

NATIONAL CERTIFICATE: FOOD AND BEVERAGE SERVICES

SAQA ID :14113

CREDITS :133



IMPLEMENTATION PLAN

1. DOCUMENT OVERVIEW

Purpose

This qualification has been developed for people in the food and beverage service industry (hospitality). It brings together elements of food and drink preparation and service as well as supervision. This qualification is applicable to all sectors, from small restaurants to large-scale hotels. The qualification leads toward the F&B Management diploma and provides articulation with Gaming, Travel and other Tourism industries.

Specific Outcomes

Specific outcomes describe what the learner must be able to do successfully at the end of this learning experience.

Assessment Criteria

The only way to establish whether a learner is competent and has accomplished the Specific Outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners' ability to perform a task. These Unit Standards include assessments in the form of Formative and Summative Assessments: self-tests, Knowledge Questionnaires, Practical Activities and Assignments which you collect as a Portfolio Of Evidence, signed by your Supervisor and/or Facilitator to prove that you have successfully performed these tasks.

To qualify

To qualify and receive credits towards food and beverage service industry (SAQA ID 14113), NQF Level 03, a registered Assessor will conduct an evaluation and assessment of your Portfolio of Evidence and competency.

Critical Cross Fields

These are outcomes that allow learners to apply their qualifications to the industry and to food and beverage service industry their skills across various workplace applications.

A person acquiring this qualification will be able to food and beverage service industry Services by operating, controlling and maintaining a primary or secondary within a food and beverage service industry Services environment whilst applying personal safety, quality assurance and monitoring critical control points. This qualification will contribute to the full development of the learner within the environment by providing recognition, further mobility and portability within the field of food and beverage service industry Services. The skills, knowledge and understanding required to achieve this qualification are essential for

the social and economic transformation of the South African and will contribute to the upliftment and skills development of the people therein

Responsibility

The responsibility of learning rest with you, so . . .

- Be proactive and ask questions.
- Seek assistance and help from your facilitator and mentor, if required

ID		UNIT STANDARD TITLE	NQF LEVEL	CREDITS
COMMUNICATION				
Fundamental	7822	Prepare written communications	Level 4	3
Fundamental	7794	Communicate verbally	Level 3	8
NUMERACY SKILLS				
Fundamental	7812	Perform basic calculations	Level 2	3
CUSTOMER CARE				
Core	7836	Monitor customer satisfaction	Level 4	3
Fundamental	7790	Process incoming and outgoing telephone calls	Level 3	3
Fundamental	7791	Display cultural awareness in dealing with customers and colleagues	Level 4	4
Fundamental	11235	Maintain effective working relationships with other members of staff	Level 3	1
Fundamental	7789	Provide Customer Service	Level 4	8
INTRODUCTION TO HOSPITALITY SERVICES				
Core	7793	Describe layout, services and facilities of the organisation	Level 2	1
Core	7860	Introduce new staff to the workplace	Level 3	1
Core	7780	Supervise the running of a function	Level 5	7
Core	7801	Describe the sectors of the Hospitality, Travel and Tourism Industries	Level 2	2
HEALTH AND SAFETY				
Core	7799	Maintain a safe working environment	Level 2	2
Core	7796	Maintain a secure working environment	Level 3	1
Core	7868	Monitor and maintain health, safety and security	Level 5	4
Elective	7854	Provide First Aid	Level 4	4
HOUSE KEEPING				
Core	7738	Clean and restock drinks machines/equipment	Level 2	1
Core	7735	Clean and store glassware	Level 2	1
Core	7612	Handle and dispose of waste	Level 2	1
Core	7608	Handle and store cleaning equipment and materials	Level 2	1
Core	7869	Maintain a preventative maintenance programme	Level 4	3
Core	7846	Maintain the cleaning programme for own area of responsibility	Level 4	2
Elective	7737	Prepare and clear areas for room service	Level 2	1
PERSONAL DEVELOPMENT & CAREER PLANNING				

