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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Tourism Operations in the National Certificates (Vocational). It must be read with the National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF). This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the Subject Guidelines: Tourism Operations to prepare for and deliver Tourism Operations. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**
  To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**
  To be dynamic and responsive to national development needs.

- **Credibility**
  To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**
  To work within a consistent framework of principles and certification.

- **Flexibility**
  To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**
  To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**
  To address barriers to learning at each level to facilitate students’ progress.
• **Progression**
To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

• **Portability**
To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

• **Articulation**
To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

• **Recognition of Prior Learning**
To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

• **Validity of assessments**
To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:
  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

• **Reliability**
To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

• **Fairness and transparency**
To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:
  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students’ work with other students, based on learning styles and language

• **Practicability and cost-effectiveness**
To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS
The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 **Internal continuous assessment (ICASS)**
Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a “Structured Environment”. This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 **External summative assessment (ESASS)**
The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.
A compulsory component of external summative assessment (ESASS) is the integrated summative assessment task (ISAT). This assessment task draws on the students’ cumulative learning throughout the year. The task requires integrated application of competence and is executed under strict assessment conditions. The task should take place in a simulated or “Structured Environment”. The integrated summative assessment task (ISAT) is the most significant test of students’ ability to apply their acquired knowledge.

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

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation
Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator’s involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation
External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:
- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

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

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

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

6 TYPES OF ASSESSMENT
Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.
6.1 Baseline assessment
At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

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

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

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

7 PLANNING ASSESSMENT
An assessment plan should cover three main processes:

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

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

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

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

<table>
<thead>
<tr>
<th>LECTURER ASSESSMENT</th>
<th>The lecturer assesses students’ performance against given criteria in different contexts, such as individual work, group work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>Students assess another student or group of students’ performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>GROUP ASSESSMENT</td>
<td>Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.</td>
</tr>
</tbody>
</table>

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE
All evidence collected for assessment purposes is kept or recorded in the student’s Portfolio of Evidence (PoE).

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

<table>
<thead>
<tr>
<th>Observation-based (Less structured)</th>
<th>Task-based (Structured)</th>
<th>Test-based (More structured)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Assignments or tasks</td>
<td>Examinations</td>
</tr>
<tr>
<td>Class questions</td>
<td>Projects</td>
<td>Class tests</td>
</tr>
<tr>
<td>Lecturer, student, parent discussions</td>
<td>Investigations or research</td>
<td>Practical examinations</td>
</tr>
<tr>
<td></td>
<td>Case studies</td>
<td>Oral tests</td>
</tr>
<tr>
<td></td>
<td>Practical exercises</td>
<td>Open tests</td>
</tr>
<tr>
<td></td>
<td>Demonstrations</td>
<td>Open-book tests</td>
</tr>
<tr>
<td></td>
<td>Role-play</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment instruments**
- Observation
- Class questions
- Lecturer, student, parent discussions

**Assessment tools**
- Observation sheets
- Lecturer’s notes
- Comments
- Checklists
- Rating scales
- Rubrics
- Marks (e.g. %)
- Rating scales (1-7)

**Evidence**
- Focus on individual students
- Subjective evidence based on lecturer observations and impressions

Open middle: Students produce the same evidence but in different ways.
Open end: Students use same process to achieve different results.

**10 TOOLS FOR ASSESSING STUDENT PERFORMANCE**

**Rating scales** are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

**Task lists** and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

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

**11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS**

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

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

**12 COMPETENCE DESCRIPTIONS**

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

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

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

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

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

SECTION C: ASSESSMENT IN TOURISM OPERATIONS

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Tourism Operations must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

2 RECORDING AND REPORTING

Tourism Operations, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly competent</td>
<td>70-79</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>50-69</td>
</tr>
<tr>
<td>2</td>
<td>Not yet competent</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-39</td>
</tr>
</tbody>
</table>

The programme of assessment should be recorded in the Lecturer’s Portfolio of Assessment for each subject. The following should at least be included in the Lecturer’s Assessment Portfolio:

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

The college must standardise these documents.

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

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

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

The following units guide internal assessment in Tourism Operations.

