use the following guidelines to assess this activity.

1. Apologise sincerely and offer a full refund.
2. Call back the subcontractors who originally did the work and demand that they check all the plumbing. Also call in independent plumbing contractors to spot check the quality of the plumbing work. Deduct all costs from any outstanding payments still due to the original contractors.

### Activity 3: Role-play



Assessment: Peer

Student's Book  
p. 106

No formal assessment necessary.

### Activity 4: Deal with difficult guests – a role-play



Assessment: Peer

Student's Book  
p. 107

No formal assessment necessary.

### Activity 5: Role-play a customer dispute in a restaurant



Assessment: Peer

Student's Book  
p. 111

No formal assessment necessary.

**Activity 6: Role-play a customer dispute in a restaurant (2)**



Assessment: Peer

Student's Book  
p. 111

No formal assessment necessary.

# chapter 5

## maintain a booking system

### Activity 1: What went wrong?



Assessment: Peer

Student's Book  
p. 117

1. Whoever took the booking did not record it properly.
2. This puts the restaurant in a poor light.

### Activity 2: Simulate a booking and an amendment to a booking



Assessment: Peer

Student's Book  
p. 123

No formal assessment necessary.

### Activity 3: Assignment



Assessment: Lecturer

Student's Book  
p. 124

You can instruct your students to suggest other requirements that guests may have. Examples include the specific vegetables served, special requests for the wine list, parking facilities (perhaps for people with disabilities), specific serving requests for people with impaired vision or hearing, special requests regarding food allergies, etc.

### Activity 4: Conduct an interview



Assessment: Peer

Student's Book  
p. 127

Individual answers. No formal assessment necessary.

### Activity 5: The language of business



Assessment: Self

Student's Book  
p. 129

No formal assessment necessary. You can hold a class discussion about this issue. Most students who are used to SMS language will probably be quite comfortable with the second sentence. However, the second sentence is rather abrupt. It is important to instill a sense of the purpose of the message with your students. The first sentence may be longer and more cumbersome, but is definitely more polite.

### Activity 6: Signs indicating facilities for customers with special needs



Assessment: Lecturer

Student's Book  
p. 130

1. Accessible for people in wheelchairs.
2. Individual answers; may include: wheelchair friendly emergency exits, evacuation procedures to help people who cannot see or hear, toilet and washing facilities for people in wheelchairs.

### Activity 7: Take telephonic bookings



Assessment: Peer

Student's Book  
p. 137

No formal assessment necessary.

### Activity 8: Take a face-to-face booking



Assessment: Lecturer

Student's Book  
p. 138

No formal assessment necessary.

### Activity 9: Computer trouble



Assessment: Lecturer

Student's Book  
p. 142

1. Contact Mr Brown immediately and explain the situation. Offer to find suitable alternative accommodation for him. Also immediately offer to return the deposit.
2. Always keep a back-up. Print out the new bookings at the end of each day.

### Activity 10: The guest is early – or is she?



Assessment: Lecturer

Student's Book  
p. 142

1. Offer the group drinks/appetisers (on the house) on the verandah (if there is one); try to arrange other tables which are available to accommodate the group.
2. Miscommunication between the guest and the person who took the booking. This could easily happen if one person uses international time and the other one does not.

### Activity 11: An angry guest



Assessment: Lecturer

Student's Book  
p. 142

1. Apologise and try to accommodate the guests in an alternative way.
2. Accommodate the guests, if at all possible. If really not possible, offer them a free meal later that evening or as soon as possible. Offer them free drinks while they wait.
3. Very poor.

4. Each person who takes a booking should read back the booking to the guest, including all details.

# chapter 6

## maintain effective working relationships

### Activity 1: Role-play 1



Assessment: Peer

Student's Book  
p. 146

No formal assessment necessary.

### Activity 2: Role-play 2



Assessment: Peer

Student's Book  
p. 147

No formal assessment necessary.

### Activity 3: Write a memo to colleagues



Assessment: Lecturer

Student's Book  
p. 152

Individual answers; assess on merit.

### Activity 4: Listen with your mind



Assessment: Peer

Student's Book  
p. 153

No formal assessment necessary. You may also want to include a discussion on *active listening*.

### Activity 5: Do you listen well and answer properly?



Assessment: Peer

Student's Book  
p. 154

No formal assessment necessary.

### Activity 6: Business etiquette



Assessment: Lecturer

Student's Book  
p. 155

1. Go back to your office and send an e-mail to your manager to request a time.

2. Identify your company and then yourself and offer to help the caller.
3. Say that the person is not there and offer to help or take a message. Pass on the message.
4. Immediately cut the call short and attend to the customer.

### **Activity 7: Intercultural communication in the workplace**



Assessment: Peer

Student's Book  
p. 157

Option number 3.

### **Activity 8: Questionnaire**



Assessment: Peer

Student's Book  
p. 157

Individual answers. Assess on merit.

### **Activity 9: Draw an organogram of the restaurant brigade**



Assessment: Lecturer

Student's Book  
p. 161

Individual answers. Assess on merit.

### **Activity 10: Draw an organogram of the kitchen brigade**



Assessment: Lecturer

Student's Book  
p. 162

Individual answers. Assess on merit.

### **Activity 11: What responsibilities will you have?**



Assessment: Lecturer

Student's Book  
p. 162

Individual answers. Assess on merit.

### **Activity 12: How do bad relations affect productivity?**



Assessment: Self

Student's Book  
p. 163

No formal assessment necessary.

### **Activity 13: Draw up a code of conduct**



Assessment: Peer

Student's Book  
p. 167

No formal assessment necessary. Encourage students to take part in an open discussion.

### **Activity 14: Why is confidentiality important?**



Assessment: Lecturer

Student's Book  
p. 169

Individual answers. Assess on merit. Allow for at least five reasons.

### **Activity 15: Dealing with unprofessional behaviour**



Assessment: Peer

Student's Book  
p. 171

Individual answers. Assess on merit.

### **Activity 16: What do you do?**



Assessment: Lecturer

Student's Book  
p. 173

Tell your colleague and turn down the heat on the fryer immediately.

### **Activity 17: You need help 1**



Assessment: Lecturer

Student's Book  
p. 173

Start the preparation over, but save the food that will not deteriorate with the wait.

### **Activity 18: You need help 2**



Assessment: Lecturer

Student's Book  
p. 173

Deal with the problems in this order:

Telephone booking

Unhappy customer

Smoking customer.

Also: train extra people to be able to fill in for staff members who are absent.

### **Activity 19: How effective is your group work?**



Assessment: Self

Student's Book  
p. 175

Individual answers; no formal assessment.



# chapter 7

## apply for a job or work experience placement

### Activity 1: Analyse your skills



Assessment: Self

Student's Book  
p. 181

No formal assessment.

### Activity 2: A career in the hospitality industry



Assessment: Lecturer

Student's Book  
p. 183

Use rubric 11 on p 32 to assess this activity.

### Activity 3: Self-development



Assessment: Self/group

Student's Book  
p. 185

No formal assessment necessary. Individual answers.

### Activity 4: Plot a career path



Assessment: Lecturer

Student's Book  
p. 186

No formal assessment necessary. Individual answers.

### Activity 5: Help a friend prepare for an interview



Assessment: Lecturer

Student's Book  
p. 199

No formal assessment necessary. Individual answers.

### Activity 6: Role-play



Assessment: Self/group

Student's Book  
p. 202

No formal assessment necessary. Individual answers.

# **OBE for FET Colleges Hospitality Services Level 3**

## **Lecturer's Guide**

NVA panel

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# Year plan and programme of assessment for Hospitality Services Level 3

<b>Week</b>	<b>Topic: Services</b>	<b>Assessment</b>
1	Maintain cellars and beverage storage room	Activity 1: Cellar equipment (SB p. 11)
2		Activity 2: Environmental controls (SB p. 13)
3		Activity 3: Par and reorder levels (SB p. 18) Activity 4: Stock concepts (SB p. 23) Activity 5: Stock control project (SB p. 23) Activity 6: Recycling (SB p. 24) Activity 7: Cellar procedures practical (SB p. 26) Assessment for Chapter 1 (SB p. 27)
4	Provide a table drinks service	Activity 1: Report: provincial liquor laws (SB p. 31)
5		Activity 2: Identification test (SB p. 35)
6		Activity 3: Wine terminology research (SB p. 37)
7		Activity 4: Promotional tent card (SB p. 41)
8		Activity 5: Service demonstration (SB p. 55)
9		Activity 6: Case study: unexpected situations (SB p. 56)
10		Activity 3: Drinks service practical (SB p. 56) Assessment for Chapter 2 (SB p. 57)
11	Provide a table service	Activity 1: Types of service (SB p. 62)
12		Activity 2: Restaurant brigade (SB p. 65)
13		Activity 3: Class debate: tips (SB p. 65)
14		Activity 4: Role-play: taking food orders (SB p. 72) Activity 5: Class discussion (SB p. 73) Activity 6: Service role-play (SB p. 76) Activity 7: Restaurant practical (SB p. 80) Assessment for Chapter 3 (SB p. 81)
15	Provide a counter service	Activity 1: Match the brand to the consumer (SB p. 87)
16		Activity 2: Free-flow counter service (SB p. 91)
17		Activity 3: Advantages and disadvantages of counter service (SB p. 92) Activity 4: Counter service styles (SB p. 92) Activity 5: Portioning (SB p. 97) Activity 6: Developing and providing a counter service concept (SB p. 108) Assessment for Chapter 4 (SB p. 109)

