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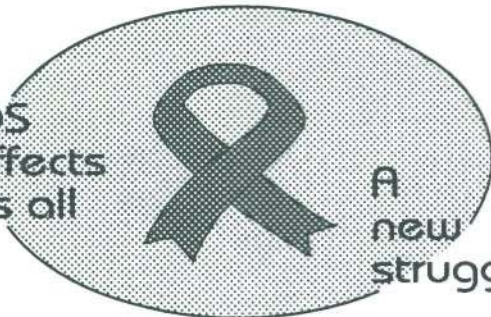
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PRETORIA, 27 MARCH
MAART 2000

No. 21014

We all have the power to prevent AIDS

AIDS
affects
us all



A
new
struggle

Prevention is the cure

**AIDS
HELPUNE**

0800 012 322

DEPARTMENT OF HEALTH

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GENERAL NOTICES

NOTICE 1411 OF 2000



The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new names of persons nominated to serve as members of the following National Standard Bodies (NSB 08 & 12) and their national stakeholder bodies. SAQA invites comment with respect to the acceptability of the nominees and the representatives of the national bodies with key interests in the field.

Kindly forward any comment not later than **20 April 2000** to:

The Executive Officer
South African Qualification Authority
Postnet Suite 248
Private Bag X06
WATERKLOOF
0145

Attention: Mr J Samuels
Director : Standards Setting and Development

Telephone: (012) 346-9134
Fax: (012) 346-5812

Yours sincerely,

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

NSB 08 : LAW, MILITARY SCIENCE & SECURITY

CATEGORY	NOMINATION	NOMINATING BODY	WORKPLACE
Critical Interest Groups	Mr David Ian Pullar (Replacing Mr Mwelase)	Security Officers Board	Security Officers Board
State	Ms Joyce Benadé	SA Police Services & Department of Safety & Security	SA Police Services & Department of Safety & Security

NSB 12 : PHYSICAL PLANNING AND CONSTRUCTION

Labour	Jerome Phillip Pretorius (Replaing Noel Maart)	Independent Trade Unions	SA Woodworkers Union
Critical Interest Group	Prof Winston Marasi Onsongo (Replacing Prof A Rohde)	Engineering Council of SA	Witwatersrand University
Critical Interest Group	Prof W J vH Botha (Replacing Prof Badenhorst)	Council for Town and Regional Planners	University Orange Free State
Critical Interest Group	Nozuko Damoi	South African Qualifications Authority	Dhliwayo Rhavura & Associates
State	Norman Sekotlong (Replacing Diet Von Broembsen)	Department of Housing	Department of Housing
Labour	Monde Skepe	COSATU	Continental SA
NAPTOSA	Chris Brink	NAPTOSA	Bellville Technical College
Labour	Joop Henning (Replacing Manie de Kok)	FEDUSA	United Association of South Africa

NOTICE 1412 OF 2000



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 12 (Physical Planning and Construction) invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as an SGB applicant below.

In addition, the NSB invite submissions from interested parties wishing to serve on such an SGB. Interested parties should take note of the section on SGB Information below.

All nominations/ applications should be accompanied by curricula vitae.

More information regarding this application may be obtained on the SAQA website or from the SAQA offices.

Comment should reach the NSB at the address below **by not later than Tuesday 25 April 2000**. All correspondence should be marked **SGB Formation – NSB 12** and be addressed to:

The Director: Framework Implementation
SAQA
Attention: Mr M.C. Cosser
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 346 5812

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by its National Standards Body.

Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

SGBs should be composed of organisations, which shall be key education and training stakeholder interest groups and experts in the sub-field. The NSB, when making its final decisions will have due regard for, among other things, *'the need for representativeness and equity, redress and relevant expertise in terms of the work of the SGBs.'*

Organisations proposing to nominate persons to SGBs should be sensitive to the need for **equity** and **redress**, and shall nominate persons who-

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
 - (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
 - (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
 - (d) are able to exercise critical judgement at a high level; and
 - (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.
-

NOTICE 1413 OF 2000**PUBLIC NOTICE BY NSB 12, PHYSICAL PLANNING AND
CONSTRUCTION, OF AN APPLICATION TO REGISTER AN SGB FOR
QUANTITY SURVEYING**

NSB 12 has received an application to recognise and register an SGB for Quantity Surveying.

PROPOSED BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the sub-field Physical Planning, Design and Management from level 4 through to level 8 [*Regulation 24(1)(e)*].
2. Generate, either independently or in collaboration with relevant SGBs in the fields of Physical Planning & Construction, Business, Commerce & Management Studies, and Physical, Mathematical, Computer & Life Sciences, the following qualifications and standards in the sub-field, in accordance with Authority requirements, at NQF levels 4 to 8:
 - ♦ Certificates and Diplomas in Assessment of Professional Competence, Continuing Professional Development, Quantity Surveying, Construction Management, Construction Project Management, Building Surveying and Construction Science, Building Surveying (levels 4 & 5); and
 - ♦ Further Diplomas and Degrees (First Degrees, Masters and Doctoral Degrees) in Construction Management, (QS) Financial Management and Business Management, (QS) Computer Science, (QS) Construction Management, Quantity Surveying, Construction Studies, Property Studies, Construction Project Management, and Housing Development and Management (levels 6 to 8) [*Regulation 24(1)(a)*].
3. Research and assess professional competence and continuing professional development leading to renewal of professional qualifications within the Built Environment [*Regulation 24(1)(e)*].
4. Recommend the qualifications and standards generated under 2, above, to the NSB [*Regulation 24(1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].

PROPOSED COMPOSITION OF THE SGB

Nominee	WorkPlace	Nominating Body	Experience/Qualifications
Butt PE	South African Institute of Building	The South African Institute of Building	M.Sc. (Building Management)
Eichbaum MGC	Fraser Alexander Construction	Association of South African Quantity Surveyors	National Diploma in Surveying
Harmse E	Western Province Technical College	Western Province Technical College	National Technical Diploma
Hoyana TW	Letchmia Daya Hoyana Construction Cost Consultants	Association of South African Quantity Surveyors	B.Sc. (Quantity Surveying)
Israelite C	Project Manager Institute	Association of South African Quantity Surveyors	B.Sc. (Building)
Jeptha SA	INFRACOM	INFRACOM	Doctor of Education
Kgobokoe K	Department of Welfare	Department of Welfare	M.Ed. (Counselling)
Louw A	South African Institute of Architects	South African Institute of Architects	BA (Architecture)
Michell KA	University of Cape Town	Association of South African Quantity Surveyors	Master of Philosophy
Mocheke MF	Department of Correctional Services	Department of Correctional Services	BCompt
Pretorius FJ	Department of Public Works	Department of Public Works	B.Sc. (Quantity Surveying)
Ramsay DN	Committee of Technikon Principals	Committee of Technikon Principals	B.Sc. (Quantity Surveying)
Senekal R	Architecture and Surveying Institute	Architecture & Surveying Institute	National Higher Diploma in Building Surveying
Sihlongonyane MF	South African Council for Town and Regional Town Planners	South African Council for Town and Regional Town Planners	M.Sc. (Development Planning)

NOTICE 1414 OF 2000



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**PUBLIC NOTICE BY NSB 12, PHYSICAL PLANNING AND
CONSTRUCTION, OF THE REGISTRATION AN SGB FOR ELECTRICAL
ENGINEERING AND CONSTRUCTION**

NSB 12 hereby registers an SGB for Electrical Engineering and Construction for a period of three years, until 24 March 2000.

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the sub-field Electrical Infrastructure Construction from level 1 through to level 4 [*Regulation 24(1)(e)*].
2. Generate Certificates and unit standards in the sub-field, in accordance with Authority requirements, at NQF levels 1 to 4 in the areas of generation; distribution; reticulation installation; electrical maintenance; and renewable energy [*Regulation 24(1)(a)*].
3. Recommend the qualifications and standards generated under 2, above, to the NSB [*Regulation 24(1)(c)*].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].

COMPOSITION OF THE SGB

Coetzee HJ	Mining Industry and Engineering Training Board
De Beer PG	Independent Municipal and Allied Trade Union
De Klerk EW	Transnet Training Board
Dempsey P	Committee of Technical College Principals
Hoffman GK	Aviation Industry
Hogan W	Mining Industry and Engineering Training Board
Jacobs PJ	Local Government Educators Training Board
Labuschagne WJ	South African Electrical Workers Association

Mayisela S	South African Electrical Workers Association
Mphelo M	Congress of South African Trade Unions
Mulder E	Eskom
Myhill CED	Spoornet
Nkonyane P	National Union of Metalworkers of South Africa
Parker D	TAG TEC – Pietermaritzburg
Pepler TA	Centurion College
Pretorius LA	Electrical Contractor of South Africa
Smith E	Telkom
Smith S	Electrical Contractor of South Africa
Swarts J	Metal Workers Union
Worries E.	Electrical Contractor of South Africa

NOTICE 1415 OF 2000



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**PUBLIC NOTICE BY NSB 11, SERVICES, OF THE REGISTRATION OF AN SGB FOR
HYGIENE AND CLEANING SERVICES**

NSB 11, Services, hereby registers an SGB for Hygiene and Cleaning Services in the sub-field Consumer Services for a period of three years (to 24 March 2003).

BRIEF OF THE SGB

- 1 Develop learning pathways for potential qualifications and unit standards in Retail and Wholesale [Regulation 24 (1)(e)].
- 2 Generate the following qualifications in accordance with SAQA requirements for NQF levels 1, 2, 3 and 5 in support of the learning pathways in 1 above:
 - National Certificate in Hygiene and Cleaning Services – Level 1
 - National Certificate in Hygiene and Cleaning Services – Level 2
 - National Certificate in Hygiene and Cleaning Services – Level 3
 - National Diploma in Hygiene and Cleaning Services – Level 5 [Regulation 24 (1)(a)].
- 3 Recommend the qualifications and standards generated in 2, above, to NSB 11 (Services) [Regulation 24(1)(c)].
- 4 Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
- 5 Perform such other functions as may from time-to-time be delegated by NSB 11 (Services) [Regulation 24 (1)(e)]

COMPOSITION OF THE SGB

Bath, A Mr	WETROK
Bezuidenhout, J Mr	Fidelity Corporate Services
Boshof, A Ms	Domestic Workers Consultant
Boucher, L Mr	Waste Management Consultant
Chivel, L Ms	Intelligent Cleaning Practice
Faasen, G Mr	Goalgetters
Gravett, J Ms	QMS Consulting
Harvry, N Mr	Metro Cleaning Services
Hopewell, I Mr	Institute of Waste Management
Joseph, T Mr	Hospital Association of South Africa
Kent, F Ms	Airport Handling Services
Matthews, E Mr	Prestige
Moeketsi, P Mr	Transport and General Workers Union
Nieman, J Mr	SAFIC (Pty) LTD
Patience, L Ms	Cleaning industry Training Board
Pilay, D Mr	Pilchem
Ramathunya, S Mr	Donsam Development Projects
Reynolds, D Mr	Supercare Cleaning

Roberts, D Ms
Similane, J T Mr
Sobey, L
Urquhart, R Mr
Wetch, M MS

BCL Management Services
Technikon Mangosuthu
L M Sobey Consultants
Ultra Window Cleaning
WOC Window and Office Cleaners

NOTICE 1416 OF 2000



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF THE
REGISTRATION OF AN SGB FOR ANCILLARY HEALTH CARE**

NSB 09 hereby registers an SGB for Ancillary Health Care for a period of three years, until 24 March 2003. The SGB will liaise closely with all the other sub-fields under Health Sciences and Social Services.

BRIEF OF THE SGB

1. Develop career pathways for Ancillary Health Workers and guidelines for the scope or range of practice of Ancillary Health Workers at NQF level 1 [Regulation 24 (1) (e)].
2. Generate the unit standards-based qualification **National Certificate in Ancillary Health Care** for Ancillary Health Workers in accordance with Authority requirements in the area of ancillary health care [Regulation 24 (1) (a)].
3. Recommend the qualification and pathways in 1 and 2 above to NSB 09 [Regulation 24 (1) (c)].
4. Review and update the proposed and subsequent standards and qualifications in Ancillary Health Care, as required [Regulation 24 (1) (b)].

COMPOSITION OF THE SGB

Cameron, Sue	Hospice Association of South Africa
Charleston, Veronica	Gauteng Department of Health Promotion
Clarke, Marina	Agri-Health Systems cc
Diphofa, Lerato	MEDUNSA Literacy and Development Project
Khosa, Veronica	Tateni Home Care Services
Legasa, Rachel	Association for the Physically Disabled
Levendal, Elise	National Progressive Primary Health Care Network
Lotter, Tamara	South African First Aid League
Machedi, Sophy	Mangaung University
Marais, Hettie	National Council for the Physically Disabled
Masilela, Ivy	South African Federation for Mental Health
Mathijs, Frayne Furniss	Cotlands/National Institute of Public Administrative Management
Mofammere, Lucia Nokuthula	National Healing Trust
Mogopodi, Malebo	Gauteng Department of Health
Motlabani, Iris	Taung District Community Health Services
Naude, Helena	Empilweni

Ngubo, Tshitshi
Ngwato, Amelia
Nkosi, Busi

Olmesdahl, Ingrid
Paul, Irene
Saane, Dikeledi
Southgate, Kathy
Zikhalala, Thandi

Valley Trust
MEDLITE Literacy and Development Project
Cotlands Baby Sanctuary/Institute of Urban Primary
Health Care
South African Gerontological Association
South African Christian Leadership Association
Get Ahead Foundation
Lethukukhanya Training Institute
National Association for People with AIDS

NOTICE 1417 OF 2000



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(2)(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Hospitality, Tourism, Travel, Leisure and Gaming

registered by NSB 11, Services, publishes the following unit standards-based qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which the qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saqaco.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar Street, Brooklyn, Pretoria.

Comment on the qualifications and unit standards should reach SAQA at the address below *by no later than Monday 17 April 2000*. All correspondence should be marked **Standards Setting – SGB for Hospitality, Tourism, Travel, Leisure and Gaming**, and be addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr M.C. Cosser
Postnet Suite 248
Private Bag X 06
WATERKLOOF
0145

or faxed to 012 346-5812
or e-mailed to mcosser@saqa.co.za

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITYEstablished in terms of Act 18 of 1995**NATIONAL CERTIFICATE IN FAST FOOD SERVICES**

Field	: Services
Sub-field	: Hospitality, Tourism, Travel, Leisure and Gaming
NQF level	: 3
Credits	: 124

Purpose of the qualification:

This qualification has been developed for the accommodation industry. It brings together all aspects of housekeeping and basic supervision. This qualification will professionalise the industry and is applicable to all sectors, from small bed and breakfasts to large-scale hotels. The qualification leads to the accommodation services diploma and provides articulation with Gaming, Travel and other Tourism industries.

UNIT STANDARDS FOR FAST FOOD SERVICES**Unit standards on NQF Level 2**

1. Title : Maintain health hygiene and professional appearance
2. Title : Perform basic calculations (**Specific outcomes still to be generated by SGB**)
3. Title : Prepare and clear areas for counter service
4. Title : Prepare and clear areas for take-away service
5. Title : Describe layout, service and facilities of the organisation
6. Title : Maintain a safe working environment
7. Title : Describe the sectors of the hospitality, travel and tourism industries
8. Title : Handle and store cleaning equipment and materials
9. Title : Handle and dispose of waste
10. Title : Prepare fruit for hot and cold dishes
11. Title : Prepare vegetables for hot and cold dishes

- 12. Title : Prepare hot and cold sandwiches and rolls
- 13. Title : Prepare and microwave food
- 14. Title : Prepare and fry food
- 15. Title : Prepare and grill food
- 16. Title : Prepare, cook and assemble foods for quick service
- 17. Title : Prepare and cook battered fish and chipped potatoes
- 18. Title : Prepare and bake food
- 19. Title : Prepare, cook and assemble hot filled baked potatoes
- 20. Title : Prepare and boil, poach or steam food
- 21. Title : Prepare and finish reconstituted foods
- 22. Title : Handle and maintain knives
- 23. Title : Clean cutting equipment
- 24. Title : Prepare and clear areas for table service
- 25. Title : Identify work opportunities

UNIT STANDARDS FOR FAST FOOD SERVICES

Unit standards on NQF Level 3

- 1. Title : Operate a computer
- 2. Title : Deal with customers
- 3. Title : Process incoming and outgoing telephone calls
- 4. Title : Communicate verbally
- 5. Title : Maintain effective working relationships with other members of staff

(Specific outcomes still to be generated by SGB)

- 6. Title : Prepare written communications
- 7. Title : Maintain hygiene in food preparation, cooking and storage
- 8. Title : Provide a counter service
- 9. Title : Provide a take way service
- 10. Title : Maintain a secure environment
- 11. Title : Operate a payment point and process payments
- 12. Title : Handle and record refunds
- 13. Title : Provide first aid
- 14. Title : Prepare, assemble and cook pizza products
- 15. Title : Prepare, cook and present coated chicken
- 16. Title : Clean and restock vending machines
- 17. Title : Apply for a job or work experience placement

UNIT STANDARDS FOR FAST FOOD SERVICES

Unit standards on NQF Level 4

1. Title : Display cultural awareness in dealing with customers and colleagues
2. Title : Accept and store food deliveries
3. Title : Develop self within the job role
4. Title : Source information about self-employment opportunities
5. Title : Maintain customer satisfaction
6. Title : Maintain the receipt, storage and issue of goods
7. Title : Contribute to the identification of short-term supply needs
8. Title : Maintain a cleaning programme for own area of responsibility
9. Title : Monitor and maintain health, safety and security

UNIT STANDARDS FOR FAST FOOD SERVICES

Unit standards on NQF Level 5

1. Title : Conduct on-the-job coaching
2. Title : Plan, organise and monitor work in own area of responsibility

UNIT STANDARDS FOR FAST FOOD SERVICES

Unit standards titles and specific outcomes - NQF Level 2

1. Title : Maintain health hygiene and professional appearance

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field

outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative/ company procedures for dress and personal hygiene are described.
2. The importance of maintaining good personal hygiene is explained.
3. The importance of a professional appearance and the way in which this enhances the company image and staff identification is explained.
4. Procedures that should be followed when one is sick are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Clean, smart and appropriate clothing is worn and reasons why it is appropriate are explained.
6. Personal cleanliness and hygiene is maintained in line with company policy. (**Range of personal hygiene:** regular bathing, deodorant, washing hands, smoking, cleaning teeth)
7. Hair, moustaches, beards and nails are neat and tidy.
8. Jewellery and cosmetics are worn in accordance with company policy.
9. Given a range of illnesses, a decision is made on whether or not to interact with people and reasons are given. (**Range of illnesses:** flu, chicken pox/ measles/ mumps, headache, migraine, diarrhoea).

3. Title : Prepare and clear areas for counter service

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The effect of not ensuring equipment is set at organisational requirement temperature levels is explained.
3. The importance of maintaining a constant stock of service items is described, and the impact of not doing this on customer satisfaction is explained.
4. The consequences of not checking, cleaning and storing condiments and accompaniments

according to operational procedures are explained.

5. Food service items are identified and organisational procedures for handling, cleaning and storing of food service items are explained.
6. Organisational procedures for the displaying food is described
7. The importance of displaying food according to organisational procedures is described, and the impact of not doing so on sales is explained.
8. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
9. The consequences of not turning off electrical equipment after service are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

10. Tables, counters and service areas are hygienic and clean.
11. Appropriate food service items and equipment are located and their use is explained. (**Range of service items and equipment:** crockery or disposables, ashtrays, cutlery or disposables, menus, glassware or disposables, trays, disposable serviettes, service utensils, food containers, hot and cold beverage dispensers, display cabinets, refrigerated units, heated units)
12. Given a range of food items, they are displayed and stored correctly. (**Range of food items:** hot and cold foods, condiments and accompaniments, hot and cold drinks.)
13. Appropriate menus and promotional material is clean, inspected and placed correctly.
14. Equipment is turned to the right temperature and ready for use.
15. The ability to dispose of waste and refuse is shown and the importance of doing this is explained.
16. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** shortage of service items, shortage of food items, damaged or broken service items, faulty or broken service equipment, uncompleted work from colleagues).
17. All work is completed in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Given other types of counter service, differences are described. (**Range of service:** traditional cafeteria, free-flow cafeteria, carousel).
19. Should display equipment not be working alternative ways of cooling or heating is discussed.
20. More attractive ways of displaying food are developed.

4. Title : Prepare and clear areas for take-away service

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)

c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of displaying food and drinks according to organisational procedures is explained and the impact of not doing so is described.
3. The consequences of not checking and storing disposable condiments and accompaniments sachets according to operational procedures are explained.
4. The importance of preparing and storing sufficient food service items, condiments and accompaniments is discussed.
5. Food service items are identified, and their uses explained.
6. Disposable packaging for take-aways and their uses are explained.
7. Organisational procedures for the storage of disposable containers and cutlery are described.
8. The importance of considering customers during cleaning of service areas is discussed.
9. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
10. The consequences of not turning off electrical equipment after service are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

11. Service areas are hygienic and clean.
12. Suitable menus and promotional material is clean, checked and placed correctly.
13. Suitable food service items and equipment and their purpose are explained. (**Range of service equipment and service items:** service utensils, food containers, hot and cold beverage dispensers, display cabinets, refrigerated units, heated units, serviettes, take-away food packaging, disposable cutlery, straws).
14. Given a range of disposable condiments, accompaniments and food service items, they are displayed and/or stored properly. (**Range of condiments and accompaniments and food service items:** seasonings, sugars and sweeteners, prepared sauces and dressings, butter or margarine, serviettes, take-away food packaging, disposable cutlery, straws)
15. The ability to deal with waste and refuse is demonstrated and the importance of doing this is described.
16. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** Shortage of food service items, shortage of accompaniments and condiments, damaged or broken food service items, unfinished work from co-workers.
17. All tasks are done in an orderly way.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Given other food service packaging, describe their uses. (**Range:** tin foil, paper, cardboard, plastic, polystyrene).
19. Should food service items run out, alternatives are discussed.

5. Title : Describe layout, service and facilities of the organisation

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of staff knowing all facilities and services is explained and the link with professional conduct is described.
2. Interrelationships between product knowledge and customer service are described.
3. The importance of selling the available services to customers and how this enhances revenue for the organisation is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

4. Different facilities, departments and services are identified and located.
5. Given a customer with specific requests, a decision is made on what information to give the customer and reasons for doing so are given.
6. The roles, responsibilities and interrelationships of different departments are described and explained.
7. Given different departments, the roles of the people within the department are described as well as the lines of communication within the department.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given an entirely different field (e.g. hospitality, mining or medical), the importance of knowing the facilities and services is described.
9. An induction programme for new employees is explored and developed.

6. Title : Maintain a safe working environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative and company procedures to maintain a safe working environment are described.
2. The importance of maintaining a safe working environment for staff and customers is explained, including the cost for the organisation of not doing this.
3. Safety procedures for avoiding accidents in the working environment are described.
4. Safety/ evacuation procedures, (including the nominated assembly point) in the event of a fire are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Safety and emergency signs are located, identified and adhered to.
6. Hazards/ potential hazards are identified and appropriate procedures are described.
7. A list of safety and emergency telephone numbers is located and first aid officers are identified.
8. In the event of an accident, appropriate first aid officer is contacted and the person is helped within own area of responsibility.
9. In the event of a small fire the correct **fire extinguisher** is located and used. (**Range of fire extinguishers:** carbon dioxide, foam, powder, fire hose, fire blanket).
10. In the event of a large fire, the alarm is raised and the correct evacuation procedure is followed.
11. Given an **accident**, with staff and/ or customers a decision is made on what to do and reasons for the decision are given. (**Range of accidents:** fall, faint, slip, drop items, spill food/ drink)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

12. Situations when procedures would not be followed are described.
13. Given a different service sector, the way in which performance would be adjusted around safety is described.

7. Title : Describe the sectors of the hospitality, travel and tourism industries

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of constantly improving service standards within the travel and tourism industry is explained.
2. Ways that the travel and tourism industry contributes towards South Africa's economic growth are identified.
3. Ways that our national heritage help attract tourism to South Africa are explained.
4. Situations in which the hospitality industry is adversely affected are identified and the reasons for this are given.
5. Ways in which poor service affects the hospitality/travel/tourism industry are described.
6. Industries that provide services and support to the hospitality industry are identified and ways that they support the hospitality industry are described.
7. The importance of effective and regular communication between all departments within an establishment is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Sectors of the travel and tourism industry are identified and their core purpose described. (**Range of sectors:** hospitality, information services, travel services, transport, gaming and leisure, attractions)
9. South Africa's national heritage is described. (**Range of heritage:** man made, natural resources, human resources)
10. The benefits of a travel, hospitality and tourism industry to South Africans are explained. (**Range of benefits:** job opportunities, income generation, promoting cultural awareness)
11. Sectors of the hospitality industry are identified and their core purpose described. (**Range of sectors:** accommodation, clubs / conferencing, pubs / bars, restaurants, fast food / take away, industrial catering, gaming)
12. The main functional areas within the hospitality industry are identified. (**Range of functional areas:** front of house, accommodation services, food and drink service, food preparation and cooking)
13. Career paths within own sector and learning and development opportunities to support career development are described. (**Range:** informal / on the job/ in service, distance learning, full time training, National Qualifications)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Potential sources for information in the field are described.
15. Career path for self is described and outlined.

8. Title : Handle and store cleaning equipment and materials

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Measures for securing cleaning equipment and material storerooms from unauthorised access are described and the financial impact on the organisation of not following these measures is explained.
2. The importance of recognising active signs of pest infestations is described and the impact on hygiene if these signs are not reported promptly is explained.
3. The organisational procedures for maintaining cleaning equipment are described and the importance of keeping the equipment well maintained is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

4. Ability to store cleaning equipment and materials correctly is demonstrated. (**Range of cleaning equipment:** manual equipment, electrical equipment) (**Range of materials:** chemical disinfectants, neutral detergents)
5. Cleaning equipment is clean and in good working order.
6. Storage areas are kept clean, tidy and free from rubbish.
7. Given a range of incidents a decision is made and reasons are given. (**Range of incidents:** experiencing a shock from mechanical equipment, insufficient equipment/ materials)
8. All work is carried out as per work schedules, in an organised and efficient manner

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given cleaning equipment in the kitchen, describe how performance would be adapted when storing and maintaining such equipment.

9. Title : Handle and dispose of waste

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of the correct handling and disposal of waste is described.
2. Safety procedures for the disposal of waste are described and the impact on hygiene and the organisation of not following this procedure is explained.
3. The importance of working in an efficient and organised manner is explained and the impact on the organisation and work schedules of not doing this is described.
4. Recycling procedures are explained and the importance of recycling waste is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

5. Ability to collect, sort and prepare waste for despatch is demonstrated. (**Range of waste:** soiled nappies or sanitary dressings, glass, needles, razors, paper, Cigarettes, matches and ash, food waste, pressurised containers, chemicals)
6. Procedures for cleaning waste bins are demonstrated and the importance of doing this is described. (**Range of preparation:** external collection, incineration or compression, recycling.)
7. Given a range of situations a decision is made and reasons are given. (**Range of situations:** compactor machine not working/ external service fails to collect waste on specified day.)
8. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given a hospital environment, the way in which performance would be adjusted when handling the disposal of waste.

10: Title : Prepare fruit for hot and cold dishes

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of washing fruit before preparation with particular reference to hygiene is described.
2. The reasons why equipment, preparation and storage areas for fruit must be kept clean and hygienic is explained.
3. Company procedures for the storage and preparation of fruit are explained.
4. Quality freshness points for fruit are identified and the importance of using fresh fruit is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The procedures for cleaning preparation areas and equipment are demonstrated.
6. Given a range of fruit, the correct preparation method is chosen and reasons are given. (**Range of types of fruit:** hard fruit, citrus fruit, stone fruit, soft fruit) (**Range of methods:** peel, skin, chop, cut, slice, trim, grate)
7. Procedures for preparing fruit are demonstrated.
8. Prepared fruit is put in the correct containers, garnished and stored appropriately.
9. The procedure for cleaning preparation areas and equipment after use is demonstrated.
10. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient or damaged fruit, blunt knife, unsanitised chopping board)
11. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

12. Given another type of establishment different ways that fruit is prepared and presented is described.

11. Title : Prepare vegetables for hot and cold dishes

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons why vegetables must be washed before preparation are explained.
2. The importance of keeping vegetable preparation, storage areas and equipment hygienic is described.
3. Company procedures for the storing and preparation of vegetables are explained.
4. Quality freshness points for vegetables are identified and the importance of using fresh vegetables is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The procedures for cleaning preparation areas and equipment are demonstrated.
6. Given a range of vegetables, the correct preparation method is chosen and reasons are given.
(**Range of vegetables:** roots e.g. carrots; tubers e.g. potato; bulbs e.g. onions; leaves e.g. spinach, lettuce; stems e.g. celery; vegetable fruits e.g. tomato; peppers; pods & seeds e.g. peas, beans; flowerheads e.g. broccoli, cauliflower; squashes e.g. butternut, pumpkin, marrow)
(**Range of preparation methods:** washing, peeling, slicing, chopping, trimming)
7. Procedures for preparing vegetables are demonstrated.
8. Prepared vegetables are put in the correct containers and stored appropriately.
9. Salads are garnished and the importance of doing this is explained.
10. The procedure for cleaning preparation areas and equipment after use is demonstrated.
11. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient or damaged vegetables, blunt knife, unsanitised chopping board)
12. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

13. Given a different type of establishment the preparation and storage of vegetables is described.

12. Title : Prepare hot and cold sandwiches and rolls

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of storing sandwiches correctly between preparation and consumption in terms of the impact on food hygiene and quality of food is explained.
2. The reasons for keeping preparation, storage areas and equipment hygienic are explained.
3. The reasons why food, not for immediate use is cooled rapidly or kept at a safe, hot temperature after cooking are described.
4. Organisational procedures for making and storing sandwiches and rolls are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The procedures for cleaning preparation areas and equipment are demonstrated.
6. Given a range of bread and rolls, the correct filling is chosen and reasons for the preparation method selected. (**Range of bread and rolls:** bread (sliced / unsliced); baguettes, rolls, pita breads, bagels, croissants) (**Range of fillings:** fats, spreads, pastes, cold/ hot meat, poultry, fish, eggs, vegetables, salad, fruit, cheese, dressing, sauces, relishes) (**Range of preparation methods:** spreading, slicing, chopping, grating, mixing, mashing, shelling, peeling)
7. Procedures for making cold sandwiches and rolls are demonstrated.
8. Procedures for producing different bread products are demonstrated. (**Range of products:** toasted sandwiches, rolls, baguettes, pita breads, and croissants with hot fillings)
9. Procedure for storing prepared sandwiches and rolls is demonstrated and the importance of doing this is described.
10. The procedure for cleaning preparation areas and equipment after use is demonstrated and the importance of hygiene is explained.
11. Given a range of unexpected situations, a decision is made on what to do and reasons are given. (**Range of unexpected situations:** injury, insufficient fillings, blunt knife, broken toasted sandwich machine)
12. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

13. In a situation where insufficient bread, rolls or fillings are available, ways to solve the problem are described.

13. Title : Prepare and microwave food

SPECIFIC OUTCOMES

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- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of keeping preparation, storage, cooking areas and equipment hygienic are explained.
2. The dangers of using microwave ovens and the precautions to be taken to prevent accidents are described.
3. The importance of time and power-settings when microwaving food is explained.
4. Organisational requirements for the use of microwave ovens and microwaving food are described.
5. Food containers suitable for microwaving are identified.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. The procedures for cleaning preparation areas and equipment are demonstrated.
7. Given a range of food items to be microwaved, the correct cooking method is selected for the type of food item and reasons are given. (**Range of food items:** pre-prepared, convenience)
(**Range of microwaving methods:** defrosting, cooking, heating)
8. Suitable food containers are selected and the reasons why only certain containers can be used in the microwave are explained.
9. The reasons why food items must be cooked, defrosted or heated in accordance with recipe specifications are described.
10. Procedures for microwaving food are demonstrated.
11. Prepared food items are put in the correct containers and stored appropriately.
12. Foods are garnished when appropriate.
13. The procedure for cleaning preparation areas and equipment after use is demonstrated.
14. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, incorrect food containers, damaged microwave ovens)
15. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

16. Given a different type of establishment the methods of preparing and microwaving food are described.
17. Types of food that are suitable/unsuitable to be microwaved are discussed.

14. Title : Prepare and fry food

SPECIFIC OUTCOMES

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c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of keeping preparation, storage, cooking areas and equipment hygienic are explained.
2. The dangers of cooking using deep fat fryers and the precautions to be taken to prevent accidents are described.
3. The importance of keeping fat/oil clean and changing it regularly is explained.
4. The reasons why time and temperature are important when deep-frying food is explained.
5. The interrelationship between cost, safety and food hygiene and keeping elements clean of build up, is described.
6. Appropriate garnishes for fried food are identified.
7. Ways to drain food after frying are outlined.
8. Organisational requirements for maintaining frying equipment and frying food are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

9. The procedures for cleaning preparation areas and equipment are demonstrated.
10. Given a range of range food items to be fried, the correct cooking method is selected for the type of food item and reasons are given. (**Range of food items:** pre-prepared, convenience)
11. Oil is clean and at the correct temperature before cooking.
12. The procedures for preparing food items for frying are demonstrated and the importance of hygiene in the work area is explained.
13. Food is fried correctly and placed in suitable containers.
14. The procedure for cleaning preparation areas and equipment after use is demonstrated.
15. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, dirty oil, broken basket)
16. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

17. Types of oils and fats are listed and distinguished from one another in terms of suitability for different frying purposes.

15. Title : Prepare and grill food

SPECIFIC OUTCOMES

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In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons for keeping preparation, storage, cooking areas and equipment hygienic are explained.
2. The dangers of cooking using grills and the precautions that should be taken to prevent accidents are described
3. The interrelationship between cost, customer satisfaction, food hygiene and quality of food in terms of time and temperature when grilling foods is explained.
4. Organisational requirements for cleaning grills and grilling foods are described.
5. Suitable garnishes for grilled foods are outlined.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. The procedures for cleaning preparation areas and equipment are demonstrated.
7. Given a range of food items to be grilled the correct temperature and time is selected for the type of food item and reasons are given. (**Range of food items:** pre-prepared, convenience)
8. The grill is at the correct temperature before cooking and the importance of pre-heating the grill is explained.
9. The procedures for preparing food items for grilling are demonstrated.
10. Food is grilled correctly, placed in suitable containers and garnished where appropriate.
11. The procedure for cleaning preparation areas and equipment after use is demonstrated.
12. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, grill at incorrect temperature)
13. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Recipes that could be used for grilling other types of food are discussed.
15. Ways of preventing food poisoning when using the grill are described.