### Level 2  Tourism Operations

<table>
<thead>
<tr>
<th>NUMBER OF UNITS</th>
<th>ASSESSMENT</th>
<th>COVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Closed-book class test(s) on theory</td>
<td>One or more per completed topic</td>
</tr>
<tr>
<td>4</td>
<td>Open-book formal test to prove competence in application</td>
<td>One per completed topic</td>
</tr>
<tr>
<td>1</td>
<td>Internal written exam</td>
<td>All completed topics</td>
</tr>
<tr>
<td>10 (e.g. two per topic)</td>
<td>Practical assessments</td>
<td>As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes</td>
</tr>
</tbody>
</table>

### Level 3

<table>
<thead>
<tr>
<th>NUMBER OF UNITS</th>
<th>ASSESSMENT</th>
<th>COVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Closed-book class test(s) on theory</td>
<td>Two or more per completed topic</td>
</tr>
<tr>
<td>4</td>
<td>Open-book formal test to prove competence in application</td>
<td>Two per completed topic</td>
</tr>
<tr>
<td>1</td>
<td>Internal written exam</td>
<td>All completed topics</td>
</tr>
<tr>
<td>8</td>
<td>Practical assessments</td>
<td>As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes</td>
</tr>
</tbody>
</table>

### Level 4

<table>
<thead>
<tr>
<th>NUMBER OF UNITS</th>
<th>ASSESSMENT</th>
<th>COVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Closed-book class test(s) on theory</td>
<td>One or more per completed topic</td>
</tr>
<tr>
<td>4</td>
<td>Open-book formal test to prove competence in application</td>
<td>One or more per completed topic</td>
</tr>
<tr>
<td>1</td>
<td>Internal written exam</td>
<td>All completed topics</td>
</tr>
<tr>
<td>6</td>
<td>Practical assessments</td>
<td>As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes</td>
</tr>
</tbody>
</table>
ASSESSMENT OF TOURISM OPERATIONS
LEVEL 2
### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN TOURISM OPERATIONS – LEVEL 2

#### Topic 1: Operate and Maintain Office Equipment

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow instructions to operate office equipment.</td>
<td>The equipment used in own area of responsibility is identified in terms of function. Instructions for operating equipment are understood and followed responsibly with due regard for safety. Common problems or faults that occur on a routine basis are identified and solved following the manufacturer’s instructions. Persistent and non-routine problems or faults that require specialist technical skills are recognised and reported to the relevant authority.</td>
<td>Identify the functions of equipment in own area of responsibility. Understand instructions for operating equipment and follow them responsibly with due regard for safety. Identify common problems or faults that occur on a routine basis and solve them, following the manufacturer’s instructions. Recognise persistent and non-routine problems or faults that require specialist technical skills and report them to the relevant authority.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Compile a descriptive list of the equipment and their functions in own area of responsibility.
- Demonstrate how office equipment works.
- Compile list of possible troubleshooting steps for common faults that occur and demonstrate how a given common fault or problem is handled.
- Compile list of possible problems that require specialist attention and state how the problem must be reported.
- Add a column to the list with the contact details of the repair company(ies) whose services may be needed.
- Practical exercises on any or all of the above.

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain equipment in clean and working condition.</td>
<td>Equipment is cleaned and kept in good repair according to the manufacturer’s instructions. Consumable items are replaced according to the procedures for the particular machine. The dangers of working with electricity are known and understood and safety precautions are applied when cleaning equipment. The risks or hazards associated with the use of equipment and the disposal of waste from the machines are described. Discarded items are disposed of safely and appropriately. The relevant legal requirements that apply to regulations and warranties are described for selected equipment.</td>
<td>Clean the equipment and keep in good repair according to the manufacturer’s instructions. Replace consumable items according to the procedures for the particular machine. Describe the dangers of working with electricity and apply safety precautions when cleaning equipment. Explain the risks or hazards associated with the use of equipment and the disposal of waste from the machines. Dispose of discarded items safely and appropriately. Describe the relevant legal requirements that apply to regulations and warranties for selected equipment.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Demonstrate how to clean equipment and how to replace consumable items according to proper procedures.
- Discussion and practical demonstration.
- Discuss dangers of working with electricity and safety precautions.
- Investigate and report on the relevant legal requirements that apply to regulations and warranties.
- Practical exercises on any or all of the above.

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor and request consumables.</td>
<td>The quantity consumables needed is estimated for a specified period.</td>
<td>Estimate the quantity of consumables needed for a specified period.</td>
</tr>
</tbody>
</table>
Tourism Operations
National Certificates (Vocational)

- The required consumables are requested in time according to established procedures.
- Consumables are handled correctly and stored securely according to the business’ requirements.
- The required records for consumables are updated correctly.
- Request the required consumables in time according to established procedures.
- Handle consumables correctly and store them securely according to the business’ requirements.
- Update the required records for consumables accurately.

ASSESSMENT TASKS OR ACTIVITIES
- Research and report on the quantity of consumables necessary for a specified period.
- Describe the established procedure or draft a procedure for requesting consumables, having investigated a similar situation in any real-life tourism office.
- Demonstrate the procedure, if possible, otherwise provide a detailed description. (The procedure can be done in a simulated situation.)