18	Provide a take-away service	Activity 1: Presentation and packaging (SB p. 115)
19		Activity 2: Service review assignment (SB p. 116)
20		Activity 3: Packing a customer order (SB p. 123) Activity 4: Fast food crossword (SB p. 124) Activity 5: developing and providing a take-away service concept (SB p. 130) Assessment for Chapter 5 (SB p. 131)
21	Maintain house-keeping supplies	Activity 1: Word search (SB p. 137)
22		Activity 2: Supplies for different levels of establishment (SB p. 137)
23		Activity 3: Questions on monitoring stock levels (SB p. 149)
24		Activity 4: Maintain housekeeping supplies (SB p. 150) Assessment for Chapter 6 (SB p. 151)
25	Provide a house-keeping service within the designated area	Activity 1: Local area facilities (SB p. 154)
26		Activity 2: Procedures for entering a room (SB p. 165)
27		Activity 3: VIP room cleaning (SB p. 168)
28		Activity 4: Unusual request (SB p. 173)
29		Activity 5: Room allocation (SB p. 174) Assessment for Chapter 7 (SB p. 175)
30	Maintain a clean linen supply	Activity 1: Linen quality (SB p. 183)
31		Activity 2: Linen security procedures (SB p. 187)
32		Activity 3: Linen procedures (SB p. 190) Activity 4: Checklist (SB p. 194) Activity 5: Word search (SB p. 195) Assessment for Chapter 8 (SB p. 197)

# hospitality services level 3 curriculum

## Topics 1: Maintain cellars and beverage storerooms

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Maintain cellars/beverage storage rooms in a hygienic, safe, secure and efficient manner.</p>	<ul style="list-style-type: none"> <li>• Range of areas to be cleaned – cellar floors, drains, gullies, sumps, ceilings and walls, shelves/racks and cradles, refrigerator units, ice machines.</li> <li>• Environmental controls – refrigerators, ventilation and air conditioning.</li> <li>• Drinks and accompaniments – bottled, canned, soft drinks, ice and water, cordials, minerals and juices.</li> <li>• Unexpected situations – damaged storage equipment, unauthorised access,</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain an organised, clean and secure cellar/store room and associated areas.</li> <li>• Identify all the relevant equipment, its usage, operation and cleaning.</li> <li>• Describe and demonstrate basic stock keeping procedures including:               <ul style="list-style-type: none"> <li>○ Use of par levels</li> <li>○ Receipt of goods</li> <li>○ Storage of goods</li> <li>○ Stock taking</li> </ul> </li> <li>• Cleaning and waste removal</li> <li>• Handle unexpected operational situations.</li> </ul>	<p>Activity 1: Project</p> <ul style="list-style-type: none"> <li>- Students are to design a stock control system for a cellar/storeroom including templates of control documentation</li> </ul> <p>Activity 2: Simulation and interview</p> <ul style="list-style-type: none"> <li>- Students are to complete a group simulation exercise and plan and execute a morning's work in a typical cellar/storeroom. To include receipt of goods, a cleaning routine and a stock take</li> <li>- Each students should then be interviewed on specified operational areas</li> </ul> <p>Activity 3: Simulation or practical assessment</p> <ul style="list-style-type: none"> <li>- Repeat the exercise as above under assessment conditions.</li> </ul>

	faulty environmental controls, shortage of cleaning equipment		
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**Topics 2: Provide a table drinks service**

<b>Subject outcomes</b>	<b>Assessment standards</b>	<b>Learning outcomes</b>	<b>Assessment Tasks/Activities</b>
Provide a table drinks service in an efficient and organised manner that is cognisant of customer needs	<ul style="list-style-type: none"> <li>• Assess with “Provide a table service” where possible.</li> <li>• Range of service equipment (two types observed) – trays, service plates and salver.</li> <li>• Range of glassware for non alcoholic beverages</li> <li>• Information requirements – costs, specials, portion sizes, accompaniments.</li> <li>• Unexpected situations – breakages/spillages, difficult guests, broken equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the drinks selection available and be able to advise customers and use basic selling skills.</li> <li>• Take a drinks order according to procedure.</li> <li>• Set-up the order using the correct equipment and present correctly for service. Serve non-alcoholic drinks according to procedure with the correct glasses, etc.</li> <li>• Serve tea and coffee in the appropriate manner.</li> <li>• Deal with accidents, breakages, spillages, etc.</li> <li>• Identify responses to unexpected situations.</li> </ul>	<p>Activity 1: Assignment</p> <ul style="list-style-type: none"> <li>- Students are to complete an assignment on beverages and their service</li> </ul> <p>Activity 2: Practical</p> <ul style="list-style-type: none"> <li>- Students are to complete a simulated or real practical preparing areas for table service and providing a table service and a table drinks service</li> </ul>

### Topics 3: Provide a table service

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Provide an effective table service demonstrating efficiency and organisation of activities.</p>	<ul style="list-style-type: none"> <li>• Range of service methods and equipment (three to be observed): plated, silver, French or Russian service.</li> <li>• Range of equipment – trays, service plates, salvers, cloths.</li> <li>• Information requirements – portion sizes, method of cooking, accompaniments, preparation time.</li> <li>• Unexpected situations – increase/decrease in guest no's, special requests not on menu, complaints, difficult guests.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different roles that staff may fulfil when providing a table service (e.g. host/ess, waiter, barman, sommelier, etc.)</li> <li>• Understand the importance of greeting customers promptly and politely, identifying their needs and requirements and seating them efficiently.</li> <li>• Take drinks and wine orders and serve correctly within the timeframes.</li> <li>• Take orders for food in accordance with menu and process as per procedure. Be able to advise customers and use basic selling skills.</li> <li>• Serve food in accordance with procedure including bread and condiments if required.</li> <li>• Identify responses to unexpected situations</li> </ul>	<p>Activity 1:Simulation</p> <ul style="list-style-type: none"> <li>- Students are to complete a group based simulation exercise to provide a table service.</li> </ul> <p>Activity 2: Practical (with 7744)</p> <ul style="list-style-type: none"> <li>- Students are to complete a simulated or real practical preparing areas for table service and providing a table service and a table drinks service</li> </ul>



#### Topics 4: Provide of a counter service

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Provide a counter service that promotes the organisation. Services to be provided in accordance with customer needs.</p>	<ul style="list-style-type: none"> <li>• Unexpected situations: guest requesting extra portions, shortage of food service items, guests complaining about temperature of food, guests complaining about tastes of food.</li> <li>• Range of information: portion sizes, method of cooking, accompaniments.</li> <li>• Range of customer requirements: health and dietary, cooking methods, religious.</li> <li>• Range of service: traditional cafeteria, free-flow cafeteria, carousel.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet customers promptly and interact in a polite and friendly manner.</li> <li>• Understand the importance of good hygiene practices and the implications if these are not adhered to.</li> <li>• Describe the menu and be able to make recommendations to customers. Identify alternative choices where necessary.</li> <li>• Provide customers with correctly portioned food and drinks items using the correct methods.</li> <li>• Be able to recommend ways to improve service levels.</li> <li>• Keep food counters, service and dining areas hygienically clean, tidy and refuse free according to procedure.</li> <li>• Maintain, replenish, store and display food and drinks items.</li> <li>• Clear service areas as required.</li> <li>• Be able to deal with unexpected operational situations.</li> <li>• Describe the various types of counter service and when it is appropriate to use them.</li> </ul>	<p>Activity 1: Simulation exercise</p> <ul style="list-style-type: none"> <li>- Students are to complete a team simulation exercise: <ul style="list-style-type: none"> <li>• the development of a counter service concept and menu</li> <li>• counter service set-up</li> <li>• provision of a counter service for customers</li> </ul> </li> </ul> <p>Activity 2: Assignment</p> <ul style="list-style-type: none"> <li>- Students are to complete an assignment on counter service styles and set-ups based on case study scenarios</li> </ul>