16. Title : Prepare, cook and assemble foods for quick service

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons why waste must be disposed of correctly are described and the importance of doing this is explained.
2. The interrelationship between food hygiene and quality of food is explained
3. The importance of keeping cooking-, storage areas and equipment clean and hygienic is explained.

4. The reasons that food not for immediate use be cooled rapidly or kept at a safe temperature after cooking are described.
5. Organisational requirements for preparing food for quick service are explained.
6. Appropriate garnishes and sauces for quick service food are identified.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

7. The procedures for cleaning preparation areas and equipment are demonstrated.
8. Utensils and equipment are conveniently placed before service and the importance of this is explained.
9. Food stocks are held ready for use at the correct temperature and the importance of this is explained.
10. The procedures for preparing food items are demonstrated and the importance of thawing food before cooking is described.
11. Given a range of quick service food items, the correct cooking method is selected for the type of food item and reasons are given. (**Range of food items:** pre-prepared, convenience)
12. The cooking equipment is at the correct temperature before cooking.
13. Food is cooked, assembled and placed in suitable containers.
14. The reasons why cooked food products are assembled with the correct portions of other ingredients are explained.
15. The procedure for cleaning preparation areas and equipment after use is demonstrated.
16. The importance of disposing of products that are not served within the specified period of time is described.
17. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, cooking equipment at incorrect temperature, food items still frozen, unusual customer requests)
18. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

19. Given a situation where the correct portion is not used, the problems caused are explained and a solution described.
20. Suggestions for ensuring maintaining optimal stock levels are made.

17. Title : Prepare and cook battered fish and chipped potatoes

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of batter consistency is described.

2. The interrelationship between cost, food hygiene and quality of food is explained.
3. The main quality points in fresh or frozen fish are explained
4. The importance of the temperature of the fat / oil is stated.
5. The importance of following hygienic practices when preparing and cooking fish is explained.
6. The main quality points of potatoes are described.
7. The interrelationship between food hygiene and quality of food when storing raw chips are explained. Organisational requirements for preparing battered fish and chips are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. The procedures for cleaning preparation areas and equipment are demonstrated.
9. Utensils and equipment are conveniently placed before service and the importance of this is explained. (**Range of equipment:** fish storage containers, fish turners, temperature monitoring devices, peeling machines, chipping machines, buckets, eyeing tools, knives, chip lifters, scoops, deep fryers)
10. Food stocks are held ready for use at the correct temperature.
11. The procedures for preparing batter and chips are demonstrated and the importance of following procedures is described. (**Range of methods:** mechanical, manual, chipping, eyeing, peeling)
12. The oil in the fryer is at the correct temperature before cooking and the importance of maintaining the quality of the fat/oil throughout the frying period is explained.
13. Given a range of fish, the correct time and temperature is selected for the type of fish and reasons are given. (**Range of fish:** frozen or fresh fillets or portions)
14. Food is cooked, assembled and placed in suitable containers.
15. The reasons why the deep fryer must be closed down correctly in accordance with organisational requirements are described.
16. The procedure for cleaning preparation areas and equipment after use is demonstrated.
17. The importance of disposing of products that are not served within the specified period of time is described.
18. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, oil at incorrect temperature, food items still frozen, unusual customer requests)
19. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Given a situation where the potatoes are damaged and not suitable for use, ways to solve the problem are described.
21. Given a situation where the fish is not cooked to the standards and quality required, ways to solve the problem be described.

18. Title : Prepare and bake food

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)

c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between quality of food, and time and temperature when baking food is explained.
2. The importance of keeping preparation areas and equipment hygienic is described.
3. Organisational requirements for baking food items are described and the importance of following these procedures is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. The procedures for cleaning preparation areas and equipment are demonstrated.
5. Given a range of range food items to be baked the correct temperature and time is selected for the type of food item and reasons are given. (**Range of food items:** pre-prepared, convenience)
6. The oven is at the correct temperature before baking and the importance of pre-heating the oven is explained.
7. The procedures for preparing food items for baking are demonstrated.
8. Food is baked, cooled and finished in accordance with recipe specifications.
9. Food items are stored and take-away items are packaged correctly.
10. The procedure for cleaning preparation areas and equipment after use is demonstrated.
11. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, oven not working, food not cooked in the centre)
12. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

13. Problems experienced with equipment failure or injury are identified and solutions to the problems are found.

19. Title : Prepare, cook and assemble hot filled baked potatoes

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of keeping prepared potatoes and fillings not for immediate use at the correct

holding temperature is explained

2. The importance of keeping preparation areas and equipment hygienic is described.
3. Different fillings are identified and the organisational requirements for baking and filling potatoes are explained.
4. The importance of good quality potatoes is described and the procedures to follow if potatoes do not meet the required standard are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The procedures for cleaning preparation areas and equipment are demonstrated. (**Range of equipment:** bain-marie, ovens, holding ovens, racks, take-away trays)
6. Given a range of potatoes and fillings the correct temperature and time is selected for the type of food item and reasons are given. (**Range of fillings:** pre-prepared, convenience.)
7. The oven is at the correct temperature before baking.
8. Fillings are correctly portioned and the procedures for preparing food items for baking are demonstrated.
9. Food is baked and finished in accordance with recipe specifications.
10. Food items not for immediate use are held at the correct temperature and take-away items are packaged correctly.
11. The procedure for cleaning preparation areas and equipment after use is demonstrated.
12. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, oven not working, poor quality potatoes, unusual requests from customers)
13. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Alternative types of fillings that could be used instead of the standard fillings for baked potatoes are described.

20. Title : Prepare and boil, poach or steam food

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of keeping preparation, storage, cooking areas and equipment hygienic is explained.
2. The dangers when boiling, poaching or steaming and the precautions that must be taken to prevent accidents are explained.
3. The importance of time and temperature when boiling, poaching and steaming food is

described.

4. Organisational requirements for boiling, poaching and steaming are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The procedures for cleaning preparation areas and equipment are demonstrated and the importance of doing this is explained.
6. Given a range of range food items to be boiled poached or steamed the correct temperature, time and cooking method is selected for the type of food item and reasons are given. (**Range of food items:** pre-prepared, convenience)
7. The procedures for preparing food items for boiling, poaching or steaming are demonstrated.
8. Food is cooked correctly and placed in suitable containers.
9. Food is finished correctly and stored at the correct temperature.
10. The procedure for cleaning preparation areas and equipment after use is demonstrated.
11. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, overcooked food items)
12. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

13. The types of injuries that could arise from careless actions when boiling, steaming or poaching food are explained. The precautions to take to avoid accidents are identified.

21. Title : Prepare and finish reconstituted foods

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
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In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of following recipes/product specifications exactly when reconstituting food is described.
2. The importance of having all the required equipment clean and ready prior to preparation is explained.
3. Different types of reconstituted foods are identified and occasions when they would be used are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. The procedures for cleaning preparation areas and equipment are demonstrated.
5. Given a range of range food items to be reconstituted the correct preparation method is selected for the type of food item and reasons are given. (**Range of food items:** pre-prepared, convenience, other.) (**Range of preparation methods:** diluting, whisking, combining, mixing)

6. The procedures for preparing food items are demonstrated.
7. Food is placed in suitable containers, finished correctly and stored at the correct temperature.
8. The procedure for cleaning preparation areas and equipment after use is demonstrated.
9. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items to meet instruction requirements)
10. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Different types of reconstituted food are identified and their preparation methods are described.

22. Title : Handle and maintain knives

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons why knives should be kept sharp are explained and ways in which blunt knives impact on safety and performance are described.
2. Procedures for handling knives are explained and the reason why knives must be handled safely is described.
3. Different knives are identified and their purpose is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. The procedure for cleaning and sharpening knives is demonstrated.
5. The ability to select the correct knife for the task is demonstrated and the importance of doing this is described.
6. Cutting surfaces are secured safely, clean and ready for use.
7. Knives are handled safely and the importance of this is explained.
8. The correct cutting technique is demonstrated for the type of food item.
9. Given a range of unexpected situations, a decision is made and reasons are given for the chosen action. (**Range of unexpected situations:** injury, blunt knife, broken knife, incorrect knife)
10. Ability to complete work in an organised and efficient manner in order to meet schedules is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Given a full set of knives, the different knives are identified and their purpose is explained.

23. Title : Clean cutting equipment

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

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- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons why equipment is turned off and dismantled before cleaning are explained.
2. The importance of taking precautions when cleaning and dismantling cutting equipment is described.
3. The importance of keeping cutting equipment clean and hygienic is explained.
4. The importance of following manufactures' instructions is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. Equipment is correctly turned off and dismantled before and during cleaning. (**Range of equipment:** manual equipment, electrical equipment)
6. The procedure for cleaning cutting equipment is demonstrated using the correct cleaning equipment and materials.
7. Equipment is dry, reassembled and ready for use.
8. Given a range of unexpected situations a decision is made and reasons are given. (**Range of unexpected situations:** injury, faulty cutting equipment, broken cutting equipment)
9. Ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions for improving safety procedures when dismantling and cleaning cutting equipment are discussed.

24. Title : Prepare and clear areas for table service

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of maintaining a constant stock of service items is described and the impact of not doing this on customer satisfaction is explained.
3. The consequences of not checking, cleaning and storing condiments and accompaniments according to operational procedures are explained.
4. Food service items are identified and organisational procedures for handling, cleaning and storing of food service items is explained.
5. The importance of ensuring all dining furniture and service equipment is clean, undamaged and in its place before service is described.
6. The importance of reporting broken or damaged dining furniture is described.
7. Organisational procedures for the laying and clearing of tables is described.
8. Different covers are identified and their use is explained. (**Range of covers:** A la carte, table d'hôte, Breakfast A la carte, Breakfast table d'hôte, Buffet)
9. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
10. The consequences of not turning off electrical equipment after service are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

11. Tables and service areas are clean and hygienic.
12. Appropriate food service items and equipment are located and their use is explained. (**Range of service items and equipment:** cutlery, crockery, glassware, ashtrays, linen or disposable table coverings, linen or disposable serviettes, table decorations, service utensils, food containers, hot and cold beverage dispensers)
13. Tables are laid correctly according to the appropriate cover. (**Range of covers:** A la carte, table d'hôte, Breakfast A la carte, Breakfast table d'hôte, Buffet)
14. Appropriate menus and promotional material is checked, clean and placed correctly.
15. Equipment is turned on and ready for use.

16. The ability to clear tables and store food service items and equipment correctly is demonstrated.
17. The ability to dispose of waste and refuse is demonstrated and the importance of doing this is explained.
18. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations**; shortage of service items, damaged or broken service items, faulty or broken service equipment, damaged or broken dining furniture, uncompleted work from colleagues).
19. All work is completed in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Given other types of restaurants and styles of service different table settings and food service items are described. (**Range of styles**: silver service, family service, plated service, french service).
21. Given different types of restaurants alternative ways of serving accompaniments and condiments is described.
22. A simple way to train new staff to prepare for service is developed.

UNIT STANDARDS FOR FAST FOOD SERVICES

Unit standards titles and specific outcomes - NQF Level 3

1. Title : Operate a computer

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING :

1. Describe back-up procedures and consequences of not backing up.
2. Explain copyright regulations & legal implications of copyright infringement.
3. Explain implications of abuse (e.g. banging keyboard) and misuse (e.g. private typing) of computers.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

4. Connect **devices** to the computer. (**Range of devices:** screen, printer, keyboard, mouse)
 5. Use both mouse & keyboard to access the computer.
 6. Demonstrate back up procedures for documents or folders.
 7. Identify problems with equipment or software and explain potential solutions, including whom to contact if unable to solve the problem oneself.
 8. Given a particular **problem**, decide whether to fix the problem or refer it to someone else and give reasons for making the decision. (**Range of problems:** hardware failure, back-up failure, software freeze).
 9. Decide what training one requires and describe the way training should be requested.
 10. Decide on whether to use a computer or to do the work manually and give reasons for the decision.
 11. Switch the computer on and use the operating system to perform **basic functions**. (**Range of basic functions:** create new folders, search for documents, open existing documents, delete documents, save documents, print documents, send copies of documents to others using e-mail).
 12. Use a word-processing package to type and print a letter and to draw up a table.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:**
13. Describe an alternative method to using the computer system when it is not functioning or if the power supply is disrupted.

2. Title : Deal with customers

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The concept of the customer as a source of revenue for the business and therefore as the source of salaries is explained.
2. The impact of the loss of regular customer business on the organisation and on oneself is explained.
3. Possible ways customers could react to poor service are described.
4. Methods of satisfying irate customers and dealing with the complaints customers have are described.
5. Information that may not be given out to the customer is detailed, along with reasons for the confidentiality.
6. Reasons why complaints and customer feedback are good for the organisation are given.
7. Reasons for the importance of anticipating customer needs are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Customers are greeted in a polite and friendly manner that is suited to the situation and

organisation.

9. Customers are dealt with or referred to the appropriate person. (If referred, a clear and concise description of the problem is explained to the person dealing with the issue and reasons for referring the customer are explained).
 10. Customer complaints that occur outside the individual's authority or area of work are referred to the appropriate person. Reasons for the referral are given.
 11. Customer complaints and irate customers are dealt with according to organisational requirements and decisions are made about follow up actions to be taken.
 12. Establishment services are promoted in a manner that is suited to the situation.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.**
13. Given an entirely different field (e.g. agriculture, manufacturing or information technology), the importance of customer care in that field is described.
 14. Suggestions to improve customer care in a particular context are made.

3. Title : Process incoming and outgoing telephone calls

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Non disclosable information is described and the reasons it is non-disclosable are explained.
2. The importance of acknowledging callers and keeping them informed of reasons for delays is stated.
3. Various ways of finding telephone numbers are described.
4. Procedures in answering ones own telephone and answering the switchboard are distinguished from each other in terms of the way the call is answered and assisting customers.
5. Standard telephone etiquette on answering calls, transferring calls and making calls is described
6. The use of body language in communicating with others while on a call is described and the reason for its importance is explained.
7. Methods of dealing with abusive callers are described.
8. Methods of dealing with emergency situations are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

9. All necessary documentation and equipment (computers, writing material, notes etc.) are prepared prior to making any outgoing calls.
10. Given a telephonic request from a customer, a decision is made to help or to pass him/her on to someone else in the organisation and reasons for the decision are explained.
11. Probing questions as to the nature of the call are asked and the caller is passed over to someone else who may be able to assist.

12. Messages for others in the organisation are taken, (including whom the message is for, who called, the date & time, a short description of the call and contact details of the caller).
13. Given the nature of the call, a decision is made on whether to take a detailed message or to offer to have the customer called back.
14. Incoming calls, transfers and outgoing calls are dealt with politely and in keeping with the organisation's image and standard telephone etiquette
15. Calls are dealt with quickly and politely, keeping other calls holding as little as possible.
16. Given a specific situation, a decision is made on what information is disclosable/non-disclosable and reasons for the decision are explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

17. Given that a new switchboard is being introduced into the organisation, ways of learning the new system and becoming competent are suggested.

4. Title : Communicate verbally

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of being able to communicate effectively with internal and external customers for self and the organisation is explained.
2. Procedures for communicating with customers who only speak foreign languages are explained.
3. Various ways of communicating in a particular context with supplier, customer and colleagues are listed and reasons for their appropriateness are explained.
4. Potential barriers to effective communication are identified and explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly :

5. Greetings and leave taking conventions are used appropriately.
6. Speech is clear and audible and clarification is obtained where necessary.
7. **Communication** with customers is polite. (**Range of communication:** internal, external, face to face, telephonic)
8. Ability to engage in a conversation to its logical conclusion is demonstrated.
9. Given a **situation** with customers, a decision is made as to how to handle the situation, and reasons for making the decision are explained. (**Range of situations:** foreign language, deaf person, different level of language, cultural differences).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions on ways that verbal communication could be improved within the organisation/ department are described.
11. A plan for minimising communication barriers is developed. (**Range of barriers:** cultural

differences, stereotypes, educational differences, voice modulation and articulation).

6. Title : Prepare written communications

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The various formats of written communication are described in terms of the format purpose. (**Range of formats:** business letter/ formal letter, facsimile, messages / memo, reports, work related documents)
2. The importance of using the correct format for written communication is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

3. A format for written communication is selected for a particular situation and the reasons for selection are described. (**Range of formats:** business letter/ formal letter, facsimile, messages / memo, reports, work related documents)
4. Given a range of grammar and information to be communicated, written communication is demonstrated. (**Range of grammar:** punctuation, spelling, vocabulary, tense, tone and style) (**Range of information:** date / time, contact details, purpose of communications & action required)
5. The reasons for promptly forwarding written communication to the relevant person are explained and the reasons for keeping copies on file described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

6. Given that insufficient information was communicated, describe the possible consequences and potential solutions.

7. Title : Maintain hygiene in food preparation, cooking and storage

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of following health and safety procedures when lifting and storing food deliveries is explained.
2. The importance of following hygiene procedures when storing food is explained.
3. The ways to detect signs of pest infestation and the impact this has on hygiene are described.
4. The reasons for having good personal hygiene when handling and storing food are described.
5. The importance of covering cuts and grazes and reporting any illness is stated.
6. The importance of keeping waste bins covered at all times is explained.
7. The reasons for keeping storage areas and equipment hygienic are described.
8. The high-risk foods are stated and the importance of storing, preparing and cooking them correctly is described.
9. The importance of time and temperature when storing and cooking food in terms of the impact on food hygiene is explained.
10. The reasons why health and safety procedures must be followed when preparing and cooking food are stated.
11. The times when it is essential to wash hands are identified.
12. The correct procedures for defrosting food are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

13. Given a range of unhygienic activities the reasons for washing hands with antiseptic soap are explained. (**Range of unhygienic activities:** handling waste, food-waste, visiting toilet, handling unwashed fresh foods, smoking, handling cleaning fluids/ materials)
14. Given a range of deliveries of food items, different food types are stored in a particular area and reasons are explained. (**Range of food items:** meat, poultry, fish, dairy products, vegetables, fruit, eggs, dry goods, breads) (**Range of food type:** ambient, chilled, frozen, cooked, uncooked)
15. Procedures for ensuring that food preparation- and cooking areas and equipment are maintained in a clean and hygienic condition are demonstrated and the importance of doing this is described.
16. The reasons that food items are prepared, cooked and stored under correct conditions according to food type are explained.
17. Waste food is removed from preparation area promptly and the importance of keeping waste bins covered and away from food preparation and cooking areas is described.
18. Given a range of problems, a decision is made and reasons are given. (**Range of problems:** problems with deliveries, faulty freezer, broken packaging, dented tins, thawing food)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

19. Given a different type of establishment the methods used for maintaining hygiene in food preparation, cooking and storage areas are described.

8. Title : Provide a counter service

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the

outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing tasks within time limits and customer satisfaction is explained.
2. The importance of maintaining a constant stock of dining, service items and accompaniments is described, and the impact of not doing so on customer satisfaction explained.
3. The importance of handling and disposing of refuse, used disposables and food waste in a hygienic way is explained, and the impact of not doing so is described.
4. The consequences of giving inaccurate information to customers are explained.
5. Organisational procedures for counter service and displaying food are described and the importance of maintaining standards is explained.
6. The effect of not ensuring equipment is set at required temperature levels prior to service is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

7. Customers are greeted promptly and dealt with in a polite and friendly manner and the importance of doing this is explained.
8. Accurate information is given on individual dishes to meet customer requirements. (Range of information: **portion sizes, method of cooking, accompaniments**).
9. The ability to correctly identify customer's requirements is demonstrated and alternatives are offered where necessary. (**Range of requirements:** Health and dietary, cooking methods, religious)
10. Customers are provided with the correctly portioned food and drink items using appropriate service methods.
11. Suggestions are made on ways to improve customer service.
12. Food counters, customer dining areas and service areas are kept tidy and free from refuse and food debris and the importance of doing this is explained.
13. The ability to maintain, replenish, store and display food, drink and service items is demonstrated.
14. The ability to dispose of waste and refuse is demonstrated and the importance of doing so explained.
15. Appropriate action is taken to deal with unexpected situations within an individual's responsibility. (**Range of unexpected situations:** guest requesting extra portions, shortage of food service items, guests complaining about temperature of food, guests complaining about taste of food).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

16. Given other types of counter service differences are described. (**Range of service: traditional cafeteria, free-flow cafeteria, carousel**).
17. Should display equipment not be working alternative ways of cooling or heating is discussed.

9. Title : Provide a take way service

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing tasks within time limits and customer satisfaction is explained.
2. The importance of maintaining a constant stock of dining, service items and accompaniments is described, and the impact of not doing so on customer satisfaction explained.
3. The importance of handling and disposing of refuse, used disposables and food waste in a hygienic way is explained, and the impact of not doing so is described.
4. The consequences of giving inaccurate information to customers are explained.
5. Organisational procedures for take away service and displaying of food and drink items are described and the importance of maintaining standards is explained.
6. The effect of not ensuring equipment is set at required temperature levels prior to service and the influence to the quality of food served is explained.
7. The importance of hygiene in a take away outlet is explained and the consequences of selling contaminated food are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Customers are greeted promptly and dealt with in a polite and friendly manner and the importance of doing this is explained.
9. Accurate information is given on individual dishes to meet customer requirements. (**Range of information: portion sizes, method of cooking, accompaniments**).
10. The ability to correctly identify customer's requirements is demonstrated and alternatives are offered where necessary.
11. Customers are provided with the correctly portioned food and drink items using appropriate

service methods.

12. Suggestions are made on ways to improve customer service.
13. Food counters, customer dining areas and service areas are kept tidy and free from refuse and food debris and the importance of doing this is explained.
14. The ability to maintain, replenish, store and display food, drink and service items is demonstrated.
15. The ability to dispose of waste and refuse and maintain hygiene in own area of responsibility is demonstrated and the importance of doing so explained.
16. Suggestions are made on ways to improve hygiene in take away outlet.
17. Service equipment/trays/trolleys are collected from dining areas.
18. Appropriate action is taken to deal with unexpected situations within an individual's responsibility.
(**Range of unexpected situations:** guest requesting extra portions, shortage of food service items, guests complaining about temperature of food, guests complaining about taste of food).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

19. Given other food service methods and packaging/presentation, differences are described. (**Range:** tin foil, paper, cardboard, plastic, polystyrene).
20. Should food service items run out, alternatives are discussed.
21. Learner could design a new logo to make food service items a better marketing tool.

10. Title : Maintain a secure environment

SPECIFIC OUTCOMES

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. National/ provincial/ company procedures to maintain a secure working environment are described.
2. The importance of maintaining a high level of security for staff and customers is explained, including the impact on the organisation of not doing this.

3. Security procedures to avoid and handle violent situations are described.
4. The importance of securing unauthorised areas from customer access is explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. In violent situations, perpetrators are identified and correct reporting procedure/ appropriate conduct is described. (**Range of violent situations:** bomb threats, hijacking, armed robbery, riots, strike, mass action).
6. Suspicious items are reported and correct procedure is described.
7. Customer and staff areas are identified and secured against unauthorised access.
8. Storage areas are secured against unauthorised access and reasons for doing this are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given an organisation in a different province or country, the way in which performance would be adjusted is described.

11. Title : Operate a payment point and process payments

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of having sufficient change available at all times is explained and the impact on the customer of having insufficient change is described.
2. The importance of having a limited amount of cash at a payment point is explained.
3. The reason for securing a payment point from unauthorised access is explained and the impact on the organisation of not doing this is described.
4. Types of unauthorised payments are identified and the reasons for discretely handling unauthorised payments are explained.
5. The organisational procedures for operating a payment point are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

6. All customers are dealt with in a polite and friendly manner at all times.
 7. Tills and billing machines are correctly prepared for operation and where appropriate, hand-over procedures are correctly completed.
 8. Payment point equipment is operated in accordance with organisational procedures.
 9. Sufficient stock of audit rolls, receipt rolls or customer bills are kept and replaced when necessary.
 10. Customers are dealt with promptly and the importance of prompt service is described.
 11. Given a situation where shortage of change arises, the supervisor/ manager is alerted.
 12. At the end of the shift, the payment point is closed down or hand-over is completed correctly. Suggestions are given on how to secure the payment point from unauthorised access at all times.
 13. Given a range of unexpected situations, a decision is made whether to deal with the situation or request assistance from the supervisor / manager. **(Range of unexpected situations:** discrepancies with cash, shortage of supplies / change customer disputes, float shortages, problems with customer payments, equipment malfunctions, counterfeit money / suspected card / cheque fraud, errors or voids)
 14. Cheques, cheque cards and credit cards are accepted only in accordance with organisational requirements and documentation is validated, completed accurately and authorised in accordance with accepted practice.
 15. Receipt of payment is acknowledged **(Range of payment:** cash, credit / debit cards, cheques, tokens, vouchers)
 16. Payment received and payment documentation is stored in the correct place. Correct change and customer receipts and vouchers are given where necessary.
 17. Payment points are secured from unauthorised access. **(Range of payment points:** tills or billing machines with cash drawers, speed points / manual card machines)
 18. Customers are thanked for their custom and bade farewell in a polite and friendly manner.
 19. All work is carried out in an organised and efficient manner taking account of priorities.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
20. Given a payment point in a retail outlet, ways in which performance would be adapted are described.
 21. Suggestions are made to improve the merchandising in order to increase sales.

12. Title : Handle and record refunds

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)

- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The procedure for handling refunds is described and the importance of documenting refunds is explained.
2. Situations in which refunds may be given, are identified and reasons for handling refunds courteously, are given
3. Organisational procedures for handling refunds are described.
4. Implications of not giving customers refunds are outlined
- 1.1.1.1.. Demonstrated ability to make DECISIONS about practice and to ACT accordingly

5. Customers are dealt with in a polite, friendly and tactful manner.
6. Reasons for requiring a **refund** are fully established and authorised correctly. The ability to process refunds is demonstrated. (**Range of refunds:** cash or credit cards, accounts)
7. Given a range of **discrepancies** a decision is made on how the situation is to be handled and reasons are given. (**Range of discrepancies:** invalid receipts, discrepancies in refund documentation, suspected fraud)
8. All relevant documentation is completed accurately and the importance of doing this regularly and accurately is explained.
9. Customer disputes and problems are dealt with effectively and the appropriate people informed where necessary.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Given a particular environment, the most common reasons for refunds are identified and potential ways of reducing the rate of returns and refunds are suggested.

13. Title : Provide first aid

SPECIFIC OUTCOMES

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competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of identifying emergency situations quickly and correctly, is explained
2. Reasons for untrained personnel not administering first aid in an emergency situation are given.
3. The importance of documenting emergency procedures accurately and timeously in accordance with organisational requirements is explained.
4. Procedures, including the identification of first aid personnel that should be followed in the event of an emergency situation in the organisation are explained.
5. An identification of the three types of injuries that take priority over other injuries is made.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Emergency situations are quickly and correctly recognised. (**Range of emergency situations:** accident, illness, fire/ flood, chemical contamination)
7. Injuries are assessed and decisions promptly made regarding action required.
8. Assistance from emergency services/ colleagues/ customers is organised promptly where appropriate.
9. Patient's physical condition is assessed from visible vital signs.
10. First aid is provided to stabilise the patient's physical and mental condition (**Range of first aid:** CPR, treatment of burns, cuts, fractures)
11. Back up services appropriate to the situation are identified and notified.
12. Information on the victim's condition is accurately and clearly conveyed to emergency services personnel.
13. Emergency situations are documented.
14. Reports provided are clear, accurate and timeous.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

15. A basic first aid programme for all employees is developed.

14. Title : Prepare, assemble and cook pizza products

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The main contamination threats when preparing and storing pizza products are described.
2. The interrelationship between cost, food hygiene and quality of food in relation to the hygiene of cooking areas and equipment is explained.
3. The interrelationship between customer satisfaction, quality of food and time and temperature

when cooking pizza products is explained

4. The quality points for finished pizza products are described.
5. Organisational requirements for preparing and cooking pizzas are described and the importance of following these is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. The procedures for cleaning preparation areas and equipment are demonstrated.
7. Utensils and equipment are conveniently placed before service and the importance of this is explained. (**Range of equipment:** provers, retarders, food mixers, slicing or cutting equipment, chilled preparation tables, refrigerators, freezers, containers, ovens, packaging)
8. Correct equipment is selected and procedures for using equipment are explained and demonstrated.
9. The procedures for preparing food items are demonstrated using the correct ingredients and preparation methods. (**Range of ingredients:** prepared, convenience, other.) (**Range of methods:** proving, chilling, slicing)
10. Given a range of pizza products, portioning and assembling is demonstrated. (**Range of products:** pizza bases, prepared or convenience sauces or toppings, seasonings)
11. The pizza oven is at the correct temperature before cooking.
12. Food is cooked, assembled and placed in suitable containers.
13. Pizzas for take-away or delivery are packaged correctly.
14. The procedure for cleaning preparation areas and equipment after use is demonstrated and the importance of doing this is explained.
15. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** injury, insufficient food items, pizza oven at incorrect temperature, unusual customer requests)
16. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

17. Given a different type of establishment, the ways in which the procedure of preparing pizzas is adapted.

15. Title : Prepare, cook and present coated chicken

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of safe working practices being followed when preparing chicken products for cooking is explained.

2. The main contamination threats are identified and the importance of hygiene when cooking and presenting chicken products is described.
3. The importance of considering "flash points" of fats and oils and their impact on safety is explained. Ways of maintaining the quality of fats and oils are described.
4. The importance of time and temperature when cooking and storing chicken products is described.
5. The ways to identify when chicken products are cooked are explained.
6. The steps that should be followed to effectively and safely maintain frying equipment are explained.
7. The importance of storing cooked chicken products correctly in terms of the impact on food hygiene is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. The procedures for cleaning preparation areas are demonstrated.
9. Given range of equipment, the correct equipment is selected for the task and the importance of using hygienic equipment is explained. (**Range of equipment:** breadng table, breadng bin, breadng baskets, sieving equipment)
10. Given a range of ingredients, a selection is made and reasons are given. (**Range of ingredients:** base coating flour, additional dry coatings, fresh chicken portions)
11. Chicken is correctly prepared for coating and coated using the appropriate method.
12. Chicken is cooked correctly, checked for quality and food safety standards and is stored safely and hygienically prior to service. (**Range of quality:** texture, appearance, aroma, flavour)
13. The procedure for cleaning preparation areas and equipment after use is demonstrated.
14. Given a range of maintenance procedures, a decision is made and reasons are given. (**Range of maintenance:** cleaning of fryer, filtering, straining fat / oil, replacing fat / oil)
15. The ability to complete work in an organised and efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

16. Given a different type of establishment the methods for cooking and presenting coated chicken are described.

16. Title : Clean and restock vending machines

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.

2. The consequences of not securing vending machines are explained.
3. The importance of maintaining a constant stock of drink and food items is described, and the impact of not doing this on customer satisfaction is explained.
4. The importance of ensuring that there is sufficient change at all times in the machine is explained.
5. Organisational procedures for the cleaning of vending machines is described and the importance of maintaining hygiene standards and avoiding cross contamination is described.
6. Organisational procedures for quality control of drink and food items and stock rotation methods are described.
7. The results of not reporting damaged machines/ electrical equipment are described.
8. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

9. The ability to clean vending machines using correct cleaning equipment and materials is demonstrated and the importance of using the correct chemicals is explained.
10. The ability to stock machines is demonstrated and the importance of maintaining stock levels is described. (**Range of food and drink items:** prepared chilled foods, snacks, cold drinks, hot drinks).
11. Accurate records are kept of all issues, refills and consumptions.
12. Interior of vending machine is secured from unauthorised access.
13. Equipment is tested and the importance of doing this is described.
14. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** jammed/broken equipment, quality problems with drink and food items, shortage of stock, accidents)
15. All work is completed in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

16. A more efficient way of filling machines is described.
17. Alternative food and drink items are described.

17. Title : Apply for a job or work experience placement

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of CV's, covering letters and letters of application being as concise as possible is explained.
2. Reasons that there should be no time gaps on a CV are given.
3. The purpose of a covering letter accompanying a CV is explained.
4. The importance of finding out about the organisation and the prospective position in advance of the interview are explained.
5. Ways that body language could negatively affect the interview are identified and explained.
6. The importance of asking questions related to the job and the organisation during the interview is explained.
7. Reasons for not being negative about current and previous employers when asked about them are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Own skills, experience and personal attributes are matched against prospective jobs or advertised vacancies.
9. Where necessary, the organisation is contacted to obtain application forms, which are completed clearly and accurately.
10. A Curriculum Vitae and covering letter containing all relevant information and support documentation is logically constructed using an appropriate format and correct grammar.
(**Range of CV:** personal details, education and qualifications, work history, achievements)
(**Range of documentation:** certificates, references)
11. Documentation is despatched in sufficient time to meet closing dates.
12. Interview arrangements are confirmed and recorded. (**Range of arrangements:** date and time, address, directions, transportation / accommodation, interviewer name)
13. Information on the organisation and the prospective position is obtained in advance of the interview. (**Range of information:** size of the organisation (numbers of sites, employees), types of customers, style of operation / culture, mission statement, competitor)
14. Answers to probable questions and own list of appropriate questions are prepared and are asked at the appropriate time. (**Range of probable questions:** personal history, personal goals and aspirations, personal interest in the position, own expectations about the job & organisation) (**Range of appropriate questions:** conditions of employment, promotion prospects, training / development opportunities)
15. A positive personal image is demonstrated through punctuality, appropriate dress and grooming.
16. Active listening and positive body language is demonstrated throughout the interview.
17. Correct courtesy and greetings are used throughout the interview.
18. Next steps are agreed with prospective employer before departure.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

19. Given different jobs within the organisation, potential adjustments to one's CV are described.

UNIT STANDARDS FOR FAST FOOD SERVICES

Unit standards titles and specific outcomes - NQF Level 4

1. Title : Display cultural awareness in dealing with customers and colleagues

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of being familiar with the culture of the overseas visitors is explained.
2. The importance of an awareness of appropriate verbal and non-verbal communication when dealing with tourists is described.
3. Steps to prevent or resolve misunderstandings between visitors and ourselves are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. South Africa's main international tourist groups are identified and relevant aspects of their cultures and needs as customers is described. (**Range of groups:** Eastern & Western Europe, North & South America, Asia, Australia, Southern Africa)
5. Tourists are dealt with using appropriate verbal and non-verbal communication at all times. (**Range of non verbal communication:** eye contact, gestures.)
6. The ability to identify the main population groups within the community, workplace, province is demonstrated and their cultures are described. (**Range of culture:** language (verbal/non-verbal), food & drink preferences, traditions / customs / lifestyles / beliefs)
7. Consideration for cultural norms and differences of main population groups is demonstrated when dealing with customers and people in the workplace. (**Range:** colleagues, customers, managers / supervisors)
8. Customers needs are anticipated and dealt with within the context of their culture. (**Range of customers:** local customers, domestic tourists, international tourists)
9. Appropriate action is taken to resolve problems arising from cultural differences.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions are made to assist colleagues in dealing with cultural differences in order to improve customer service or working relationships.