SUBJECT OUTCOME
Recognise and take steps to minimise risks when operating equipment.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The area around the equipment is organised to minimise risk to self and others.</td>
<td>Organise the area around the equipment to minimise risk to self and others.</td>
</tr>
<tr>
<td>Existing or potential safety risks involving equipment are corrected in own work area.</td>
<td>Correct existing or potential safety risks involving equipment in own working area.</td>
</tr>
<tr>
<td>Safety risks involving equipment outside own work area are identified and reported to the appropriate authority.</td>
<td>Identify safety risks involving equipment outside own work area and report them to the appropriate authority.</td>
</tr>
<tr>
<td>Actions to be taken to deal with emergencies involving equipment are identified for a specific tourism organisation.</td>
<td>Identify actions to be taken to deal with emergencies involving equipment for a specific tourism organisation.</td>
</tr>
<tr>
<td>Emergencies involving equipment are reported in an agreed format and according to the organisation’s procedures.</td>
<td>Report emergencies involving equipment in an agreed format and according to organisational procedures.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES
- Either a case study(-ies), simulated situation or a real workplace assessment, where area(s) surrounding the equipment is either subtly or blatantly unsafe (preferably with more than one thing “wrong”). Students study the scene and reduce the risks or correct existing or potential safety risks, providing running commentary to motivate their actions.
- Research how emergencies involving equipment are dealt with in a specific tourist organisation, followed by discussion or report-back.

Topic 2: Manage and Store Information

SUBJECT OUTCOME
Explain why companies record and keep information.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for recording information is explained with reference to an actual document used in a tourism office.</td>
<td>Explain the reason for recording information with reference to an actual document used in a tourism business.</td>
</tr>
<tr>
<td>Five examples of the type of information contained in records in a tourism business are listed.</td>
<td>List five examples of the types of information contained in records in a tourism business.</td>
</tr>
<tr>
<td>Three methods of creating records that use different types of technology are named.</td>
<td>Name three methods of creating records that use different types of technology.</td>
</tr>
<tr>
<td>The purpose for which a record is used for three different roles in a tourism organisation is described.</td>
<td>Describe the purpose for which a record is used for three different roles in a tourism organisation.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES
- Complete a case study on the reasons why information is recorded in a tourism organisation.
- Investigate and compile a list of the type of information recorded by a tourism organisation.
- Provide examples of the different types of technology used to create records.
- Research and discuss or report on the purpose of a record for three different roles in a tourism organisation.
### SUBJECT OUTCOME

Name and describe the types of record that are specific to a contract in the tourism sector.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The difference between a policy, an agreement, a contract and a quotation is distinguished.</td>
<td>• Identify a policy, agreement, contract and quotation specific to the tourism sector as different types of records.</td>
</tr>
<tr>
<td>• The type of information contained in a contract, agreement or quotation is explained.</td>
<td>• Explain the type of information contained in a contract, agreement or quotation.</td>
</tr>
<tr>
<td>• The purpose of maintaining a record of contracts, agreements and quotations is described with reference to specific tourism case studies.</td>
<td>• Describe the purpose of maintaining a record of contracts, agreements and quotations with reference to specific tourism case studies.</td>
</tr>
<tr>
<td>• The importance of client-specific details is explained with examples from the tourism sector.</td>
<td>• Explain the importance of client-specific details with examples from the tourism sector.</td>
</tr>
<tr>
<td>• The purpose of recording changes to contracts, agreements and quotations is explained with reference to three different circumstances (all tourism related).</td>
<td>• Explain the purpose of recording changes to contracts, agreements and quotations with reference to three different circumstances (all tourism related).</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- Provide examples of a policy, agreement, contract and quotation.
- Discuss, with examples, the importance of client-specific details.
- Case studies with question-and-answer activities