### Topics 5: Provide a take-away service

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Provide a take-away service that promotes the organisation. Services to be provided in accordance with customer needs.</p>	<ul style="list-style-type: none"> <li>• Unexpected situations: guest requesting extra portions, shortage of food service items, guests complaining about temperature of food, guests complaining about tastes of food.</li> <li>• Range of customer information: portion sizes, method of cooking, and accompaniments.</li> <li>• Range of packaging: tin foil, paper, cardboard, plastic, polystyrene.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet customers promptly and interact in a polite and friendly manner.</li> <li>• Understand the importance of good hygiene practices and the implications if these are not adhered to.</li> <li>• Describe the menu and be able to make recommendations to customers. Identify alternative choices where necessary.</li> <li>• Provide customers with the correct order presented in the correct manner.</li> <li>• Recommend ways to improve service levels.</li> <li>• Keep all service areas hygienically clean, tidy and refuse free according to procedure.</li> <li>• Maintain, replenish, store and display food and drinks items.</li> <li>• Clear service areas as required.</li> <li>• Deal with unexpected operational situations.</li> <li>• Describe the various methods of presenting take-away food given different styles and menus.</li> </ul>	<p>Activity 1: Simulation exercise</p> <ul style="list-style-type: none"> <li>- Students are to complete a team simulation exercise:               <ul style="list-style-type: none"> <li>• the development of a take-away service concept and menu</li> <li>• service set-up</li> <li>• provision of a counter service for customers</li> </ul> </li> </ul> <p>Activity 2: Assignment</p> <ul style="list-style-type: none"> <li>- Students are to complete an assignment on the design of creative presentation methods and packaging for a series of specified take-away menus.</li> </ul> <p>Activity 3: Research Assignment</p> <ul style="list-style-type: none"> <li>- Students are to complete a customer service review of two take-away establishments.</li> <li>- Students are to make recommendations for service improvements.</li> </ul>

## Topics 6: Maintain housekeeping supplies

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Maintain housekeeping supplies at the optimal level and within a safe and secure environment. Understanding why this is important in the provision of an efficient and effective housekeeping service.</p>	<ul style="list-style-type: none"> <li>• May be assessed, ‘Provide a housekeeping service within designated area of work.’</li> <li>• Range of supplies – machinery, cleaning equipment, cleaning agents, guest supplies, furnishings, fixtures and fittings.</li> <li>• Unexpected situations – air-conditioner leaking, spill of detergent.</li> </ul>	<ul style="list-style-type: none"> <li>• Receive deliveries of housekeeping supplies completing all quality checks and documentation.</li> <li>• Maintain the security and hygiene of stores areas.</li> <li>• Transport supplies in accordance with health, safety and hygiene procedures.</li> <li>• Handle all cleaning chemicals, machinery and equipment safely.</li> <li>• Monitor stock levels and inform the appropriate person when levels are approaching the minimum requirements.</li> <li>• Understand the importance of stock rotation.</li> <li>• Describe the difference in the maintenance of housekeeping supplies for different types of establishment.</li> <li>• Work in an organised and efficient manner.</li> <li>• Deal with unexpected operational situations.</li> </ul>	<p>Activity 1: Team simulation</p> <ul style="list-style-type: none"> <li>- Students are to complete a team simulation exercise on the receipt, handling and storage of supplies</li> </ul> <p>Activity 2: Assignment</p> <ul style="list-style-type: none"> <li>- Students are to describe receiving, handling and storing procedures, adapt them for different types of establishments and respond to a set of unexpected situations.</li> </ul> <p>Activity 3: Short questions assignment</p> <ul style="list-style-type: none"> <li>- Students are to complete a short question assignment on monitoring stock levels</li> </ul>

## Topics 7: Provide housekeeping services in designated areas

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Provide housekeeping services in a designated area while maintaining security, hygiene and organisational standards in accordance with guest comfort and satisfaction</p>	<ul style="list-style-type: none"> <li>• May be assessed with unit standard, ‘Maintain effective working relationships.’</li> <li>• Range of areas – customer areas, storage areas.</li> <li>• Range of equipment – housekeeping trolleys, cleaning equipment and machinery.</li> <li>• Unexpected situations – unauthorised access to storage areas, staff not arriving for work, pest infestation in a guest bedroom, unusual customer requests.</li> </ul>	<ul style="list-style-type: none"> <li>• Check daily room allocation and prioritise accordingly.</li> <li>• Set-up and check a housekeeping trolley and equipment ready for use.</li> <li>• Complete work activities in accordance with organisational procedures, work routines and sequences.</li> <li>• Understand the importance of checking procedures and implement.</li> <li>• Ensure that all areas are secured from unauthorised access after work activities are completed.</li> <li>• Understand the reporting procedures for issues relating to health and safety, security of people and property and maintenance. Understand why it is important to follow these procedures correctly and promptly.</li> <li>• Deal with customers in a polite and friendly manner.</li> <li>• Complete work activities in an organised and efficient manner.</li> <li>• Be able to react appropriately to unexpected operational situations</li> </ul>	<p>Activity 1: Case study assignment</p> <ul style="list-style-type: none"> <li>- Students are to complete the case study in room allocation and materials and equipment provision for an accommodation establishment.</li> </ul> <p>Activity 2: Assignment</p> <ul style="list-style-type: none"> <li>- Students are to develop a training manual for the cleaning and inspection of a VIP guest room.</li> </ul> <p>Activity 3: Self-test</p> <ul style="list-style-type: none"> <li>- Students are to complete a self-test of +/- 5 questions as provided.</li> </ul>

## Topics 8: Provide clean linen

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Maintain a clean linen supply in a safe, secure and hygienic environment. Understand why this is important for the organisation and the customer.</p>	<ul style="list-style-type: none"> <li>• May be assessed, ‘Maintain housekeeping supplies’</li> <li>• Range of linen – bed, table, uniforms and textiles.</li> <li>• Range of storage conditions – lighting, ventilation, temperature, humidity and cleanliness</li> <li>• Unexpected situations – incorrect delivery, back injury lifting a heavy load.</li> </ul>	<ul style="list-style-type: none"> <li>• Receive linen deliveries and complete the necessary documentation and quality checks. Understand why this is important.</li> <li>• Transport linen to and from storage area safely and hygienically.</li> <li>• Store linen in accordance with organisational and quality control procedures.</li> <li>• Understand and demonstrate stock control procedures and their importance.</li> <li>• Keep receiving areas clean and tidy and free from pest infestation.</li> <li>• Describe the difference in the provision of linen for different types of establishment.</li> <li>• Work in an organised and efficient manner.</li> <li>• Be able to deal with unexpected operational situations.</li> </ul>	<p>Activity 1: Team simulation</p> <ul style="list-style-type: none"> <li>- Students are to complete a team simulation exercise on the receipt, handling and storage of linen supplies</li> </ul> <p>Activity 2: Assignment</p> <ul style="list-style-type: none"> <li>- Students are to describe receiving, handling and storing procedures for linen and adapt them for different types of establishments. They are also asked to respond to a set of unexpected situations.</li> </ul> <p>Activity 3: Short questions assignment</p> <ul style="list-style-type: none"> <li>- Students are to complete a short question assignment on monitoring linen stock levels</li> </ul>

# chapter 1

## maintaining cellars and beverage storage rooms

### Activity 1: Cellar equipment: Test yourself



Assessment: Self

Student's Book  
p. 11

5. To prevent accidents.
6. First ceilings and walls, then floors, then drains and gullies, lastly sumps.
7. Holding volume below the level of the main drainage system.
8. Wastewater and spills.

### Activity 2: Environmental controls: Test yourself



Assessment: Self

Student's Book  
p. 13

1. Humidity, lighting, ventilation, temperature.
2. To prevent accidents, so that workers can see what they are doing, to prevent mistakes.

### Activity 3: Par and reorder levels



Assessment: Self

Student's Book  
p. 18

1. Assume that the 10 days lead-time may include two weekends. Therefore:  
2 bottles for each of two weekend days =  $2 \times 4 = 8$   
Plus  
1 bottle for each of the normal weekdays:  $1 \times 4 = 4$   
Therefore:  $8 + 4 = 12$ . bottles
2. Par levels: consumption for each department for a specified period  
Reorder levels: when the whole organisation must reorder.

### Activity 4: Stock concepts



Assessment: Lecturer

Student's Book  
p. 23

Refer students to pages 15 to 22 for these answers.

### **Activity 5: Stock control project**



Assessment: Lecturer  
Possible ICASS task

Student's Book  
p. 23

Assess on individual merit. You can give rubric 2 on p. 22 to the students.

### **Activity 6: Recycling**



Assessment: Peer

Student's Book  
p. 24

No formal assessment necessary.

### **Activity 7: Cellar procedures practical**



Assessment: Lecturer

Student's Book  
p. 26

Assess on individual merit. You can adapt rubric 3 on p. 23 to assess this activity.

# chapter 2

## providing a table drinks service

### Activity 1: Report: provincial liquor laws



Assessment: Lecturer/group

Student's Book  
p. 31

Individual answers depending on the province. Assess on merit. Adapt rubric 6 on p. 20 to assess this activity.

### Activity 2: Identification test



Assessment: Lecturer

Student's Book  
p. 35

Give each student one mark for each correct answer out of the total number of glasses you used in the test. For example, if you used seven glasses and a student got five correct, the student will 5 out of 7, i.e. 71%.

### Activity 3: Wine terminology research



Assessment: Peer

Student's Book  
p. 37

Use rubric 6 on page 20 to assess this activity. The students can compare their answers and you can decide on the best definition during a class discussion.

### Activity 4: Promotional tent card



Assessment: Lecturer

Student's Book  
p. 41

Adapt rubric 11 on p. 24 to assess this activity.