2. Title : Accept and store food deliveries

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of checking temperatures of deliveries is explained.
2. The procedures to follow when deliveries do not meet quality requirements are described.
3. The effects of incorrect storage conditions on various types of stock are explained.
4. The importance of being aware of lead times for suppliers is outlined.
5. Organisational requirements when accepting and storing food deliveries are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Given a range of food and food types, food deliveries tally with order and delivery documentation, according to weight, volume, number, and quality specifications. (**Range of food:** meat, poultry, fish, fruit, vegetables, eggs, bread items, cakes and biscuits, dairy items, dry goods) (**Range of food types:** ambient, chilled, frozen, cooked, uncooked, preserved)
7. Food deliveries received are checked, are undamaged and do not exceed the use-by-date.
8. Quality and / or temperature of food delivered are checked in accordance with safe hygienic principles.
9. Given a range of packaging, the packaging and food remains undamaged during handling and transportation to storage areas. (**Range of packaging:** Cans, bottles or jars, packets or boxes, bags or sacks, plastic containers)
10. Given a range of storage conditions, receiving areas are kept clean, tidy, under correct conditions and secure. (**Range of storage conditions:** lighting, ventilation, temperature, cleanliness, humidity)
11. Food items are stored under correct conditions.
12. Stock rotation procedures are followed and stocks are used according to date order.
13. Procedures for completing documentation are demonstrated and the importance of accurate records is explained.
14. Food items are issued correctly.
15. Low food stock levels are reported or dealt with.
16. Food items are handled with appropriate care and packaging remains undamaged.
17. Storage equipment and areas are kept clean, tidy and free from refuse. (**Range of storage equipment:** shelves, bins, containers, trolleys, scoops, buckets, crates)
18. Given a range of unexpected situations and problems, a decision is made and reasons are given. (**Range of unexpected situations and problems:** back injury, slipping on wet floors in fridges and freezers, temperatures of fridges and freezers inadequate, power failures, packaging torn, leaking packaging)
19. All work is prioritised, delegated as appropriate and completed in an organised and efficient manner according to priorities and deadlines.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Given a kitchen with very limited fridge or freezer storage space, describe how you would adapt your performance in the ordering, receiving and storing of food.

3. Title : Develop self within the job role

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Strengths and weaknesses in the current job role are identified against current job role requirements.
2. Describe career aspirations.
3. Types of development activities/ programmes available within the organisation are identified and the advantages and disadvantages of these development activities/ programmes are described.
4. Reasons for progress being regularly reviewed against the development plan, are identified and discussed.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. Current competence and potential areas for development are identified in conjunction with line manager. (**Range of current competence and potential areas for development:** against national qualifications/ unit standards, against in-house standards) and a development plan is designed
6. A development plan is designed to meet the identified needs, (taking available resources into account) and internal and external factors that may impact on the plan are identified and analysed.
7. Priorities, objectives and time frames are clearly identified in plans and are consistent with achievement of relevant qualifications or in house development programmes
8. Time and resources needed to achieve objectives are agreed with management.
9. Ability to monitor own activities and meet agreed priorities is demonstrated. Progress and performance in achieving set objectives is regularly reviewed with management and feedback from management is used as a basis for future development.
10. Given a range of problems associated with the completion of the development plan, potential solutions are developed. (**Range of problems:** inability to meet objectives, lack of

management support etc.)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Alternative areas of self development, which may not be work, related are identified and how the principles for preparing a development plan apply are described.

4. Title : Source information about self-employment opportunities

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons for the thorough research into self employment opportunities are explained.
2. The importance of identifying sources of information is described.
3. The importance of obtaining accurate and reliable information is explained.
4. The different types of companies relevant to self employment opportunities must be described (**Range of companies:** Private Company, Close Corporations, Partnerships and Sole Proprietor).

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. **Sources** of information relevant to self employment opportunities are determined and the **information** is sourced and recorded. (**Range of sources** : newspapers and other publications, speaking to personal contacts, support agencies / government departments/ organisations) (**Range of information:** opportunities for small businesses, potential customers, start up costs, competition, legal requirements, skill requirements, grants / financial assistance available, training available, job creation opportunities)
6. Information obtained is evaluated and ranked in terms of potential self employment opportunities taking available resources, education, training, and viability into account.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Potential problems relating to sources of information are identified and suggestions made to overcome them.
8. Alternative sources of information are described.

5. Title : Maintain customer satisfaction

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Ways to obtain customer feedback are described.
2. The importance of interpersonal skills and the reasons for cultural considerations when interacting with customers is explained.
3. Methods used to monitor staff-customer relations are described.
4. Products and services provided by the organisation are identified and the importance of promoting them is explained.
5. The importance of evaluating and dealing with complaints by using effective negotiating and communication skills is explained and alternative ways to resolve complaints are described.
6. The importance of understanding company standards for products and service complaints is explained and the person responsible for resolving complaints is identified.
7. Ways of establishing rapport with customers and maintaining a professional relationship are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Customer requirements are identified and a decision is made on how best to deal with the request and reasons are given.
9. Given a range of products and services a decision is made on how to best promote the features and benefits, taking resources, the type of customer and environment into account.
10. Given a **range of complaints** and nature thereof, ways to rectify the complaints are described and reasons why these particular solutions have been chosen are explained. (**Range of complaints relate to:** products, services, environment, personnel)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE

11. Possible improvements to customer complaints procedure are suggested and reasons for each suggestion are explained.

6. Title : Maintain the receipt, storage and issue of goods

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The quality checks relating to different products are described.
2. When receiving goods the companies procedures regarding hygiene, quality and security are explained, the correct documentation for each is identified.
3. The reasons for using product specifications and the correct weights, measures when receiving goods is explained.
4. The relevant legislation and codes of practise relating to the storage conditions and handling of goods is identified and explained, including the consequences of non-compliance. (**Range of goods:** hazardous, non hazardous ; **Range of Storage:** stock rotation , shelf life , expiry dates)
5. The company's stock control procedure and recording systems are identified, explained and followed. (**Range of procedures:** minimum/maximum stock holdings, average consumption levels, security related to stock issue)
6. The lead times of each supplier are identified and the impact of this as well as price increases on stock is explained.
7. The importance of reconciling physical and documented stock is explained and the correct recording formats are identified.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

8. The receiving area is checked for readiness regarding hygiene, equipment and staff.
9. Given the delivery documents and purchase specifications, goods are checked ensuring discrepancies or deviations are dealt with. (**Range of purchase specifications:** Quantity, quality, packaging / handling method)
10. Stock is handled and stored according to legislation and best practise ensuring hygiene, quality and security is maintained. (**Range of stock:** hazardous, non-hazardous, perishable, non-perishable)
11. Stock is rotated in a way that ensures deterioration and stock loss is kept to a minimum.
12. All **information** relevant to receiving, storing and issuing of goods is accurately recorded.

distributed and stored according to organisational procedures. (**Range of information:** stock taking procedure, stock tallies, damaged stock, branch or department transfers, expired stock, stock written off, stock reconciliation)

13. All work is prioritised, delegated as appropriate and carried out in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Suggestions are made on how the volume of stock held in the storage area can be increased without adversely affecting the day to day stock management.

7. Title : Contribute to the identification of short term supply needs

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of implementing procedures to evaluate the condition of stock is explained.
2. The importance of identifying stock levels, consumption levels and lead times is explained.
3. The impact of insufficient stock levels on customer service is explained
4. The reasons for adhering to relevant legislation / regulations are described

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. An efficient procedure to identify short-term requirements is implemented and adhered to and an action plan is created to ensure that sufficient supplies are readily available.
6. **Problems** with suppliers are identified and referred to the appropriate person in the organisation. (**Range of problems:** Quantity, quality, failure to meet agreed lead time)
7. All work is prioritised, delegated as appropriate and carried out in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Suggestions are made on how short term supply needs can be better identified and maintained.

8. Title : Maintain a cleaning programme for own area of responsibility

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons for implementing a cleaning programme are explained, as well as the importance of frequent inspections.
2. Various methods of minimising potential hazards relating to the misuse or mishandling of cleaning chemicals are identified.
- 1.1.1.2.. Demonstrated ability to make DECISIONS about practice and to ACT accordingly
3. The details of the cleaning programme is effectively communicated to all relevant staff and any questions answered.
4. Ongoing, regular and spot check inspections are conducted to ensure company standards are maintained and ways of ensuring quality in this area are described.
5. Given different resources which may become damaged and cause unsatisfactory work performance or injury, appropriate action is taken to solve the problems and reasons for such action is given. (**Range of resources:** cleaning equipment, cleaning agents, protective clothing)
6. All relevant information regarding damages and faults is accurately recorded, filed and made available to the appropriate people.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Given changes in resources explain how one would adapt the cleaning programme to ensure company standards are still achieved.
8. Suggestions are made on how the cleaning programme would be adapted if the environment was a 24 hour operation.

9. Title : Monitor and maintain health, safety and security

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The building layout is accessed and evacuation procedures are described.
2. Reasons for frequent inspections of safety and fire fighting equipment are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

3. **Security and safety procedures** are explained and demonstrated. (**Range of Security and safety procedures** : fire exits and fire procedures, first aid procedures, evacuation procedures, access procedures)
4. Premises, equipment, security and safety procedures are checked, potential problems identified and recommendations on adjustments or improvements are made to senior management.
5. A decision is made on what information around safety and security needs to be communicated to staff. The information is communicated in a suitable format and language.
6. Stores, public area and private offices are analysed and potential hazards are pointed out. Ways to reduce the hazards are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Suggestions are made on ways to improve security and safety procedures.

UNIT STANDARDS FOR FAST FOOD SERVICES

Unit standards titles and specific outcomes - NQF Level 5

1. Title : Conduct on-the-job coaching

SPECIFIC OUTCOMES

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internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The basic principles of training are described
2. The importance of questioning techniques is explained and examples of questions are given.
3. Coaching and training are distinguished from each other.
4. Arrangements for coaching in the event that the learner is not technically proficient enough to conduct the coaching him/herself are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The coaching need is identified through discussions with the person to be coached,
6. A specific time and place for the coaching session is arranged and preparations are made.
7. Theory and knowledge associated with the coaching session are communicated to the person requiring coaching.
8. Coaching is done, giving the learner explanation, examples and opportunity to practice.
9. Feedback is given and the learner is encouraged to ask questions.
10. Ongoing progress is monitored and ongoing feedback is given in the workplace.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Possible problems that may occur in relation to coaching are identified, along with potential solutions to the problems.
12. A plan for individual coaching is developed, taking the needs of the team into account.

2. Title : Plan, organise and monitor work in own area of responsibility

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Various methods of optimising the use of resources is described.
2. The way time management impacts on the planning and organising of work are described.
3. The importance of awareness of an individuals abilities and work preferences is explained.

4. Various ways of drawing up and implementing work plans and schedules are described.
5. The importance of defining what responsibilities lie within an individual's scope is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Work activities are planned in a way that maximises the use of employees, taking individual preferences and abilities into account.
7. Work objectives and standards of performance are clearly communicated to staff in a way that each staff member understands.
8. Individual staff members are encouraged to seek clarification of work activities and make contributions where appropriate.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Potential problems with suppliers, staff and equipment are identified and contingency plans are developed.
10. Movement and workflow of staff in a department are studied and an action plan for saving time and economising motion is developed.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**NATIONAL DIPLOMA IN RETAIL TRAVEL**

Field : Services
Sub-field : Hospitality, Tourism, Travel, Leisure and Gaming
NQF level : 5
Credits : 271

Purpose of the qualification:

This qualification has been developed for those at a senior level in the retail travel industry. Such a qualification will professionalise the industry, ensuring a more competent workforce and smoother progression. The qualification will also provide the basis for further development of the learner into specialist and management areas within the travel industry, as well as articulation with Hospitality and other Tourism industries.

UNIT STANDARDS IN RETAIL TRAVEL**Unit standards on NQF Level 1**

1. Title : Maintain health, hygiene and professional appearance

UNIT STANDARDS IN RETAIL TRAVEL**Unit standards on NQF Level 2**

1. Title : Describe layout, services and facilities of the organisation

UNIT STANDARDS IN RETAIL TRAVEL**Unit standards on NQF Level 3**

1. Title : Function in a business environment
2. Title : Operate a computer
3. Title : Communicate verbally
4. Title : Prepare written communications
5. Title : Process incoming and outgoing telephone calls

UNIT STANDARDS IN RETAIL TRAVEL**Unit standards on NQF Level 4**

1. Title : Analyse a business and determine the way it functions
2. Title : Communicate in a business environment
3. Title : Display cultural awareness in dealing with customer and colleagues
4. Title : Analyse airport and customs systems
5. Title : Describe the world from a travel perspective
6. Title : Demonstrate basic Forex transactions and Forex conversions
7. Title : Source information about self-employment opportunities

UNIT STANDARDS IN RETAIL TRAVEL**Unit standards on NQF Level 5**

1. Title : Deal with customers
2. Title : Arrange travel insurance
3. Title : Book and issue documentation for land travel and accommodation
4. Title : Advise customers on travel entry documents and assist with application
5. Title : Access information on travel products and services
6. Title : Operate a central reservation or global distribution system
7. Title : Sell product/services
8. Title : Operate a central reservations or global distribution on a live system
9. Title : Process payments in accordance with the billing settlement plan
10. Title : Book and issue documentation for cruises
11. Title : Deal with suppliers
12. Title : Demonstrate knowledge of Southern and Central Africa as tourist destinations

- 13. Title : Develop an itinerary
- 14. Title : Conduct on-job-coaching
- 15. Title : Demonstrate knowledge of Eastern Africa, Indian ocean islands and the Maldives as travel destinations
- 16. Title : Demonstrate knowledge of North America as a travel destination
- 17. Title : Demonstrate knowledge of South America and the Caribbean islands as travel destinations
- 18 Title : Demonstrate knowledge of Europe west of the Urals and Scandinavia as travel destinations
- 19. Title : Demonstrate knowledge of the Middle East and Africa North of the equator as travel destinations
- 20. Title : Demonstrate knowledge of Australasia and the Pacific islands as travel destinations
- 21. Title : Demonstrate knowledge of the Far East as a travel destination

UNIT STANDARDS IN RETAIL TRAVEL

Unit standards on NQF Level 6

- 1. Title : Book and issue documentation for point-to-point air travel
- 2. Title : Analyse the tourism industry and make recommendations on products and services
- 3. Title : Book and issue documentation for international multisector air travel
- 4. Title : Start up and manage a small business (**Specific outcomes to be generated by SGB**)

UNIT STANDARDS IN RETAIL TRAVEL

Unit standards titles and specific outcomes - NQF Level 1

- 1. Title : Maintain health, hygiene and professional appearance

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative/ company procedures for dress and personal hygiene are described.
2. The importance of maintaining good personal hygiene is explained.
3. The importance of a professional appearance and the way in which this enhances the company image and staff identification is explained.
4. Procedures that should be followed when one is sick are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Clean, smart and appropriate clothing is worn and reasons why it is appropriate are explained.
6. Personal cleanliness and hygiene is maintained in line with company policy. (**Range of personal hygiene:** regular bathing, deodorant, washing hands, smoking, cleaning teeth)
7. Hair, moustaches, beards and nails are neat and tidy.
8. Jewellery and cosmetics are worn in accordance with company policy.
9. Given a range of illnesses, a decision is made on whether or not to interact with people and reasons are given. (**Range of illnesses:** flu, chicken pox/ measles/ mumps, headache, migraine, diarrhoea).

UNIT STANDARDS IN RETAIL TRAVEL

Unit standards titles and specific outcomes - NQF Level 2

1. Title : Describe layout, services and facilities of the organisation

SPECIFIC OUTCOMES

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competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of staff knowing all facilities and services is explained and the link with professional conduct is described.
2. Interrelationships between product knowledge and customer service are described.
3. The importance of selling the available services to customers and how this enhances revenue for the organisation is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

4. Different facilities, departments and services are identified and located.
5. Given a customer with specific requests, a decision is made on what information to give the customer and reasons for doing so are given.
6. The roles, responsibilities and interrelationships of different departments are described and explained.
7. Given different departments, the roles of the people within the department are described as well as the lines of communication within the department.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given an entirely different field (e.g. hospitality, mining or medical), the importance of knowing the facilities and services is described.
9. An induction programme for new employees is explored and developed.

UNIT STANDARDS IN RETAIL TRAVEL

Unit standards titles and specific outcomes - NQF Level 3

1. Title : Function in a business environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Describe safety principles for general operation of electrical equipment.

2. Describe various **Filing systems**. (**Range of filing systems:** index, alphanumeric)
3. Explain the importance of all staff understanding the function and use of office equipment.
4. Describe the extent of own responsibility in the office.
5. Explain the importance of being sensitive to other people's needs and cultures.
6. Describe issues requiring confidentiality and explain the importance of maintaining confidentiality around each issue.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

7. Given a particular team of people, decide on how one can contribute to the overall effectiveness of the team.
8. Given a particular workload, decide on how work should be prioritised and give reasons for making the decision.
9. Operate **Office Equipment** effectively. (**Range of office equipment:** Fax, Photocopier, Switchboard)
10. Maintain the security surrounding documentation and equipment and give reasons for doing so.
11. Given a specific piece of office machinery, describe the range of consumables which may be replenished and replenish where necessary.
12. File documents using a recognised filing system and ensure they are easily accessible to all persons needing access, while securing them against unauthorised access.
13. Site examples of situations where it is acceptable to deviate from establishment procedures and give reasons why.
14. Analyse and distribute business **information**, ensuring that individual needs are met. (**Range of information:** faxes, messages).
15. Make arrangements to repair equipment that is not in good working order.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

16. Given new technology in the workplace, suggest ways one would learn how the technology operates.
17. Develop a strategy for maintaining the office equipment.

2. Title : Operate a computer

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING :

1. Describe back-up procedures and consequences of not backing up.
2. Explain copyright regulations & legal implications of copyright infringement.
3. Explain implications of abuse (e.g. banging keyboard) and misuse (e.g. private typing) of computers.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

4. Connect **devices** to the computer. (**Range of devices:** screen, printer, keyboard, mouse)
 5. Use both mouse & keyboard to access the computer.
 6. Demonstrate back up procedures for documents or folders.
 7. Identify problems with equipment or software and explain potential solutions, including whom to contact if unable to solve the problem oneself.
 8. Given a particular **problem**, decide whether to fix the problem or refer it to someone else and give reasons for making the decision. (**Range of problems:** hardware failure, back-up failure, software freeze).
 9. Decide what training one requires and describe the way training should be requested.
 10. Decide on whether to use a computer or to do the work manually and give reasons for the decision.
 11. Switch the computer on and use the operating system to perform **basic functions**. (**Range of basic functions:** create new folders, search for documents, open existing documents, delete documents, save documents, print documents, send copies of documents to others using e-mail).
 12. Use a word-processing package to type and print a letter and to draw up a table.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:**
13. Describe an alternative method to using the computer system when it is not functioning or if the power supply is disrupted.

3. Title : Communicate verbally

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of being able to communicate effectively with internal and external customers for self and the organisation is explained.
2. Procedures for communicating with customers who only speak foreign languages are explained.
3. Various ways of communicating in a particular context with supplier, customer and colleagues are listed and reasons for their appropriateness are explained.
4. Potential barriers to effective communication are identified and explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly :

5. Greetings and leave taking conventions are used appropriately.
6. Speech is clear and audible and clarification is obtained where necessary.
7. **Communication** with customers is polite. (**Range of communication:** internal, external, face to face, telephonic)
8. Ability to engage in a conversation to its logical conclusion is demonstrated.

9. Given a **situation** with customers, a decision is made as to how to handle the situation, and reasons for making the decision are explained. (**Range of situations:** foreign language, deaf person, different level of language, cultural differences).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions on ways that verbal communication could be improved within the organisation/ department are described.
11. A plan for minimising communication barriers is developed. (**Range of barriers:** cultural differences, stereotypes, educational differences, voice modulation and articulation).

4. Title : Prepare written communications

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The various formats of written communication are described in terms of the format purpose. (**Range of formats:** business letter/ formal letter, facsimile, messages / memo, reports, work related documents)
2. The importance of using the correct format for written communication is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

3. A format for written communication is selected for a particular situation and the reasons for selection are described. (**Range of formats:** business letter/ formal letter, facsimile, messages / memo, reports, work related documents)
4. Given a range of grammar and information to be communicated, written communication is demonstrated. (**Range of grammar:** punctuation, spelling, vocabulary, tense, tone and style) (**Range of information:** date / time, contact details, purpose of communications & action required)
5. The reasons for promptly forwarding written communication to the relevant person are explained and the reasons for keeping copies on file described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

6. Given that insufficient information was communicated, describe the possible consequences and potential solutions.

5. Title : Process incoming and outgoing telephone calls

SPECIFIC OUTCOMES

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outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Non disclosable information is described and the reasons it is non-disclosable are explained.
2. The importance of acknowledging callers and keeping them informed of reasons for delays is stated.
3. Various ways of finding telephone numbers are described.
4. Procedures in answering ones own telephone and answering the switchboard are distinguished from each other in terms of the way the call is answered and assisting customers.
5. Standard telephone etiquette on answering calls, transferring calls and making calls is described
6. The use of body language in communicating with others while on a call is described and the reason for its importance is explained.
7. Methods of dealing with abusive callers are described.
8. Methods of dealing with emergency situations are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

9. All necessary documentation and equipment (computers, writing material, notes etc.) are prepared prior to making any outgoing calls.
10. Given a telephonic request from a customer, a decision is made to help or to pass him/her on to someone else in the organisation and reasons for the decision are explained.
11. Probing questions as to the nature of the call are asked and the caller is passed over to someone else who may be able to assist.
12. Messages for others in the organisation are taken, (including whom the message is for, who called, the date & time, a short description of the call and contact details of the caller).
13. Given the nature of the call, a decision is made on whether to take a detailed message or to offer to have the customer called back.
14. Incoming calls, transfers and outgoing calls are dealt with politely and in keeping with the organisation's image and standard telephone etiquette
15. Calls are dealt with quickly and politely, keeping other calls holding as little as possible.
16. Given a specific situation, a decision is made on what information is disclosable/non-disclosable and reasons for the decision are explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

17. Given that a new switchboard is being introduced into the organisation, ways of learning the new system and becoming competent are suggested.

UNIT STANDARDS IN RETAIL TRAVEL

Unit standards titles and specific outcomes - NQF Level 4

1. Title : Analyse a business and determine the way it functions

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. List typical departments in a business and distinguish them from each other in terms of function.
2. Describe typical ways that the departments depend on each other.
3. Describe different types of **organisations** and distinguish them from each other. (**Range of organisations:** private company, public company, close corporation, partnership and sole proprietorship).
4. Explain the reasons why organisations are changing their structures and reducing the number of reporting levels.
5. List the actual departments in a selected business and explain the role each department plays.
6. Describe the difference between the actual departments in the selected business and typical departments found in "the average business" and explain reasons for the differences.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

7. Describe how inter-departmental effectiveness can be improved, given the existing conditions in a business.
8. Evaluate relationships between oneself and others in the immediate environment and suggest potential improvements.

2. Title : Communicate in a business environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Describe various ways of communicating orally and in writing.
2. Explain communication as a two-way process.
3. List and explain typical barriers to communication.
4. List various ways of communicating with the supplier, customer and colleagues and give reasons for their appropriateness.
5. Identify the language that is the norm in the industry and give reasons why it is the norm.
6. Site examples where language must be clear and concise and situations where embellishments are necessary and explain why.
7. Identify **potential barriers** to communication and give potential solutions for each barrier. (**Range of potential barriers:** cultural differences, word choice, communicating to someone who does not understand the language, voice modulation, not listening actively)

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Demonstrate **communication** with others, using the language that is the norm in the industry. (**Range of communication:** verbally face to face, by telephone, business letter, fax and e-mail)
9. Decide on appropriate communication methods, taking available technology, the **target audience** and the norms of the industry into account. Give reasons why a particular communication method was selected and demonstrate the actual communication. (**Range of target audience:** customers, colleagues, and suppliers).
10. Ensure that spelling, punctuation and grammar are accurate when communicating in writing.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

11. Describe possible ways of improving communication in a selected organisation.
12. Suggest ways that communication with customers could be improved.

3. Title : Display cultural awareness in dealing with customer and colleagues

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of being familiar with the culture of the overseas visitors is explained.
2. The importance of an awareness of appropriate verbal and non-verbal communication when dealing with tourists is described.
3. Steps to prevent or resolve misunderstandings between visitors and ourselves are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. South Africa's main international tourist groups are identified and relevant aspects of their cultures and needs as customers is described. (**Range of groups:** Eastern & Western Europe, North & South America, Asia, Australia, Southern Africa)
 5. Tourists are dealt with using appropriate verbal and non-verbal communication at all times. (**Range of non verbal communication:** eye contact, gestures,)
 6. The ability to identify the main population groups within the community, workplace, province is demonstrated and their cultures are described. (**Range of culture:** language (verbal/non-verbal), food & drink preferences, traditions / customs / lifestyles / beliefs)
 7. Consideration for cultural norms and differences of main population groups is demonstrated when dealing with customers and people in the workplace. (**Range:** colleagues, customers, managers / supervisors)
 8. Customers needs are anticipated and dealt with within the context of their culture. (**Range of customers:** local customers, domestic tourists, international tourists)
 9. Appropriate action is taken to resolve problems arising from cultural differences.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
10. Suggestions are made to assist colleagues in dealing with cultural differences in order to improve customer service or working relationships.

4. Title : Analyse airport and customs systems

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. Special airport/airline services that are required by the customer are clear, made according to IATA format and explained.
2. The basic procedure of what happens once passenger checks in is explained (including weighing of baggage, departure control, seating arrangements, etc.).
3. Customs procedures (declaration of goods, duty, VAT payable, clearance fees, etc.) are sourced and explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

4. Given a compassionate situation, a decision must be made on whether to contact the airport for assistance.
5. Given an unusual non-IATA request, a decision is made on whether to contact the airport for assistance.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

6. Given specific changes in airport procedures, the way that performance is adapted is explained.
7. Given changes in customs procedures, potential changes in the way one operates are

described.

8. Situations are cited as examples, where it is critical/apt to contact the airport for assistance.
9. Given a specific airport scenario, appropriate recommendations to the traveller are made.

5. Title : Describe the world from a travel perspective

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The different world **climatic zones** and their effects on tourism are described. (**Range of climatic zones:** tropical, dry, sub-tropical, temperate, polar).
2. The features of the compass, latitude, longitude and map symbols are described in terms of function.
3. The world time zones, as well as GMT/UTC and the concept of daylight saving are explained.
4. The **effects** of world time zones and distance travel on the international passenger are explained. (**Range of effects:** jetlag, day lost/gained)
5. The effects of diseases (e.g. malaria, typhoid, cholera, etc.) on tourism are explained.
6. International and domestic tax is determined for gateway airports and means of accessing this information is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

7. The location of typical tourist countries and important cities worldwide must be identified using a world map or atlas.
8. International and domestic gateway cities and their airports with their 3 letter IATA codes servicing tourist areas must be identified using an appropriate map or atlas.
9. The major routes (direct and indirect) using **various modes of transport** to and from South Africa are identified. (**Range of various modes of transport:** air, rail, road and sea).
10. **Physical features** are identified using a map of the world. (**Range of physical features:** the five continents and islands, the oceans and seas, most important physical or man-made tourist attractions, political boundaries, capitals, ports of entries).
11. Given a particular country, **general information** on that country is sourced. (**Range of general information:** banking hours, health requirements, voltage, currency, entry requirements, airport taxes, time zone and public / bank holidays).
12. Given a traveller's chosen destination and time of travel, the influence of climatic conditions is determined and a decision is made to offer customer alternative periods of travel or alternate destinations if necessary. Reasons for the decision are explained.
13. Given specific changes in political conditions in a particular region, a decision is made to inform the customer of alternative arrangements that can be / or have been made.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

14. Given that certain regions are not typical tourist destinations, suggestions on how to attract more tourists are made.

6. Title : Demonstrate basic Forex transactions and Forex conversions

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The current South African foreign travel allowance is stated.
2. Travel declarations and passport endorsements are described and the reasons behind these explained.
3. The procedure for obtaining traveller's cheques (requirements, time limits, etc.) is explained and the costs associated with the use and redemption of travellers cheques are described.
4. The terms ROA, BBR and BSR are explained.
5. TT, Bank drafts, EFT, Travellers cheques and cash as methods of taking foreign currency are described and distinguished from each other in terms of advantages and disadvantages of each.
6. Time limits with regard to purchases and sale of foreign currency are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly.

1. Given specific countries, the appropriate foreign currency is identified.
2. ZAR is converted to foreign currency using the applicable Bank Exchange Rate table.
3. Specimen of a travel declaration and a passport endorsement are accurately completed.
4. Foreign currency is converted to ZAR using the applicable Bank Exchange Rate table.
5. Other ways the customer can access funds in other countries are described including the use of ATMs and credit cards

7. Title : Source information about self-employment opportunities

SPECIFIC OUTCOMES

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(modifying phrase)

Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons for the thorough research into self-employment opportunities are explained.
2. The importance of identifying sources of information is described.
3. The importance of obtaining accurate and reliable information is explained.
4. The different types of companies relevant to self-employment opportunities must be described
(**Range of companies:** Private Company, Close Corporations, Partnerships and Sole Proprietor).

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. **Sources** of information relevant to self-employment opportunities are determined and the **information** is sourced and recorded. (**Range of sources :** newspapers and other publications, speaking to personal contacts, support agencies / government departments/ organisations) (**Range of information:** opportunities for small businesses, potential customers, start up costs, competition, legal requirements, skill requirements, grants / financial assistance available, training available, job creation opportunities)
6. Information obtained is evaluated and ranked in terms of potential self employment opportunities taking available resources, education, training, and viability into account.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Potential problems relating to sources of information are identified and suggestions made to overcome them.
8. Alternative sources of information are described.

UNIT STANDARDS IN RETAIL TRAVEL

Unit standards titles and specific outcomes - NQF Level 5

1. Title : Deal with customers

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The concept of the customer as a source of revenue for the business and therefore as the source of salaries is explained.
2. The impact of the loss of regular customer business on the organisation and on oneself is explained.
3. Possible ways customers could react to poor service are described.
4. Methods of satisfying irate customers and dealing with the complaints customers have are described.
5. Information that may not be given out to the customer is detailed, along with reasons for the confidentiality.
6. Reasons why complaints and customer feedback are good for the organisation are given.
7. Reasons for the importance of anticipating customer needs are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Customers are greeted in a polite and friendly manner that is suited to the situation and organisation.
9. Customers are dealt with or referred to the appropriate person. (If referred, a clear and concise description of the problem is explained to the person dealing with the issue and reasons for referring the customer are explained).
10. Customer complaints that occur outside the individual's authority or area of work are referred to the appropriate person. Reasons for the referral are given.
11. Customer complaints and irate customers are dealt with according to organisational requirements and decisions are made about follow up actions to be taken.
12. Establishment services are promoted in a manner that is suited to the situation.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

13. Given an entirely different field (e.g. agriculture, manufacturing or information technology), the importance of customer care in that field is described.
14. Suggestions to improve customer care in a particular context are made.

2. Title : Arrange travel insurance

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The concept of travel insurance and its importance to the agency and to the customer is explained.

2. The different types of **travel insurance** and what each area of insurance covers is explained. (**Range of travel insurance:** personal accident, medical, cancellation and curtailment, default, baggage)
3. Credit card insurance and typical travel insurance is compared in terms of cost, insurance coverage and excesses.
4. The **conditions surrounding additional cover and 'top-up' insurance** is explained. (**Range of conditions surrounding 'top-up' insurance:** automatic insurance, credit card number on ticket, parties to the agreement).
5. IATA insurance covered by conditions of travel on the air ticket is described.
6. The legal implications of not insuring a customer are described.
7. The rules and restrictions of insurance principals are described.
8. The need for special insurance in cases of terminal illness, and where the customer is partaking in high-risk activities is described and ways of accessing this information and processing the policy are explained.

Demonstrated ability to make DECISIONS about practice and ACT responsibly:

1. A policy that is best suited to the customer's needs is sold (either using the principals brochure or telephonically).
2. Only the appropriate cover is sold to the customer, not an unnecessary expensive insurance that would boost personal commissions.
3. Given a particular tour operator package, the type and cover of any automatic insurance is established and the need for additional cover is determined.
4. The best policy for the customer is chosen and reasons why it is the best are explained.
5. Insurance terminology and jargon is not used when dealing with a customer.
6. The correct cover period is selected and **costs** are calculated. (**Range of costs:** total cost, premiums, medical excess cover, VAT, commission due to the agency).
7. Any kind of insurance excess or 'smallprint' that affects the customer is pointed out and explained to the customer.
8. The process of claiming against insurance is explained to the customer.
9. Travel insurance policies are issued, filed and reported to the principal according to the required format.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a change in insurance legislation, ways of keeping up-to-date information are suggested.

3. Title : Book and issue documentation for land travel and accommodation

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If

competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Types of **land travel** are described in terms of cost and classes. (**Range of land travel:** car-hire, coach, rail, car, campervan, packages)
2. Ticketing conditions are described for each **type of available travel**. (**Range of type of available travel:** single sector travel, multi sector travel, group travel and seasonal or budget travel).
3. Generic restrictions, regulations and conditions of **land travel** are described. (**Range of land travel:** car hire, coach, rail and campervan) Health, age and document requirements for various types of land travel are described.
4. Payment restrictions for land travel and the implications of those restrictions are described.
5. Arranging Airport / Hotel transfers is described, including aspects of payment and safety.
6. Different ways of making land travel and accommodation bookings are described and differentiated from each other in terms of advantages.
7. **Types of accommodation** are distinguished from each other in terms of services, price and star ratings including a detailed explanation of the current South African accommodation star rating system and how this compares to systems world-wide.
8. **Coding** applicable to international and local hotels is described. (**Range of coding:** SGLB,DBLB,BB,EB,CB,FB)
9. Different types of **vouchers** are described and differences between the vouchers are highlighted (**Range of vouchers:** referrals, bill backs, speed-lines)
10. **Insurance options** are described. (**Range of insurance options:** what is covered, cost, liability, waivers, excess payments)
11. Different types of products on sale in the organisation that deal with land travel and accommodation are described.
12. The implications of not following the laid down rules and regulations for making bookings and issuing vouchers are explained.
13. Omissions on vouchers that are acceptable are described and the reasons these areas can be omitted are given.
14. The typical process of making the booking, confirmation, filing and payment is described.