---

### SUBJECT OUTCOME

Locate and provide records to users on request.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Suitable paper or electronic filing systems are used to locate the required record.</td>
<td>• Use suitable paper or electronic filing systems to locate the required record.</td>
</tr>
<tr>
<td>• Requested data is located, accessed and retrieved within agreed organisational service levels.</td>
<td>• Locate, access and retrieve requested data according to agreed organisational service levels.</td>
</tr>
<tr>
<td>• The reasons why confidential records are given only to authorised people are known and can be explained and the implications of releasing information to unauthorised persons are understood in terms of risk to the company.</td>
<td>• List and explain the reasons why confidential records are given only to authorised people.</td>
</tr>
<tr>
<td>• A copy of the record is made and provided as requested, the request and compliance are noted and the original documents are returned to the correct location.</td>
<td>• Explain the implications of releasing information to unauthorised persons in terms of risk to the company.</td>
</tr>
<tr>
<td>• The confidentiality of records is maintained at all times and security procedures are explained in simple terms.</td>
<td>• Make and provide a copy of the record as requested, note the request and compliance and return the original documents to the correct location.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- Demonstrate the use of either a paper or electronic filing system (preferably both), running commentary to explain actions.
- Discuss, in groups, the reasons why confidential records are only given to authorised people.
- Discuss, in groups, the implications of releasing information to unauthorised people.
- Demonstrate the procedure to provide the requested record in a simulated or real environment. Students can familiarise themselves with the procedure while doing practicals at a tourism organisation.
- Investigate and report on standard security procedures, with emphasis on the importance of maintaining the confidentiality of records at all times.

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### SUBJECT OUTCOME

Maintain confidentiality of customer and company information.

<table>
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<tr>
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</thead>
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<tr>
<td>• Violations of company procedures relating to the confidentiality of information are recognised and reported following established procedures.</td>
<td>• Recognise violations of company procedures relating to the confidentiality of information and report them following established procedures.</td>
</tr>
</tbody>
</table>
Describe and provide examples of problems that could be caused by misfiled documentation.

- Information classified as confidential is recognised as such and is disclosed only to approved personnel.
- Company and legal requirements are known and understood and all outputs and inputs to the storage system conform to established procedures.
- Situations where colleagues do not comply with security and confidentiality procedures are identified and immediately reported to the appropriate authority.
- All work activities are carried out according to the code of conduct and within the requirements of the organisation’s security procedures.
- All materials are classified, sorted and stored without damage in a safe and secure manner.
- The organisation’s procedures for archiving in terms of being current, accurate and according to a prescribed format are discussed.
- The implications for productivity of an item not being located are described.
- Filing documentation is sourced and gathered.
- An electronic file is created and labelled according to requirements.
- Electronic documentation is filed according to organisational requirements.
- Filing is completed within organisational timeframes and standards.
- Classification uncertainties are referred to an appropriate authority.
- All materials are classified, sorted and stored without damage in a safe and secure manner.

Recognise information classified as confidential and disclose only to approved personnel.

- Classify, sort and record paper-based documentation according to established requirements.
- Information is stored in the correct location and sequence and the effect that misfiled documentation has on an organisation is understood.
- Documents are stored in a manner that ensures that they are undamaged, safe and accessible when required.
- Information is classified and cross-referenced accurately. Classification uncertainties are referred to an appropriate authority.
- The method of classification and cross-referencing is understood and the problems that result from unconventional classification and cross-referencing are explained in a familiar context.
- The organisation’s procedures for archiving in terms of being current, accurate and according to a prescribed format are discussed.
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- All materials are classified, sorted and stored without damage in a safe and secure manner.

ASSESSMENT TASKS OR ACTIVITIES

- Discuss, in groups, how to recognise violations, to whom to report violations and procedures to be followed. Investigate or research, if possible, what a real-life tourism company would do under such circumstances and report back.
- Explain how to recognise classified information as confidential and who “approved personnel” might be.
- Research and report the legal requirements of storage systems.
- Explain, with reference to the importance of being aware of the contents of one’s company policy, security and confidentiality.
- Research and find a copy of such a policy to file as an example in the Portfolio of Evidence (PoE).

ASSESSMENT TASKS OR ACTIVITIES

- Classify, sort and record paper-based documentation according to established requirements.
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- The implications for productivity of an item not being located are described.
- Filing documentation is sourced and gathered.
- An electronic file is created and labelled according to requirements.
- Electronic documentation is filed according to organisational requirements.
- Filing is completed within organisational timeframes and standards.
- Classification uncertainties are referred to an appropriate authority.
- All materials are classified, sorted and stored without damage in a safe and secure manner.
- Research or investigate and report on the implications of misfiled documentation on productivity.
- Worksheet or case study in conjunction with the students’ computer literacy lecturer on electronic filing systems (Evidence to be filed in Portfolios of Evidence (PoE))

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Retrieve information from an existing storage system.</td>
<td>Required information is promptly located, obtained, copied and dispatched to the correct person or location. Delays in the supply of information are communicated and the reason for delay is politely explained. Information retrieved is correctly recorded to track all files. Missing or overdue items are identified and correct procedures are followed to locate them.</td>
<td>Locate required information promptly and obtain, copy and dispatch it to the correct person or location. Communicate delays in the supply of information and politely explain the reason for delay. Correctly record retrieved information to track all files. Identify missing or overdue items and follow correct procedures to locate them.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES
- Demonstrate the use of a paper-based filing system.