### Activity 5: Service demonstration



Assessment: Peer

Student's Book  
p. 55

You can adapt rubric 10 on p. 23 to assess this activity.

### Activity 6: Case study: unexpected situations





Assessment: Peer

Student's Book  
p. 56

Hold a class discussion to decide what the best line of action will be. No formal assessment necessary.

### **Activity 7: Drinks service practical**



Assessment: Lecturer/peer

Student's Book  
p. 56

Divide the class into pairs of students. Work with one student to assess the other student and then the other way round. You and the class mate each give the performing student a mark out of ten for each of the eight points.

# chapter 3

## provide a table service

### Activity 1: Types of service



Assessment: self

Student's Book  
p. 62

No formal assessment is necessary. Give the correct answers during a question-and-answer session in the class.

### Activity 2: Restaurant brigade



Assessment: group

Student's Book  
p. 65

Hold a class discussion to compare the different answers from the groups. No formal assessment necessary.

### Activity 3: Class debate: to pool or not to pool tips?



Assessment: group

Student's Book  
p. 65

No formal assessment necessary. Follow standard debating procedures.

### Activity 4: Role-play: taking food orders



Assessment: peer

Student's Book  
p. 72

No formal assessment necessary; the classmates can give each member of the group a point out of ten for correctness of the orders.

### Activity 5: Class discussion



Assessment: self

Student's Book  
p. 73

No formal assessment necessary. Each student can adapt parts of rubric 7 on p. 27 to assess their own participation.

### Activity 6: Service role-play



Assessment: peer

Student's Book  
p. 76

No formal assessment necessary; the classmates can give each member of the group a point out of ten for correctness of the service.

### Activity 7: Restaurant practical



Assessment: peer

Student's Book  
p. 80

No formal assessment necessary; the classmates can give each member of the group a point out of ten for correctness of the service.

# chapter 4

## provide a counter service

### Activity 1: Match the brand to the consumer



Assessment: self

Student's Book  
p. 87

See second paragraph on p. 88 of the Student's Book.

### Activity 2: Free-flow counter service



Assessment: self

Student's Book  
p. 91

Individual answers. If any of the students provide answers which seem out of the ordinary, you can invite such a student to share his/her experience/impressions with the other students.

### Activity 3: Advantages and disadvantages of counter service



Assessment: group

Student's Book  
p. 92

No formal assessment necessary.

### Activity 4: Counter service styles



Assessment: Lecturer; peer; self

Student's Book  
p. 92

Refer students to information on p. 91 of the Student's Book for this activity. You may also choose to use some/all of these questions or adapt them later for a control test.

### Activity 5: Portioning



Assessment: Self/peer

Student's Book  
p. 97

You can inspect or discuss the answers that students bring to class. Let students give themselves a mark out of ten for their answers.

## Activity 6: Develop and provide a counter service concept



Assessment: Lecturer

Student's Book  
p. 108

You can adapt this activity to use it as a possible ICASS research project. Encourage the students to include sketches or models of their concept.

# chapter 5

## provide a take-away service

### Activity 1: Presentation and packaging



Assessment: Lecturer

Student's Book  
p. 115

This is an extensive project which you can use as an ICASS task. You can adapt and use the following rubrics to assess this project: rubric 2 on p. 22; rubric 6 on p. 25; rubric 9 on p. 29; rubric 11 on p. 31.

### Activity 2: Service review assignment



Assessment: Lecturer

Student's Book  
p. 116

You can use this activity as an ICASS task. You can use rubrics 12 and 13 on p. 32 to assess this assignment.

### Activity 3: Packing a customer order



Assessment: Self

Student's Book  
p. 123

Refer students to the information at the top of p. 123 of the Student's Book for the answer to this activity. No formal assessment necessary.

### Activity 4: Fast-food crossword



Assessment: Group

Student's Book  
p. 124

Let the students call out their answers during a class session. No formal assessment necessary.

### Activity 5: Developing and providing a take-away service concept



Assessment: Lecturer/peer

Student's Book  
p. 130

You can adapt this activity to use it as a possible ICASS research project. Encourage the students to include sketches or models of their concept.

# chapter 6

## maintaining housekeeping supplies

### Activity 1: Word search



Assessment: Group

Student's Book  
p. 137

Let students call out their answers and check their own answers during a class session.

### Activity 2: Supplies for different levels of establishments



Assessment: Lecturer/self

Student's Book  
p. 137

Refer your students to the information on p. 135-137 as a starting point for this activity. Give one mark for every correct answer to a maximum of 35.

### Activity 3: Questions on monitoring stock levels



Assessment: Self

Student's Book  
p. 149

1. To keep stock fresh and in good condition.
2. When the stock-level is at the re-order point; each stock item should have the re-order point recorder on the bin/shelf/stock sheet.
3. To avoid running out, but also to avoid stock getting old and having to throw it away.
4. You will have to go and buy more expensive articles in retail stores; it will therefore mean a loss of profit.
5. FIFO: the older items get used first; LIFO: the latest items get used first. Deciding and keeping to a system means that everybody knows how to handle (new) stock.

### Activity 4: Maintaining housekeeping supplies: practical



Assessment: Lecturer/self

Student's Book  
p. 150

No formal assessment is necessary.

# chapter 7

## provide housekeeping services

### Activity 1: Local area facilities



Assessment: Self/peer

Student's Book  
p. 154

Individual answers; no formal assessment necessary. If some of the students used the same facility, they can compare their answers.

### Activity 2: Procedures for entering a room



Assessment: Self/peer

Student's Book  
p. 165

Refer students to the information on p. 164-165 for this information.

### Activity 3: VIP Room cleaning: assignment



Assessment: Lecturer

Student's Book  
p. 168

You can use this assignment as an ICASS task. Draw up a framework to ensure that the students address all issues in their assignments.

### Activity 4: Unusual request



Assessment: Group

Student's Book  
p. 173

No formal assessment necessary. Encourage a lively discussion with all the alternatives proposed. Students should motivate their positions.

### Activity 5: Room allocation



Assessment: Self/peer

Student's Book  
p. 16

1. First the Checked-out rooms; Then the Stay over rooms; lastly the Due out rooms
2. Checked-out is empty, Stay-over people may already be out for the day; Due out is still packing.
3. Full range (see p. 160).

Let students compare their answers. Assist them if they cannot see the logic in the answers.



# chapter 8

## provide clean linen

### Activity 1: Linen quality



Assessment: Self/peer

Student's Book  
p. 183

1. See information on p. 182.
2. Torn: damaged by guests, staff or laundry process  
Stained: damaged by guests, staff or laundry process  
Mouldy: incorrect storage; not well rotated.

### Activity 2: Linen security procedures



Assessment: Self

Student's Book  
p. 187

See information on p. 186 of the Student's Book.

### Activity 3: Linen procedures



Assessment: Self/peer

Student's Book  
p. 190

See information on p. 187-190 of the Student's book.

### Activity 4: Checklist



Assessment: Lecturer

Student's Book  
p. 194

This is a potential ICASS task. Compile ideas from all the students to make up a complete checklist.

### Activity 5: Word search



Assessment: Self/group

Student's Book  
p. 196

Complete the activity and call on students to supply answers during a class session.

**OBE for FET Colleges  
Client Services and  
Human relations  
Level 3**

**Lecturer's Guide**

NVA panel

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**Topic 1: Human relation requirements according to the various Acts**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Describe how a democratic society functions and what citizenship means	<ul style="list-style-type: none"> <li>• The rights and responsibilities of a government and its citizens are described</li> <li>• Issues of human rights, social justice and equality are explained</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the rights and responsibilities of a government and its citizens</li> <li>• Identify issues of human rights, social justice and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Write an assignment on what privileges you have and what your duties are as a citizen in a democratic society</li> </ul>
Identify the values contained in the South African constitution and Bill of Rights	<ul style="list-style-type: none"> <li>• Values like human dignity, equality and non-racialism must be described</li> <li>• The universal moral principles which underpin these values must be identified</li> <li>• The values, principles and rules which govern democracy in society and the workplace must be described</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the values (range: human dignity, equality, non-racialism) contained in the South African constitution and Bill of Rights</li> <li>• Explain the moral principal on which they are based</li> </ul>	<ul style="list-style-type: none"> <li>• In a tabular format identify the values, principles and rules under, human dignity, equality and non-racialism</li> </ul>
Describe democracy in the workplace and how	<ul style="list-style-type: none"> <li>• The labour relations Act, the Employment Equity Act, the</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the responsibilities and rights of employers and</li> </ul>	