4. Title : Advise customers on travel entry documents and assist with application

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Current South African legislation on visas and passports is described, including the regulations regarding the issue, renewal and endorsement of passports.

2. The difference between temporary and permanent and foreign passports are described.
3. Details regarding forms and requirements (and where to find them) for each consulate are described.
4. The time it takes to issue various visas and passports and the cost involved is described.
5. Up to date regulations regarding the issue/renewal & endorsement of passports are described.
6. The cost and validity of South African passports (adult and child) are described.
7. The difference between tourist visas, business visas, student visas, transit visas and re-entry visas are explained.
8. The value of a passport and the effects of loss or damage are explained.
9. Specific requirements for passports and visa applications are explained.
10. Ways of recognising valid documents are described and steps to be taken on finding counterfeit documents are described.
11. Legal implications of signing forms on behalf of customers are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

1. A visa is read and information on expiry, validity, visa type and type of entry is described.
2. Given a variety of consulates, a decision is made on how much time to allow. The decision should be based on which consulates take the longest, hours of business, sit-ins and those countries public holidays.
3. A decision is made regarding the handling and transport of the necessary documentation within the shortest possible time, and the reasons for making the decision are explained.
4. Given customers proposed travel needs, the appropriate travel entry documents and costs are identified and explained to the customer.
5. The passport is checked for sufficient empty pages for visas and departure/entry stamps and the validity / restrictions of the passport are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given specific changes in requirements and method of obtaining visas and passports, the way performance would be adjusted is described.
2. Given that a customer must travel to another country within 72 hours, suggestions are made on how VISA application can be speeded up.

5. Title : Access information on travel products and services

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Industry publications are described and distinguished from each other in terms of their uses and the information available in each publication.
 - **Information** specific to a destination is sourced from industry publications.

(Range of information: banking hours, health requirements, voltage, currency, entry requirements, airport taxes, time zone and public / bank holidays) Timetables, rules, regulations and information on specific products are sourced using the CRS/GDS

2. Implications of not consulting relevant rules and regulations prior to making bookings are described.
3. Given a specific product, the responsibility and accountability of the principal, agent and customer are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

1. Based on knowledge of the customer's needs, information on a product that will satisfy his/her needs is sourced, including information on travel restrictions and rules associated with the product.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Suggestions on how existing information systems could be improved are described.
2. Given that information needed is not available from the usual publications or CRS services, potential alternate sources are suggested.

6. Title : Operate a central reservation or global distribution system

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. Uses of the CRS are described.

Demonstrated ability to make DECISIONS about practice :

1. **CRS information** is encoded and decoded. (Range of CRS information: airlines, cities, airports)
2. **Information** on the CRS is accessed and interpreted. (Range of information: availability of specific flights, fare rule information, in-flight service, flight information, seating plans, TIMATIC, travel info).
3. **Flight bookings** are made using proper booking codes, passive and non-billable segments. (Range of flight bookings: confirmed booking, request waitlist, waitlist, direct sell, open segments, surface segments).
4. The **Passenger Name Record (PNR)** entry is manipulated as per the requirements of the booking situation. (Range of PNR manipulation: modify PNR, store PNR, retrieve PNR, link PNR fields together creating a single entry, move profiles, purged PNRs).
5. **PNR information** is added to a record and PNR history is correctly interpreted. (Range of PNR information: form of payment, frequent flyer information, advance seat assignments, address and delivery info, customer remarks, other service information, special service information, vendor locator, ticket number).

6. **Pricing functions** are used to price an itinerary. (**Range of pricing functions:** exactly as booked lowest available fare).
7. Land arrangements are booked using the CRS and documentation is issued according to IATA regulations. (**Range of land arrangements:** hotel, car, bus, rail)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given specific changes in customer requirements, the way performance would be adjusted is explained.
2. Given a breakdown in technology, the way performance would be adjusted is explained.
3. Given specific changes in technology, the way performance would be adjusted is explained.
4. Given a CRS situation that the learner is unfamiliar with, the CRS help function is accessed and the necessary information is extracted for use.

7. Title : Sell product/services

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Describe a method of compiling a customer database.
2. Explain **ethics** of selling. (**Range of ethics** : talking about competition, making promises that cannot be met, bribery, confidentiality)
3. Explain **professional conduct** in selling. (**Range of professional conduct** : etiquette, delivery promises after sales service, punctuality)
4. Explain the importance of selling in terms of organisation and customer needs.
5. Explain the importance of ongoing contact with the customer.
6. Explain how various departments in the organisation communicate and describe the impact of communication breakdowns.
7. Explain the selling process, including the importance of closing the sale.
8. Explain the importance of maintaining accurate and current information on the products and services.
9. Describe the range of products and services offered by the organisation and include various features and benefits.
10. Describe the role the organisation plays in supplying the range of products and explain the company policies regarding sales.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

11. Given a particular sales problem, a decision is made on whether to attempt to solve the problem or to refer it to someone else and reasons for the decision are explained.
12. Given the final customer's profile, the needs of the customer are established.
13. Based on what the customer is saying, a decision is made on whether or not to probe for

deeper needs.

14. Products and services are recommended that match the customers needs and alternatives are offered if the needs cannot be met.
15. A decision is made on what information to give the customer on issues relating to restrictions, abbreviations and the product itself.
16. Given a particular product, explain how new customers would be sourced.
17. Given a customer situation, a decision is made on what discounts or special options may be exercised.
18. Documentation detailing the sale and customer requests is collected and correctly processed

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

19. Given **various changes**, adjustments required in performance are described. (**Range of various changes:** customers changing their mind, new prices, new products, new fees, new technology)

8. Title : Operate a central reservations or global distribution on a live system

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

2. Uses of the CRS are described.

Demonstrated ability to make DECISIONS about practice :

8. **CRS information** is encoded and decoded. (**Range of CRS information:** airlines, cities, airports)
9. **Information** on the CRS is accessed and interpreted. (**Range of information:** availability of specific flights, fare rule information, in-flight service, flight information, seating plans, TIMATIC, travel info).
10. **Flight bookings** are made using proper booking codes, passive and non-billable segments. (**Range of flight bookings:** confirmed booking, request waitlist, waitlist, direct sell, open segments, surface segments).
11. The **Passenger Name Record (PNR)** entry is manipulated as per the requirements of the booking situation. (**Range of PNR manipulation:** modify PNR, store PNR, retrieve PNR, link PNR fields together creating a single entry, move profiles, purged PNRs).
12. **PNR information** is added to a record and PNR history is correctly interpreted. (**Range of PNR information:** form of payment, frequent flyer information, advance seat assignments, address and delivery info, customer remarks, other service information, special service information, vendor locator, ticket number).
13. **Pricing functions** are used to price an itinerary. (**Range of pricing functions:** exactly as booked, lowest available fare).

14. Land arrangements are booked using the CRS and documentation is issued according to IATA regulations. (**Range of land arrangements:** hotel, car, bus, rail)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

5. Given specific changes in customer requirements, the way performance would be adjusted is explained.
6. Given a breakdown in technology, the way performance would be adjusted is explained.
7. Given specific changes in technology, the way performance would be adjusted is explained.
8. Given a CRS situation that the learner is unfamiliar with, the CRS help function is accessed and the necessary information is extracted for use.

9. Title : Process payments in accordance with the billing settlement plan

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The security measures with regard to Standard Traffic Documents (STDs) are explained.
2. The procedure for replenishment of depleted STDs and Standard Administrations Forms (SAFs) is explained.
3. The procedure to obtain an International Air Transport Association (IATA) licence and the implications of non-compliance are described.
4. The process surrounding the generation of Agency Debit Memos (ADMs) and Agency Credit Memos (ACMs) is described.
5. The completion of Ticket and Stock Registers is described.
6. Validation of Manual Standard Traffic Documents (STDs) and SCCCFS is described.
7. The ticket is checked, ensuring all boxes are completed correctly. Unused rubrics (boxes) are clarified.
8. The various forms of payment are identified and described. The method of processing these payments is explained.
9. The value of additional collections or refunds on re-issues is determined.
10. The withdrawal of unused coupons and necessary endorsements when a new ticket is issued in exchange for another, are explained. The procedure to be followed with the remainder of the ticket is explained.
11. Refunds are calculated and relevant documentation is completed.
12. BSP closing and reporting periods are stated and the policies and procedures regarding the handling of audit and agent coupons are explained.
13. The importance of correct handling of the audit and agent coupons is explained and adhered to. Understanding of the implication of incorrect handling is demonstrated.
14. The consequences to the agency of mislaid or destroyed coupons, late submissions, and

financial implications of incorrect completion of remittance areas are described.

15. The importance of strict adherence to IATA ticketing procedures and correct completion of STDs is explained.

16. The BSP Sales Report is correctly completed and the Billing Analysis is read and interpreted.

Demonstrated ability to make DECISIONS about practice and ACT accordingly :

1. Given a situation where a ticket or a coupon is missing or cannot be located in time for BSP submission, a decision is made on how to complete the BSP Sales Report.

2. Given an error in the BSP, the correct method is applied to correct the error.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. A refund notice or application is submitted; the cancellation penalty and administration fees are calculated. The methods with regard to tax refunds are explained.

10. Title : Book and issue documentation for cruises

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The main cruise companies or their sales agents and areas of operation worldwide are identified.
2. The cruise market is analysed and segments in the market matched to the types of cruises.
3. Popular cruise areas / routes, including river cruises, are identified using a map of the world.
4. Common embarkation and disembarkation points, fly-cruise holidays and cruise terminology are explained.
5. Special visa requirements and visa waivers for cruise passengers are determined, using appropriate sources.
6. The fact that cruising is a distinctive type of holiday and that many cruises differ from each other is explained.
7. The categories of cruises suited to various **types of customers** are identified..
8. (**Range of types of customers:** young partygoers, retired couples, honeymooners, educational cruisers or adventure travellers).
9. All customer details pertaining to the requirements are recorded and filed according to the agency requirements.
10. The advantages and disadvantages of cruising are discussed taking **cruise factors** into account. The daily cost of a cruise holiday is compared to the daily cost of a different type of holiday, where each item is paid for on an individual basis.
11. (**Range of cruise factors:** length of the cruise, type of cabin and size, positions of cabin, date or season of travel, number of persons in cabin, density of the ship).
12. Ship configurations are explained.

13. The value of agency service e.g. bon voyage gift (bouquet of flowers or fruit) is discussed.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Customers are advised on the best cruise to suit their specific needs and reasons for this choice are given.
2. The cruise company selected is best suited to fulfil the customer's needs and not based on agency incentives.
3. Recommendation on various cruise packages is made to suit the customer's specific needs.
4. Cruise information is sourced using OAG Worldwide Cruise and Shipping Guide, Tour Operators brochures, GDS, Travelinfo or the GSA, whichever is appropriate at the time.
5. The information given to the customer is up-to-date.
6. Service excellence is maintained in co-operation with the cruise company to optimise customer satisfaction.
7. Cruise fares are quoted and the details of the conditions as to what is included and excluded are explained to the customer.
8. A booking is made with the cruise company, confirmation is obtained and a deposit is collected from the customer.
9. The commission due to the travel agency is calculated and the invoice to the customer completed.

11. Title : Deal with suppliers

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Various suppliers and their products are identified.
2. Different responsibilities allocated to the agent and the principle or wholesaler are identified and described.
3. Ordering or booking procedures are described.
4. The possibility of time delays due to world time zones are identified and described.
5. Company regulations and rules on supporting "preferred suppliers" are explained.
6. The benefits of using a particular supplier are explained.
7. Local GSA's are used instead of their international counterparts, in order to save on company costs.
8. Commission structures are explained.
9. The use of **technology** in processing supplier's requests is explained. (**Range of technology:** fax, phone, e-mail, on-line system, Galileo, GDS, CRS).

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. The supplier best suited to the customers needs and not always the one that offers better incentives, is contacted.
2. Given unsatisfactory service from a supplier, the problems are discussed and a compromise reached.
3. Given continuous unsatisfactory service from a supplier, a decision is made on whether to source an alternative supplier.
4. Given a complaint by the customer, the problem is solved in co-operation with the supplier.
5. Given a request for a new product by the customer, the supplier is informed of the customer's needs.
6. Given a wide range of products available, the various packages (including new suppliers and their products) are compared and a decision is made on which supplier will best satisfy the customers needs.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a situation where a request takes too long to be processed or confirmed, work together with the supplier to find ways of saving time and speeding up the procedure.
2. Given a situation where an error has been made, a way to solve the problem is found. (The blame is not laid elsewhere.)
3. Given a change in the customer's plans, all applicable arrangements are cancelled.

12. Title : Demonstrate knowledge of Southern and Central Africa as tourist destinations

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The location of the countries and the IATA codes of all major cities and gateways into the countries are identified on a map and described. (**Range of countries:** Southern Africa: South Africa, Lesotho, Swaziland, Namibia, Botswana, Mozambique. Central Africa: Zimbabwe, Zambia Malawi)
2. A comprehensive set of current airfares, routes to and within the regions and the operating airlines (including charter companies) are sourced and described.
3. Types of land arrangements within the regions specified (tours, safaris, car-hire, rail services and different types of accommodation) are sourced and discussed.
4. Car-hire terminology is interpreted; restrictions on cross-border rentals and the conditions attached are explained.
5. The locations of major tourist regions are identified. Physical features, attractions, special events (including festivals) and tourist facilities are sourced, identified and described.

6. Use of booking sources such as hotel chains, GDS and tour operator is made and the booking
Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Health and safety factors, current political situation, current information and the climatic conditions within the regions are accessed and interpreted and clients advised accordingly. The impact on the customer's specific arrangements is explained.
2. Information regarding foreign currency within the countries is sourced. Applicable regulations and restrictions are interpreted and explained to clients.
3. The procedure and requirements for visa applications are sourced and interpreted; visa and re-entry permits are applied for according to the customer's routing, adhering to requirements and procedure.
4. Different packages are compared and analysed and decisions are made as to which package to offer to match the customer's needs, taking into account specific requirements and budget.
5. Specific differences between the countries are compared, including fares, packages, accommodation options and the tourist facilities available to assist the customer in making a choice.
6. Appropriate transport services (bearing in mind the conditions of third-world local transport) are selected, using applicable timetables (rail, bus, etcetera) to meet the needs and preferences of customers.
7. The booking is processed; confirmation given and the documentation according to the specific principal's or tour operator's regulations are issued.
8. An up-to-date record (Booking Card) is kept of the client's personal information, all current reservations, changes to reservations, confirmation, reference numbers, fares and tariffs quoted, passport details, visas applied for/returned and travel insurance policy details.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a request from a customer, develop an itinerary, using the information sourced
2. Given a booking to a destination where the customer could be running a safety or security risk, advice on the situation is obtained on behalf of the customer or alternatives arranged.
3. Given a schedule change or a change of the customer's itinerary, this change is incorporated with minimum disruptions to the original itinerary.

13. Title : Develop an itinerary

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Distinguish between general and personal itineraries with reference to format.

2. Various tours are described and distinguished from each other. (Range of various tours: Inclusive Tour (IT), Group Inclusive Tour (GIT), Foreign Independent Tour (FIT), Scheduled and Guaranteed Departure Tours, Fly-Drive, Fly-Cruise, Tailor-made Tours, Special Interest Tours, Adventure Tours, Cruises)
3. Places of interest, festivals in specific regions and country gateways are identified; sightseeing tours are sourced and incorporated into the itinerary, using a practical and logical format.
4. Customer information is sourced and details are taken into account when developing the itinerary. (Range of customer information and details: number of travellers, special requests.)
5. The itinerary is developed taking climatic, seasonal and political information of the destination into account.
6. Names, addresses and telephone numbers of hotels and local wholesalers are sourced and incorporated in the itinerary.
7. Land arrangements and transport requirements to be included in the tour are sourced. (Range of land arrangements: accommodation, meals)
8. The itinerary is compiled in a logical order, ensuring that the distances and times travelled are realistic (sufficient time for leisure, activities and travelling is allowed).
9. Attractions and activities with relevant descriptions are included.
10. General information pertaining to transfers, accommodation, meals, portage, tips, re-confirmations, check-in/check-out times applicable to the specific itinerary is included.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Needs and preferences of the customer(s) are identified and a suitable service or product is offered. The offer must suit the customers; otherwise a decision on which alternative to offer must be made.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a schedule change or a change in the customer's itinerary, the procedure to incorporate this change with few disruptions to the original itinerary is demonstrated.
2. Given natural disasters or political instability within a specific region included in the itinerary, changes are made and the procedures are described.

14. Title : Conduct on-job-coaching

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The basic principles of training are described
2. The importance of questioning techniques is explained and examples of questions are given.

3. Coaching and training are distinguished from each other.
4. , Arrangements for coaching in the event that the learner is not technically proficient enough to conduct the coaching him/herself are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The coaching need is identified through discussions with the person to be coached,
6. A specific time and place for the coaching session is arranged and preparations are made.
7. Theory and knowledge associated with the coaching session are communicated to the person requiring coaching.
8. Coaching is done, giving the learner explanation, examples and opportunity to practice.
9. Feedback is given and the learner is encouraged to ask questions.
10. Ongoing progress is monitored and ongoing feedback is given in the workplace.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Possible problems that may occur in relation to coaching are identified, along with potential solutions to the problems.
12. A plan for individual coaching is developed, taking the needs of the team into account.

15. Title : Demonstrate knowledge of Eastern Africa, Indian Ocean islands and the Maldives as travel destinations

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The location of the countries and the IATA codes of all major cities and gateways into the countries are identified on a map and described. (Range of countries: Eastern Africa: Kenya, Tanzania, Uganda. Indian Ocean Islands: Mauritius, Reunion, Madagascar, Comores, Seychelles Asia: Maldives)
2. A comprehensive set of current airfares, routes to and within the regions and the operating airlines (including charter companies) are sourced and described.
3. Types of land arrangements within the regions specified (tours, safaris, car-hire, rail services and different types of accommodation) are sourced and discussed.
4. Car-hire terminology is interpreted; restrictions on cross-border rentals and the conditions attached are explained.
5. The locations of major tourist regions are identified. Physical features, attractions, special events (including festivals) and tourist facilities are sourced, identified and described.
6. Use of booking sources such as hotel chains, GDS and tour operator is made and the booking

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Health and safety factors, current political situation, current information and the climatic conditions within the regions are accessed and interpreted and clients advised accordingly. The impact on the customer's specific arrangements is explained.
2. Information regarding foreign currency within the countries is sourced. Applicable regulations and restrictions are interpreted and explained to clients.
3. The procedure and requirements for visa applications are sourced and interpreted; visa and re-entry permits are applied for according to the customer's routing, adhering to requirements and procedure.
4. Different packages are compared and analysed and decisions are made as to which package to offer to match the customer's needs, taking into account specific requirements and budget.
5. Specific differences between the countries are compared, including fares, packages, accommodation options and the tourist facilities available to assist the customer in making a choice.
6. Appropriate transport services (bearing in mind the conditions of third-world local transport) are selected, using applicable timetables (rail, bus, etcetera) to meet the needs and preferences of customers.
7. The booking is processed; confirmation given and the documentation according to the specific principal's or tour operator's regulations are issued.
8. An up-to-date record (Booking Card) is kept of the client's personal information, all current reservations, changes to reservations, confirmation, reference numbers, fares and tariffs quoted, passport details, visas applied for/returned and travel insurance policy details.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a request from a customer, develop an itinerary, using the information sourced
2. Given a booking to a destination where the customer could be running a safety or security risk, advice on the situation is obtained on behalf of the customer or alternatives arranged.
3. Given a schedule change or a change of the customer's itinerary, this change is incorporated with minimum disruptions to the original itinerary.

16. Title : Demonstrate knowledge of North America as a travel destination

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The location of the countries and the IATA codes of all major cities and gateways into the countries are identified on a map and described. (Range of countries: North America: Continental USA, Hawaii, Mexico, Canada)
2. A comprehensive set of current airfares, routes to and within the regions and the operating

airlines (including charter companies) are sourced and described.

3. Types of land arrangements within the regions specified (tours, safaris, car-hire, rail services and different types of accommodation) are sourced and discussed.
4. Car-hire terminology is interpreted; restrictions on cross-border rentals and the conditions attached are explained.
5. The locations of major tourist regions are identified. Physical features, attractions, special events (including festivals) and tourist facilities are sourced, identified and described.
6. Use of booking sources such as hotel chains, GDS and tour operator is made and the booking

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Health and safety factors, current political situation, current information and the climatic conditions within the regions are accessed and interpreted and clients advised accordingly. The impact on the customer's specific arrangements is explained.
2. Information regarding foreign currency within the countries is sourced. Applicable regulations and restrictions are interpreted and explained to clients.
3. The procedure and requirements for visa applications are sourced and interpreted; visa and re-entry permits are applied for according to the customer's routing, adhering to requirements and procedure.
4. Different packages are compared and analysed and decisions are made as to which package to offer to match the customer's needs, taking into account specific requirements and budget.
5. Specific differences between the countries are compared, including fares, packages, accommodation options and the tourist facilities available to assist the customer in making a choice.
6. Appropriate transport services (bearing in mind the conditions of third-world local transport) are selected, using applicable timetables (rail, bus, etcetera) to meet the needs and preferences of customers.
7. The booking is processed; confirmation given and the documentation according to the specific principal's or tour operator's regulations are issued.
8. An up-to-date record (Booking Card) is kept of the client's personal information, all current reservations, changes to reservations, confirmation, reference numbers, fares and tariffs quoted, passport details, visas applied for/returned and travel insurance policy details.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a request from a customer, develop an itinerary, using the information sourced
2. Given a booking to a destination where the customer could be running a safety or security risk, advice on the situation is obtained on behalf of the customer or alternatives arranged.
3. Given a schedule change or a change of the customer's itinerary, this change is incorporated with minimum disruptions to the original itinerary.

17. Title : Demonstrate knowledge of South America and the Caribbean islands as travel destinations

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)

- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The location of the countries and the IATA codes of all major cities and gateways into the countries are identified on a map and described. (Range of countries: South America: Brazil, Argentina, Chile, Bolivia, Peru, Uruguay, Paraguay, Venezuela Caribbean Islands: US Virgin Islands, Jamaica, San Juan, Barbados, Bermuda, St Maarten, St Kitts and Nevis, Antigua and Barbuda, Aruba, Martinique, Bahamas.)
2. A comprehensive set of current airfares, routes to and within the regions and the operating airlines (including charter companies) are sourced and described.
3. Types of land arrangements within the regions specified (tours, safaris, car-hire, rail services and different types of accommodation) are sourced and discussed.
4. Car-hire terminology is interpreted; restrictions on cross-border rentals and the conditions attached are explained.
5. The locations of major tourist regions are identified. Physical features, attractions, special events (including festivals) and tourist facilities are sourced, identified and described.
6. Use of booking sources such as hotel chains, GDS and tour operator is made and the booking

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Health and safety factors, current political situation, current information and the climatic conditions within the regions are accessed and interpreted and clients advised accordingly. The impact on the customer's specific arrangements is explained.
2. Information regarding foreign currency within the countries is sourced. Applicable regulations and restrictions are interpreted and explained to clients.
3. The procedure and requirements for visa applications are sourced and interpreted; visa and re-entry permits are applied for according to the customer's routing, adhering to requirements and procedure.
4. Different packages are compared and analysed and decisions are made as to which package to offer to match the customer's needs, taking into account specific requirements and budget.
5. Specific differences between the countries are compared, including fares, packages, accommodation options and the tourist facilities available to assist the customer in making a choice.
6. Appropriate transport services (bearing in mind the conditions of third-world local transport) are selected, using applicable timetables (rail, bus, etcetera) to meet the needs and preferences of customers.
7. The booking is processed; confirmation given and the documentation according to the specific principal's or tour operator's regulations are issued.
8. An up-to-date record (Booking Card) is kept of the client's personal information, all current reservations, changes to reservations, confirmation, reference numbers, fares and tariffs quoted, passport details, visas applied for/returned and travel insurance policy details.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a request from a customer, develop an itinerary, using the information sourced
2. Given a booking to a destination where the customer could be running a safety or security risk, advice on the situation is obtained on behalf of the customer or alternatives arranged.
3. Given a schedule change or a change of the customer's itinerary, this change is incorporated with minimum disruptions to the original itinerary.

18 Title : Demonstrate knowledge of Europe west of the Urals and Scandinavia as travel destinations

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The location of the countries and the IATA codes of all major cities and gateways into the countries are identified on a map and described. (Range of countries: Europe west of the Ural Mountains: United Kingdom, Republic of Ireland, Portugal and Spain, France, Benelux Countries, Germany, Switzerland, Austria, Italy, Poland, Romania, Czech Republic, Bulgaria, Greece, Turkey, Belarus, Russia west of the Urals, Hungary Scandinavia: Norway, Sweden, Finland, Denmark) A comprehensive set of current airfares, routes to and within the regions and the operating airlines (including charter companies) are sourced and described.
2. Types of land arrangements within the regions specified (tours, safaris, car-hire, rail services and different types of accommodation) are sourced and discussed.
3. Car-hire terminology is interpreted; restrictions on cross-border rentals and the conditions attached are explained.
4. The locations of major tourist regions are identified. Physical features, attractions, special events (including festivals) and tourist facilities are sourced, identified and described.
5. Use of booking sources such as hotel chains, GDS and tour operator is made and the booking process is explained and adhered to.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Health and safety factors, current political situation, current information and the climatic conditions within the regions are accessed and interpreted and clients advised accordingly. The impact on the customer's specific arrangements is explained.
2. Information regarding foreign currency within the countries is sourced. Applicable regulations and restrictions are interpreted and explained to clients.
3. The procedure and requirements for visa applications are sourced and interpreted; visa and re-entry permits are applied for according to the customer's routing, adhering to requirements and procedure.
4. Different packages are compared and analysed and decisions are made as to which package to offer to match the customer's needs, taking into account specific requirements and budget.
5. Specific differences between the countries are compared, including fares, packages, accommodation options and the tourist facilities available to assist the customer in making a choice.
6. Appropriate transport services (bearing in mind the conditions of third-world local transport) are selected, using applicable timetables (rail, bus, etcetera) to meet the needs and preferences of customers.
7. The booking is processed; confirmation given and the documentation according to the specific principal's or tour operator's regulations are issued.
8. An up-to-date record (Booking Card) is kept of the client's personal information, all current

reservations, changes to reservations, confirmation, reference numbers, fares and tariffs quoted, passport details, visas applied for/returned and travel insurance policy details.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a request from a customer, develop an itinerary, using the information sourced
2. Given a booking to a destination where the customer could be running a safety or security risk, advice on the situation is obtained on behalf of the customer or alternatives arranged.
3. Given a schedule change or a change of the customer's itinerary, this change is incorporated with minimum disruptions to the original itinerary.

19. Title : Demonstrate knowledge of the Middle East and Africa North of the equator as travel destinations

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The location of the countries and the IATA codes of all major cities and gateways into the countries are identified on a map and described. (Range of countries: Middle East: Israel, United Arab Emirates, Egypt African Countries North of the Equator: Saudi Arabia, Morocco, Côte d' Ivoire, Nigeria, Ghana, Libya)
2. A comprehensive set of current airfares, routes to and within the regions and the operating airlines (including charter companies) are sourced and described.
3. Types of land arrangements within the regions specified (tours, safaris, car-hire, rail services and different types of accommodation) are sourced and discussed.
4. Car-hire terminology is interpreted; restrictions on cross-border rentals and the conditions attached are explained.
5. The locations of major tourist regions are identified. Physical features, attractions, special events (including festivals) and tourist facilities are sourced, identified and described.
6. Use of booking sources such as hotel chains, GDS and tour operator is made and the booking

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Health and safety factors, current political situation, current information and the climatic conditions within the regions are accessed and interpreted and clients advised accordingly. The impact on the customer's specific arrangements is explained.
2. Information regarding foreign currency within the countries is sourced. Applicable regulations and restrictions are interpreted and explained to clients.
3. The procedure and requirements for visa applications are sourced and interpreted; visa and re-entry permits are applied for according to the customer's routing, adhering to requirements and

procedure.

4. Different packages are compared and analysed and decisions are made as to which package to offer to match the customer's needs, taking into account specific requirements and budget.
5. Specific differences between the countries are compared, including fares, packages, accommodation options and the tourist facilities available to assist the customer in making a choice.
6. Appropriate transport services (bearing in mind the conditions of third-world local transport) are selected, using applicable timetables (rail, bus, etcetera) to meet the needs and preferences of customers.
7. The booking is processed; confirmation given and the documentation according to the specific principal's or tour operator's regulations are issued.
8. An up-to-date record (Booking Card) is kept of the client's personal information, all current reservations, changes to reservations, confirmation, reference numbers, fares and tariffs quoted, passport details, visas applied for/returned and travel insurance policy details.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a request from a customer, develop an itinerary, using the information sourced
2. Given a booking to a destination where the customer could be running a safety or security risk, advice on the situation is obtained on behalf of the customer or alternatives arranged.
3. Given a schedule change or a change of the customer's itinerary, this change is incorporated with minimum disruptions to the original itinerary.

20. Title : Demonstrate knowledge of Australasia and the Pacific islands as travel destinations

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The location of the countries and the IATA codes of all major cities and gateways into the countries are identified on a map and described. (Range of countries: Australasia: Australia, Tasmania, New Zealand Pacific Islands: All, excluding Indonesia and Japan)
2. A comprehensive set of current airfares, routes to and within the regions and the operating airlines (including charter companies) are sourced and described.
3. Types of land arrangements within the regions specified (tours, safaris, car-hire, rail services and different types of accommodation) are sourced and discussed.
4. Car-hire terminology is interpreted; restrictions on cross-border rentals and the conditions attached are explained.

5. The locations of major tourist regions are identified. Physical features, attractions, special events (including festivals) and tourist facilities are sourced, identified and described.

6. Use of booking sources such as hotel chains, GDS and tour operator is made and the booking

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Health and safety factors, current political situation, current information and the climatic conditions within the regions are accessed and interpreted and clients advised accordingly. The impact on the customer's specific arrangements is explained.

2. Information regarding foreign currency within the countries is sourced. Applicable regulations and restrictions are interpreted and explained to clients.

3. The procedure and requirements for visa applications are sourced and interpreted; visa and re-entry permits are applied for according to the customer's routing, adhering to requirements and procedure.

4. Different packages are compared and analysed and decisions are made as to which package to offer to match the customer's needs, taking into account specific requirements and budget.

5. Specific differences between the countries are compared, including fares, packages, accommodation options and the tourist facilities available to assist the customer in making a choice.

6. Appropriate transport services (bearing in mind the conditions of third-world local transport) are selected, using applicable timetables (rail, bus, etcetera) to meet the needs and preferences of customers.

7. The booking is processed; confirmation given and the documentation according to the specific principal's or tour operator's regulations are issued.

8. An up-to-date record (Booking Card) is kept of the client's personal information, all current reservations, changes to reservations, confirmation, reference numbers, fares and tariffs quoted, passport details, visas applied for/returned and travel insurance policy details.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a request from a customer, develop an itinerary, using the information sourced

2. Given a booking to a destination where the customer could be running a safety or security risk, advice on the situation is obtained on behalf of the customer or alternatives arranged.

3. Given a schedule change or a change of the customer's itinerary, this change is incorporated with minimum disruptions to the original itinerary.

21. Title : Demonstrate knowledge of the Far East as a travel destination

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

a) knowledge and understanding (what the learner must know and understand)

b) decision-making and acting (what the learner must do)

c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The location of the countries and the IATA codes of all major cities and gateways into the countries are identified on a map and described. (Range of countries: Far East: India, Hong Kong, Singapore, Thailand, Malasia, Japan, Indonesian Islands including Phillipines, Mayanmar (old Burma), Taiwan, China, Korea, Vietnam, Pakistan)
2. A comprehensive set of current airfares, routes to and within the regions and the operating airlines (including charter companies) are sourced and described.
3. Types of land arrangements within the regions specified (tours, safaris, car-hire, rail services and different types of accommodation) are sourced and discussed.
4. Car-hire terminology is interpreted; restrictions on cross-border rentals and the conditions attached are explained.
5. The locations of major tourist regions are identified. Physical features, attractions, special events (including festivals) and tourist facilities are sourced, identified and described.
6. Use of booking sources such as hotel chains, GDS and tour operator is made and the booking

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Health and safety factors, current political situation, current information and the climatic conditions within the regions are accessed and interpreted and clients advised accordingly. The impact on the customer's specific arrangements is explained.
2. Information regarding foreign currency within the countries is sourced. Applicable regulations and restrictions are interpreted and explained to clients.
3. The procedure and requirements for visa applications are sourced and interpreted; visa and re-entry permits are applied for according to the customer's routing, adhering to requirements and procedure.
4. Different packages are compared and analysed and decisions are made as to which package to offer to match the customer's needs, taking into account specific requirements and budget.
5. Specific differences between the countries are compared, including fares, packages, accommodation options and the tourist facilities available to assist the customer in making a choice.
6. Appropriate transport services (bearing in mind the conditions of third-world local transport) are selected, using applicable timetables (rail, bus, etcetera) to meet the needs and preferences of customers.
7. The booking is processed; confirmation given and the documentation according to the specific principal's or tour operator's regulations are issued.
8. An up-to-date record (Booking Card) is kept of the client's personal information, all current reservations, changes to reservations, confirmation, reference numbers, fares and tariffs quoted, passport details, visas applied for/returned and travel insurance policy details.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given a request from a customer, develop an itinerary, using the information sourced
2. Given a booking to a destination where the customer could be running a safety or security risk, advice on the situation is obtained on behalf of the customer or alternatives arranged.
3. Given a schedule change or a change of the customer's itinerary, this change is incorporated with minimum disruptions to the original itinerary.