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<tbody>
<tr>
<td>Store valuable documentation and reference materials securely.</td>
<td>The process for securing valuable items and for maintaining that security is known and followed meticulously. Reasons for security procedures are explained with examples of the effects on an organisation if there is a breach of security. Security risks are identified and corrected in own area of authority. Violations of security are recognised and reported following familiar and established procedures.</td>
<td>Describe the process for securing valuable items and maintaining that security. Explain reasons for security procedures with examples of the effects on an organisation if there is a breach of security. Identify and correct security risks in own area of authority. Recognise violations of security and report them following familiar and established procedures.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES
- Identify valuable documentation and reference material in a tourism-related office.
- Research and describe a process or create a process to secure and maintain such documentation and reference material and list the reasons for doing so.
- Identify and correct, where necessary, potential security risks in case study (or simulated role-play).
- Written task: Describe the procedure to report a security violation.

Topic 3: Use the Telephone

<table>
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<tbody>
<tr>
<td>Process incoming and outgoing phone calls.</td>
<td>Confidential information is described with reasons why it cannot be disclosed. The importance of acknowledging callers and keeping them informed of reasons for delays is explained. Various ways of finding telephone numbers are listed. The difference in answering one’s own private telephone and the way the switchboard is answered is explained in terms of assisting customers. Standard telephone etiquette on answering, transferring and making calls is described. The use of body language in communicating with others while on the telephone and the reason why it is</td>
<td>Describe confidential information and explain why it cannot be disclosed. Explain the importance of acknowledging callers and keeping them informed of reasons for delays. List various ways of finding telephone numbers. Explain the difference in answering one’s own private telephone and the way the switchboard is answered in terms of assisting customers. Describe standard telephone etiquette on answering, transferring and making calls. Describe the use of body language in communicating with others while on the telephone and the reason</td>
</tr>
</tbody>
</table>
**Topic 4: Apply Product Knowledge and Make Reservations**

<table>
<thead>
<tr>
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<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding about services and facilities regarding reservations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The importance of good knowledge of services and facilities is explained.</strong></td>
<td></td>
<td>Explain the importance of a good knowledge of services and facilities and how incorrect information could impact on cost and customer service.</td>
</tr>
<tr>
<td><strong>The interrelationship between different sectors of the tourism and hospitality industries is described in relation to reservations.</strong></td>
<td></td>
<td>Describe the interrelationship between different sectors of the tourism and hospitality industries and how they relate to reservations.</td>
</tr>
<tr>
<td><strong>Reasons are given for quickly and accurately dealing with customers when making reservations.</strong></td>
<td></td>
<td>Explain the reasons for quickly and accurately dealing with customers when making reservations.</td>
</tr>
<tr>
<td><strong>A central reservations system is explained in terms of why it is important.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the impact this system would have on the performance of the reservations department.

- Ways of dealing with power failure and booking errors are suggested.

- Explain a central reservations system and how this system affects the performance of the reservations department.
- Describe ways of dealing with power failure and booking errors.

**ASSESSMENT TASKS OR ACTIVITIES**

- Compile a diagram with three or four columns and list the types of service and facilities offered by three or four different kinds of tourism businesses.
- List ways in which knowledge of services and facilities can be improved.
- Case study(ies) with questions and answers on the interrelationship between the tourism and hospitality industries.
- Discuss, in groups, the reasons for dealing effectively and accurately with customers when making reservations. Each student then compiles own list.
- Provide oral description of a central reservations system. Research, if necessary.
- Research and suggest solutions to power failures and booking errors.

**SUBJECT OUTCOME**

Demonstrate the ability to make reservations.

**ASSESSMENT STANDARDS**

- A manual and/or computerised reservation system is used according to organisational procedures.
- Given a range of reservations and a range of customers, availability of service is checked, guests are advised and alternatives are suggested.
  
  **Range of reservations:** Phone, fax, e-mail, face-to-face and Internet
  
  **Range of customers:** Individual, group, booking agencies, customers with communication difficulties, regular customers, VIPs and conference delegates
- The importance of accurately answering inquiries regarding cost and other product features is explained.
- Customer history is checked and this information is used to assist in making the reservation.
- The reservation is made following the correct procedure and customer and payment details are recorded accurately.
- Special requests are clearly and accurately recorded and the importance (for the organisation) of doing this is explained.
- Completed reservations are filed correctly.
- The reasons for accurately recording cancellations and amendments to reservations are explained.
- The importance of advising departments and colleagues of specific customer requirements is explained.