<p>it contributes to a more just and a more equitable society</p>	<p>Basic Conditions of Employment Act and the Skills Development Act must be discussed</p> <ul style="list-style-type: none"> <li>• The rights and responsibilities of employers and employees must be described in terms of the above mention acts</li> </ul>	<p>employees in terms of the Labour Relations Act.</p> <ul style="list-style-type: none"> <li>• Describe the rights and responsibilities of the employers and the employees in terms of the Employment Equity Act</li> <li>• Describe the rights and responsibilities in terms of the Basic Conditions of Employment Act</li> <li>• Describe the rights and responsibilities of the Skills Development Act.</li> <li>• Explain the duty of the government to regulate the behaviour of citizens, groups, institutions and organizations</li> <li>• Identify ways in which such actions may lead to conflict where it touches their rights and freedom</li> </ul>	
<p>Describe why value conflicts and ethical dilemmas arise</p>	<ul style="list-style-type: none"> <li>• The development of value conflict and ethical dilemmas around particular issues in society and in the workplace must be discussed</li> <li>• The responsibility that government has in regulating the behaviour of citizens which at the same leads to conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Identify such incidents of value conflict in society</li> <li>• Describe ways of solving such conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Do a case study and suggest ways of dealing and resolving conflict</li> </ul>

	must be discussed.		
Analyse such incidents of value conflict	<ul style="list-style-type: none"> <li>• Dilemmas that arise when the interest of different groups are in conflict must be interpreted</li> <li>• Ways of resolving such conflicts must be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify methods of assessing dilemmas that arise when the interests of different groups are in conflict</li> <li>• Suggest ways of dealing and resolving such conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Write a written test on the assessment standards of the first 5 Subject outcomes of this topic</li> </ul>
Reflect on personal time in order to plan a balanced life style	<ul style="list-style-type: none"> <li>• Own activities over a specific period are analysed to determine own use of time</li> <li>• Time spent on activities is analysed in terms of time in relation to quality and quantity</li> <li>• The most productive time of day is identified for own lifestyle patterns and habits</li> <li>• The relationship between own stress levels and time management is identified for a specific period</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse own activities over a period of time to determine own use of time</li> <li>• Determine if the time spent on the activities is justified in terms of their quantity and quality</li> <li>• Identify the most productive time of the day in terms of own lifestyle patterns and habits</li> <li>• Identify own stress levels for a specified period</li> </ul>	<ul style="list-style-type: none"> <li>• Each student must hand in a prioritized list according to importance of the activities he/she engages in weekly.</li> <li>• For a week each student must monitor the time he/she spent on these activities - draw - up a time table</li> <li>• Now determine if the time spent on these activities is justified in terms of their importance</li> <li>• Determine the most productive time of day</li> </ul>
Research aspects of a balanced lifestyle and their relationship to productivity	<ul style="list-style-type: none"> <li>• The concept of a balanced life style is explained with examples</li> <li>• The concept of productivity is explained with examples</li> <li>• The balance in own life is evaluated in terms of work and personal commitments and an</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of a balanced lifestyle with examples</li> <li>• Explain the concept of productivity with examples</li> <li>• Evaluate the balance in own life in terms of work and personal commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a personal plan for a balanced life style in terms of work, personal commitments, recreation, rest, hygiene etc.</li> </ul>

	<p>indication is given of the impact these have on each other and on productivity</p> <ul style="list-style-type: none"> <li>• Support structures in own life are identified and an indication is given of how each serves as a resource</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the impact that these have on each other and on productivity</li> <li>• Identify support structures in own life</li> <li>• Explain how each serves as a resource</li> </ul>	
Investigate tools and techniques to manage time	<ul style="list-style-type: none"> <li>• Tools to manage time are identified and an indication is given of when each is appropriate</li> <li>• The use of three different time management tools is compared with reference to the advantages and disadvantages of each and an indication is given of possible contingency plans for each tool</li> <li>• Goal setting is explored as a time management technique and an indication is given of how the achievement of goals can be measured in the short, medium and long term</li> <li>• The importance of planning in time management is explained with reference to the integration tasks, booking self time, prioritising tasks and meeting deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tools that can be used to manage time</li> <li>• State when each is appropriate to use</li> <li>• List possible contingency plans for 3 different tools</li> <li>• Compare these tools and identify the respective advantages and disadvantages of using them</li> <li>• Explain goal setting as a time management technique</li> <li>• Describe how achievement of goals can be measured in the short, medium and long term</li> <li>• Explain the importance of time management in terms of the integration of tasks, booking, self time, prioritising tasks and meeting deadlines</li> <li>• Identify techniques for dealing with interruptions and unscheduled tasks in order to set</li> </ul>	<ul style="list-style-type: none"> <li>• In a tabular format compare the management tools with reference to advantages and disadvantages applicable to your own lifestyle to measure the achievement goals in the short, medium and long term</li> <li>• Do a case study</li> </ul>

	<ul style="list-style-type: none"> <li>Techniques for dealing with interruptions and unscheduled tasks are identified in order to set boundaries</li> </ul>	<p>boundaries</p> <ul style="list-style-type: none"> <li>Identify goals that can be set for the short, medium and long term to achieve a balanced lifestyle</li> </ul>	
Apply knowledge of time management to enhance own productivity and lifestyle	<ul style="list-style-type: none"> <li>Realistic goals are set for the short, medium and long term to achieve a balanced lifestyle</li> <li>An action plan with measurable outputs is developed to meet specific deadlines</li> <li>Network and support structures that could help to achieve personal goals are identified for work and personal aspects</li> <li>The importance of regular review of goals and action plans is explained with examples</li> </ul>	<ul style="list-style-type: none"> <li>Develop an action plan with measurable outputs to meet specific deadlines</li> <li>Identify networks and support structures that can help to achieve personal goals for work and personal aspects</li> <li>Explain the importance of the regular review of goals and action plans with examples</li> </ul>	<ul style="list-style-type: none"> <li>Develop an action plan for yourself with measurable outputs to meet specific deadlines</li> </ul>
Demonstrate knowledge and understanding about new staff in the workplace	<ul style="list-style-type: none"> <li>The importance of familiarising new staff with the workplace must be explained</li> <li>The importance of checking that new staff understands their responsibilities must be explained</li> <li>The difference of introducing a new staff member and inducting a new staff member to the workplace must be explained</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of familiarising new staff with the workplace</li> <li>Explain the importance of checking that new staff understand their responsibilities</li> <li>Explain the difference between introducing new staff to the workplace and inducting new staff</li> <li>Explain how new staff should be welcomed and familiarised with</li> </ul>	<ul style="list-style-type: none"> <li>Write a rationale on the importance of making sure that the employees are satisfied and happy and give suggestions on how to achieve it</li> </ul>



		the site facilities and introduced to fellow workers	
Demonstrate the ability to make decisions about lending support to new staff members	<ul style="list-style-type: none"> <li>• New staff must be welcomed to the organisation and familiarised with the relevant site facilities and introduced to fellow workers</li> <li>• Basic work routines and organisational procedures must be explained in order to understand requirements</li> <li>• New staff must be encouraged to ask questions and seek clarification where necessary</li> <li>• New staff must be assisted in the initial performance of allocated work activities</li> </ul>	<ul style="list-style-type: none"> <li>• Explain basic work routines and organisational procedures in a specific area of work including but not excluding basic work routines, location of facilities, responsibilities and work procedures</li> <li>• Explain why new staff must be encouraged to ask questions and seek clarification where necessary</li> <li>• Describe how new staff can be assisted in the initial performance of allocated duties and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Choose an new employee (a new fellow student) in your field of training - develop a plan on hoe he/she can be assisted in the initial performance of allocated duties and activities for a period of a week</li> </ul>
Demonstrate the ability to recognize shortcomings in the induction procedure or system and to suggest ways to remedy these	<ul style="list-style-type: none"> <li>• Ways to improve existing induction programme must be suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways to improve the existing induction programme</li> </ul>	<ul style="list-style-type: none"> <li>• Case study about a new employee's first week at work (obviously an unhappy week). Provide student with a 'copy' of the company's induction program/policy in order to make suggested changes towards improvement</li> </ul>

**Topic 2: Health and safety procedures to ensure a safe and secure environment**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Describe national/provincial and company procedures to maintain a secure working environment	<ul style="list-style-type: none"> <li>• Possible violent situations must be described</li> <li>• Suspicious parcels and persons must be described</li> <li>• Procedures on securing different areas must be identified</li> </ul>	<ul style="list-style-type: none"> <li>• Describe possible violent situations including but not restricted to bomb threats, hijacking, armed robbery, riots, strike, mass action</li> <li>• Identify different areas in a working environment including but not restricted to client areas, staff areas and storage areas.</li> <li>• Identify suspicious items</li> </ul>	<ul style="list-style-type: none"> <li>• Research the various violent situations and compare them in a table format stipulating their differences and similarities and suggesting what security measures can be taken to prevent them</li> </ul>
Explain how to maintain a high level of security for staff and clients	<ul style="list-style-type: none"> <li>• Measures and procedures to maintain a high level of security must be described</li> <li>• The impact on the organisation of not maintaining a high level of security must be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify measures that can be taken to ensure a high level of security</li> <li>• Explain the consequences if there are no preventative measures in place</li> </ul>	
Describe security procedures to avoid and or handle violent situations	<ul style="list-style-type: none"> <li>• Various security measures to prevent violent situations must be described</li> <li>• Actions to be taken when violent situations occur must be identified</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the appropriate security measures that must be taken in various violent situations</li> <li>• Explain the procedures that must be followed when taking these security measures</li> </ul>	
Explain the importance of	<ul style="list-style-type: none"> <li>• Reasons for securing unauthorised areas from client</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of securing unauthorised areas from</li> </ul>	<ul style="list-style-type: none"> <li>• In your field of study select an business and identify areas</li> </ul>