UNIT STANDARDS IN GENERAL TRAVEL

Unit standards titles and specific outcomes - NQF Level 6

1. Title : Book and issue documentation for point-to-point air travel

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. General rules, restrictions and cancellation clauses of air tickets are described
2. The reasons for entering **specific information** into the air ticket are explained. (**Range of specific information:** customer name, flight number, flight times).
3. Codesharing between airlines is discussed and an example explained.
4. The effect of supplying the customer with inaccurate information or incorrect documentation is described.
5. Frequent Flyer schemes are explained.
6. The facilities available on board any standard aircraft are listed and described.
7. The uses of CCCF's are explained.
8. The legal implications when tickets are lost, mutilated, altered or used by a person other than the passenger named on the ticket are explained.
9. The reasons why tickets may not be altered or transferred once issued and the use of revalidation stickers are explained.
10. Air travel confidentiality issues are described and the reasons confidentiality is important are explained.
11. The importance of security regarding the ticket stock is explained and company procedures on the storage of ticket stock are described.
12. The process involving Q's is described and the reasons for using Q's are explained.
13. The presentation of travel documents is according to company procedures and reasons for the presentation are explained.
14. The importance of refund notices and refund applications is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

1. Information on air travel products and services are given to the customer in accordance with identified customer needs.
2. **Information** regarding Frequent Flyer schemes is entered into the booking. (**Range of information:** Frequent Flyer number, seating preferences)
3. The upping, loading and aligning of the ticket printer are demonstrated.
4. Bookings are made based on **customer needs**. (**Range of customer needs:** prepaid tariff amounts, frequent flyer entries and special requests).
5. **Payments** for tickets are processed and documentation issued. (**Range of payment:** cash, cheque, MPDs & CCCFs).
6. Tickets are issued on the correct paper; split once issued and company policy followed regarding the placement of these **coupons**. (**Range of coupons:** agent, audit, flight, void and passenger coupons).
7. Ticket information is entered on a booking card and filed according to IATA and company policy.
8. Alternatives are offered if the customer's request cannot be met and reasons for offering particular alternatives are explained.
9. Given a situation where the CRS is unavailable, a decision is made on whether to move over to

a manual system or to wait till the system is available and reasons for making the decision are explained.

10. Manual issuing of tickets is demonstrated, including the filing of coupons and reporting.
11. Given a conflict situation, a decision is made on whether to deal with the situation or to contact someone else in the organisation and reasons for making the decision are explained.
12. In the event of a ticket printer jam, a decision is made on whether to void a ticket and to re-sequence the printer. Reasons for the decision are explained and the appropriate action is demonstrated.
13. Given specific changes in customer flight requirements, the necessary adjustments are made.
14. Given a particular flight, the aircraft type and seating configuration are established, using the CRS system.
15. Given changes in prices or flight details from airlines, a decision is made as to what adjustments are necessary and what other steps are to be taken.
16. Given a cancellation by the customer, the refund notice and refund application are processed.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. The way air bookings and documentation in a retail travel agency differ from a wholesale tour operator is described.

2. Title : Analyse the tourism industry and make recommendations on products and services

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Sources for reports and statistics on tourist satisfaction and tourist movements are described.
2. Different types of Tourists and the reasons why they travel are described.
3. Interrelationships between travel sectors are explained, including the manner in which sectors rely on each other for communication and business.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. Potential ways that existing **negative situations** can be exploited are described. (**Range of negative situations:** high crime, poor exchange rates, low seasons).
2. A range of products and services that satisfy tourist needs are identified based on various reports and statistics.
3. Niche markets or under-utilised markets are identified, based on various reports and statistics. Potential ways these markets can be developed are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given an entirely different context (e.g. urban or rural, coastal or inland, technology intensive /

non-intensive), a product is developed that makes use of that particular regions benefits and advantages, taking various reports and statistics into account.

2. Given an entirely different sector of the industry (e.g. travel operations, tour guiding) a product from that sector that exploits various report and statistical information is identified.

3. Title : Book and issue documentation for international multisector air travel

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. International, round the world published fares and triangle fares with their applicable rules should be sourced and the alternate means of accessing them described.
2. Ways of calculating **different kinds of airfares** in NUCs (Neutral Units of Construction), using TPMs (Ticketed Point Mileages) & MPMs (Maximum Permitted Mileages) are explained. (**Range of different kinds of airfares:** round-the-world, one-way, triangular fares, open jaw, multi-sector, combinations, side trips).
3. Ticketing data for complex fares is entered onto GDS (Global Distribution System)/CRS (Central Reservation System), using the correct function keys and adhering to the correct procedures. (The various ticketing entries and the reasons for them being there must be understood.)
4. The reissuing of **tickets** as well as knowledge of when, where and how to obtain airline authorisations and endorsements are described. (**Range of tickets:** foreign tickets, partially-used tickets, non-published fares)
5. Tickets are issued in a particular currency (local and foreign), using NUCs where applicable and the IATA rate of exchange.
6. PTA fares are calculated and applicable rules and the current differences between them are explained.
7. **Types of airfares** are explained and the benefits and restrictions between them are analysed. (**Range of types of airfares:** excursions, pex, superpex, one way, IT, first, business and economy class).
8. The differences between IATA published fares, specially calculated circle trip fares and market fares are explained.
9. The importance of adhering to ticketing restrictions is explained. The implications to the customer and the agency, if not adhered to, are identified.
10. The airline yield management of various airlines (seat allocation for various classes of travel) and the booking procedures thereof are described.
11. The various codes of the 'Net remit system' are identified, explained and applied according to each specific airline's requirements.
12. The difference between the published fare, the selling level of the fare and the agent's nett fare

is calculated and explained.

13. The implications of not entering correct net remittance information on a ticket are explained and the actions to rectify errors are demonstrated.
14. The importance of collecting and delivering travel documents timeously and the security of the documents is explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

1. The customer's needs are established and the airline, fare or route most suitable is offered to the customer and alternatives are suggested.
2. Alternative routings and different ticket combinations are explored to ensure the best possible fares and regulations for the customer.
3. Alternative fares with different routings are calculated and, if more economical, offered to the customer. Special consideration is taken when issuing separate tickets in conjunction with each other.
4. A decision is made on whether to make use of a quote from an outside source (airline or tour operator) or an in-house Fares specialist. Reasons for the decision are given.
5. Ticket numbers are communicated according to airline or company policy. Individual airline and company procedures are applied.
6. Tickets are stored and filed according to procedure. Reasons for the procedures are given.
7. Reservations are processed and confirmed within 24 hours. Reasons for delays are communicated to the customer.
8. The correct method to make amendments to STDs (Standard Traffic Documents) is identified and applied.
9. MPDs (Multi-purpose documents) are completed and transmitted, taking into account correct ticket issue procedures and ticketing agreements between airlines.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given disasters or crisis situations (e.g. a war), explain the way reservations and tickets could be adjusted. Reasons for the adjustment are given.
2. Given a ticketing / fare calculation error, describe how performance would be adapted.
3. Given delays or schedule changes beyond the consultant's control, the customer is contacted, informed and alternatives (if possible) are offered.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**NATIONAL CERTIFICATE IN GAMING CASHIERING**

Field : Services
Sub-field : Hospitality, Tourism, Travel, Leisure and Gaming
NQF level : 3
Credits : 120

Purpose of the qualification:

This qualification has been developed for cashiers in the gaming industry. The gaming industry is a high growth area and it is essential that the employees within the industry comply with regulations and demonstrate a high standard internationally. This qualification will ensure that these needs are met. It will also provide the basis for further development of the learner into management areas within the gaming industry.

UNIT STANDARDS IN GAMING CASHIERING**Unit standards on NQF Level 1**

1. Title : Maintain health, hygiene and professional appearance

UNIT STANDARDS IN GAMING CASHIERING**Unit standards on NQF Level 2**

1. Title : Operate cashiering equipment
2. Title : Maintain data in a computer system (**Specific outcomes still to be generated by SGB**)
3. Title : Describe layout, services and facilities of the organisation
4. Title : Batch coins and tokens
5. Title : Demonstrate emergency counting procedures

UNIT STANDARDS IN GAMING CASHIERING**Unit standards on NQF Level 3**

1. Title : Communicate verbally
2. Title : Maintain effective working relationships with other members of staff
(Specific outcomes still to be generated by SGB)
3. Title : Operate a coin and cash float
4. Title : Operate a chip and cash float
5. Title : Process cheque, credit card and bank transactions
6. Title : Process table transactions
7. Title : Process slot transactions and redeem relieve slots shorts
8. Title : Demonstrate compliance on a casino environment
9. Title : Maintain a secure working environment
10. Title : Maintain a safe working environment
11. Title : Operate a smart card system

UNIT STANDARDS IN GAMING CASHIERING**Unit standards on NQF Level 4**

1. Title : Process financial transactions
2. Title : Monitor credit applications and transactions
3. Title : Perform cashiering administration
4. Title : Analyse a business and determine the way it functions
5. Title : Communicate in a business environment

UNIT STANDARDS IN GAMING CASHIERING**Unit standards on NQF Level 5**

1. Title : Deal with customers

UNIT STANDARDS IN GAMING CASHIERING

Unit standards titles and specific outcomes - NQF Level 1

1. Title : Maintain health, hygiene and professional appearance

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative/ company procedures for dress and personal hygiene are described.
2. The importance of maintaining good personal hygiene is explained.
3. The importance of a professional appearance and the way in which this enhances the company image and staff identification is explained.
4. Procedures that should be followed when one is sick are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Clean, smart and appropriate clothing is worn and reasons why it is appropriate are explained.
6. Personal cleanliness and hygiene is maintained in line with company policy. (**Range of personal hygiene:** regular bathing, deodorant, washing hands, smoking, cleaning teeth)
7. Hair, moustaches, beards and nails are neat and tidy.
8. Jewellery and cosmetics are worn in accordance with company policy.
9. Given a range of illnesses, a decision is made on whether or not to interact with people and reasons are given. (**Range of illnesses:** flu, chicken pox/ measles/ mumps, headache, migraine, diarrhoea).

UNIT STANDARDS IN GAMING CASHIERING

Unit standards titles and specific outcomes - NQF Level 2

1. Title : Operate cashiering equipment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of ensuring that cashiering equipment is maintained and in good working order at all times are explained.
2. Safety principles for general operation of electrical equipment are described.
3. The importance of cashier staff understanding the function and maintenance procedures for the different types of equipment is explained.
4. The extent of own responsibility for maintenance of equipment and the procedures that should be followed are described.
5. The impact on gaming operation in general and the cashiers float in particular of faulty equipment is explained.

Demonstrated ability to make DECISIONS about practice :

6. Cashiering equipment is operated in accordance with company policy and manufacturer's instructions. (**Range of equipment:** adding machine, coin counting equipment, note verifier, forgery detectors, note batcher, note dispensing equipment, coin batching equipment {wrapper, sealer, sachet}, coin scales, note scales, time date stamp machine, speed point, zip zap).
7. Given a malfunction problem with cashier equipment, a decision is made and reasons are given for the decision.
8. Maintenance procedures for cashier equipment are explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given specific changes in technology, people or equipment, the way in which performance would be adjusted is described.
10. An action plan for improving maintenance of cashier equipment is developed.

3. Title : Describe layout, services and facilities of the organisation

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of staff knowing all facilities and services is explained and the link with professional conduct is described.
2. Interrelationships between product knowledge and customer service are described.
3. The importance of selling the available services to customers and how this enhances revenue for the organisation is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

4. Different facilities, departments and services are identified and located.
5. Given a customer with specific requests, a decision is made on what information to give the customer and reasons for doing so are given.
6. The roles, responsibilities and interrelationships of different departments are described and explained.
7. Given different departments, the roles of the people within the department are described as well as the lines of communication within the department.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given an entirely different field (e.g. hospitality, mining or medical), the importance of knowing the facilities and services is described.
9. An induction programme for new employees is explored and developed.

4. Title : Batch coins and tokens

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Weigh and batch procedures are explained.
2. The reasons for batching loose coins/tokens are explained and the procedure described.
3. The importance of the accuracy of the weigh and batch procedures being agreed by two parties is explained.
4. Interrelationships between accurate batching of coins, checking the contents of any issued float, cashier balance, and the accounts department are explained.
5. The procedure that should be followed when foreign objects are discovered is explained.
6. Transportation and storage of batched coins and tokens is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

7. Coin/token batching procedure is demonstrated and all procedures are followed.
8. Given a discrepancy during the batching procedure the learner must be able to identify the problem and describe the appropriate steps to follow.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Suggestions are made on ways to improve the batching process.

5. Title : Demonstrate emergency counting procedures

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Provincial Gaming Board requirements and company procedures for emergency soft and hard count are described. (Range of count activity: personnel, language, drop boxes, recording).
2. The importance of the accuracy when carrying out emergency counts for the organisation and the accounts department is described.

3. The effect that the emergency count has on the cashiering department balance is explained.
4. Interrelationships between emergency soft/ hard count, surveillance department and accounting department are explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Emergency soft and hard count consolidation procedure is explained and demonstrated.
6. Completion of the appropriate documentation is demonstrated. (**Range of documentation:** emergency count sheet, errors, signatures).
7. Given a variance against cash counters during the emergency soft/ hard count procedure identify the problem and describe the appropriate steps to follow.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. A plan for avoiding an emergency count is developed.

UNIT STANDARDS IN GAMING CASHIERING

Unit standards titles and specific outcomes - NQF Level 3

1. Title : Communicate verbally

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of being able to communicate effectively with internal and external customers for self and the organisation is explained.
2. Procedures for communicating with customers who only speak foreign languages are explained.
3. Various ways of communicating in a particular context with supplier, customer and colleagues are listed and reasons for their appropriateness are explained.
4. Potential barriers to effective communication are identified and explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly :

5. Greetings and leave taking conventions are used appropriately.
6. Speech is clear and audible and clarification is obtained where necessary.
7. **Communication** with customers is polite. (**Range of communication:** internal, external, face to face, telephonic)
8. Ability to engage in a conversation to its logical conclusion is demonstrated.
9. Given a **situation** with customers, a decision is made as to how to handle the situation, and reasons for making the decision are explained. (**Range of situations:** foreign language, deaf

person, different level of language, cultural differences).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions on ways that verbal communication could be improved within the organisation/ department are described.
11. A plan for minimising communication barriers is developed. (**Range of barriers:** cultural differences, stereotypes, educational differences, voice modulation and articulation).

3. Title : Operate a coin and cash float

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of checking the opening and return floats and reporting variances are explained and the consequences of not doing so are described.
2. The importance of opening the position quickly and its importance to the company are explained.
3. The importance of having more than one person sign for the accuracy of the opening and closing float inventories for the organisation and the individual are explained.
4. Gaming Board requirements and company procedures for controlling floats are described.
5. The importance of, and system for, validity checking of vouchers / promotional value items is explained
6. The positive impact on the organisation of dealing with customers promptly and efficiently when buying/selling coins and tokens is explained.
7. Interrelationships between procedures and balancing the float are described. (**Range of procedures:** sorting notes, batching notes, proving notes, laying out loose coins, accounting for batches of coins, accounting for vouchers / promotional items, securing the float.)
8. Current levels of forged currency and the ways in which this impacts on the casino industry as a whole, and cashiers in particular, are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

9. A decision is made on which values and components of the cashiers float to select and reasons for this are explained.
10. The importance of accuracy in all aspects of buy in, cash out and float reconciliation is explained.
11. Adequate float levels and mix are maintained according to business requirements.
12. Different ways of counting cash and coins are demonstrated using counting equipment and appropriate records are kept. (**Range of equipment:** Note verifiers, coin counters, note counters, coin-batching equipment, card swipes, time/date stamps.)
13. Cash notes are checked and verified using the appropriate counting equipment and entered

into the system. The system may be manual or computerised. (**Range of cash notes:** clips, bundles, loose notes, unclipped bundles).

14. The procedure for sorting and storing value is demonstrated in a methodical, orderly manner.
15. Given a situation, a decision is made on how to control the float and reasons for making the decision are explained. (**Range of situations:** busy period, promotions, quiet period).
16. Given that the float does not balance, the errors are traced and the procedure for finding errors is explained.
17. The procedure for selling coins and tokens is demonstrated and the importance of checking and agreeing the cash received from the customer is explained.
18. The procedure for cashing out a customer is demonstrated and the importance of checking and agreeing the value before giving it to the customer is explained.
19. The procedure for recording cash buy ins is demonstrated and the importance of attaching the customer's name to cash is explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Given a different system (cashier equipment / potential systems) methods of controlling and balancing the float are suggested.

4. Title : Operate a chip and cash float

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. Provincial Gaming Board requirements and company procedures for the redemption and sale of casino chips, cash buy ins and for controlling floats are described. The actions to be taken when presented with "Foreign" chips is explained.
2. The importance of accuracy, speed and security with regard to chip handling is explained
3. The importance of checking the opening and return floats and reporting variances is explained and the consequences of not doing so are described.
4. The importance of opening the position quickly and its importance to the company is explained.
5. The effective handling of chips is demonstrated. (**Range of chips:** Oversized value chips, normal size value chips, plaques, non-redeemable, "Dead" chips, promotional chips).
6. Value exchange confirmations are clear and audible to customers.
7. Given a situation, the learner can describe and demonstrate the procedures for handling chips. (**Range of chip handling:** accepting or passing a stack, accepting or passing several stacks, drop cutting, cutting into).
8. Given a situation with customers a decision is made on how to handle the issue and reasons are given for the decision. (**Range of situations with customers:** overpaying, underpaying, patron disputes).

9. The positive impact on the organisation of dealing with customers promptly and efficiently when processing chips and cash is explained.
10. Current levels of forged currency and the ways in which this impacts on the casino industry as a whole, and cashiers in particular, are described.
11. The importance of having more than one-person sign the opening and closing cashier float reconciliation sheet's, for the organisation and the individual, is described.
12. The importance of, and system for, validity checking of vouchers / promotional value items is explained
13. Ways to identify forged chips and the effects of these on the operation and the industry are explained

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

14. Chips are sorted, laid out and counted in a way that complies with gaming legislative requirements and the company's internal controls.
15. The procedure for cashing out a customer is demonstrated and the importance of checking and agreeing the cash before giving it to the customer is explained. (**Range of cashing out:** chips, plaques, vouchers/promotional value items). (**Range of cash:** Rand Monetary Area currencies (where applicable), local currency.)
16. The purpose and use of each chip type is demonstrated and explained (**Range of chips:** Value chips, plaques, non-redeemable, "Dead" chips, promotional chips). The procedures and legislative obligations for recording cash buy ins is demonstrated and the importance of attaching the customer's name to cash is explained.
17. Given a service required by the customer, a decision is made about which is the appropriate procedure, and reasons for the decision are explained. (**Range of services:** issue or exchange value chips, issue or exchange plaques, issue non-redeemable chips, issue or exchange vouchers, exchange or refuse Foreign chips, issue "Dead" chips).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Given an entirely different field (e.g. financial, retail or leisure), the possible impact of not verifying cash and checking for forgeries on that field is described.

5. Title : Process cheque, credit card and bank transactions

Outcomes (Specific and Critical)

Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Procedures for processing cash equivalents (including authenticity, verification and acceptance limits) are described and the importance of following these procedures, particularly for the surveillance department, is explained. (**Range of cash equivalents:** guaranteed cheques, credit cards, travellers cheques, forex, debit and smart cards).
2. Expiry dates and floor limits on local and foreign credit cards and cheques are explained, including the appropriate way to handle customer queries on credit card transactions. The impact of not adhering to these is explained.
3. Gaming Board requirements and company procedures for cheques, credit cards, travellers cheques, Debit and Smart cards and foreign currency are described.
4. Reserve bank rules on foreign currency are explained.
5. Interrelationships between processing cheques, credit cards, travellers cheques, Debit and Smart cards and foreign currency and the effect on the float and surveillance are explained, including the manner in which these departments rely on each other for communication.
6. The impact that crime and the forgery of foreign, RMA and local cash, credit cards, bank cards, cheques and stolen and forged travellers cheques have on the casino business, and cashiers in particular, are explained.
7. Ability to differentiate between the different types of cheques and the procedure for processing them is explained. (**Range of cheques:** personal/casual cheques, guaranteed cheques, rand travellers cheques, foreign travellers cheques, drafts).

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

8. The procedure for verifying and processing cards is demonstrated. The impact on the business of not following the procedure is described. (**Range of cards:** debit cards, credit cards, smart cards).
9. The procedure for verifying and processing cheques is demonstrated. (**Range of cheques:** personal/casual cheques, guaranteed cheques, rand travellers cheques, foreign travellers cheques, drafts).
10. Given a range of forex services required, a decision is made on which procedures to follow and reasons are given for this decision.
11. Ways to access current exchange rates are explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

12. Given an entirely different field (e.g. banking, retail or tourism), the impact of not verifying foreign exchange / local and foreign cheques/ credit cards for authenticity, is described.
13. A method for improving the processing of cheques, credit cards, credit applications and foreign exchanged is developed.

6. Title : Process table transactions

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. Provincial gaming requirements and company procedures for processing table fills, table credits and table opening/closing are described, including the importance of following these procedures.
2. Interrelationships between the processing of table transactions, balancing the casino float; revenue generation and surveillance are explained, including the manner in which these departments rely on each other for communication.
3. The extent of cashier's authority and responsibility is described.
4. The reasons for, and the function of, the "Runner" are explained.
5. The importance of all cashiers understanding how to process table transactions securely and without delay in order to enhance customer service is explained.
6. The impact and importance of security regarding table transactions is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly :

7. Closing and/or opening tables (whichever is applicable) table fills, table credits, and the processing of these transactions is demonstrated. (**Range:** handling chips, fill/credit requests, computer capture and/or manual documentation, seals, printouts, communication with the pit).
8. The process for handling paperwork from different tables is explained and demonstrated.
9. The action taken when paperwork is completed incorrectly (fills for wrong tables, wrong table

closing sheet etc) is explained.

10. Given a particular workload, a decision is made on how work should be prioritised and reasons are given for making this decision.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Suggestions for improving service between cage and table department is developed.

7. Title : Process slot transactions and redeem relieve slots shorts

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. Gaming Board and company procedures for processing hopper fills, machine jackpots and special payouts are described, including the importance of following these procedures.
2. The importance of investigating any variances is explained and procedures for corrections/ errors on slots count documentation/ computer system are described.
3. The role of surveillance in the slots short procedure is explained.
4. The different types of slots shorts are identified and the reasons for machines generating slots shorts are explained.
5. The importance of verification and a general awareness of abnormalities when working in the slots department is described and explained.
6. The importance of reporting defective hopper bags is explained.
7. The interrelationship between the value of cash, coin, hopper bags and slot shorts in the cashiers float and their effect on float balancing.
8. Actions taken when overpayment and underpayment occur are described.
9. The effects of fraud and theft on the business and the industry are explained.

Demonstrated ability to make DECISIONS about practice :

10. Transactions are processed accurately and documentation is completed. (**Range of transactions:** hopper fills, jackpots, slot short verification, payouts).
11. Given a range of situations with slots shorts, a decision is made on how to handle the issue and reasons are given for the decision.
12. Slots shorts are processed accurately and promptly in order to balance the cashier cage reconciliation. (**Range of slots short activity:** receive, capture/record/issue, payout, record paid, balance).
13. Given a range of abnormalities in the issuing of slots shorts, a decision is made on what to do and reasons are given.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Given specific changes in technology, people or equipment, the way in which performance

would be adjusted is described.

15. An action plan for improving the method in which slots shots are redeemed and retrieved is developed.

8. Title : Demonstrate compliance on a casino environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of staff knowing gaming board regulations is explained and the link with professional conduct is described.
2. Interrelationships between gaming boards (provincial and national) and casinos are described.
3. The impact on the casino of a suspended licence or the loss of a licence is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

4. Reasons for the development of gaming board rules are described. (**Range of reasons:** protection for self, protection for organisation, protection for customers).
5. Breaches in gaming board rules are identified and reported correctly. (**Range of breaches:** audible breaches, visual breaches).
6. The roles and responsibilities of different departments in upholding the gaming board rules and regulations are explained.
7. The cost to the individual and the organisation of non-compliance is explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given a different province, the ways in which performance would be adapted are described.

9. Title : Maintain a secure working environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. National/ provincial/ company procedures to maintain a secure working environment are described.
2. The importance of maintaining a high level of security for staff and customers is explained, including the impact on the organisation of not doing this.
3. Security procedures to avoid and handle violent situations are described.
4. The importance of securing unauthorised areas from customer access is explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. In violent situations, perpetrators are identified and correct reporting procedure/ appropriate conduct is described. (**Range of violent situations:** bomb threats, hijacking, armed robbery, riots, strike, mass action).
6. Suspicious items are reported and correct procedure is described.
7. Customer and staff areas are identified and secured against unauthorised access.
8. Storage areas are secured against unauthorised access and reasons for doing this are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given an organisation in a different province or country, the way in which performance would be adjusted is described.

10: Title : Maintain a safe working environment

SPECIFIC OUTCOMES

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outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative and company procedures to maintain a safe working environment are described.
2. The importance of maintaining a safe working environment for staff and customers is explained, including the cost for the organisation of not doing this.
3. Safety procedures for avoiding accidents in the working environment are described.
4. Safety/ evacuation procedures, (including the nominated assembly point) in the event of a fire are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Safety and emergency signs are located, identified and adhered to.
6. Hazards/ potential hazards are identified and appropriate procedures are described.
7. A list of safety and emergency telephone numbers is located and first aid officers are identified.
8. In the event of an accident, appropriate first aid officer is contacted and the person is helped within own area of responsibility.
9. In the event of a small fire the correct **fire extinguisher** is located and used. (**Range of fire extinguishers:** carbon dioxide, foam, powder, fire hose, fire blanket).
10. In the event of a large fire, the alarm is raised and the correct evacuation procedure is followed.
11. Given an **accident**, with staff and/ or customers a decision is made on what to do and reasons for the decision are given. (**Range of accidents:** fall, faint, slip, drop items, spill food/ drink)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

12. Situations when procedures would not be followed are described.
13. Given a different service sector, the way in which performance would be adjusted around safety is described.

11. Title : Operate a smart card system

SPECIFIC OUTCOMES

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as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. The importance of maintaining security at all times is explained.
2. Gaming Board, National and provincial legislation and company procedures for the smart card systems and transaction reporting are explained and the impact on the company of not following these procedures is described.
3. Interrelationship between system generated reports and cashiering are explained.
4. The importance of smart cards as an alternative currency and the benefits of using a smart card system are explained.
5. Ways to protect the company against fraudulent use of smart cards and tampering are explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

6. Customers are dealt with politely and efficiently.
7. Customer queries are answered accurately and benefits are explained to customers.
8. Procedures for operating smart card system are followed. (**Range of procedures:** load credits, redeem credits, system generated reports, identification of smart cards).
9. Given a range of problems, a decision is made on how to solve the problem and reasons are given. (**Range of problems:** malfunctions, broken cards).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Given specific changes in technology, the way in which performance would be adjusted is described.

UNIT STANDARDS IN GAMING CASHIERING

Unit standards titles and specific outcomes - NQF Level 4

1. Title : Process financial transactions

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance and interrelationships of accepting counts, accurate completion of the paperwork, and the subsequent updating of the missing chip recon. is described.
2. The importance of all cashier staff understanding how to complete the range of financial transactions is explained.
3. The importance of being aware of security matters when banking cash is explained.
4. The extent of own responsibility/ authority is accurately described.
5. Issues requiring confidentiality are described and the importance of maintaining confidentiality around these issues is explained.
6. The Gaming Board regulations and company procedures for processing the range of financial transactions are described as well as the importance of following these procedures.
7. Reserve bank rules on foreign currency formalities are explained.
8. The filing technique used in the cashiering department is explained and demonstrated

9. Demonstrated ability to make DECISIONS about practice and ACT accordingly:

10. Given a range of financial transactions the ways in which these transactions would be completed are demonstrated. (**Range of financial transactions:** completion of deposit slips, use of deposit envelopes, issuing of winners cheques, receipts, disbursements, processing credit notes, direct deposits, bank transfers, cash banking, bank instrument banking, smart box banking, banking of foreign exchange, accepting the hard count, accepting the soft count, accepting the bill count, time date stamping).
11. The ability to verify and reconcile the count is demonstrated.
12. The ability to replenish office supplies necessary for processing the range of financial transactions is demonstrated.
13. Documents are filed and made easily accessible to all persons needing access, while securing them against unauthorised access.
14. The filing system in use is explained and filing is kept up to date.
15. **Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
16. A method for improving, maintaining and updating financial transactions on a daily basis is developed.

2. Title : Monitor credit applications and transactions

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Reasons for processing credit applications timeously (from a company and a customer perspective) are explained.
2. The Gaming Board regulations and company procedures for credit and cheque cashing facility applications are described as well as the importance of following these procedures.
3. The impact of not verifying cheque cashing / credit facilities, and transactions, on the units operation, are explained.
4. The actions taken following return of the application from the credit manager / committee are explained.
5. The importance of confidentiality when processing credit applications is explained.
6. The impact of fraud on the casino business is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

7. Given a credit applicant, a decision is made on which procedures to follow and reasons are given for this decision.
8. The procedure for processing credit applications / cheque cashing facilities is demonstrated. The impact on the business of not following the procedures is described.
9. Credit or cheque cashing limit adjustments is processed according to gaming board requirements and the companies documented internal controls.
10. Customers are dealt with in a polite and friendly manner and kept informed of the progress of their application.
11. Confidentiality of customer details and applications is maintained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

12. Given an entirely different field (e.g. banking, leisure or tourism), the impact of not verifying credit applications for authenticity is described.

3. Title : Perform cashiering administration

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Provincial Gaming Board requirements and company procedures for cashiering administration are described and the impact of non-compliance are explained.
2. The importance of accuracy and efficiency when processing paperwork for the cashiering department and other departments is described. The relevance of "voiding" and reprinting

value documentation and the effect on balance are explained.

3. Area of own responsibility is defined and described.
4. The filing system in use in the cashier department is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

5. Cashiering administration is performed accurately, efficiently and timely in accordance with agreed priorities and time frames. (**Range:** use of numbered stationery, chip and token reconciliation reports, movement of value between departments, completion of paperwork, alterations and authorised signatures, cash desk reconciliation, variance forms, debtors reconciliation report, incoming intelligence reports).
6. Given unbalanced paperwork, a decision is made on how to balance it and reasons are given for choosing a particular approach.
7. Proficient error tracing when variance is encountered is demonstrated.
8. All missing chips and/or tokens are located or accounted for, in accordance with Gaming Board requirements, the appropriate documentation and communication is effected
9. Potential barriers to completion of tasks are identified, solutions are described and work is prioritised.
10. Technology is used accurately and efficiently. (**Range of technology:** smart card system, electronic PoS reports & information, in house computer system, software application packages, calculator).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

11. Suggestions on possible ways in which the cashiering administration process could be improved within the organisation are described.

4. Title : Analyse a business and determine the way it functions

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. List typical departments in a business and distinguish them from each other in terms of function.
2. Describe typical ways that the departments depend on each other.
3. Describe different types of **organisations** and distinguish them from each other. (**Range of organisations:** private company, public company, close corporation, partnership and sole proprietorship).
4. Explain the reasons why organisations are changing their structures and reducing the number of reporting levels.
5. List the actual departments in a selected business and explain the role each department plays.

6. Describe the difference between the actual departments in the selected business and typical departments found in "the average business" and explain reasons for the differences.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

7. Describe how inter-departmental effectiveness can be improved, given the existing conditions in a business.
8. Evaluate relationships between oneself and others in the immediate environment and suggest potential improvements.

5. Title : Communicate in a business environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Describe various ways of communicating orally and in writing.
2. Explain communication as a two-way process.
3. List and explain typical barriers to communication.
4. List various ways of communicating with the supplier, customer and colleagues and give reasons for their appropriateness.
5. Identify the language that is the norm in the industry and give reasons why it is the norm.
6. Site examples where language must be clear and concise and situations where embellishments are necessary and explain why.
7. Identify **potential barriers** to communication and give potential solutions for each barrier. (**Range of potential barriers:** cultural differences, word choice, communicating to someone who does not understand the language, voice modulation, not listening actively)

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Demonstrate **communication** with others, using the language that is the norm in the industry. (**Range of communication:** verbally face to face, by telephone, business letter, fax and e-mail)
9. Decide on appropriate communication methods, taking available technology, the **target audience** and the norms of the industry into account. Give reasons why a particular communication method was selected and demonstrate the actual communication. (**Range of target audience:** customers, colleagues, and suppliers).
10. Ensure that spelling, punctuation and grammar are accurate when communicating in writing.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

11. Describe possible ways of improving communication in a selected organisation.
12. Suggest ways that communication with customers could be improved.

UNIT STANDARDS IN GAMING CASHIERING

Unit standards titles and specific outcomes - NQF Level 5

1. Title : Deal with customers

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The concept of the customer as a source of revenue for the business and therefore as the source of salaries is explained.
2. The impact of the loss of regular customer business on the organisation and on oneself is explained.
3. Possible ways customers could react to poor service are described.
4. Methods of satisfying irate customers and dealing with the complaints customers have are described.
5. Information that may not be given out to the customer is detailed, along with reasons for the confidentiality.
6. Reasons why complaints and customer feedback are good for the organisation are given.
7. Reasons for the importance of anticipating customer needs are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Customers are greeted in a polite and friendly manner that is suited to the situation and organisation.
9. Customers are dealt with or referred to the appropriate person. (If referred, a clear and concise description of the problem is explained to the person dealing with the issue and reasons for referring the customer are explained).
10. Customer complaints that occur outside the individual's authority or area of work are referred to the appropriate person. Reasons for the referral are given.
11. Customer complaints and irate customers are dealt with according to organisational requirements and decisions are made about follow up actions to be taken.
12. Establishment services are promoted in a manner that is suited to the situation.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

13. Given an entirely different field (e.g. agriculture, manufacturing or information technology), the importance of customer care in that field is described.
14. Suggestions to improve customer care in a particular context are made.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**NATIONAL CERTIFICATE IN GENERAL TRAVEL**

Field	: Services
Sub-field	: Hospitality, Tourism, Travel, Leisure and Gaming
NQF level	: 5
Credits	: 153

Purpose of the qualification:

This qualification has been developed for those at a junior level in the travel industry. There is currently an oversupply of learners into the industry that do not meet industries' requirements. Such a qualification will assist with the regulation of people entering the industry, ensuring a more competent workforce. The qualification will also provide the basis for further development of the learner into specialist and management areas within the travel industry, as well as articulation with Hospitality and other Tourism industries.