**LEARNING OUTCOMES**

- Use a manual and/or computerised reservation system according to organisational procedures.
- Given a range of reservations and a range of customers, check availability of service, advise guests and suggest alternatives.
  
  **Range of reservations:** Phone, fax, e-mail, face-to-face and Internet
  
  **Range of customers:** Individual, group, booking agencies, customers with communication difficulties, regular customers, VIPs and conference delegates
- Explain why it is important to accurately answer inquiries regarding cost and other product features.
- Check customer history and use this information to assist in making the reservation.
- Make the reservation following the correct procedure and record customer and payment details accurately.
- Record special requests clearly and accurately and explain the importance (for the organisation) of doing this.
- File completed reservations correctly.
- Explain the reasons for accurately recording cancellations and amendments to reservations.
- Explain the importance of advising departments and colleagues of specific customer requirements.

**ASSESSMENT TASKS OR ACTIVITIES**

- Describe organisational procedures for using a manual or electronic reservations system.
- Demonstrate the use of a manual and/or computerised reservation system.
- Using case studies, make a variety of reservations for the customer types as suggested in the range. This should be done with a manual or computerised reservations system, where possible.
- Selecting a variety of practical examples, conduct a group discussion as to how incorrect information affects cost and customer satisfaction. Students write own explanations.
- Case study with questions and answers on special requests when making reservations.
- Demonstrate recording customer and payment details accurately. Payments are discussed in detail in Topic 5.
- Compile list of reasons for accurately recording cancellations and amendments for the Portfolio of Evidence (PoE).
- Case study with example of how things go wrong when there is not sufficient communication between personnel regarding special customer needs. Oral test combined with practical (demonstration) on making reservations.
### Subject Outcome

**Tourism Operations**

**National Certificates (Vocational)**

**SUBJECT OUTCOME**

Demonstrate the ability to learn from own actions and adapt performance when faced with problematic or unusual reservation circumstances.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>• Given a situation where the computer system has failed or no reservations have been received from the central reservations system, ways to solve the situation are suggested.</td>
<td>• Given a situation where the computer system has failed or no reservations have been received from the central reservations system, describe ways to solve the situation.</td>
</tr>
<tr>
<td>• The manner in which reservations are dealt with in a different type of establishment (e.g. B&amp;B or game lodge) where a manual system is used is described.</td>
<td>• In a different type of establishment (e.g. B&amp;B or game lodge) where a manual system is used, describe how reservations are dealt with.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS OR ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research and write a report on alternative ways of making reservations when the electronic system has failed or where manual systems are used. Afterwards, discuss observations in groups.</td>
</tr>
</tbody>
</table>

**SUBJECT OUTCOME**

Demonstrate knowledge and understanding about providing information to and booking additional services for guests.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• The importance of giving accurate information to guests who are interested in extra bookings is explained.</td>
<td>• Explain the importance of giving accurate information to guests who would like to book extra services.</td>
</tr>
<tr>
<td>• The impact of inaccurate information on the company, the customer and the service provider is described.</td>
<td>• Explain how inaccurate information impacts on the company, the customer and the service provider.</td>
</tr>
<tr>
<td>• The importance of good general knowledge in terms of helping a guest is described.</td>
<td>• Explain the importance of good general knowledge in terms of helping a guest.</td>
</tr>
<tr>
<td>• Different sources of information and their uses are described.</td>
<td>• Describe different sources of information and their uses.</td>
</tr>
<tr>
<td>• Different ways of contacting service providers are explained.</td>
<td>• Describe different ways of contacting service providers.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

| • Compile a list of examples of extra or new services that guests might request, followed by a group discussion. |
| • Case study showing how incompetent it looks if a tourism assistant does not know where or how to find facilities or services as requested by a guest (include use of information sources and contacting service providers) |

**SUBJECT OUTCOME**

Attend to customers in a professional manner.

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</thead>
<tbody>
<tr>
<td>• The importance of attending to customers with minimum delay and in a polite, friendly manner is emphasised.</td>
<td>• Explain the importance of attending to customers with minimum delay and in a polite, friendly manner.</td>
</tr>
<tr>
<td>• Customers’ needs are identified correctly, given a range of inquiries.</td>
<td>• Identify customers’ needs correctly, given a range of inquiries.</td>
</tr>
<tr>
<td>Range of information: Directions, travel information, local information, guest services and telephone numbers</td>
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</tr>
<tr>
<td>• Appropriate sources of information are used to provide customers with accurate information.</td>
<td>• Use information appropriate sources to provide customers with accurate information.</td>
</tr>
<tr>
<td>Range of sources: Maps, timetables, directories, guides and organisations contacted by telephone</td>
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</tr>
<tr>
<td>• Bookings for external services are made following correct procedure. The importance of doing so promptly is stressed.</td>
<td>• Make bookings for external services following correct procedure and stress the importance of doing so promptly.</td>
</tr>
<tr>
<td>Range of external services: Transport, restaurant reservations and items to be delivered from external organisations</td>
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</tr>
</tbody>
</table>
organisations
- Customer information is displayed prominently and a constant supply of information that is current is maintained
- Decisions on how to deal with unexpected situations are made and reasons for the particular choice of action are given.
  