securing unauthorised areas from client access	<p>access must be explained</p> <ul style="list-style-type: none"> <li>• The importance of securing unauthorised areas from client access must be discussed</li> </ul>	client access	demarcated for staff only, storerooms with only limited access etc. and explain in each case the reason for
Given a violent situation, identify the perpetrators	<ul style="list-style-type: none"> <li>• In a violent situation the perpetrators must be identified</li> <li>• The correct procedure for reporting the perpetrators must be explained</li> <li>• Appropriate conduct must be displayed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the perpetrators in various violent situations</li> <li>• Describe the correct procedures of reporting these perpetrators</li> <li>• Explain the appropriate conduct when encountering perpetrators</li> </ul>	
Report suspicious items following the correct procedures	<ul style="list-style-type: none"> <li>• Possible suspicious items must be described</li> <li>• Reporting suspicious items following the correct procedures must be explained</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the correct procedures for reporting suspicious items</li> </ul>	
Demarcate client and staff areas separately and secure against unauthorised access	<ul style="list-style-type: none"> <li>• The importance of demarcating certain areas is explained</li> <li>• Various areas in the organisation must be listed and demarcation thereof discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify areas that must be demarcated</li> <li>• Describe measures that can be taken to secure these areas including but not restricted to client areas and staff areas against unauthorised access</li> </ul>	
Secure storage areas against unauthorised access and give	<ul style="list-style-type: none"> <li>• The importance of securing storage areas against unauthorised access must be explained</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance for securing storage areas against unauthorised access</li> </ul>	

reasons for this	<ul style="list-style-type: none"> <li>• Reasons for securing various storage areas must be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify appropriate ways of securing different storage areas including against unauthorised access</li> </ul>	
Describe the way in which performance can be adapted	<ul style="list-style-type: none"> <li>• The variation of performances in different organizations must be described</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the way in which the performance can be adapted in a given organisation in another province or country</li> </ul>	<ul style="list-style-type: none"> <li>• Write a written test on all the assessment standards covered in this topic</li> </ul>

**Topic 3: The impact of cultural knowledge on client care**

<b>Subject outcomes</b>	<b>Assessment standards</b>	<b>Learning outcomes</b>	<b>Assessment Tasks/Activities</b>
Explain the importance of being knowledgeable about the culture of local and overseas visitors	<ul style="list-style-type: none"> <li>• The effect of being knowledgeable about the culture of visitors has on client care must be explained</li> <li>• Information on Clients from Eastern &amp; Western Europe, North &amp; South America, Asia, Australia and Southern Africa must be selected to compare</li> <li>• Language, food and drink preferences, traditions, customs, lifestyles and beliefs must be compared to establish the differences</li> <li>• Clients must be classified under the following headings: local.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of being knowledgeable about the culture of other people other than oneself.</li> <li>• Describe the difference in behaviour when dealing with colleagues on the same level as you and managers/ supervisors</li> <li>• List clients under local clients, domestic, tourists/clients, tourists/clients from neighbouring countries</li> <li>• List tourists from overseas under groups including but not restricted to Eastern and Western Europe, North and South America, Asia, Australia and</li> </ul>	<ul style="list-style-type: none"> <li>• Collect information from people from Eastern and Western Europe, North and South America, Asia and Australia and South Africa and compare in a table format their language, food, drink preferences, tradition, customs, lifestyles, and beliefs</li> </ul>

	Domestic, tourists/clients from neighbouring countries and international tourists	Southern Africa <ul style="list-style-type: none"> <li>• Identify the different languages that are spoken by the different tourists</li> <li>• Identify the difference in food &amp; drink preferences, traditions, customs, lifestyles and beliefs</li> </ul>	
Explain the importance of communication	<ul style="list-style-type: none"> <li>• The importance of awareness of verbal and non-verbal communication must be discussed when dealing with tourists</li> <li>• The use of eye contact and gestures when dealing with visitors must be explained</li> </ul>	<ul style="list-style-type: none"> <li>• Describe various gestures and forms of non-verbal communication.</li> <li>• Explain the role of eye contact in communication</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the people from our neighbouring countries with the black cultures in South Africa identifying the differences in language, food, traditions, drink preferences lifestyles, beliefs, gestures and eye contact.</li> </ul>
Describe steps to prevent or resolve misunderstandings between visitors and staff	<ul style="list-style-type: none"> <li>• The role and authority of colleagues, supervisors and managers must be discussed</li> <li>• The communication lines within an organisation to follow when misunderstanding occur between staff members must be discussed</li> <li>• Procedures to follow in order to resolve a misunderstanding between staff members and visitors must be explained</li> <li>• The role of good communication in preventing misunderstanding must be</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of verbal and non verbal communication when dealing with tourists</li> <li>• Describe the role and functions of colleagues, supervisors and managers</li> <li>• Explain the importance of client satisfaction</li> <li>• Identify the communication lines within an organization</li> <li>• Describe the role of good communication to prevent miss understandings</li> <li>• Identify the procedure to follow when a misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>• Draw an organogram showing the communication lines in any business in your field of study</li> </ul>

	discussed	between a client and a staff member occurs	
Identify South Africa's main international tourist groups	<ul style="list-style-type: none"> <li>• South Africa's main tourist groups must be identified through statistics collected</li> <li>• Relevant aspects of their culture and needs as clients must be described</li> </ul>	<ul style="list-style-type: none"> <li>• Identify South Africa's main international tourist groups</li> <li>• Describe relevant aspects of their culture and subsequent needs as tourists</li> </ul>	<ul style="list-style-type: none"> <li>• Establish the 5 main tourist groups visiting South Africa and discuss in depth relevant aspects of their culture and their subsequent needs</li> </ul>
Interact with tourists using appropriate verbal and nonverbal communication at all times	<ul style="list-style-type: none"> <li>• Verbal and non verbal communication must be demonstrated while interacting with a range of tourists in answering a variety of questions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify non verbal communication including but not restricted to eye contact, gestures and body language, to interact with clients in answering certain questions</li> <li>• Identify key words in other languages of frequent visiting tourists that would help to interact with them.</li> </ul>	<ul style="list-style-type: none"> <li>• Select one of the above 5 groups and identify key words in their language together with the English meaning that will help to interact with them.</li> </ul>
Identify the main population groups	<ul style="list-style-type: none"> <li>• The main population groups in the workplace must be identified and their cultures described</li> <li>• The main population groups in the community must be identified and their cultures described</li> <li>• The main population groups in the province must be identified and their cultures described</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main population groups within the community, workplace and province</li> <li>• Describe the culture of the identified groups with reference to language (verbal and non verbal), food and drink preferences, traditions, customs, lifestyles and beliefs</li> <li>• Identify the cultural norms and differences of each group</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main population groups within the community, workplace and province</li> <li>• Describe the culture of the identified groups with reference to language (verbal and non verbal), food and drink preferences, traditions, customs, lifestyles, beliefs and needs and explain how consideration of each can be taken into account</li> </ul>

			when dealing with
Show consideration for cultural norms and differences	<ul style="list-style-type: none"> <li>• Differences and differences in cultural norms within the population groups in the workplace must be described</li> <li>• Differences and differences in cultural norms within the population groups of visitors must be described</li> <li>• Ways of taking these differences into consideration when dealing with colleagues or clients must be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how consideration of each can be taken into account when dealing with people</li> </ul>	<ul style="list-style-type: none"> <li>• Divide students into groups and arrange a cultural day, each group representing a different culture, their clothing food etc.</li> </ul>
Anticipate and deal with client's needs within the context of their culture	<ul style="list-style-type: none"> <li>• Possible needs of clients from various cultures must be listed</li> <li>• Dealing with these needs with in the context of the person's culture must be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• List possible needs of clients in the context of various cultures</li> <li>• Explain how these identified needs could be dealt with</li> </ul>	
Take appropriate action to resolve problems arising from cultural differences	<ul style="list-style-type: none"> <li>• Actions that can be taken to resolve conflict arising from cultural differences must be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• List problems that may arise from cultural differences</li> <li>• Describe actions that may be taken to resolve these listed problems</li> <li>• Identify cultural differences in the workplace that may cause conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment: Identify cultural differences in the workplace that may cause conflict and list problems that may arise from these differences and suggest actions that may be taken to resolve these listed problems as well s actions that can be taken to limited these conflicts</li> </ul>