UNIT STANDARDS IN GENERAL TRAVEL**Unit standards on NQF Level 1**

1. Title : Maintain health, hygiene and professional appearance

UNIT STANDARDS IN GENERAL TRAVEL**Unit standards on NQF Level 2**

1. Title : Describe layout, services and facilities of the organisation
2. Title : Handle mail, messages and written communication
3. Title : Provide a collection and delivery service

UNIT STANDARDS IN GENERAL TRAVEL**Unit standards on NQF Level 3**

1. Title : Function in a business environment
2. Title : Operate a computer
3. Title : Communicate verbally
4. Title : Process incoming and outgoing telephone calls
5. Title : Maintain a safe working environment

UNIT STANDARDS IN GENERAL TRAVEL**Unit standards on NQF Level 4**

1. Title : Analyse a business and determine the way it functions
2. Title : Communicate in a business environment
3. Title : Display cultural awareness in dealing with customer and colleagues
4. Title : Analyse airport and customs systems
5. Title : Describe the world from a travel perspective
6. Title : Demonstrate basic Forex transactions and Forex conversions

UNIT STANDARDS IN GENERAL TRAVEL**Unit standards on NQF Level 5**

1. Title : Deal with customers
2. Title : Analyse the tourism industry and the links between the various sectors
3. Title : Book and issue documentation for land travel and accommodation
4. Title : Advise customers on visas and passports and apply for visas
5. Title : Access information on travel products and services
6. Title : Operate a central reservation or global distribution system
7. Title : Demonstrate knowledge of South Africa as a travel destination
8. Title : Sell product/services
9. Title : Process payments

UNIT STANDARDS IN GENERAL TRAVEL

Unit standards on NQF Level 6

1. Title : Book and issue documentation for point-to-point air travel

UNIT STANDARDS IN GENERAL TRAVEL

Unit standards titles and specific outcomes - NQF Level 1

1. Title : Maintain health, hygiene and professional appearance

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative/ company procedures for dress and personal hygiene are described.
2. The importance of maintaining good personal hygiene is explained.
3. The importance of a professional appearance and the way in which this enhances the company image and staff identification is explained.
4. Procedures that should be followed when one is sick are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Clean, smart and appropriate clothing is worn and reasons why it is appropriate are explained.
6. Personal cleanliness and hygiene is maintained in line with company policy. (**Range of personal hygiene:** regular bathing, deodorant, washing hands, smoking, cleaning teeth)
7. Hair, moustaches, beards and nails are neat and tidy.
8. Jewellery and cosmetics are worn in accordance with company policy.
9. Given a range of illnesses, a decision is made on whether or not to interact with people and reasons are given. (**Range of illnesses:** flu, chicken pox/ measles/ mumps, headache, migraine, diarrhoea).

UNIT STANDARDS IN GENERAL TRAVEL

Unit standards titles and specific outcomes - NQF Level 2

1. Title : Describe layout, services and facilities of the organisation

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of staff knowing all facilities and services is explained and the link with professional conduct is described.
2. Interrelationships between product knowledge and customer service are described.
3. The importance of selling the available services to customers and how this enhances revenue for the organisation is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

4. Different facilities, departments and services are identified and located.
5. Given a customer with specific requests, a decision is made on what information to give the customer and reasons for doing so are given.
6. The roles, responsibilities and interrelationships of different departments are described and explained.
7. Given different departments, the roles of the people within the department are described as well as the lines of communication within the department.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given an entirely different field (e.g. hospitality, mining or medical), the importance of knowing the facilities and services is described.
9. An induction programme for new employees is explored and developed.

2. Title : Handle mail, messages and written communication

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Reasons for ensuring written communications against unauthorised access are described in terms of customer satisfaction and safety.
2. The importance of reporting suspicious items immediately is described.
3. The interrelationship of customer satisfaction, time and handling messages efficiently is explained.
4. Company procedures for handling mail are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The different types of written communication are collected, sorted and distributed to the correct person or location.
6. Given a range of problems with mail, how each problem is handled and why. (**Range of problems:** uncollected mail, suspicious items)
7. The security of communication against unauthorised access is demonstrated and the importance of this is explained.
8. Work is completed to meet schedules and specified deadlines and tasks according to company procedures.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Suggestions are made to improve delivery of messages.

3. Title : Provide a collection and delivery service

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)

- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of being polite to customers is explained.
2. The reason why confidentiality is so important is explained.
3. Company procedures for handling payments, postal items, official documents and registered items are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. The ability to carry out collections and deliveries according to instructions is demonstrated and the importance of keeping accurate records is explained.
5. The collection and deliveries of all items to correct locations is prioritised and reasons are given. (**Range of items:** customer sundries, postal items, official documents, customer/official messages, payments)
6. Procedure for safe collection and deliveries of items to customers is demonstrated and the importance of this is explained.
7. Given a range of problems, the procedure to follow is identified and reasons are given. (**Range of problems:** problems with instructions, problems with customers, suspicious items)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given different types of deliveries (e.g. banqueting equipment) the way in which performance would be adapted is described.

UNIT STANDARDS IN GENERAL TRAVEL

Unit standards titles and specific outcomes - NQF Level 3

1. Title : Function in a business environment

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Describe safety principles for general operation of electrical equipment.

2. Describe various **Filing systems**. (**Range of filing systems:** index, alphanumeric)
3. Explain the importance of all staff understanding the function and use of office equipment.
4. Describe the extent of own responsibility in the office.
5. Explain the importance of being sensitive to other people's needs and cultures.
6. Describe issues requiring confidentiality and explain the importance of maintaining confidentiality around each issue.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

7. Given a particular team of people, decide on how one can contribute to the overall effectiveness of the team.
8. Given a particular workload, decide on how work should be prioritised and give reasons for making the decision.
9. Operate **Office Equipment** effectively. (**Range of office equipment:** Fax, Photocopier, Switchboard)
10. Maintain the security surrounding documentation and equipment and give reasons for doing so.
11. Given a specific piece of office machinery, describe the range of consumables which may be replenished and replenish where necessary.
12. File documents using a recognised filing system and ensure they are easily accessible to all persons needing access, while securing them against unauthorised access.
13. Site examples of situations where it is acceptable to deviate from establishment procedures and give reasons why.
14. Analyse and distribute business **information**, ensuring that individual needs are met. (**Range of information:** faxes, messages).
15. Make arrangements to repair equipment that is not in good working order.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

16. Given new technology in the workplace, suggest ways one would learn how the technology operates.
17. Develop a strategy for maintaining the office equipment.

2. Title : Operate a computer

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING :

1. Describe back-up procedures and consequences of not backing up.
2. Explain copyright regulations & legal implications of copyright infringement.
3. Explain implications of abuse (eg banging keyboard) and misuse (e.g. private typing) of computers.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

4. Connect **devices** to the computer. (**Range of devices:** screen, printer, keyboard, mouse)
 5. Use both mouse & keyboard to access the computer.
 6. Demonstrate back up procedures for documents or folders.
 7. Identify problems with equipment or software and explain potential solutions, including whom to contact if unable to solve the problem oneself.
 8. Given a particular **problem**, decide whether to fix the problem or refer it to someone else and give reasons for making the decision. (**Range of problems:** hardware failure, back-up failure, software freeze).
 9. Decide what training one requires and describe the way training should be requested.
 10. Decide on whether to use a computer or to do the work manually and give reasons for the decision.
 11. Switch the computer on and use the operating system to perform **basic functions**. (**Range of basic functions:** create new folders, search for documents, open existing documents, delete documents, save documents, print documents, send copies of documents to others using e-mail).
 12. Use a word-processing package to type and print a letter and to draw up a table.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:**
13. Describe an alternative method to using the computer system when it is not functioning or if the power supply is disrupted.

3. Title : Communicate verbally

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of being able to communicate effectively with internal and external customers for self and the organisation is explained.
2. Procedures for communicating with customers who only speak foreign languages are explained.
3. Various ways of communicating in a particular context with supplier, customer and colleagues are listed and reasons for their appropriateness are explained.
4. Potential barriers to effective communication are identified and explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly :

5. Greetings and leave taking conventions are used appropriately.
6. Speech is clear and audible and clarification is obtained where necessary.
7. **Communication** with customers is polite. (**Range of communication:** internal, external, face to face, telephonic)
8. Ability to engage in a conversation to its logical conclusion is demonstrated.

9. Given a **situation** with customers, a decision is made as to how to handle the situation, and reasons for making the decision are explained. (**Range of situations:** foreign language, deaf person, different level of language, cultural differences).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions on ways that verbal communication could be improved within the organisation/department are described.
11. A plan for minimising communication barriers is developed. (**Range of barriers:** cultural differences, stereo-types, educational differences, voice modulation and articulation).

4. Title : Process incoming and outgoing telephone calls

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Non disclosable information is described and the reasons it is non-disclosable are explained.
2. The importance of acknowledging callers and keeping them informed of reasons for delays is stated.
3. Various ways of finding telephone numbers are described.
4. Procedures in answering ones own telephone and answering the switchboard are distinguished from each other in terms of the way the call is answered and assisting customers.
5. Standard telephone etiquette on answering calls, transferring calls and making calls is described
6. The use of body language in communicating with others while on a call is described and the reason for its importance is explained.
7. Methods of dealing with abusive callers are described.
8. Methods of dealing with emergency situations are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

9. All necessary documentation and equipment (computers, writing material, notes etc.) are prepared prior to making any outgoing calls.
10. Given a telephonic request from a customer, a decision is made to help or to pass him/her on to someone else in the organisation and reasons for the decision are explained.
11. Probing questions as to the nature of the call are asked and the caller is passed over to someone else who may be able to assist.
12. Messages for others in the organisation are taken, (including whom the message is for, who called, the date & time, a short description of the call and contact details of the caller).
13. Given the nature of the call, a decision is made on whether to take a detailed message or to offer to have the customer called back.
14. Incoming calls, transfers and outgoing calls are dealt with politely and in keeping with the

organisation's image and standard telephone etiquette

15. Calls are dealt with quickly and politely, keeping other calls holding as little as possible.

16. Given a specific situation, a decision is made on what information is disclosable/non-disclosable and reasons for the decision are explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

17. Given that a new switchboard is being introduced into the organisation, ways of learning the new system and becoming competent are suggested.

5. Title : Maintain a safe working environment

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
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In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative and company procedures to maintain a safe working environment are described.
2. The importance of maintaining a safe working environment for staff and customers is explained, including the cost for the organisation of not doing this.
3. Safety procedures for avoiding accidents in the working environment are described.
4. Safety/ evacuation procedures, (including the nominated assembly point) in the event of a fire are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Safety and emergency signs are located, identified and adhered to.
6. Hazards/ potential hazards are identified and appropriate procedures are described.
7. A list of safety and emergency telephone numbers is located and first aid officers are identified.
8. In the event of an accident, appropriate first aid officer is contacted and the person is helped within own area of responsibility.
9. In the event of a small fire the correct **fire extinguisher** is located and used. (**Range of fire extinguishers:** carbon dioxide, foam, powder, fire hose, fire blanket).
10. In the event of a large fire, the alarm is raised and the correct evacuation procedure is followed.
11. Given an **accident**, with staff and/ or customers a decision is made on what to do and reasons for the decision are given. (**Range of accidents:** fall, faint, slip, drop items, spill food/ drink)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

12. Situations when procedures would not be followed are described.
13. Given a different service sector, the way in which performance would be adjusted around safety is described.

UNIT STANDARDS IN GENERAL TRAVEL

Unit standards titles and specific outcomes - NQF Level 4

1. Title : Analyse a business and determine the way it functions

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. List typical departments in a business and distinguish them from each other in terms of function.
2. Describe typical ways that the departments depend on each other.
3. Describe different types of **organisations** and distinguish them from each other. (**Range of organisations:** private company, public company, close corporation, partnership and sole proprietorship).
4. Explain the reasons why organisations are changing their structures and reducing the number of reporting levels.
5. List the actual departments in a selected business and explain the role each department plays.
6. Describe the difference between the actual departments in the selected business and typical departments found in "the average business" and explain reasons for the differences.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

7. Describe how inter-departmental effectiveness can be improved, given the existing conditions in a business.
8. Evaluate relationships between oneself and others in the immediate environment and suggest potential improvements.

2. Title : Communicate in a business environment

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Describe various ways of communicating orally and in writing.
2. Explain communication as a two-way process.
3. List and explain typical barriers to communication.
4. List various ways of communicating with the supplier, customer and colleagues and give reasons for their appropriateness.
5. Identify the language that is the norm in the industry and give reasons why it is the norm.
6. Site examples where language must be clear and concise and situations where embellishments are necessary and explain why.
7. Identify **potential barriers** to communication and give potential solutions for each barrier. (**Range of potential barriers:** cultural differences, word choice, communicating to someone who does not understand the language, voice modulation, not listening actively)

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Demonstrate **communication** with others, using the language that is the norm in the industry. (**Range of communication:** verbally face to face, by telephone, business letter, fax and e-mail)
9. Decide on appropriate communication methods, taking available technology, the **target audience** and the norms of the industry into account. Give reasons why a particular communication method was selected and demonstrate the actual communication. (**Range of target audience:** customers, colleagues, and suppliers).
10. Ensure that spelling, punctuation and grammar are accurate when communicating in writing.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

11. Describe possible ways of improving communication in a selected organisation.
12. Suggest ways that communication with customers could be improved.

3. Title : Display cultural awareness in dealing with customer and colleagues

SPECIFIC OUTCOMES

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internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
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In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of being familiar with the culture of the overseas visitors is explained.
2. The importance of an awareness of appropriate verbal and non-verbal communication when dealing with tourists is described.
3. Steps to prevent or resolve misunderstandings between visitors and ourselves are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. South Africa's main international tourist groups are identified and relevant aspects of their cultures and needs as customers is described. (**Range of groups:** Eastern & Western Europe, North & South America, Asia, Australia, Southern Africa)
5. Tourists are dealt with using appropriate verbal and non-verbal communication at all times. (**Range of non verbal communication:** eye contact, gestures,)
6. The ability to identify the main population groups within the community, workplace, province is demonstrated and their cultures are described. (**Range of culture:** language (verbal/non-verbal), food & drink preferences, traditions / customs / lifestyles / beliefs)
7. Consideration for cultural norms and differences of main population groups is demonstrated when dealing with customers and people in the workplace. (**Range:** colleagues, customers, managers / supervisors)
8. Customers needs are anticipated and dealt with within the context of their culture. (**Range of customers:** local customers, domestic tourists, international tourists)
9. Appropriate action is taken to resolve problems arising from cultural differences.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions are made to assist colleagues in dealing with cultural differences in order to improve customer service or working relationships.

4. Title : Analyse airport and customs systems

SPECIFIC OUTCOMES

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

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competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING :

1. Special airport/airline services that are required by the customer are clear, made according to IATA format and explained.
2. The basic procedure of what happens once a passenger checks in is explained (including weighing of baggage, departure control, seating arrangements, etc.).
3. Customs procedures (declaration of goods, duty, VAT payable, clearance fees, etc.) are sourced and explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

4. Given a compassionate situation, a decision must be made on whether to contact the airport for assistance.
5. Given an unusual non-IATA request, a decision is made on whether to contact the airport for assistance.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

6. Given specific changes in airport procedures, the way that performance is adapted is explained.
7. Given changes in customs procedures, potential changes in the way one operates are described.
8. Situations are cited as examples, where it is critical/appt to contact the airport for assistance.
9. Given a specific airport scenario, appropriate recommendations to the traveller are made.

5. Title : Describe the world from a travel perspective

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The different world **climatic zones** and their effects on tourism are described. (**Range of climatic zones:** tropical, dry, sub-tropical, temperate, polar).
2. The features of the compass, latitude, longitude and map symbols are described in terms of function.
3. The world time zones, as well as GMT/UTC and the concept of daylight saving are explained.
4. The **effects** of world time zones and distance travel on the international passenger are explained. (**Range of effects:** jetlag, day lost/gained)
5. The effects of diseases (eg. malaria, typhoid, cholera, etc.) on tourism are explained.
6. International and domestic tax is determined for gateway airports and means of accessing this information is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

7. The location of typical tourist countries and important cities world-wide must be identified using a world map or atlas.
 8. International and domestic gateway cities and their airports with their 3 letter IATA codes servicing tourist areas must be identified using an appropriate map or atlas.
 9. The major routes (direct and indirect) using **various modes of transport** to and from South Africa are identified. (**Range of various modes of transport:** air, rail, road and sea).
 10. **Physical features** are identified using a map of the world. (**Range of physical features:** the five continents and islands, the oceans and seas, most important physical or man-made tourist attractions, political boundaries, capitals, ports of entries).
 11. Given a particular country, **general information** on that country is sourced. (**Range of general information:** banking hours, health requirements, voltage, currency, entry requirements, airport taxes, time zone and public / bank holidays).
 12. Given a traveller's chosen destination and time of travel, the influence of climatic conditions is determined and a decision is made to offer customer alternative periods of travel or alternate destinations if necessary. Reasons for the decision are explained.
 13. Given specific changes in political conditions in a particular region, a decision is made to inform the customer of alternative arrangements that can be / or have been made.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:**
14. Given that certain regions are not typical tourist destinations, suggestions on how to attract more tourists are made.

6. Title : Demonstrate basic Forex transactions and Forex conversions

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The current South African foreign travel allowance is stated.
2. Travel declarations and passport endorsements are described and the reasons behind these explained.
3. The procedure for obtaining traveller's cheques (requirements, time limits, etc.) is explained and the costs associated with the use and redemption of travellers cheques are described.
4. The terms ROA, BBR and BSR are explained.
5. TT, Bank drafts, EFT, Travellers cheques and cash as methods of taking foreign currency are described and distinguished from each other in terms of advantages and disadvantages of each.
6. Time limits with regard to purchases and sale of foreign currency are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly.

1. Given specific countries, the appropriate foreign currency is identified.

2. ZAR is converted to foreign currency using the applicable Bank Exchange Rate table.
3. Specimen of a travel declaration and a passport endorsement are accurately completed.
4. Foreign currency is converted to ZAR using the applicable Bank Exchange Rate table.
5. Other ways the customer can access funds in other countries are described including the use of ATMs and credit cards

UNIT STANDARDS IN GENERAL TRAVEL

Unit standards titles and specific outcomes - NQF Level 5

1. Title : Deal with customers

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The concept of the customer as a source of revenue for the business and therefore as the source of salaries is explained.
2. The impact of the loss of regular customer business on the organisation and on oneself is explained.
3. Possible ways customers could react to poor service are described.
4. Methods of satisfying irate customers and dealing with the complaints customers have are described.
5. Information that may not be given out to the customer is detailed, along with reasons for the confidentiality.
6. Reasons why complaints and customer feedback are good for the organisation are given.
7. Reasons for the importance of anticipating customer needs are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Customers are greeted in a polite and friendly manner that is suited to the situation and organisation.
9. Customers are dealt with or referred to the appropriate person. (If referred, a clear and concise description of the problem is explained to the person dealing with the issue and reasons for referring the customer are explained).
10. Customer complaints that occur outside the individual's authority or area of work are referred to the appropriate person. Reasons for the referral are given.
11. Customer complaints and irate customers are dealt with according to organisational requirements and decisions are made about follow up actions to be taken.

12. Establishment services are promoted in a manner that is suited to the situation.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

13. Given an entirely different field (e.g. agriculture, manufacturing or information technology), the importance of customer care in that field is described.

14. Suggestions to improve customer care in a particular context are made.

2. Title : Analyse the tourism industry and the links between the various sectors

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. **Sectors** of the industry are described in terms of their function and sub-sectors. (**Range of Sectors:** providers of transportation, accommodation, restaurants, inbound tour operators, outbound tour operators, retail travel agencies, tour guides).
2. **Support Services** are described in terms of the services offered. (**Range of Support Services:** tourist associations, education & training establishments, public ports, port services, visa & passport offices, information centres, travel insurance companies, industry related publications, reservation services).
3. Different types of tourists and the reasons why they travel are described.
4. The path of the tourist and path of tourist documentation is described, from the entering of a travel agency to the completion of the trip.
5. Interrelationships between travel sectors are explained, including the manner in which sectors rely on each other for communication and business.
6. Interrelationships between the travel sector and support services are explained.
7. The impact of crime, sports events, exchange rates, seasons and charges on **tourism** is explained. (Range of Tourism : internationally inbound, internationally outbound and domestic)
8. The impact of current world affairs on tourism in South Africa is described.
9. Given a tourist's itinerary and overall characteristics, the reasons the tourist is travelling are identified.
10. The effects that mass tourism can have on the ecology, economy, cultures and communities of South Africa is described and evaluated.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

11. Given a range of services required, providers of the services are identified and the way in which one would access these services is described.
12. Current affairs impacting on tourism are described and opportunities that capitalise on the situations are identified.
13. Given a range of current affairs, ways that the tourist might alter his/her trip are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Given an entirely different **field**, the impact current affairs might have on that field, is described. (**Range of field:** agriculture or manufacturing or information technology)
15. Given an entirely different **context**, the potential for tourism is described. (**Range of context :** urban or rural, coastal or inland, technology intensive or non-intensive)

3. Title : Book and issue documentation for land travel and accommodation

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Types of **land travel** are described in terms of cost and classes. (**Range of land travel:** car-hire, coach, rail, car, campervan, packages)
2. Ticketing conditions are described for each **type of available travel**. (**Range of type of available travel:** single sector travel, multi sector travel, group travel and seasonal or budget travel).
3. Generic restrictions, regulations and conditions of **land travel** are described. (**Range of land travel:** car hire, coach, rail and campervan) Health, age and document requirements for various types of land travel are described.
4. Payment restrictions for land travel and the implications of those restrictions are described.
5. Arranging Airport / Hotel transfers is described, including aspects of payment and safety.
6. Different ways of making land travel and accommodation bookings are described and differentiated from each other in terms of advantages.
7. **Types of accommodation** are distinguished from each other in terms of services, price and star ratings including a detailed explanation of the current South African accommodation star rating system and how this compares to systems worldwide.
8. **Coding** applicable to international and local hotels is described. (**Range of coding:** SGLB,DBLB,BB,EB,CB,FB)
9. Different types of **vouchers** are described and differences between the vouchers are highlighted (**Range of vouchers:** referrals, bill backs, speed-lines)
10. **Insurance options** are described. (**Range of insurance options:** what is covered, cost, liability, waivers, excess payments)
11. Different types of products on sale in the organisation that deal with land travel and accommodation are described.
12. The implications of not following the laid down rules and regulations for making bookings and issuing vouchers are explained.
13. Omissions on vouchers that are acceptable are described and the reasons these areas can be

omitted are given.

14. The typical process of making the booking, confirmation, filing and payment is described.

4. Title : Advise customers on visas and passports and apply for visas

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Current South African legislation on visas and passports is described, including the regulations regarding the issue, renewal and endorsement of passports.
2. The difference between temporary and permanent and foreign passports are described.
3. Details regarding forms and requirements (and where to find them) for each consulate are described.
4. The time it takes to issue various visas and passports and the cost involved is described.
5. Up to date regulations regarding the issue/renewal & endorsement of passports are described.
6. The cost and validity of South African passports (adult and child) are described.
7. The difference between tourist visas, business visas, student visas, transit visas and re-entry visas are explained.
8. The value of a passport and the effects of loss or damage are explained.
9. Specific requirements for passports and visa applications are explained.
10. Ways of recognising valid documents are described and steps to be taken on finding counterfeit documents are described.
11. Legal implications of signing forms on behalf of customers are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

1. A visa is read and information on expiry, validity, visa type and type of entry is described.
2. Given a variety of consulates, a decision is made on how much time to allow. The decision should be based on which consulates take the longest, hours of business, sit-ins and those countries public holidays.
3. A decision is made regarding the handling and transport of the necessary documentation within the shortest possible time, and the reasons for making the decision are explained.
4. Given customers proposed travel needs, the appropriate travel entry documents and costs are identified and explained to the customer.
5. The passport is checked for sufficient empty pages for visas and departure/entry stamps and the validity / restrictions of the passport are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given specific changes in requirements and method of obtaining visas and passports, the way performance would be adjusted is described.
2. Given that a customer must travel to another country within 72 hours, suggestions are made on

how VISA application can be speeded up.

5. Title : Access information on travel products and services

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Industry publications are described and distinguished from each other in terms of their uses and the information available in each publication.
 - **Information** specific to a destination is sourced from industry publications.
(**Range of information:** banking hours, health requirements, voltage, currency, entry requirements, airport taxes, time zone and public / bank holidays) Timetables, rules, regulations and information on specific products are sourced using the CRS/GDS
2. Implications of not consulting relevant rules and regulations prior to making bookings are described.
3. Given a specific product, the responsibility and accountability of the principal, agent and customer are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

1. Based on knowledge of the customer's needs, information on a product that will satisfy his/her needs is sourced, including information on travel restrictions and rules associated with the product.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Suggestions on how existing information systems could be improved are described.
2. Given that information needed is not available from the usual publications or CRS services, potential alternate sources are suggested.

6. Title : Operate a central reservation or global distribution system

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. Uses of the CRS are described.

Demonstrated ability to make DECISIONS about practice :

1. **CRS information** is encoded and decoded. (Range of CRS information: airlines, cities, airports)
2. **Information** on the CRS is accessed and interpreted. (Range of information: availability of specific flights, fare rule information, in-flight service, flight information, seating plans, TIMATIC, travel info).
3. **Flight bookings** are made using proper booking codes, passive and non-billable segments. (Range of flight bookings: confirmed booking, request waitlist, waitlist, direct sell, open segments, surface segments).
4. The **Passenger Name Record (PNR)** entry is manipulated as per the requirements of the booking situation. (Range of PNR manipulation: modify PNR, store PNR, retrieve PNR, link PNR fields together creating a single entry, move profiles, purged PNRs).
5. **PNR information** is added to a record and PNR history is correctly interpreted. (Range of PNR information: form of payment, frequent flyer information, advance seat assignments, address and delivery info, customer remarks, other service information, special service information, vendor locator, ticket number).
6. **Pricing functions** are used to price an itinerary. (Range of pricing functions: exactly as booked, lowest available fare).
7. Land arrangements are booked using the CRS and documentation is issued according to IATA regulations. (Range of land arrangements: hotel, car, bus, rail)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. Given specific changes in customer requirements, the way performance would be adjusted is explained.
2. Given a breakdown in technology, the way performance would be adjusted is explained.
3. Given specific changes in technology, the way performance would be adjusted is explained.
4. Given a CRS situation that the learner is unfamiliar with, the CRS help function is accessed and the necessary information is extracted for use.

7. Title : Demonstrate knowledge of South Africa as a travel destination

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The location of all major South African cities and all South African provinces must be indicated on a map.
2. Map symbols are pointed out and the purpose of each is identified
3. The typical transport routes for various **modes of transport** in and around South Africa, are described. (**Range of modes of transport:** road, rail, air, sea).
4. The various **transport combination options** are described. (**Range of combination options:** fly-drive, fly-cruise, fly-rail).
5. The location of major tourist attractions (natural and man-made) are identified and broadly described.
6. South African **Economic Features.** (**Range of Economic Features:** Formal and Informal trading, Macro/Micro business, Manufacturing, Mining, Transport, Accommodation and Food Industries) are described.
7. Safety precautions when travelling are discussed with regard to driving, walking, hiring a vehicle and staying in a hotel.
8. The effects of historical and current political events on tourism in South Africa are explained.
9. Different types and categories of accommodation available in South Africa are described.
10. Sources are accessed to ascertain general information regarding a particular area in South Africa and the information is presented as potential tourist activity or attraction.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

1. Major tourist attractions in each province are pointed out on a map of South Africa, making specific reference to the time of year each attraction is at its best.
2. Given a customer's request for travel, a decision is made on where to source information to satisfy customer's requirements.
3. Given a customer's request for something particular, alternatives are offered if requirements cannot be met, and reasons for this explained.
4. Given the influence of climatic conditions / political unrest in specific areas during certain times of the year, a decision is made to offer customers alternative periods of travel according to their needs.
5. Distances and approximate travelling times between major centres are accessed.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

1. Given specific changes in political / climatic conditions in a particular regions, a decision is made to inform customer of alternative arrangements that can be/or have been made.

8. Title : Sell product/services

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Describe a method of compiling a customer database.
2. Explain **ethics** of selling. (**Range of ethics** : talking about competition, making promises that cannot be met, bribery, confidentiality)
3. Explain **professional conduct** in selling. (**Range of professional conduct** : etiquette, delivery promises after sales service, punctuality)
4. Explain the importance of selling in terms of organisation and customer needs.
5. Explain the importance of ongoing contact with the customer.
6. Explain how various departments in the organisation communicate and describe the impact of communication breakdowns.
7. Explain the selling process, including the importance of closing the sale.
8. Explain the importance of maintaining accurate and current information on the products and services.
9. Describe the range of products and services offered by the organisation and include various features and benefits.
10. Describe the role the organisation plays in supplying the range of products and explain the company policies regarding sales.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

11. Given a particular sales problem, a decision is made on whether to attempt to solve the problem or to refer it to someone else and reasons for the decision are explained.
12. Given the final customer's profile, the needs of the customer are established.
13. Based on what the customer is saying, a decision is made on whether or not to probe for deeper needs.
14. Products and services are recommended that match the customers needs and alternatives are offered if the needs cannot be met.
15. A decision is made on what information to give the customer on issues relating to restrictions, abbreviations and the product itself.
16. Given a particular product, explain how new customers would be sourced.
17. Given a customer situation, a decision is made on what discounts or special options may be exercised.
18. Documentation detailing the sale and customer requests is collected and correctly processed

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

19. Given **various changes**, adjustments required in performance are described. (**Range of various changes**: customers changing their mind, new prices, new products, new fees, new technology)

9. Title : Process payments

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Double entry accounting system is explained including **terminology**. (**Range of terminology:** debit, credit, net, gross)
2. Debtors and creditors are described and distinguished from each other.
3. **Working aspects** of the VAT system are explained. (**Range of working aspects:** paying VAT, receiving VAT, submitting returns to the receiver of revenue).
4. The differences between zero rated, exempt and standard VAT are explained and examples of each category are cited.
5. **Money transfer systems** are explained. (**Range of money transfer systems:** Bank Draft, bank transfer, EFT)
6. **Methods of payment** are differentiated from each other in terms of advantages to the customer and advantages to the business (**Range of methods of payment:** cash, cheque, credit card, travellers cheque, bank transfer, bank draft)
7. Principles of working with percentages, including the adding or subtracting of percentages are explained.
8. The Bank Settlement Plan (BSP) system is explained including penalties and loss of license issues.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

9. Given a particular payment problem, a decision is made on whether to deal with the issue or to refer it to someone else.
10. A decision is made on whether to retain copies of transactions and reasons for the decision are given.
11. File transaction records.
12. Customers are charged for services and credit or cash sales are processed in accordance with accepted practice.
13. Invoices and receipts are issued correctly.
14. Commissions are calculated and VAT is added to gross transactions where applicable.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

15. Suggestions are made on how the payment processing system could be improved.

UNIT STANDARDS IN GENERAL TRAVEL

Unit standards titles and specific outcomes - NQF Level 6

1. Title : Book and issue documentation for point-to-point air travel

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. General rules, restrictions and cancellation clauses of air tickets are described
2. The reasons for entering **specific information** into the air ticket are explained. (**Range of specific information:** customer name, flight number, flight times).
3. Codesharing between airlines is discussed and an example explained.
4. The effect of supplying the customer with inaccurate information or incorrect documentation is described.
5. Frequent Flyer schemes are explained.
6. The facilities available on board any standard aircraft are listed and described.
7. The uses of CCCF's are explained.
8. The legal implications when tickets are lost, mutilated, altered or used by a person other than the passenger named on the ticket are explained.
9. The reasons why tickets may not be altered or transferred once issued and the use of revalidation stickers are explained.
10. Air travel confidentiality issues are described and the reasons confidentiality is important are explained.
11. The importance of security regarding the ticket stock is explained and company procedures on the storage of ticket stock are described.
12. The process involving Q's is described and the reasons for using Q's are explained.
13. The presentation of travel documents is according to company procedures and reasons for the presentation are explained.
14. The importance of refund notices and refund applications is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

1. Information on air travel products and services are given to the customer in accordance with identified customer needs.
2. **Information** regarding Frequent Flyer schemes are entered into the booking. (**Range of information:** Frequent Flyer number, seating preferences)
3. The upping, loading and aligning of the ticket printer are demonstrated.
4. Bookings are made based on **customer needs**. (**Range of customer needs:** prepaid tariff amounts, frequent flyer entries and special requests).
5. **Payments** for tickets are processed and documentation issued. (**Range of payment:** cash, cheque, MPDs & CCCFs).
6. Tickets are issued on the correct paper; split once issued and company policy followed regarding the placement of these **coupons**. (**Range of coupons:** agent, audit, flight, void and passenger coupons).
7. Ticket information is entered on a booking card and filed according to IATA and company policy.
8. Alternatives are offered if the customer's request cannot be met and reasons for offering particular alternatives are explained.
9. Given a situation where the CRS is unavailable, a decision is made on whether to move over to a manual system or to wait till the system is available and reasons for making the decision are explained.
10. Manual issuing of tickets is demonstrated, including the filing of coupons and reporting.
11. Given a conflict situation, a decision is made on whether to deal with the situation or to contact someone else in the organisation and reasons for making the decision are explained.
12. In the event of a ticket printer jam, a decision is made on whether to void a ticket and to re-sequence the printer. Reasons for the decision are explained and the appropriate action is

demonstrated.

13. Given specific changes in customer flight requirements, the necessary adjustments are made.
14. Given a particular flight, the aircraft type and seating configuration are established, using the CRS system.
15. Given changes in prices or flight details from airlines, a decision is made as to what adjustments are necessary and what other steps are to be taken.
16. Given a cancellation by the customer, the refund notice and refund application are processed.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

1. The way air bookings and documentation in a retail travel agency differ from a wholesale tour operator is described.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY



NATIONAL CERTIFICATE IN ACCOMMODATION SERVICES

Field	: Services
Sub-field	: Hospitality, Tourism, Travel, Leisure and Gaming
NQF level	: 2
Credits	: 121

Purpose of the qualification:

This qualification has been developed for the accommodation industry. It brings together all aspects of housekeeping and basic supervision. This qualification will professionalise the industry and is applicable to all sectors, from small bed and breakfasts to large-scale hotels. The qualification leads to the accommodation services diploma and provides articulation with Gaming, Travel and other Tourism industries.