Core	7821	Develop self within the job role	Level 4	3
Core	7827	Source information about self-employment opportunities	Level 4	3
Fundamental	7800	Maintain health, hygiene and a professional appearance	Level 1	1
Elective	7813	Identify work opportunities	Level 2	2
Core	7866	Plan, organise and monitor work in own area of responsibility	Level 5	3
Elective	7815	Apply for a job or work experience placement	Level 3	2
SUPERVISION SKILLS				
Core	7841	Plan staff training and development in own area of responsibility	Level 4	6
Core	7829	Handle and record refunds	Level 3	2
Core	7818	Conduct on-the-job coaching	Level 5	5
Core	7778	Maintain the drink service	Level 5	4
Core	7776	Maintain the table service	Level 5	5
Elective	7739	Prepare, service and clear function rooms	Level 2	2
Core	7844	Contribute to the identification of short term supply needs	Level 4	1
PREPARES AND PROVIDE FOOD SERVICES				
Core	7742	Provide a table service	Level 3	2
Core	7745	Provide a carvery/buffet service	Level 3	2
Core	7740	Prepare and clear areas for table service	Level 3	1
Elective	7732	Prepare and clear areas for counter service	Level 2	1
Elective	7747	Provide a silver service	Level 4	2
PREPARES AND PROVIDE BEVERAGE SERVICES				
Core	7744	Provide a table drink service	Level 3	4
Core	7750	Serve bottled wine	Level 3	3
Core	7773	Prepare and serve spirits and liqueurs	Level 4	5
Elective	7734	Prepare and clear areas for drinks service	Level 2	1
Core	7769	Recommend, present and serve wines	Level 5	6
Elective	7779	Supervise and maintain beverage storage	Level 5	6
CASHIERING				
Core	7839	Maintain the receipt, storage and issue of goods	Level 4	5
Core	7820	Operate a payment point and process payments	Level 3	3

DESIGN STRATEGY

1 - LEARNING AIMS AND OBJECTIVES CLARITY ON FOCUS ON OUTCOMES AND DESIGN DOWN:

- Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.
- Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement at each stage of the learning programmes.
- Learning programmes include not only specific outcomes (observable outcomes), but also critical Crossfield (adaptive ability such as problem solving).
- Learning programmes are designed back from the outcomes.

2 - THEORETICAL CONTENT RELEVANCE:

- Content was designed to include knowledge and skills that are relevant and connected to real-life situations.
- Content and activities present authentic tasks.
- Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning.
- Delivery methodology allows for flexibility, a variety of methods, environments and resources

3 - TEACHING AND LEARNING LEARNER CENTERED AND EXPANDED OPPORTUNITIES:

- Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.
- The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.
- Learning is value adding it builds contextually on the learner's existing frames of reference.
- Learners given multiple opportunities to demonstrate if the outcome has been reached.

HIGH PARTICIPATION AND CO-OPERATIVE LEARNING:

- Learning activities are inductive and allow learners to construct knowledge for themselves.
- Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.
- Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.
- Learners are motivated by constant feedback and affirmation of their worth by means of assessment. Integration
- Learning is designed to integrate a wider social and economic understanding and awareness.
- Learning methodology allows for clear integration between theory, practical / workplace components.
- Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.

4 - ASSESSMENT PRINCIPLES OF ASSESSMENT ASSESSMENTS MEET THE FOLLOWING CRITERIA FOR SAQA'S PRINCIPLES OF ASSESSMENT:

- Assessment methods are; appropriate, fair, manageable, integrated into work or learning
- Assessment evidence is; valid, current, authentic, sufficient
- Assessment process is systematic, open and consistent
- Clarity of focus on outcomes
- Assessments are focused on what the learner has achieved in relation to learning outcomes.
- Learner achievements are measured solely on whether a learner has reached the required outcomes or not.
- Assessment criteria are clearly defined and are derived from the unit standard.

HIGH EXPECTATIONS

- Assessment tasks are challenging, not simply routine.
- Evidence collected is governed by quality criteria (criterion-referenced).
- Assessments discriminate between low and high levels of achievement.
- Advancement is based on demonstrated achievement.

EXPANDED OPPORTUNITY

- Assessments lead toward achievement of qualifications or part qualifications.
- Learners advance through the system when they are able to demonstrate attainment of the desired outcomes.
- Learners' prior knowledge is taken into consideration when organising learning experiences
- Learners are supported to attain these desired outcomes
- Continuous integrated assessment
- Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.
- Learners are assessed on an on-going basis – Assessment is towards life-long learning.
- A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.
- Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values
- Assessment is integrative and focuses on the application of competence.

5 – EVALUATION FACILITATOR LEARNERS WILL BE REQUIRED TO EVALUATE THE PERFORMANCE OF THE FACILITATOR ON COMPLETION OF THE LEARNING PROGRAMME. FACILITATORS WILL BE EVALUATED AGAINST THE FOLLOWING CRITERIA:

- The learning outcomes were clearly stated.
- Key learning points were illustrated and clarified.
- The learning outcomes were met.

- Key learning points were summarized.
- The principles of adult learning were applied

PROGRAMME LEARNERS WILL BE REQUIRED TO EVALUATE THE VALUE OF THE LEARNING EXPERIENCE AGAINST THE FOLLOWING CRITERIA:

- The extent to which the learning programme achieved the learning outcomes.
- The overall reaction of the learner to the programme.
- The relevance of the learning material content.
- The sequence, pace and timing of the lessons