  Range of situations: Special customer requests, rude or aggressive customers, tour fully booked, no booking found and unable to meet customer needs

- Display customer information prominently and maintain constant supply of information that is current.
- Make decisions on how to deal with unexpected situations and give reasons for that choice of action.
  
  Range of situations: Special customer requests, rude or aggressive customers, tour fully booked, no booking found and unable to meet customer needs

ASSESSMENT TASKS OR ACTIVITIES
- Role play exercise of attending to clients
- Case study with selection of clients needing various services, requesting extra excursions, asking information, etc.
- Worksheet with columns listing hypothetical types and examples of extra services requested, with sources used and the appropriate answers or solutions
- Demonstrate, either simulated or assessed in the workplace, the booking of additional services.
- Compile a brochure rack of local services and attractions or arrange a display with pamphlets, current trade magazines and brochures.
- Practical exercises that allows for role play of dealing with unexpected situations
- Can be followed with group discussion to discuss effectiveness of actions taken and written report for the Portfolio of Evidence (PoE).

SUBJECT OUTCOME
Given a different type of establishment, describe ways of providing customer information and booking services.

ASSESSMENT STANDARD
- External services and customer information are provided at a different type of establishment.
  
  Range of establishments: Game lodge, B&B and five-star establishments

LEARNING OUTCOME
- Provide external services and customer information at a different type of establishment.
  
  Range of establishments: Game lodge, B&B and five-star establishments

ASSESSMENT TASKS OR ACTIVITIES
- Describe how the booking services of smaller establishments like game lodges, guest houses and B&B’s will differ from those of large hotels.
- Research how the requests and needs of clients at the establishments (in the range) might differ from those of guests at standard hotels, then compile a written description on ways of providing these services or information requests.

Topic 5: Process Payments

SUBJECT OUTCOME
Explain the importance of having sufficient change available at all times.

ASSESSMENT STANDARD
- The importance of having sufficient change available at all times is explained.

LEARNING OUTCOME
- Discuss the importance of having sufficient change available at all times and the impact on the customer of not doing this.

ASSESSMENT TASKS OR ACTIVITIES
- This Assessment Standard must be assessed in a working environment or in a realistic working environment using a combination of observation, simulation and questioning. Observation can cover payment points, dealings with customers, preparation and use of equipment and cashing up procedures at the end of a shift or at handover.
  
  Range of payment points: Tills or billing machines with cash drawers, speed points or manual card machines
- Simulation supplemented by questioning to cover unexpected situations
  
  Range: Shortage of change, supplies, till rolls and cash discrepancies
### SUBJECT OUTCOME
Explain the importance of having only a limited amount of cash at a payment point.

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</tr>
</thead>
<tbody>
<tr>
<td>The importance of having only a limited amount of cash at a payment point is explained.</td>
<td>Discuss the importance of having only a limited amount of cash at a payment point at any given time.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Oral questions

### SUBJECT OUTCOME
Explain the reason for securing a payment point from unauthorised access.

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<tbody>
<tr>
<td>The reason for securing a payment point from unauthorised access is explained.</td>
<td>Discuss the reason for securing a payment point from unauthorised access and the impact on the organisation of not doing this.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Oral questions

### SUBJECT OUTCOME
Describe types of unauthorised payments.

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<tr>
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</thead>
<tbody>
<tr>
<td>Types of unauthorised payments are described.</td>
<td>Describe types of unauthorised payments and explain the reasons for handling unauthorised payments discreetly.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Oral questions

### SUBJECT OUTCOME
Describe organisational procedures for operating a payment point.

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<tbody>
<tr>
<td>Organisational procedures for operating a payment point are described.</td>
<td>Research and discuss organisational procedures for operating a payment point.</td>
</tr>
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</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Oral questions

### SUBJECT OUTCOME
Interact with all customers in a polite and friendly manner at all times.

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<tbody>
<tr>
<td>Politeness and friendliness is shown towards the customer whilst completing the transaction.</td>
<td>Display politeness and friendliness towards the customer whilst completing the transaction.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Observation
# Tourism Operations

## National Certificates (Vocational)

### SUBJECT OUTCOME

**Prepare till(s) and billing machines correctly for operation.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Till(s) and billing machines are correctly prepared for operation and where appropriate, handover procedures are completed correctly.</td>
<td>Prepare till(s) and billing machines correctly for operation and where appropriate, complete handover procedures correctly.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Practical exercises and demonstration (It would be ideal if student(s) could get hands-on experience and be assessed at a local hotel or restaurant or tourism organisation where there is a formal paypoint.)