<p>Make suggestions to assist colleagues to deal with cultural differences</p>	<ul style="list-style-type: none"> <li>• Cultural differences which causes friction in the work place must be listed and discussed</li> <li>• Suggestions on how to deal with these differences in order to improve client service and working relationships must be identified</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways to eliminate conflict that occur because of these cultural differences</li> </ul>	
<p>Demonstrate knowledge and understanding about the importance of service excellence</p>	<ul style="list-style-type: none"> <li>• The concept of the client as a source of revenue and therefore the source of salaries must be explained</li> <li>• Possible ways that a client can react to poor service must be described</li> <li>• Methods to satisfy irate clients and deal correctly with client complaints must be described</li> <li>• Information that may not be given to clients and the reasons for the confidentiality must be described</li> <li>• Why client feedback and complaints is good for the organisation must be explained</li> <li>• The importance of anticipating client needs must be explained</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of the client as a source of revenue for the business, and therefore the source of salaries.</li> <li>• Explain the impact on the organisation and oneself of losing regular client business</li> <li>• Describe possible ways that client could react to poor service</li> <li>• Describe methods to satisfy irate clients and deal correctly with client complaints</li> <li>• Identify information that may not be given to the client</li> <li>• Explain the reasons for confidentiality</li> <li>• Explain why complaints and client feedback are good for the organization</li> <li>• Explain why it is important to anticipate client needs</li> <li>• Describe how a client must be</li> </ul>	<ul style="list-style-type: none"> <li>• Write a rationale on “The client is a source of revenue for the business and therefore the source of salaries” with regarding to client satisfaction, employee satisfaction, job creation, promotion, company expanding, company keeping ahead of new trends and company staying focused etc.</li> </ul>



		greeted in a polite and friendly manner that is suited to the company policies	
Demonstrate the ability to make decisions about complaints of a more serious nature	<ul style="list-style-type: none"> <li>• The importance of greeting clients in a friendly and polite manner that is suited to the situation and the organisation must be explained</li> <li>• The necessity of dealing with clients directly or referring them to the appropriate person must be discussed</li> <li>• The importance of referring client complaints that occur outside the individual's authority to the appropriate person must be explained</li> <li>• The importance of dealing with client complaints and irate clients in line with organisational requirements and decide what follow-up action to take must be discussed</li> <li>• Manners to promote the services of the establishment in a suitable way must be identified</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when clients can be dealt with directly and when they must be referred to the appropriate person</li> <li>• Explain the reason for referring clients to appropriate members of staff</li> <li>• Identify follow-up actions that must be taken when dealing with client complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Draw up a flowchart of processes to be followed to resolve client complaints and suggest methods of monitoring the processes</li> </ul>
Demonstrate the ability to learn	<ul style="list-style-type: none"> <li>• The importance of client care in an entire different field must be</li> </ul>	Describe ways in which establishment services that suit the	<ul style="list-style-type: none"> <li>• Write a written test on all the subject outcomes covered in</li> </ul>

<p>from our actions in order to continually improve client care</p>	<p>described</p> <ul style="list-style-type: none"> <li>• Suggestions on how to improve client care must be made and discussed</li> </ul>	<p>situation can be promoted</p> <p>Describe the importance of client care in any other field</p> <p>Identify ways to improve client care in a particular context</p>	<p>this topic</p>
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# chapter 1

## human relations and the law

### Activity 1: How a democracy functions



Assessment: Peer

Student's Book  
p. 9

1. Citizenship; one citizen, one vote.
2. Representative, direct and participatory.
3. Individual responses; assess on merit.

### Activity 2: You are a government minister



Assessment: Self/Peer

Student's Book  
p. 11

Individual responses. Assess on merit.

### Activity 3: Rights and responsibilities



Assessment: Self/ Peer

Student's Book  
p. 12

1. A legally recognized subject or national of a state or commonwealth.
2. Individual answers; roughly to take your citizenship seriously.
3. Individual answers. E.g.: Right: to have a vote: Duty: to go and vote during an election.

### Activity 4: Human rights



Assessment: Lecturer/ Peer

Student's Book  
p. 14

1. Individual answers. E.g. if people are prohibited from practicing their own religions; Action: form a citizens' forum where all citizens agree to tolerate and respect other people's religions.
- 2 and 3. Individual answers. The role-play could show an individual being harassed on the grounds of religion.

### Activity 5: Human rights, social justice and equality – case study



Assessment: Lecturer/ Peer

Student's Book  
p. 15

1. The rights to a home, security, non-discrimination, dignity.
2. She had nowhere to go to have her rights re-instated.
3. No, they only wanted men.
4. Pass legislation that would entitle her to a share of the house; prohibit gender discrimination; make sure that each citizen has access to reasonable housing.
5. Individual answers. Primarily application to the Department of welfare to gain access to her own home, etc.

### Activity 6: Advocacy for human rights, equality and social justice



Assessment: Peer

Student's Book  
p. 15

Individual answers. No formal assessment necessary.

### Activity 7: Values, principles and rules



Assessment: Self

Student's Book  
p. 21

1. Human dignity: to be free from any treatment that may impinge on your human dignity; no cruel or unfair punishment.  
Equality: to be equal before the law.  
Freedom to have all the rights that other citizens have; not to be unfairly imprisoned.  
Non-racism: to be treated in such a way that your racial origin does not matter.
2. Human rights.

### Activity 8: Rights and responsibilities



Assessment: Self

Student's Book  
p. 21

Individual answers; assess on merit.

### Activity 9: The Labour Relations Act



Assessment: Peer

Student's Book  
p. 32

Individual answers; assess on merit. You can give the rubric on p. 29 to students to assess one another's work.

The presentations should contain at least the following information:

*The rights of workers:*

- Freedom of association, i.e. to belong to a trade union.
- Freedom from discrimination.

The right to work.  
The right to strike.  
The right to be paid for work.

*The rights of employers*

Freedom of association, i.e. to belong to an employers' organisation.  
The right to lock-out.  
No work, no pay.

**Activity 10: The Employment Equity Act**



Assessment: Peer

Student's Book  
p. 34

Individual answers. Assess on merit.

**Activity 11: You are an employer**



Assessment: Peer

Student's Book  
p. 36

1. See text for answers; all the employees' rights in the three Acts mentioned.
2. You must have a valid contract with any employee who works for more than 24 hours per month for you.  
Normal working hours: maximum 45 hours per week; over-time: maximum 3 hours per day and 10 hours per week. Overtime paid at 1½ times the normal rate.

**Activity 12: You are an employee**



Assessment: Self

Student's Book  
p. 38

Leave: 21 days per annum, granted within 6 months after the end of the cycle. Can by collective agreement be reduced to no less than 14 per annum.  
Job information: full job description in contract of service.  
Payment: payment on last day of month/other agreed period; no unauthorized deductions.  
Termination of employment according to contract of service.

**Activity 13: The Basic Conditions of Employment Act**



Assessment: Self/group

Student's Book  
p. 40

1. Her right to be paid; her right to safe transport (as a night worker); the right to be paid for overtime and Sunday work; her right to paid leave, sick leave and other types of paid leave such as family responsibility leave; her right to have no unauthorized deductions made.
2. If she belongs to a trade union she can complain to the local shop steward; if not, she can report the matter to the local labour inspectors of the Department of Labour or the local office of the CCMA.

3. See text on p. 34-39.

### **Activity 14: The Skills Development Act**



Assessment: Self/group

Student's Book  
p. 42

See text on p. 34-39.  
Learnerships: see p. 41.

### **Activity 15: Duty of the government**



Assessment: Peer

Student's Book  
p. 44

Individual answers. Assess on merit. (See p. 34-44.)

### **Activity 16: Restricting rights and freedom leads to conflict**



Assessment: Self/group

Student's Book  
p. 46

1. They burned cars; they resisted arrest; they attacked the police; they threatened the police and private property.
2. The police tried to arrest the strikers.
3. They were arrested.
4. Individual answers.

### **Activity 17: Value conflict and ethical dilemmas**



Assessment: Self/group

Student's Book  
p. 48

1. Building on an ecologically fragile spot  
Building a cosmetic surgery hotel/hospital for the rich when local people need hospitals.  
Building a casino.  
Short term jobs for the unemployed.  
Bribes taken for jobs.
3. Individual answers.

### **Activity 18: Value conflict in society**



Assessment: Self/group

Student's Book  
p. 54

Individual answers. Assess on merit.

**Activity 19: Summative assessment**



Assessment: Self/group

Student's Book  
p. 54

See previous text.

# chapter 2

## human relations: time for productivity

### Activity 20: Your priorities



Assessment: Self

Student's Book  
p. 59

Individual answers. No formal assessment necessary. You may want to invite volunteers to share their lists of priorities with their classmates.

### Activity 21: How do you spend your time?



Assessment: Self/group

Student's Book  
p. 59

Individual answers. No formal assessment necessary.

### Activity 22: Your most productive time of the day.



Assessment: Self/group

Student's Book  
p. 61

Individual answers. No formal assessment necessary.

### Activity 23: How stressed are you in a typical week?



Assessment: Self/group

Student's Book  
p. 63

Individual answers. No formal assessment necessary.

### Activity 24 and 25: A balanced lifestyle



Assessment: Self/group

Student's Book  
p. 65 and 67

The second description.  
Individual answers. No formal assessment necessary.



**Activity 26: Balance and productivity.**



Assessment: Self/group

Student's Book  
p. 68

Individual answers. No formal assessment necessary.

**Activity 27 and 28: Support structures and A personal plan**



Assessment: Self/group

Student's Book  
p. 69

Individual answers. No formal assessment necessary.