UNIT STANDARDS FOR ACCOMMODATION SERVICES

Unit standards on NQF Level 2

1. Title : Prepare beds and handle linen and bed coverings
2. Title : Service toilets and bathroom areas
3. Title : Service guest bedroom areas
4. Title : Clean floors and floor coverings
5. Title : Handle and store cleaning equipment and materials
6. Title : Handle and dispose of waste
7. Title : Describe layout, services and facilities of the organisation
8. Title : Maintain a safe working environment
9. Title : Maintain health, hygiene and professional appearance
10. Title : Describe the Sectors of the Hospitality, travel & Tourism Industries
11. Title : Perform basic calculations **(In a process of generation by SGB)**
12. Title : Store and handle customer and establishment property **(In a process of generation by SGB)**

- 13. Title : Provide a collection and delivery service
- 14. Title : Deep clean floors and soft floor coverings
- 15 Title : Service self-catering kitchen areas and equipment **(In a process of generation by SGB)**
- 16. Title : Provide an - on premise laundry service
- 17. Title : Clean and maintain public areas
- 18. Title : Service toilets and washrooms
- 19. Title : Launder Guest Clothes
- 20. Title : Control linen for external laundry
- 21. Title : Identify work opportunities **(In a process of generation by SGB)**

Unit standards at NQF Level 3

- 1. Title : Deal with customers
- 2. Title : : Process incoming and outgoing telephone calls
- 3. Title : : Communicate verbally and non-verbally
- 4. Title : : Maintain effective working relationships with other members of staff **(In a process of generation by SGB)**
- 5. Title : : Maintain a secure working environment
- 6. Title : : Prepare written communications
- 7. Title : : Induct new staff to the workplace
- 8. Title : : Provide a valet service
- 9. Title : : Provide a housekeeping service
- 10. Title : : Maintain housekeeping supplies
- 11. Title : : Maintain a clean linen supply
- 12. Title : : Provide a valet / butler service **(In a process of generation by SGB)**
- 13. Title : : Apply for a job or work experience placement
- 14. Title : : Provide First Aid

Unit standards on NQF level 4

- 1. Title :: Maintain the housekeeping service
- 2. Title : : Display Cultural Awareness in dealing with Customers & Colleagues
- 3. Title : : Develop self within the job role
- 4. Title : : Source information about self employment opportunities
- 5. Title : : Maintain customer satisfaction

6. Title : Maintain the receipt, storage and issue of goods
7. Title : Contribute to the identification of short term supply needs
8. Title : Maintain the cleaning programme for own area of responsibility
9. Title : Monitor and maintain health, safety and security
10. Title : Maintain a preventative maintenance programme

Unit standards at NQF Level 5

1. Title : Conduct on-the-job coaching
2. Title : Plan, organise & monitor work in own area of responsibility
3. Title : Control and order stock (In a process of generation by SGB)

UNIT STANDARDS FOR ACCOMMODATION SERVICES

UNIT STANDARDS TITLES AND OUTCOMES – NQF LEVEL 2

1. Title : Prepare beds and handle linen and bed coverings

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- knowledge and understanding (what the learner must know and understand)
- decision-making and acting (what the learner must do)
- adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance and impact on hygiene of keeping soiled linen and bed coverings separate from clean linen is explained.
2. The importance of not placing bed coverings, which have been removed from beds on the floor, is explained.
3. Measures for securing linen storerooms from unauthorised access are described and the financial impact on the organisation of not following these measures is explained.

4. The importance of turning mattresses on a regular basis as per organisational requirements is explained and the impact on the organisation and the customer of not doing this is described.
5. The importance of staff knowing how to deal with customer's property is explained and the impact on customer satisfaction of not doing this is described
6. Different bed types are identified and the importance of using the correct type of bed linen and coverings when preparing these beds is explained. (Range: single, double, queen, king, cot and roll-away)
7. Working in an efficient and organised manner is explained and the impact on the organisation and work schedules of not doing this is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

8. All bed coverings are removed from beds. (**Range of bed coverings:** sheets, blankets, bedspreads, pillowcases, duvet covers, waterproof sheets, duvets or pillows, mattress covers)
9. Soiled and used linen and bed coverings are sorted, handled and correctly prepared for dispatch.
10. Unsoiled linen and bed coverings are stored correctly.
11. Correct type, quantity and standard of linen and bed coverings are collected from linen store.
12. Equipment used to transport linen and bed coverings are clean, free from damage and ready for use.
13. Mattresses are turned and bed-base; headboard and bed coverings are clean and free from damage.
14. Bed is made with correct linen and bed coverings and is neat and smooth ready for customer use.
15. Customers' personal property is dealt with correctly and the importance of doing this for the organisation and for themselves is explained.
16. Turn down service is demonstrated.
17. Customers are dealt with in a polite and helpful manner.
18. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** incorrect linen issue, theft of linen from room, torn sheet or bed covering.)
19. Ability to complete work in an organised manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Given any hospitality environment, the way in which performance would be adjusted when making beds is described.

2. Title : Service toilets and bathroom areas

SPECIFIC OUTCOMES

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internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of wearing protective clothing when cleaning toilets is explained and the accidents that may occur to oneself or clothing are described.
2. The importance of having dedicated cleaning equipment for the bathroom areas is described, and the impact on the customer and hygiene if this equipment was used in other areas, is explained.
3. Safety procedures with reference to mixing cleaning materials are described and the financial impact on the organisation of not following the procedures is explained.
4. The importance of using the correct cleaning materials on the appropriate surfaces is described, and the financial impact on the organisation is explained.
5. The importance of maintaining a constant stock of supplies and accessories is described and the impact on the customer if these supplies are not maintained is explained.
6. The maintenance procedure for faulty bathroom equipment is described and the importance of ensuring problems is reported to maintenance promptly is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

7. The inside of toilet appliances is free from debris and removable marks and system is free flushing and draining.
8. The procedures for keeping bathroom fixtures and surfaces dry and free from dirt; debris and removable marks are demonstrated. (**Range of surfaces:** ceramic, plastic, stainless steel, glass / mirrors) (**Range of bathroom fixtures:** basins and baths, taps, showers and showerheads, extractor fans, light fittings, toilets, cisterns)
9. Plug holes and overflows are free from blockages.
10. Correct cleaning equipment and materials are used specific to their function. (**Range of cleaning equipment:** brushes: sponges, cloths, mops) (**Range of cleaning materials:** hard surface cleaner, chemical disinfectants, neutral detergent)
11. Correct protective clothing is worn.
12. Customers' personal property is dealt with correctly and the importance of doing this for the organisation and themselves is explained.
13. Customers are dealt with in a polite and helpful manner.
14. Customer supplies and accessories are clean and free from damage and replenished and arranged correctly. (**Range of customer supplies and accessories:** towels, face cloths, soaps, toilet rolls, complimentary items)
15. Used bathroom linen is dealt with in the appropriate manner as per organisational requirements.
16. Cleaning equipment and materials are cleaned where appropriate and correctly stored after

use. (**Range of cleaning equipment:** brushes: sponges, cloths, mops)

17. The method of waste disposal is explained and demonstrated.
18. Given an unexpected situation, a decision is made and reasons are given. (**Range of unexpected situations:** torn / stained towels, blocked toilet or drain, shortage of customer supplies.)
19. Ability to clean the bathroom in an organised manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Suggestions for improving the hygiene in bathrooms are described.

3. Title : Service guest bedroom areas

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Different types of cleaning materials and equipment are identified and their purpose is described, and the financial impact on the organisation if these are not correctly used, is explained.
2. Procedures for checking environmental controls (Range: heating, cooling, ventilation and lighting) are described and the impact on customer comfort and the organisation's image and standards if these are not carried out effectively is explained.
3. Organisational procedures for cleaning guestrooms are explained and the importance of following these procedures for themselves and the organisation is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

4. Procedures for preparing surfaces for cleaning are demonstrated. (**Range of surfaces:** wood, glass / mirrors, plastic, wall- and floor coverings, metal, painted surfaces, fabrics, ceramics.)
5. Correct cleaning equipment and materials are used.
6. Finished surfaces are free from dust, dirt, debris and removable marks.
7. Complimentary items are replenished and placed correctly and the importance of doing this is explained. (**Range of complimentary items:** stationery, snacks, coffee / tea- making supplies)

8. Cleaning equipment and materials are cleaned where appropriate and correctly stored after use.
 9. Environmental control systems (Range: heating, cooling, ventilation and lighting) are checked and maintained.
 10. Serviced areas are free from unpleasant odours.
 11. Furniture and equipment is arranged according to organisational requirements
 12. Customers are dealt with in a polite and helpful manner.
 13. Given a range of unexpected situations a decision is made and reasons are given. (**Range of unexpected situations:** missing or damaged property, extra guests in room)
 14. All work is carried out as per work schedule in an organised and efficient manner.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
15. Given any hospitality environment, the way in which performance would be adapted when cleaning a guest room area, is described.

4. Title ; Clean floors and floor coverings

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of providing a safe working environment by using the appropriate hazard signs are explained.
2. Floor cleaning materials are identified and the financial safety impact if these materials are not correctly diluted is explained.
3. The dangers, which might occur when operating electrical equipment near water, are described.
4. Systematic procedures and safety measures for cleaning floors and floor coverings are described and the impact on themselves and the organisation if these measures are not followed is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

5. Floor area is correctly prepared ready for cleaning.
6. Hazard warning signs are used appropriately.
7. Ability to use cleaning equipment and materials correctly is demonstrated. (**Range of cleaning equipment:** manual equipment, electrical equipment) (**Range of materials:** hard surface cleaner, chemical disinfectants, neutral detergents)
8. Finished floors and floor coverings are dry and free from dust/dirt/debris and removable marks.
9. Cleaning equipment / materials are correctly cleaned and stored after use and the importance of doing this is explained.
10. Customers are dealt with in a polite and helpful manner.
11. Given a range of unexpected situations a decision is made on what to do and reasons are given. (**Range of unexpected situations:** customer slips on wet floor/faulty or broken equipment)
12. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

13. Given a different environment such as a restaurant, the way in which performance would be adjusted when cleaning floors is described.

5. Title : Handle and store cleaning equipment and materials

SPECIFIC OUTCOMES

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- b) decision-making and acting (what the learner must do)
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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Measures for securing cleaning equipment and material storerooms from unauthorised access are described and the financial impact on the organisation of not following these measures is explained.
2. The importance of recognising active signs of pest infestations is described and the impact on

hygiene if these signs are not reported promptly is explained.

3. The organisational procedures for maintaining cleaning equipment are described and the importance of keeping the equipment well maintained is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

4. Ability to store cleaning equipment and materials correctly is demonstrated. (**Range of cleaning equipment:** manual equipment, electrical equipment) (**Range of materials:** chemical disinfectants, neutral detergents)
5. Cleaning equipment is clean and in good working order.
6. Storage areas are kept clean, tidy and free from rubbish.
7. Given a range of incidents a decision is made and reasons are given. (**Range of incidents:** experiencing a shock from mechanical equipment, insufficient equipment/ materials)

8. All work is carried out as per work schedules, in an organised and efficient manner

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given cleaning equipment in the kitchen, describe how performance would be adapted when storing and maintaining such equipment.

6. Title : Handle and dispose of waste

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of the correct handling and disposal of waste is described.
2. Safety procedures for the disposal of waste are described and the impact on hygiene and the organisation of not following this procedure is explained.
3. The importance of working in an efficient and organised manner is explained and the impact on the organisation and work schedules of not doing this is described.
4. Recycling procedures are explained and the importance of recycling waste is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

5. Ability to collect, sort and prepare waste for despatch is demonstrated. (**Range of waste:** soiled nappies or sanitary dressings, glass, needles, razors, paper, Cigarettes, matches and ash,

food waste, pressurised containers, chemicals

6. Procedures for cleaning waste bins are demonstrated and the importance of doing this is described. (**Range of preparation:** external collection, incineration or compression, recycling.)
7. Given a range of situations a decision is made and reasons are given. (**Range of situations:** compactor machine not working/ external service fails to collect waste on specified day.)
8. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given a hospital environment, the way in which performance would be adjusted when handling the disposal of waste.

7. Title : Describe layout, services and facilities of the organisation

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of staff knowing all facilities and services is explained and the link with professional conduct is described.
2. Interrelationships between product knowledge and customer service are described.
3. The importance of selling the available services to customers and how this enhances revenue for the organisation is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

4. Different facilities, departments and services are identified and located.
5. Given a customer with specific requests, a decision is made on what information to give the customer and reasons for doing so are given.
6. The roles, responsibilities and interrelationships of different departments are described and explained.
7. Given different departments, the roles of the people within the department are described as

well as the lines of communication within the department.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given an entirely different field (e.g. hospitality, mining or medical), the importance of knowing the facilities and services is described.

An induction programme for new employees is explored and developed.

8. Title : Maintain a safe working environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. National/ provincial/ company procedures to maintain a secure working environment are described.
2. The importance of maintaining a high level of security for staff and customers is explained, including the impact on the organisation of not doing this.
3. Security procedures to avoid and handle violent situations are described.
4. The importance of securing unauthorised areas from customer access is explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. In violent situations, perpetrators are identified and correct reporting procedure/ appropriate conduct is described. (**Range of violent situations:** bomb threats, hijacking, armed robbery, riots, strike, mass action).
6. Suspicious items are reported and correct procedure is described.
7. Customer and staff areas are identified and secured against unauthorised access.
8. Storage areas are secured against unauthorised access and reasons for doing this are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given an organisation in a different province or country, the way in which performance would be adjusted is described.

9. Title : Maintain health, hygiene and professional appearances

SPECIFIC OUTCOMES

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In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative/ company procedures for dress and personal hygiene are described.
2. The importance of maintaining good personal hygiene is explained.
3. The importance of a professional appearance and the way in which this enhances the company image and staff identification is explained.
4. Procedures that should be followed when one is sick are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Clean, smart and appropriate clothing is worn and reasons why it is appropriate are explained.
6. Personal cleanliness and hygiene is maintained in line with company policy. (**Range of personal hygiene:** regular bathing, deodorant, washing hands, smoking, cleaning teeth)
7. Hair, moustaches, beards and nails are neat and tidy.
8. Jewellery and cosmetics are worn in accordance with company policy.
9. Given a range of illnesses, a decision is made on whether or not to interact with people and reasons are given. (**Range of illnesses:** flu, chicken pox/ measles/ mumps, headache, migraine, diarrhoea).

10. Title : Describe the sectors of the hospitality, travel and tourism industries

SPECIFIC OUTCOMES

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assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of constantly improving service standards within the travel and tourism industry is explained.
2. Ways that the travel and tourism industry contributes towards South Africa's economic growth are identified.
3. Ways that our national heritage help attract tourism to South Africa are explained.
4. Situations in which the hospitality industry is adversely affected are identified and the reasons for this are given.
5. Ways in which poor service affects the hospitality/travel/tourism industry are described.
6. Industries that provide services and support to the hospitality industry are identified and ways that they support the hospitality industry are described.
7. The importance of effective and regular communication between all departments within an establishment is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Sectors of the travel and tourism industry are identified and their core purpose described. (**Range of sectors:** hospitality, information services, travel services, transport, gaming and leisure, attractions)
9. South Africa's national heritage is described. (**Range of heritage:** man made, natural resources, human resources)
10. The benefits of a travel, hospitality and tourism industry to South Africans are explained. (**Range of benefits:** job opportunities, income generation, promoting cultural awareness)
11. Sectors of the hospitality industry are identified and their core purpose described. (**Range of sectors:** accommodation, clubs / conferencing, pubs / bars, restaurants, fast food / take away, industrial catering, gaming)
12. The main functional areas within the hospitality industry are identified. (**Range of functional areas:** front of house, accommodation services, food and drink service. food preparation and cooking)
13. Career paths within own sector and learning and development opportunities to support career development are described. (**Range:** informal / on the job/ in service, distance learning, full time training, National Qualifications)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Potential sources for information in the field are described.
15. Career path for self is described and outlined.

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of being polite to customers is explained.
2. The reason why confidentiality is so important is explained.
3. Company procedures for handling payments, postal items, official documents and registered items are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. The ability to carry out collections and deliveries according to instructions is demonstrated and the importance of keeping accurate records is explained.
5. The collection and deliveries of all items to correct locations is prioritised and reasons are given. (**Range of items:** customer sundries, postal items, official documents, customer/official messages, payments)
6. Procedure for safe collection and deliveries of items to customers is demonstrated and the importance of this is explained.
7. Given a range of problems, the procedure to follow is identified and reasons are given. (**Range of problems:** problems with instructions, problems with customers, suspicious items)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given different types of deliveries (e.g. banqueting equipment) the way in which performance would be adapted is described.

14. Title : Deep clean floors and soft floor coverings

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The safety precautions when working with electricity are explained.
2. Organisational procedures for the correct preparing of hard floors for deep cleaning, stripping and repolishing are described and the impact on hygiene of not following this procedure is explained
3. The importance of providing a safe working environment for staff and customers by using the appropriate hazard signs is explained.
4. The importance of understanding manufacturers' operating instructions for different types of equipment is explained and the financial impact on the organisation of not doing this is described.
5. Organisational procedures for deep cleaning floors and soft coverings are explained and the importance of following these procedures for self and the organisation is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Hard floor area is correctly prepared. (**Range of hard floors:** non-porous floors, porous floors, semi-porous floors) for deep cleaning
7. Soft floor coverings are correctly prepared for deep cleaning. (**Range of soft floor coverings:** short pile carpets, rugs or mats)
8. Furniture and surrounding areas are protected as appropriate.
9. Cleaning machines are correctly prepared ready for use. (**Range of cleaning equipment:** scrubbing machines, suction drying machines, buffing, shampooing Machines)
10. Correct cleaning agents are applied.
11. Finished floor and floor coverings are dry and free from dust, dirt, debris and removable marks.
12. Ability to polish, finish and buff hard floors is demonstrated.
13. Ability to clean and dry soft floor coverings is demonstrated
14. Hazard warning signs are used appropriately
15. Procedures for cleaning machines and equipment after use are demonstrated and the importance of doing this is described
16. Customers are dealt with in a polite and helpful manner.
17. Given a range of unexpected situations a decision is made and reasons are given. (**Range of unexpected situations:** customer slips on wet floor/ power failure)
18. Machines are correctly prepared ready for use. (**Range of machines:** suction drying machines, scrubbing / shampooing machines)
19. Ability to clean and dry soft floor coverings is demonstrated.
20. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

21. Given any hospitality environment, the way in which performance would be adjusted when deep cleaning floors is described.

16. Title : Provide an on premise laundry services

SPECIFIC OUTCOMES

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assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of keeping dirty linen separate from clean linen is explained and the impact on hygiene is described.
2. Measures for securing storage areas from unauthorised access are described and the financial impact of this is explained.
3. The importance of ensuring that laundry equipment and filters are cleaned on a regular basis is described and the financial impact of this is explained.
4. Laundry detergents and chemicals are identified and their use is explained.
5. Steps to follow when laundry items are burned are described and the financial impact on the organisation of burnt laundry is explained.
6. Organisational procedures for providing on premise laundry service are described.
7. The importance of working in an efficient and organised manner is explained and the impact of this is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

8. Dirty linen is checked for quantity and that it complies with documentation. (**Range of linen:** sheets, duvet covers blankets, under blankets, bedspreads, pillow cases, waterproof sheets, mattress covers, pillows, duvets, restaurant net curtains, curtains, towels, bathmats)
9. Ability to sort and store dirty linen and keep receiving areas clean and secure is demonstrated.
10. Ability to recognise stains and remove these with the applicable stain remover is demonstrated
11. Laundry and pressing equipment is clean, free from damage and ready for use. (**Range of laundry equipment:** washing machines, spin dryers, tumble dryers, pressing machine, hand/roller irons)
12. Correct types and quantities of detergents / chemicals are identified and their use is explained. (**Range of detergents/ chemicals:** washing powder / liquids, bleaches, starch, fabric softeners, alkali booster, stain remover)
13. Linen is laundered and dried following appropriate procedures.
14. Procedures for checking, folding, pressing and transporting clean linen are demonstrated.
15. Given a range of unexpected situations a decision is made and the reasons are given. (**Range of unexpected situations:** torn sheets, pillow cases, tumble dryer catches fire)
16. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

Given any other hospitality environment the way in which performance would be adjusted when providing an on premise laundry service is described.

17. Title : Clean and maintain public areas

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Cleaning materials are identified and their purposes are explained.
2. The importance of wearing protective clothing when cleaning public areas is explained and the accidents that may occur to oneself or clothing are described.
3. Organisational procedures for cleaning public areas are described and the importance of using the appropriate hazard signs in order to maintain a safe working environment is explained.
4. The importance of working in an efficient and organised manner is explained and the impact on the organisation and work schedules of not doing this is described.
Demonstrated ability to make DECISIONS about practice and to ACT accordingly
5. Ability to clean public areas using correct cleaning equipment and cleaning materials is demonstrated. (**Range of public areas:** lobby, lifts, public phone booths/area, front entrance, restaurant area, bar area)
6. Hazard warning signs are used when cleaning floors.
7. Procedures for disposing of waste are demonstrated and the importance of doing this is explained.
8. Protective clothing is worn as appropriate and the importance of doing this is explained.
9. Furniture is arranged correctly and displays are neat and tidy and renewed accordingly.
10. Procedures for cleaning surfaces using the correct cleaning equipment are demonstrated.
(**Range of surfaces:** front steps, floors/floor coverings, glass, wood, fabric, tiled surfaces)
11. Public areas are free from unpleasant odours.
12. Maintenance procedures are explained and the importance of reporting faults immediately is described.
13. Customers are dealt with in a polite and helpful manner.

14. Cleaning equipment and cleaning materials are stored correctly after use and the importance of doing this is explained.
15. Given a range of unexpected situations a decision is made on what to do and reasons are given. (**Range of unexpected situations:** broken tiles, error in dilution of chemicals, equipment failure.)
16. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

17. Given a restaurant environment, the way in which performance would be adjusted when cleaning public areas is explained.

18. Title : Service toilets and washrooms

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Cleaning materials are identified and their purpose is explained.
2. Organisational procedures for cleaning toilet and washroom facilities are described and the importance of doing this is explained.
3. The importance of wearing protective clothing when cleaning toilets and washrooms is explained and potential accidents that may occur to oneself or clothing are described.
4. Maintenance procedures for reporting faulty toilet and washroom facilities are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

5. Toilet bowls are free from debris and removable marks; the system is free flushing and draining.
6. The procedures for keeping washroom facilities and surfaces dry and free from dirt; debris and removable marks are demonstrated and the importance of doing this is explained. (**Range of surfaces:** ceramic, plastic, stainless steel, glass/mirrors) (**Range of washroom facilities:** basins, taps, soap dispensers, extractor fans, light fittings, vending machines, electrical dryers, dispensers, bins)
7. Plugholes and overflows are free from blockages.

8. The correct use of cleaning equipment and materials specific to their function is demonstrated.
9. Correct protective clothing is worn.
10. Customers are dealt with in a polite and helpful manner.
11. Ability to replenish and arrange toilet and washroom supplies is demonstrated. (**Range of toilet and washroom supplies:** toilet rolls, paper towels, towels, tissues, soap)
12. Shortages of toilet and washroom supplies are reported to the appropriate person.
13. Hazard warning signs are used and the importance of doing this is explained.
14. Cleaning equipment and materials are stored correctly after use.
15. Waste bins are emptied and cleaned ready for customer use.
16. Given an unexpected situation, a decision is made and the reasons are given. (**Range of unexpected situations:** maintenance problems, insufficient materials, customer problems)
17. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Given any other public toilet facilities, the ways in which performance would be adapted are described.

19. Title : Launder guests clothes

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The organisation's control procedures for guest laundry are described and the importance of following these procedures is explained.
2. The importance of laundering and returning guest laundry within the agreed time frames is described and the financial impact on the organisation and on customer satisfaction of not doing this is explained.
3. The importance of following manufacturer's instructions when laundering guest laundry is described and the impact on customer satisfaction of not doing this is explained.

4. The financial impact on the organisation of damaging guest laundry is described.
5. The importance of working in an efficient and organised manner is explained and the impact on the organisation and work schedules of not doing this is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Items are correctly sorted and the cleaning process is described.
7. Laundry methods are correctly selected in accordance with textile labels, fabric and amount of soilage.
8. Items for laundering are checked for stains and the correct process is applied and demonstrated.
9. The correct use of cleaning agents and chemicals specific to their function is demonstrated.
10. The ability to operate laundry equipment is demonstrated. **(Range of laundry equipment: washing machine, dryer, iron, steam press, sorting basket)**
11. Items are checked after laundering process to ensure quality cleaning.
12. The procedure for reporting any damages is explained.
13. Pressing and finishing processes are correctly carried out.
14. The importance of correct, neat packaging and presentation of guest laundry is explained.
15. Procedures for record keeping and billing procedures are explained and demonstrated.
16. Finished items are returned or stored within the required time frames.
17. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Given any other hospitality environment, the way in which performance would be adjusted when providing a laundering service for patients.

20. Title : Control linen for external laundry

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of checking that dirty linen complies with the documentation before dispatching it to the laundry is explained.
2. The importance of checking clean linen for quantity, stains and tears before packing it back in the laundry store is explained and the financial impact of not doing this are described.

3. The importance of maintaining a clean and tidy receiving area is explained.
4. The importance of keeping documentation and records legible and up to date is explained.
5. The importance of handling soiled linen separately is described and the financial impact on the organisation of not following this procedure is explained.
6. The importance of working in an efficient and organised manner is explained and the impact on the organisation and work schedules of not doing this is described.
7. Organisational procedures for handling linen that is being sent to an outside laundry is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

8. Dirty linen is collected at agreed times and checked for quantity and is reconciled with documentation. (**Range of linen:** sheets, duvet covers, blankets/under blankets, bedspreads, pillow cases, waterproof sheets, mattress covers, pillows, duvets, restaurant linen, net curtains/curtains, towels, bathmats, uniforms)
9. The sorting and recording of dirty linen is demonstrated.
10. The importance and impact on hygiene of identifying and handling soiled/contaminated linen correctly is explained.
11. Dirty linen is tagged, bagged and dispatched to off premise laundry service.
12. Clean linen is checked for quantity, stains and quality and complies with documentation.
13. Quality control is maintained and the importance of doing this is described.
14. Clean linen is packed in storeroom in allocated areas as soon as quality check is complete.
15. The ability to keep receiving and store areas clean, tidy and secure is demonstrated.
16. Relevant documentation is legible and kept up to date.
17. Given a range of unexpected situations a decision is made and reasons are given. (**Range of unexpected situations:** torn/stained sheets or pillow cases, unauthorised access into a storage area, injury/accidents, insufficient equipment/materials, late delivery of linen)
18. All work is carried out as per work schedules in an efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

19. Suggestions for improving the control of linen for external collection are made.

UNIT STANDARDS FOR ACCOMMODATION SERVICES

UNIT STANDARDS TITLES AND OUTCOMES – NQF LEVEL 3

1. Title : Deal with customers

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context

as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The concept of the customer as a source of revenue for the business and therefore as the source of salaries is explained.
2. The impact of the loss of regular customer business on the organisation and on oneself is explained.
3. Possible ways customers could react to poor service are described.
4. Methods of satisfying irate customers and dealing with the complaints customers have are described.
5. Information that may not be given out to the customer is detailed, along with reasons for the confidentiality.
6. Reasons why complaints and customer feedback are good for the organisation are given.
7. Reasons for the importance of anticipating customer needs are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Customers are greeted in a polite and friendly manner that is suited to the situation and organisation.
9. Customers are dealt with or referred to the appropriate person. (If referred, a clear and concise description of the problem is explained to the person dealing with the issue and reasons for referring the customer are explained).
10. Customer complaints that occur outside the individual's authority or area of work are referred to the appropriate person. Reasons for the referral are given.
11. Customer complaints and irate customers are dealt with according to organisational requirements and decisions are made about follow up actions to be taken.
12. Establishment services are promoted in a manner that is suited to the situation.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

13. Given an entirely different field (e.g. agriculture, manufacturing or information technology), the importance of customer care in that field is described.
14. Suggestions to improve customer care in a particular context are made.

2. Title : Process incoming and outgoing telephone calls

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)

- b) decision-making and acting (what the learner must do)
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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Non disclosable information is described and the reasons it is non-disclosable are explained.
2. The importance of acknowledging callers and keeping them informed of reasons for delays is stated.
3. Various ways of finding telephone numbers are described.
4. Procedures in answering ones own telephone and answering the switchboard are distinguished from each other in terms of the way the call is answered and assisting customers.
5. Standard telephone etiquette on answering calls, transferring calls and making calls is described
6. The use of body language in communicating with others while on a call is described and the reason for its importance is explained.
7. Methods of dealing with abusive callers are described.
8. Methods of dealing with emergency situations are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

9. All necessary documentation and equipment (computers, writing material, notes etc.) are prepared prior to making any outgoing calls.
10. Given a telephonic request from a customer, a decision is made to help or to pass him/her on to someone else in the organisation and reasons for the decision are explained.
11. Probing questions as to the nature of the call are asked and the caller is passed over to someone else who may be able to assist.
12. Messages for others in the organisation are taken, (including whom the message is for, who called, the date & time, a short description of the call and contact details of the caller).
13. Given the nature of the call, a decision is made on whether to take a detailed message or to offer to have the customer called back.
14. Incoming calls, transfers and outgoing calls are dealt with politely and in keeping with the organisation's image and standard telephone etiquette
15. Calls are dealt with quickly and politely, keeping other calls holding as little as possible.
16. Given a specific situation, a decision is made on what information is disclosable/non-disclosable and reasons for the decision are explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

17. Given that a new switchboard is being introduced into the organisation, ways of learning the new system and becoming competent are suggested.

3. Title : Communicate verbally and non-verbally

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of being able to communicate effectively with internal and external customers for self and the organisation is explained.
2. Procedures for communicating with customers who only speak foreign languages are explained.
3. Various ways of communicating in a particular context with supplier, customer and colleagues are listed and reasons for their appropriateness are explained.
4. Potential barriers to effective communication are identified and explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly :

5. Greetings and leave taking conventions are used appropriately.
6. Speech is clear and audible and clarification is obtained where necessary.
7. **Communication** with customers is polite. (**Range of communication:** internal, external, face to face, telephonic)
8. Ability to engage in a conversation to its logical conclusion is demonstrated.
9. Given a **situation** with customers, a decision is made as to how to handle the situation, and reasons for making the decision are explained. (**Range of situations:** foreign language, deaf person, different level of language, cultural differences).

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions on ways that verbal communication could be improved within the organisation/ department are described.
11. A plan for minimising communication barriers is developed. (**Range of barriers:** cultural differences, stereotypes, educational differences, voice modulation and articulation).

5. Title : Maintain a secure working environment

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. National/ provincial/ company procedures to maintain a secure working environment are described.
2. The importance of maintaining a high level of security for staff and customers is explained,

including the impact on the organisation of not doing this.

3. Security procedures to avoid and handle violent situations are described.
4. The importance of securing unauthorised areas from customer access is explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. In violent situations, perpetrators are identified and correct reporting procedure/ appropriate conduct is described. (**Range of violent situations:** bomb threats, hijacking, armed robbery, riots, strike, mass action).
6. Suspicious items are reported and correct procedure is described.
7. Customer and staff areas are identified and secured against unauthorised access.
8. Storage areas are secured against unauthorised access and reasons for doing this are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given an organisation in a different province or country, the way in which performance would be adjusted is described.

6. Title : Prepare written communications

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The various formats of written communication are described in terms of the format purpose. (**Range of formats:** business letter/ formal letter, facsimile, messages / memo, reports, work related documents)
2. The importance of using the correct format for written communication is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

3. A format for written communication is selected for a particular situation and the reasons for selection are described. (**Range of formats:** business letter/ formal letter, facsimile, messages / memo, reports, work related documents)
4. Given a range of grammar and information to be communicated, written communication is demonstrated. (**Range of grammar:** punctuation, spelling, vocabulary, tense, tone and style) (**Range of information:** date / time, contact details, purpose of communications & action required)

5. The reasons for promptly forwarding written communication to the relevant person are explained and the reasons for keeping copies on file described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

6. Given that insufficient information was communicated, describe the possible consequences and potential solutions.

7. Title : Induct new staff to the workplace

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
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Demonstrated KNOWLEDGE and UNDERSTANDING:

- 1. The importance of familiarising new staff with the workplace is described.
- 2. The importance of checking new staff's understanding of their responsibilities is explained.
- 3. The induction of new employees is distinguished from the induction of relocated staff and the reasons for the differences are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

- 4. New staff are welcomed to the organisation and familiarised with relevant site facilities and introduced to fellow workers.
- 5. **Basic work routines** and local procedures are explained accurately and in sufficient detail to enable understanding. (**Range of Basic work routines:** location of facilities, job specifications, conditions of employment)
- 6. New staff is encouraged to ask questions and seek clarification where necessary.
- 7. New staff are constructively advised and assisted in the initial performance of allocated work activities.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

- 8. Suggestions are made on ways to improve the existing induction programme.

8. Title : Provide a valet service

SPECIFIC OUTCOMES

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internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of staff knowing how to be polite and friendly when dealing with guest requests is explained.
2. The importance of maintaining procedures for the prompt collection and delivery of guests pressing and laundry is explained and the impact on customer satisfaction of not doing so is described.
3. The importance of maintaining guest confidentiality is explained.
4. The importance of maintaining updated and accurate records of guest laundry and pressing is explained.
5. The importance of maintaining and controlling valet equipment is explained; the financial impact on the organisation and on customer satisfaction of not following these procedures is described.
6. The meaning of symbols on the labels of clothing are explained.
7. The damages, which might occur if garment label pressing instructions are not followed, are explained; the financial impact on the organisation and customer satisfaction is described.
8. The importance of time and temperature when pressing is explained.
9. The importance of working in an efficient and organised manner is explained and the impact on the organisation and work schedules of not doing this is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

10. Communication with guests must be friendly. (**Range of communication:** face to face, telephone)
11. Guest requests are handled promptly and professionally.
12. Guest laundry/ pressing is collected, pressed and delivered promptly.
13. Supervisor/ housekeeper is contacted if assistance is required.
14. Any damage to guest items is reported accordingly and the importance of doing this for the organisation and customer is explained.
15. Pressing / laundry is recorded accurately, equipment is maintained, cleaned and kept in good working order. (**Range of equipment:** iron, ironing board/ table, steamer, sleeve board, polishing brushes, polish, cloth)
16. The maintenance procedure for reporting damaged equipment is described; the impact on the customer and on the organisation if this procedure is not carried out is explained.
17. Guest shoes are correctly cleaned.
18. Repairs to guest items are appropriately organised and the importance of doing this to maintain customer satisfaction is explained.

19. Confidentiality is maintained regarding guest property.
20. All work is carried out as per work schedules in an organised and efficient manner.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
21. Suggestions for improving the service to guests are discussed.