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### SUBJECT OUTCOME

**Operate payment point equipment in accordance with organisational procedures.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment point equipment is operated in accordance with organisational procedures.</td>
<td>Operate payment point equipment in accordance with organisational procedures.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Practical exercises and demonstration (It would be ideal if student(s) could get hands-on experience and be assessed at a local hotel or restaurant or tourism organisation where there is a formal paypoint.)

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### SUBJECT OUTCOME

**Keep sufficient stock of audit rolls, receipt rolls or customer bills.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of keeping sufficient stock of audit rolls, receipt rolls or customer bills is explained, including replacing these when necessary.</td>
<td>Explain the importance of keeping sufficient stock of audit rolls, receipt rolls or customer bills and replacing these when necessary.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Oral questions

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### SUBJECT OUTCOME

**Deal with customers promptly and explain the importance of prompt service.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customers are dealt with promptly and the importance of prompt service is explained.</td>
<td>Deal with customers promptly whilst processing the payment and explain the importance of prompt service.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Observation in workplace or simulated environment

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### SUBJECT OUTCOME

**Alert the supervisor or manager when a shortage of change arises.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The supervisor or manager is alerted when a shortage of change arises.</td>
<td>Alert the supervisor or manager when a shortage of change arises.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Observation and oral questions
### SUBJECT OUTCOME
Given the end of the shift, close the payment point down or complete the handover correctly.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the shift, the payment point is closed down or the handover is completed correctly.</td>
<td>Close the payment point down at the end of a shift or complete the handover correctly.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Practical exercises and demonstration (It would be ideal if student(s) could get hands-on experience and be assessed at a local hotel or restaurant or tourism organisation where there is a formal paypoint.)

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### SUBJECT OUTCOME
Make suggestions on how to secure the payment point from unauthorised access at all times.

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<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions are given on how to secure the payment point from unauthorised access at all times.</td>
<td>List suggestions on how to secure the payment point from unauthorised access at all times.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**
- Research and report back

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### SUBJECT OUTCOME
Given a range of unexpected situations, decide whether to deal directly with the situation or request assistance.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a range of unexpected situations, decisions are made whether to deal directly with the situation or request assistance from the supervisor or manager.</td>
<td>Given a range of unexpected situations, decide whether to deal with the situation directly or request assistance from the supervisor or manager.</td>
</tr>
</tbody>
</table>

*Range of unexpected situations: Discrepancies with cash, shortage of supplies or change, customer disputes, float shortages, problems with customer payments, equipment malfunctions, counterfeit money or suspected card or cheque fraud and errors or voids*

**ASSESSMENT TASKS OR ACTIVITIES**
- Practical exercises and demonstration (It would be ideal if student(s) could get hands-on experience and be assessed at a local hotel or restaurant or tourism organisation where there is a formal paypoint.)

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### SUBJECT OUTCOME
Acknowledge receipt of payment.

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</thead>
<tbody>
<tr>
<td>Receipt of payment is acknowledged.</td>
<td>Acknowledge receipt of payment.</td>
</tr>
</tbody>
</table>

*Range of payment: Cash, credit or debit cards, cheques, tokens and voucher*

**ASSESSMENT TASKS OR ACTIVITIES**
- Demonstrate the ability to issue receipt of payment documents for all the payments as suggested in the range.

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### 4 SPECIFICATION FOR EXTERNAL ASSESSMENT IN TOURISM OPERATIONS – LEVEL 2

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

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

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

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

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

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

4.2 National Examination

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

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MARK ALLOCATION PER QUESTION</th>
</tr>
</thead>
</table>

**Section 1: Compulsory (must cover all topics)**

One question of 50 marks, covering short questions, e.g. true or false, leave out words and monkey puzzles. 50 marks

**Section 2: Compulsory**

Four application questions covering all the topics of which three are compulsory.

| Question 1: Operate and Maintain Office Equipment, including the Telephone 50 marks |
| Question 2: Manage and Store Information 50 marks |
| Question 3: Apply Product Knowledge and Reservations 50 marks |
| Question 4: Process Payments 50 marks |

150 marks

GRAND TOTAL 200 marks