**Activity 29 to 31: Tools to manage time and Compare time management tools and Give advice**



Assessment: Self/group

Student's Book  
p. 72 to 76

Individual answers. No formal assessment necessary.

**Activity 32: Discuss the case study**



Assessment: Self/group

Student's Book  
p. 76

1. Do things in a different sequence and/or grouping them.
2. When all the tasks could possibly fit into the allotted time.
3. First complete task, then talk to sister, then listen to MP3/TV while you wash the car.

**Activity 33 to 37: Goal-setting and Action plan**



Assessment: Self/group

Student's Book  
p. 77 to 80

Individual answers. No formal assessment necessary.

# chapter 3

## human relations: new staff

### Activity 37: The importance of familiarising new staff with the workplace



Assessment: Self/group

Student's Book  
p. 85

1. See text on p. 84 and 85.
2. To avoid confusion and to get them productive as soon as possible.

### Activity 38: Introducing and induction



Assessment: Peer

Student's Book  
p. 86

**Introducing:** Tell the new staff member what the names of other workers are and tell them his/her name and function.

**Induction:** Give new staff member full information regarding expectations and conditions of service, as well as fringe benefits, rules, etc.

### Activity 39: Being new, being made welcome



Assessment: Peer

Student's Book  
p. 86

Individual answers. No formal assessment necessary.

### Activity 40: The induction process



Assessment: Self/group

Student's Book  
p. 89

See text on p. 87 to 89.

### Activity 41 to 43: [Induction of new employees]



Assessment: Peer

Student's Book  
p. 93 to 94

Individual answers. No formal assessment necessary.

# chapter 4

## a safe and secure environment

### Activity 44 to 50: [Dealing with violent situations in the workplace]



Assessment: Peer

Student's Book  
p. 101 to 112

Individual answers. No formal assessment necessary.

### Activity 51: Do a role-play



Assessment: Peer

Student's Book  
p. 114

Individual answers. No formal assessment necessary.

You may want to invite some of the pairs to do their role-plays for the rest of the class.

### Activity 52: College security



Assessment: Group

Student's Book  
p. 116

Individual answers. No formal assessment necessary.

You can extend this activity by combining the answers from the different pairs and let the students draw up a comprehensive report. They can then submit this report to the CEO of the college (or the campus security manager) and to the Student Representative Council to use during the induction of new students.

# chapter 5

## cultural knowledge, client care and communication

### Activity 53, 54 and 55: What is culture and Quick question and The importance of knowing about cultures



Assessment: Peer

Student's Book  
p. 121 to 124

Individual answers. No formal assessment necessary.

### Activity 56: Quick question



Assessment: Peer

Student's Book  
p. 126

1. Any person who buys goods or services from your organisation.
2. Any person who uses tourist products.
3. See text on p. 126.

### Activity 57: Grouping clients



Assessment: Self

Student's Book  
p. 127

- a. Local clients
- b. Tourist from neighbouring countries
- c. Domestic tourist
- d. Tourist from neighbouring countries
- e. Local client
- f. Tourist from neighbouring countries
- g. Local client
- h. Tourist from neighbouring countries
- i. Local client
- j. Tourist from neighbouring countries

### Activity 59: Grouping tourists



Assessment: Peer

Student's Book  
p. 129

See text on p. 128.

**Activity 60 and 61: Which languages do tourists speak? and Quick question**



Assessment: Self

Student's Book  
p. 130

60. Various answers possible.

61. English

**Activity 62: Comparing cultures**



Assessment: Self/group

Student's Book  
p. 133

ICASS task.

Individual answers depending on which countries the students chose.

**Activity 63: Your non-verbal communication**



Assessment: Peer

Student's Book  
p. 136

1 and 2. Individual answers, no formal assessment necessary.

3. All people respond to it.

It is often more important than verbal language.

It often tells us what people *really* think.

It can carry messages when there is no common language.

It can re-enforce verbal messages.

**Activity 64: Quick question**



Assessment: Self

Student's Book  
p. 137

Large cat for sale. Loves babies and children. No fussy eating habits. Price: R50.

**Activity 65 to 68: Non-verbal communication and gestures**



Assessment: Self/group

Student's Book  
p. 139 -142

Individual answers, no formal assessment necessary.

**Activity 69: The importance of verbal and non-verbal communication**



Assessment: Self/group

Student's Book  
p. 144

Individual answers, no formal assessment necessary.

### **Activity 70: Roles and functions of workers**



Assessment: Self/group

Student's Book  
p. 146

1. It can provide good service and will win more clients.
2. It frustrates clients and loose customers.
3. Each person does assigned tasks.
4. No service or communication.
5. Loss of business.
6. Good.
7. Poor.

### **Activity 71: The importance of client satisfaction**



Assessment: Self/group

Student's Book  
p. 150

Individual answers, no formal assessment necessary.

### **Activity 72: Communication lines**



Assessment: Self

Student's Book  
p. 151

1. First to his immediate manager; then up the line from there.
2. Everybody except Sue.
3. Poor service; loss of business.
4. To go and speak to his immediate boss.
5. Lay down and hold to clear lines of communication.

### **Activity 73 and 74: Prevent misunderstandings**



Assessment: Peer

Student's Book  
p. 155, 156

Individual answers, no formal assessment necessary.

### **Activity 75: An organogram**



Assessment: Peer

Student's Book  
p. 156

Individual answers, no formal assessment necessary.

### **Activity 76: Summative assessment**



Assessment: Self

Student's Book  
p. 157

See text in preceding unit.

# chapter 6

## culture and client care

### Activity 77: South Africa's main tourist groups



Assessment: Self/group

Student's Book  
p. 163

1. Local, African, overseas.
2. Lesotho, Mozambique, Swaziland, Zimbabwe, Botswana
3. Follow StatSA, news, etc.

### Activity 78: Investigate tourists' cultures and needs



Assessment: Self/group

Student's Book  
p. 166

1. See (2) of Activity 77 above; also add Overseas countries.
2. Individual answers, no formal assessment necessary.

### Activity 79, 80: Use non-verbal language and Keywords



Assessment: Peer

Student's Book  
p. 168, 171

Individual answers, no formal assessment necessary.

### Activity 81: Respect different cultures



Assessment: Peer

Student's Book  
p. 173

Individual answers, no formal assessment necessary.

### Activity 82, 83: South Africa's main population groups and Proud to be South African



Assessment: Self/peer

Student's Book  
p. 175, 176

Individual answers, no formal assessment necessary.

### Activity 84: Holy days



Assessment: Peer

Student's Book  
p. 186

Christmas: birth of Christ

Ramadaan: Cleansing fast period  
Diwali: festival of lights  
Yom Kippur: Day of atonement.

**Activity 85: Cultural norms and differences**



Assessment: Peer

Student's Book  
p. 189

Individual answers, no formal assessment necessary.



# chapter 7

## client care

### Activity 86 -93: [Different cultures]



Assessment: Peer

Student's Book  
p. 194-203

Individual answers, assess on merit. See text in Student's Book.

### Activity 94: Losing regular clients



Assessment: Peer

Student's Book  
p. 208

1. They thought the international clients could afford the higher prices.
2. International tourists.
3. They lost clients.
4. They tie you over during the off-season.
5. Her family was severely affected; life became very bad.

### Activity 95: The unhappy worker



Assessment: Self/group

Student's Book  
p. 210

1. They will leave as soon as possible and not come back.
2. It is wonderful to have so many clients; we are never quiet. I wish we could have a steady stream of clients all year round!

### Activity 96-99: Poor service; etc.



Assessment: Peer

Student's Book  
p. 213-216

Individual answers, assess on merit. See text in Student's Book on p. 213.

### Activity 100: Responding to complaints



Assessment: Peer

Student's Book  
p. 219

Individual answers, assess on merit.

**Activity 101: Keep it confidential**



Assessment: Self/group

Student's Book  
p. 220

See text on p. 219 and 220.

**Activity 102 - 104: Feedback, etc.**



Assessment: Peer

Student's Book  
p. 222-223

Individual answers, assess on merit.

**Activity 105: Greet clients appropriately**



Assessment: Self/group

Student's Book  
p. 226

Individual answers, assess on merit.

**Activity 106: A rationale**



Assessment: Lecturer

Student's Book  
p. 227

ICASS task. Assess on merit.

**Activity 107: Deal directly or refer complaints**



Assessment: Self/group

Student's Book  
p. 229

- 1 e
- 2 f
- 3 h
- 4 a
- 5 c
- 6 e
- 7 d
- 8 g

**Activity 108, 109: When and why to deal directly or to refer complaints and Follow up on complaints**



Assessment: Peer

Student's Book  
p. 229, 231

Individual answers, assess on merit.

**Activity 110-112: Promoting establishment services 1, 2 and 3**



Assessment: Peer

Student's Book  
p. 234, 236

Individual answers, assess on merit.

**Activity 113, 114: The importance of client care and Improve client care in a particular context**



Assessment: Peer

Student's Book  
p. 238, 241

Individual answers, assess on merit.