9. Title : Provide a housekeeping service

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of inspecting completed work areas is explained.
2. Measures for securing designated areas from unauthorised access are described and the financial impact on the organisation and work schedules of not doing this is explained.
3. The importance of following work routines and sequences are explained and the financial impact on the organisation and work schedules of not doing this is described.
4. Organisational procedures for providing a housekeeping service within own area of responsibility are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

5. Daily room allocations are checked and work is prioritised accordingly.
6. Procedures for checking that housekeeping trolleys, all machinery, cleaning equipment and cleaning agents are ready for use are demonstrated.
7. The importance of following work routines and sequences is explained and the necessity of inspecting these areas after completion of work is described.
8. Designated areas are secured from unauthorised access. (**Range of areas:** customer areas, storage areas)
9. Customers are dealt with in a polite and helpful manner at all times.
10. Essential information required by the organisation is accurately communicated to the

appropriate person. (**Range of information:** relevant health and safety regulations, control of hazardous substances, information relating to the security of people, property and restricted access)

11. The importance of reporting unresolved faults or problems to line management is explained. (**Range of faults/problems:** machinery, cleaning equipment and cleaning agents, floors, floor coverings, furniture, fixtures and fittings, linen, pests)

12. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** unauthorised access into storage areas, staff not arriving as per work schedules, pest infestation in guest bedroom, unusual guest requests)

13. All work is carried out in an organised and efficient manner in order to meet schedules and organisational requirements.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Given a 5 star hotel or a small country guesthouse, ways in which performance would be adapted are described.

10. Title : Maintain housekeeping supplies

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Safety procedures for ensuring a safe working environment when lifting heavy or bulk items are explained.
2. Procedures for the correct handling and transporting of goods to storage areas are described.
3. Measures for securing receiving areas from unauthorised access are described and the financial impact on the organisation of not doing this is explained.
4. The importance of maintaining a safe working environment by ensuring receiving areas are clean and tidy is explained.
5. The importance of maintaining storage conditions is explained and the financial impact on the

organisation of not doing this is described.

6. Stock rotation procedures are described and the financial impact on the organisation of not following these is explained.
7. Organisational procedures for completing accurate records of items received, stored and issued are described and the impact on work schedules of not following these procedures is explained.
8. Procedures for maintaining a constant stock of housekeeping items, the impact on customer comfort and the organisation's image and standards if this procedure is not carried out, is explained.
9. The importance of immediately reporting signs of pest infestation is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

10. All work is carried out as per work schedule in an organised and efficient manner.
11. Given a range of situations, a decision is made and reasons are given. (**Range of situations:** delivery not received, delivery damaged while being transported to storeroom, accidents)
12. The ability to check deliveries of housekeeping supplies according to the purchase specification is demonstrated. (**Range of housekeeping supplies:** machinery, cleaning equipment, cleaning agents, customer supplies, furnishings, fixtures and fittings)
13. Deliveries comply with order and delivery documentation and any quality or quantity discrepancies are dealt with and reported to line manager
14. Delivery documentation is accurately completed.
15. Items remain undamaged during handling, and transportation to storage areas is undertaken using approved safe methods as quickly as possible.
16. The ability to handle cleaning agents, machinery and equipment safely is demonstrated.
17. Low stock levels of housekeeping items are reported to the appropriate person before minimum level is reached.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Given a 5 star hotel or a small country guesthouse, the ways in which performance would be adapted when handling and receiving supplies, is explained.

11. Title : Maintain a clean linen supply

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Measures for securing the receiving- and linen areas from unauthorised access are described and the financial impact on the organisation of not following these is explained.
2. The importance of providing a safe working environment by ensuring receiving and storage areas are kept clean and tidy, is explained.
3. The importance of quality control procedures is explained.
4. The importance of clean storage conditions and the effect this can have on linen items is described.
5. The importance of maintaining complete and accurate records of clean linen items received, stored and issued is described and the impact on work schedules of not following these procedures is explained.
6. Procedures for the correct stock rotation are outlined and the financial impact on the organisation of not following these procedures is described.
7. The importance of securing linen stores from unauthorised access and the impact on themselves and the organisation of not doing this is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

8. All work is carried out as per work schedule in an organised and efficient manner.
9. Given a range of incidents, a decision is made and reasons are given. (**Range of incidents:** incorrect deliveries received, back injury when lifting heavy loads)
10. The ability to verify that deliveries of linen supplies are correctly checked and the necessary documentation is completed is demonstrated. (**Range of linen:** linen specifically for housekeeping, linen for other departments)
11. Clean linen is safely transported to storage area.
12. Quality control procedures are explained.
13. Linen supplies are stored under the correct conditions. (**Range of conditions:** lighting, ventilation, temperature, cleanliness, humidity)
14. Stock rotation procedures are demonstrated.
15. Signs of pest infestation are immediately reported.
16. The ability to keep receiving areas clean and tidy is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

17. Given a 5 star hotel or a small guesthouse describes how performance would be adapted.

13. Title : Apply for a job or work experience placement

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of CV's, covering letters and letters of application being as concise as possible is explained.
2. Reasons that there should be no time gaps on a CV are given.
3. The purpose of a covering letter accompanying a CV is explained.
4. The importance of finding out about the organisation and the prospective position in advance of the interview are explained.
5. Ways that body language could negatively affect the interview are identified and explained.
6. The importance of asking questions related to the job and the organisation during the interview is explained.
7. Reasons for not being negative about current and previous employers when asked about them are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Own skills, experience and personal attributes are matched against prospective jobs or advertised vacancies.
9. Where necessary, the organisation is contacted to obtain application forms, which are completed clearly and accurately.
10. Curriculum Vitae and covering letter containing all relevant information and support documentation is logically constructed using an appropriate format and correct grammar.
(Range of CV: personal details, education and qualifications, work history, achievements)
(Range of documentation: certificates, references)
11. Documentation is despatched in sufficient time to meet closing dates.
12. Interview arrangements are confirmed and recorded.(Range of arrangements: date and time, address, directions, transportation / accommodation, interviewer name)
13. Information on the organisation and the prospective position is obtained in advance of the interview.(Range of information: size of the organisation (numbers of sites, employees), types of customers, style of operation / culture, mission statement, competitor)
14. Answers to probable questions and own list of appropriate questions are prepared and are asked at the appropriate time.(Range of probable questions: personal history, personal goals and aspirations, personal interest in the position, own expectations about the job & organisation)(Range of appropriate questions: conditions of employment, promotion prospects, training / development opportunities)

15. A positive personal image is demonstrated through punctuality, appropriate dress and grooming.
 16. Active listening and positive body language is demonstrated throughout the interview.
 17. Correct courtesy and greetings are used throughout the interview.
 18. Next steps are agreed with prospective employer before departure.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
19. Given different jobs within the organisation, potential adjustments to one's CV are described.

14. Title : Provide first aid

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of identifying emergency situations quickly and correctly, is explained
2. Reasons for untrained personnel not administering first aid in an emergency situation are given.
3. The importance of documenting emergency procedures accurately and timeously in accordance with organisational requirements is explained.
4. Procedures, including the identification of first aid personnel that should be followed in the event of an emergency situation in the organisation are explained.
5. An identification of the three types of injuries that take priority over other injuries is made.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Emergency situations are quickly and correctly recognised. (**Range of emergency situations:** accident, illness, fire/ flood, chemical contamination)
7. Injuries are assessed and decisions promptly made regarding action required.
8. Assistance from emergency services/ colleagues/ customers is organised promptly where appropriate.
9. Patient's physical condition is assessed from visible vital signs.
10. First aid is provided to stabilise the patient's physical and mental condition (**Range of first aid:** CPR, treatment of burns, cuts, fractures)
11. Back up services appropriate to the situation are identified and notified.
12. Information on the victim's condition is accurately and clearly conveyed to emergency services personnel.
13. Emergency situations are documented.
14. Reports provided are clear, accurate and timeous.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

15. A basic first aid programme for all employees is developed.

UNIT STANDARDS FOR ACCOMMODATION SERVICES

UNIT STANDARDS TITLES AND OUTCOMES – NQF LEVEL 4

1. Title : Maintain the housekeeping service

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The desired standards and the importance of maintaining these standards is described.
2. Organisation procedures for regular inspections are explained and the importance of following these procedures for the housekeeper and the organisation is described.
3. The importance of being aware of the different capabilities of staff and of having a development plan for individual staff members is outlined.
4. The disciplinary procedure that may be taken if staff fail to meet organisational standards is explained.
5. The importance of reviewing quality assurance procedures on an ongoing basis is described and the impact on the organisation and the housekeeper of not doing this is explained.
6. Steps to follow when problems are identified with the quality of service are explained.
7. The maintenance procedure is explained and action that may be taken if maintenance and repairs are unsatisfactory is explained.
8. The importance of dealing with faults immediately is explained, and the impact on customer comfort and the organisation's image and standards is described.
9. The importance of working in an organised manner is explained and the impact of this on the organisation and work schedules is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

10. The ability to communicate established housekeeping procedures effectively is demonstrated.
11. Inspections are regularly carried out to ensure housekeeping procedures and specifications are fully maintained and the importance of doing this is explained.
12. Staff is supplied with all necessary materials, supplies and equipment to complete their work activities and the importance of maintaining housekeeping equipment in a safe and hygienic condition is explained.
13. Given a range of unexpected situations, steps are taken to minimise the disruption to the housekeeping service and reasons are given for decisions. (**Range of unexpected situations:** power failures, insufficient delivery, non arrival of staff as per work schedules/ customer or staff slips on wet floor/ same day laundry service is not returned.)
14. Accurate records are maintained and the importance of keeping updated records is described.
15. Procedures for receipt and distribution of linen are described and the importance of maintaining a quality service in the linen / laundry areas is described.
16. Staff is encouraged to make contributions towards identifying barriers to performance and possible solutions.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

17. Given a housekeeping department in a small bed and breakfast and a large 5 star hotel, ways in which performance would be adjusted are described.

2. Title : Display cultural awareness in dealing with customers & colleagues

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of being familiar with the culture of the overseas visitors is explained.
2. The importance of an awareness of appropriate verbal and non-verbal communication when dealing with tourists is described.
3. Steps to prevent or resolve misunderstandings between visitors and ourselves are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. South Africa's main international tourist groups are identified and relevant aspects of their cultures and needs as customers is described. (**Range of groups:** Eastern & Western Europe, North & South America, Asia, Australia, Southern Africa)
 5. Tourists are dealt with using appropriate verbal and non-verbal communication at all times. (**Range of non verbal communication:** eye contact, gestures,)
 6. The ability to identify the main population groups within the community, workplace, province is demonstrated and their cultures are described. (**Range of culture:** language (verbal/non-verbal), food & drink preferences, traditions / customs / lifestyles / beliefs)
 7. Consideration for cultural norms and differences of main population groups is demonstrated when dealing with customers and people in the workplace. (**Range:** colleagues, customers, managers / supervisors)
 8. Customers needs are anticipated and dealt with within the context of their culture. (**Range of customers:** local customers, domestic tourists, international tourists)
 9. Appropriate action is taken to resolve problems arising from cultural differences.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
10. Suggestions are made to assist colleagues in dealing with cultural differences in order to improve customer service or working relationships.

3. Title : Develop self within the job role

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Strengths and weaknesses in the current job role are identified against current job role requirements.
2. Describe career aspirations.
3. Types of development activities/ programmes available within the organisation are identified and the advantages and disadvantages of these development activities/ programmes are described.
4. Reasons for progress being regularly reviewed against the development plan are identified and discussed.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. Current competence and potential areas for development are identified in conjunction with line manager. (**Range of current competence and potential areas for development:** against

national qualifications/ unit standards, against in-house standards) and a development plan is designed

6. A development plan is designed to meet the identified needs, (taking available resources into account) and internal and external factors that may impact on the plan are identified and analysed.
7. Priorities, objectives and time frames are clearly identified in plans and are consistent with achievement of relevant qualifications or in house development programmes
8. Time and resources needed to achieve objectives are agreed with management.
9. Ability to monitor own activities and meet agreed priorities is demonstrated. Progress and performance in achieving set objectives is regularly reviewed with management and feedback from management is used as a basis for future development.
10. Given a range of problems associated with the completion of the development plan, potential solutions are developed. (**Range of problems:** inability to meet objectives, lack of management support etc.)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Alternative areas of self-development, which may not be work, related are identified and how the principles for preparing a development plan apply are described.

4. Title : Source information about self-employment opportunities

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons for the thorough research into self-employment opportunities are explained.
2. The importance of identifying sources of information is described.
3. The importance of obtaining accurate and reliable information is explained.
4. The different types of companies relevant to self-employment opportunities must be described (**Range of companies:** Private Company, Close Corporations, Partnerships and Sole Proprietor).

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. **Sources** of information relevant to self-employment opportunities are determined and the **information** is sourced and recorded. (**Range of sources** : newspapers and other publications, speaking to personal contacts, support agencies / government departments/ organisations) (**Range of information:** opportunities for small businesses, potential customers, start up costs, competition, legal requirements, skill requirements, grants / financial assistance

available, training available, job creation opportunities)

6. Information obtained is evaluated and ranked in terms of potential self employment opportunities taking available resources, education, training, and viability into account.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Potential problems relating to sources of information are identified and suggestions made to overcome them.
8. Alternative sources of information are described.

5. Title : Maintain customer satisfaction

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Ways to obtain customer feedback are described.
2. The importance of interpersonal skills and the reasons for cultural considerations when interacting with customers is explained.
3. Methods used to monitor staff-customer relations are described.
4. Products and services provided by the organisation are identified and the importance of promoting them is explained.
5. The importance of evaluating and dealing with complaints by using effective negotiating and communication skills is explained and alternative ways to resolve complaints are described.
6. The importance of understanding company standards for products and service complaints is explained and the person responsible for resolving complaints is identified.
7. Ways of establishing rapport with customers and maintaining a professional relationship are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Customer requirements are identified and a decision is made on how best to deal with the request and reasons are given.
9. Given a range of products and services a decision is made on how to best promote the features and benefits, taking resources, the type of customer and environment into account.
10. Given a **range of complaints** and nature thereof, ways to rectify the complaints are described

and reasons why these particular solutions have been chosen are explained. (**Range of complaints relate to:** products, services, environment, personnel)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE

11. Possible improvements to customer complaints procedure are suggested and reasons for each suggestion are explained.

6. Title : Maintain the receipt, storage and issue of goods

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The quality checks relating to different products are described.
2. When receiving goods the companies procedures regarding hygiene, quality and security are explained, the correct documentation for each is identified.
3. The reasons for using product specifications and the correct weights, measures when receiving goods is explained.
4. The relevant legislation and codes of practise relating to the storage conditions and handling of goods is identified and explained, including the consequences of non-compliance. (**Range of goods:** hazardous, non hazardous ; **Range of Storage:** stock rotation , shelf life , expiry dates)
5. The company's stock control procedure and recording systems are identified, explained and followed. (**Range of procedures:** minimum/maximum stock holdings, average consumption levels, security related to stock issue)
6. The lead times of each supplier are identified and the impact of this as well as price increases on stock is explained.
7. The importance of reconciling physical and documented stock is explained and the correct recording formats are identified.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

8. The receiving area is checked for readiness regarding hygiene, equipment and staff.
9. Given the delivery documents and purchase specifications, goods are checked ensuring

discrepancies or deviations are dealt with. (**Range of purchase specifications:** Quantity, quality, packaging / handling method)

10. Stock is handled and stored according to legislation and best practise ensuring hygiene, quality and security is maintained. (**Range of stock:** hazardous, non-hazardous, perishable, non-perishable)
11. Stock is rotated in a way that ensures deterioration and stock loss is kept to a minimum.
12. All **information** relevant to receiving, storing and issuing of goods is accurately recorded, distributed and stored according to organisational procedures. (**Range of information:** stock taking procedure, stock tallies, damaged stock, branch or department transfers, expired stock, stock written off, stock reconciliation)
13. All work is prioritised, delegated as appropriate and carried out in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Suggestions are made on how the volume of stock held in the storage area can be increased without adversely affecting the day to day stock management.

7. Title : Contribute to the identification of short-term supply needs

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of implementing procedures to evaluate the condition of stock is explained.
2. The importance of identifying stock levels, consumption levels and lead times is explained.
3. The impact of insufficient stock levels on customer service is explained
4. The reasons for adhering to relevant legislation / regulations are described

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. An efficient procedure to identify short-term requirements is implemented and adhered to and an action plan is created to ensure that sufficient supplies are readily available.
6. **Problems** with suppliers are identified and referred to the appropriate person in the

organisation. (**Range of problems:** Quantity, quality, failure to meet agreed lead time)

7. All work is prioritised, delegated as appropriate and carried out in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Suggestions are made on how short term supply needs can be better identified and maintained.

8. Title : Maintain the cleaning programme for own area of responsibility

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons for implementing a cleaning programme are explained, as well as the importance of frequent inspections.
2. Various methods of minimising potential hazards relating to the misuse or mishandling of cleaning chemicals are identified.
- 1.1.1.1.. Demonstrated ability to make DECISIONS about practice and to ACT accordingly
3. The details of the cleaning programme is effectively communicated to all relevant staff and any questions answered.
4. Ongoing, regular and spot check inspections are conducted to ensure company standards are maintained and ways of ensuring quality in this area are described.
5. Given different resources which may become damaged and cause unsatisfactory work performance or injury, appropriate action is taken to solve the problems and reasons for such action is given. (**Range of resources:** cleaning equipment, cleaning agents, protective clothing)
6. All relevant information regarding damages and faults is accurately recorded, filed and made available to the appropriate people.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Given changes in resources explain how one would adapt the cleaning programme to ensure company standards are still achieved.
8. Suggestions are made on how the cleaning programme would be adapted if the environment

was a 24-hour operation.

9. Title : Monitor and maintain health, safety and security

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The building layout is accessed and evacuation procedures are described.
2. Reasons for frequent inspections of safety and fire fighting equipment are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

3. **Security and safety procedures** are explained and demonstrated. (**Range of Security and safety procedures** : fire exits and fire procedures, first aid procedures, evacuation procedures, access procedures)
4. Premises, equipment, security and safety procedures are checked, potential problems identified and recommendations on adjustments or improvements are made to senior management.
5. A decision is made on what information around safety and security needs to be communicated to staff. The information is communicated in a suitable format and language.
6. Stores, public area and private offices are analysed and potential hazards are pointed out. Ways to reduce the hazards are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Suggestions are made on ways to improve security and safety procedures.

10. Title : Maintain a preventative maintenance programme

SPECIFIC OUTCOMES

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- b) decision-making and acting (what the learner must do)
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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Ways to minimise potential hazards arising from misuse or mishandling of cleaning chemicals are described.
2. Reasons for implementing a maintenance program are explained.
3. Principles of preventative maintenance are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. A preventative maintenance program is developed and implemented.
5. A cleaning programme is developed and communicated to staff.
6. An inspection schedule is developed that ensures a preventative maintenance programmed is being properly administered.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Equipment that is nearing the end of its useful life is identified and a plan for its eventual replacement or redundancy is made.
8. Suggestions are made on how maintenance is to be conducted on equipment that is in 24hr use.

UNIT STANDARDS FOR ACCOMMODATION SERVICES

UNIT STANDARDS TITLES AND OUTCOMES – NQF LEVEL 5

1. Title : Conduct on-the-job- coaching

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The basic principles of training are described
2. The importance of questioning techniques is explained and examples of questions are given.
3. Coaching and training are distinguished from each other.

4. , Arrangements for coaching in the event that the learner is not technically proficient enough to conduct the coaching him/herself are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The coaching need is identified through discussions with the person to be coached,
6. A specific time and place for the coaching session is arranged and preparations are made.
7. Theory and knowledge associated with the coaching session are communicated to the person requiring coaching.
8. Coaching is done, giving the learner explanation, examples and opportunity to practice.
9. Feedback is given and the learner is encouraged to ask questions.
10. Ongoing progress is monitored and ongoing feedback is given in the workplace.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Possible problems that may occur in relation to coaching are identified, along with potential solutions to the problems.
12. A plan for individual coaching is developed, taking the needs of the team into account.

2. Title : Plan, organise & monitor work in own area of responsibility

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Various methods of optimising the use of resources is described.
2. The way time management impacts on the planning and organising of work are described.
3. The importance of awareness of individuals abilities and work preferences is explained.
4. Various ways of drawing up and implementing work plans and schedules are described.
5. The importance of defining what responsibilities lie within an individual's scope is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Work activities are planned in a way that maximises the use of employees, taking individual preferences and abilities into account.
7. Work objectives and standards of performance are clearly communicated to staff in a way that each staff member understands.
8. Individual staff members are encouraged to seek clarification of work activities and make contributions where appropriate.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Potential problems with suppliers, staff and equipment are identified and contingency plans are developed.
10. Movement and workflow of staff in a department are studied and an action plan for saving time and economising motion is developed.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY



NATIONAL CERTIFICATE IN FOOD AND BEVERAGE SERVICES

Field : Services
Sub-field : Hospitality, Tourism, Travel, Leisure and Gaming
NQF level : 4
Credits : 169

Purpose of the qualification:

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.

UNIT STANDARDS FOR FOOD AND BEVERAGE SERVICES

Unit standards on NQF Level 2

1. Title : Maintain health, hygiene and professional appearance
2. Title : Perform basic calculations (**In a process of generation by SGB**)
3. Title : Handle and store cleaning equipment and materials
4. Title : Handle and dispose of waste
5. Title : Clean and store glassware
6. Title : Clean and restock drinks machine/equipment
7. Title : Describe layout, services and facilities of the organisation
8. Title : Maintain a safe working environment
9. Title : Describe the sectors of the hospitality, travel and tourism industries
10. Title : Prepare and clear areas for table service
11. Title : Prepare and clear areas for counter service
12. Title : Prepare and clear areas for take away service
13. Title : Prepare and clear areas for drink service

- 14. Title : Prepare and clear areas for room service
- 15. Title : Prepare, service and clear function rooms
- 16. Title : Identify work opportunities **(In a process of generation by SGB)**

Unit standards on NQF Level 3

- 1. Title : Process incoming and outgoing telephone calls
- 2. Title : Communicate verbally
- 3. Title : Maintain effective working relationships with other members of staff **(In a process of generation by SGB)**
- 4. Title : Prepare written communications
- 5. Title : Prepare and clear areas for table service
- 6. Title : Provide a table service
- 7. Title : Provide a table drink service
- 8. Title : Provide a carvery/buffet service
- 9. Title : Serve bottled wines
- 10. Title : Maintain a secure working environment
- 11. Title : Operate a payment point and process payments
- 12. Title : Handle and record refunds
- 13. Title : Induct new staff to the workplace
- 14. Title : Prepare kegs and gas cylinders for use
- 15. Title : Maintain cellars/store room
- 16. Title : Provide a drink service for licensed premises
- 17. Title : Apply for a job or experience placement
- 18. Title : Provide first aid

Unit standards on NQF Level 4

- 1. Title : Display cultural awareness in dealing with customers and colleagues
- 2. Title : Prepare and serve spirits and liqueurs
- 3. Title : Develop self within the job role
- 4. Title : Source information about self-employment opportunities
- 5. Title : Maintain customer satisfaction
- 6. Title : Maintain the receipt, storage and issue of goods
- 7. Title : Planning and deliver staff training and development for own area of responsibility
- 8. Title : Contribute to the identification of short-term supply needs

- 9. Title : Induct new staff to the workplace
- 10. Title : Monitor and maintain health, safety and security
- 11. Title : Maintain a preventative maintenance programme
- 12. Title : Provide a silver service
- 13. Title : Prepare and serve cocktails
- 14. Title : Maintain external areas

Unit standards on NQF Level 5

- 1. Title : Deal with customers
- 2. Title : Prepare and serve wine
- 3. Title : Maintain a table service
- 4. Title : Maintain a drink service
- 5. Title : Supervise the running of a function
- 6. Title : Conduct on-the-job coaching
- 7. Title : Planning, organise and monitor work in own area of responsibility
- 8. Title : Prepare, cook and serve food in the restaurant
- 9. Title : Supervise cellar and drink storage operations

UNIT STANDARDS FOR FOOD AND BEVERAGE SERVICES

UNIT STANDARDS TITLES AND OUTCOMES – NQF LEVEL 2

- 1. Title : Maintain health, hygiene and professional appearance

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. Legislative/ company procedures for dress and personal hygiene are described.
2. The importance of maintaining good personal hygiene is explained.
3. The importance of a professional appearance and the way in which this enhances the company image and staff identification is explained.
4. Procedures that should be followed when one is sick are described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. Clean, smart and appropriate clothing is worn and reasons why it is appropriate are explained.
6. Personal cleanliness and hygiene is maintained in line with company policy. (**Range of personal hygiene:** regular bathing, deodorant, washing hands, smoking, cleaning teeth)
7. Hair, moustaches, beards and nails are neat and tidy.
8. Jewellery and cosmetics are worn in accordance with company policy.
9. Given a range of illnesses, a decision is made on whether or not to interact with people and reasons are given. (**Range of illnesses:** flu, chicken pox/ measles/ mumps, headache, migraine, diarrhoea).

3. Title : Handle and store cleaning equipment and materials

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Measures for securing cleaning equipment and material storerooms from unauthorised access are described and the financial impact on the organisation of not following these measures is explained.
2. The importance of recognising active signs of pest infestations is described and the impact on hygiene if these signs are not reported promptly is explained.
3. The organisational procedures for maintaining cleaning equipment are described and the importance of keeping the equipment well maintained is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

4. Ability to store cleaning equipment and materials correctly is demonstrated. (**Range of cleaning equipment:** manual equipment, electrical equipment) (**Range of materials:** chemical disinfectants, neutral detergents)
5. Cleaning equipment is clean and in good working order.
6. Storage areas are kept clean, tidy and free from rubbish.
7. Given a range of incidents a decision is made and reasons are given. (**Range of incidents:** experiencing a shock from mechanical equipment, insufficient equipment/ materials)
8. All work is carried out as per work schedules, in an organised and efficient manner

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given cleaning equipment in the kitchen, describe how performance would be adapted when storing and maintaining such equipment.

4. Title : Handle and dispose of waste

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of the correct handling and disposal of waste is described.
2. Safety procedures for the disposal of waste are described and the impact on hygiene and the organisation of not following this procedure is explained.
3. The importance of working in an efficient and organised manner is explained and the impact on the organisation and work schedules of not doing this is described.
4. Recycling procedures are explained and the importance of recycling waste is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

5. Ability to collect, sort and prepare waste for despatch is demonstrated. (**Range of waste:** soiled nappies or sanitary dressings, glass, needles, razors, paper, Cigarettes, matches and ash, food waste, pressurised containers, chemicals)
6. Procedures for cleaning waste bins are demonstrated and the importance of doing this

is described. (**Range of preparation:** external collection, incineration or compression, recycling.)

7. Given a range of situations a decision is made and reasons are given. (**Range of situations:** compactor machine not working/ external service fails to collect waste on specified day.)
8. All work is carried out as per work schedule in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given a hospital environment, the way in which performance would be adjusted when handling the disposal of waste.

5. Title : Clean and store glassware

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of and connection between completing preparation duties within time limits and customer satisfaction is explained.
2. The importance of handling and disposing of waste and dirty water in a hygienic way is explained, and the impact of not doing so is described.
3. The consequences of not disposing of cracked and broken glassware as per operational requirements is explained.
4. Organisational procedures for the cleaning glassware and equipment including the use of chemicals are explained.
5. Glassware items are identified and organisational procedures for handling, cleaning and storing is explained.
6. The importance of preparing and maintaining storage areas according to operational procedures is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

7. Cleaning and storage areas are clean and hygienic.
8. Appropriate glassware is located and their use is explained. (**Range of glassware:** beer glasses, wine glasses, liqueur glasses, sherry glasses, cocktail glasses, highball glasses, whiskey

glasses)

9. The ability to clean, handle and store glassware is demonstrated.
10. The ability to dispose of waste and dirty water is demonstrated, and the importance of doing so is explained.
11. The ability to use correct cleaning equipment or machinery is demonstrated. (**Range of cleaning equipment:** automatic dishwashers, sinks, brushes, clothes.)
12. The ability to use cleaning chemicals correctly is demonstrated.
13. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** breakage's, shortage of cleaning chemicals, faulty or broken cleaning equipment, accidents).
14. All work is completed in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

15. A more convenient and safe way of carrying glassware is developed.

6. Title : Clean and restock drinks machine/equipment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of maintaining a constant stock of drink items is described, and the impact of not doing this on customer satisfaction is explained.
3. Organisational procedures for the cleaning and storing of equipment is described.
4. Organisational procedures for quality control of drink items is described
5. The results of not reporting damaged machines/ electrical equipment are described.
6. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
7. The importance of stock rotation is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Drinks machine / equipment is emptied and ready for cleaning. (**Range of drinks machine/equipment:** premix or postmix machines, beverage, vending machines, coffee machines, cold drinks machines, postmix dispense systems)
9. The ability to correctly dilute and make use of cleaning chemicals, and clean equipment is demonstrated
10. The ability to stock machines according to specifications is demonstrated.
11. Equipment is tested and ready for use.
12. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** jammed/broken equipment, quality problems with drink items, shortage of cleaning materials, accidents)
13. All work is completed in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. A more efficient way of filling machines is described.
15. Alternative drink ingredients are described.

7. Title : Describe layout, services and facilities of the organisation

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING :

1. The importance of staff knowing all facilities and services is explained and the link with professional conduct is described.
2. Interrelationships between product knowledge and customer service are described.
3. The importance of selling the available services to customers and how this enhances revenue for the organisation is described.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

4. Different facilities, departments and services are identified and located.

5. Given a customer with specific requests, a decision is made on what information to give the customer and reasons for doing so are given.
6. The roles, responsibilities and interrelationships of different departments are described and explained.
7. Given different departments, the roles of the people within the department are described as well as the lines of communication within the department.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Given an entirely different field (e.g. hospitality, mining or medical), the importance of knowing the facilities and services is described.

An induction programme for new employees is explored and developed.

8. Title : Maintain a safe working environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. National/ provincial/ company procedures to maintain a secure working environment are described.
2. The importance of maintaining a high level of security for staff and customers is explained, including the impact on the organisation of not doing this.
3. Security procedures to avoid and handle violent situations are described.
4. The importance of securing unauthorised areas from customer access is explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. In violent situations, perpetrators are identified and correct reporting procedure/ appropriate conduct is described. (**Range of violent situations:** bomb threats, hijacking, armed robbery, riots, strike, mass action).
6. Suspicious items are reported and correct procedure is described.
7. Customer and staff areas are identified and secured against unauthorised access.
8. Storage areas are secured against unauthorised access and reasons for doing this are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given an organisation in a different province or country, the way in which performance would be adjusted is described.

9. Title : Describe the sectors of the hospitality, travel and tourism industries

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of constantly improving service standards within the travel and tourism industry is explained.
2. Ways that the travel and tourism industry contributes towards South Africa's economic growth are identified.
3. Ways that our national heritage help attract tourism to South Africa are explained.
4. Situations in which the hospitality industry is adversely affected are identified and the reasons for this are given.
5. Ways in which poor service affects the hospitality/travel/tourism industry are described.
6. Industries that provide services and support to the hospitality industry are identified and ways that they support the hospitality industry are described.
7. The importance of effective and regular communication between all departments within an establishment is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Sectors of the travel and tourism industry are identified and their core purpose described. (**Range of sectors:** hospitality, information services, travel services, transport, gaming and leisure, attractions)
9. South Africa's national heritage is described. (**Range of heritage:** man made, natural resources, human resources)
10. The benefits of a travel, hospitality and tourism industry to South Africans are explained. (**Range of benefits:** job opportunities, income generation, promoting cultural awareness)
11. Sectors of the hospitality industry are identified and their core purpose described. (**Range of sectors:** accommodation, clubs / conferencing, pubs / bars, restaurants, fast food / take away, industrial catering, gaming)
12. The main functional areas within the hospitality industry are identified. (**Range of functional areas:** front of house, accommodation services, food and drink service, food preparation and

cooking

13. Career paths within own sector and learning and development opportunities to support career development are described. (**Range:** informal / on the job/ in service, distance learning, full time training, National Qualifications)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Potential sources for information in the field are described.

15. Career path for self is described and outlined.

10. Title : Prepare and clear areas for table service

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of maintaining a constant stock of service items is described and the impact of not doing this on customer satisfaction is explained.
3. The consequences of not checking, cleaning and storing condiments and accompaniments according to operational procedures are explained.
4. Food service items are identified and organisational procedures for handling, cleaning and storing of food service items is explained.
5. The importance of ensuring all dining furniture and service equipment is clean, undamaged and in its place before service is described.
6. The importance of reporting broken or damaged dining furniture is described.
7. Organisational procedures for the laying and clearing of tables is described.
8. Different covers are identified and their use is explained. (**Range of covers:** A la carte, table d'hôte, Breakfast A la carte, Breakfast table d'hôte, Buffet)
9. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
10. The consequences of not turning off electrical equipment after service are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

11. Tables and service areas are clean and hygienic.

12. Appropriate food service items and equipment are located and their use is explained. (**Range of service items and equipment:** cutlery, crockery, glassware, ashtrays, linen or disposable table coverings, linen or disposable serviettes, table decorations, service utensils, food containers, hot and cold beverage dispensers)
 13. Tables are laid correctly according to the appropriate cover. (**Range of covers:** A la carte, table d'hôte, Breakfast A la carte, Breakfast table d'hôte, Buffet)
 14. Appropriate menus and promotional material is checked, clean and placed correctly.
 15. Equipment is turned on and ready for use.
 16. The ability to clear tables and store food service items and equipment correctly is demonstrated.
 17. The ability to dispose of waste and refuse is demonstrated and the importance of doing this is explained.
 18. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations;** shortage of service items, damaged or broken service items, faulty or broken service equipment, damaged or broken dining furniture, uncompleted work from colleagues).
 19. All work is completed in an organised manner.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
20. Given other types of restaurants and styles of service different table settings and food service items are described. (**Range of styles:** silver service, family service, plated service, french service).
 21. Given different types of restaurants alternative ways of serving accompaniments and condiments is described.
 22. A simple way to train new staff to prepare for service is developed.

11. Title : Prepare and clear areas for counter service

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The effect of not ensuring equipment is set at organisational requirement temperature levels is

explained.

3. The importance of maintaining a constant stock of service items is described, and the impact of not doing this on customer satisfaction is explained.
4. The consequences of not checking, cleaning and storing condiments and accompaniments according to operational procedures are explained.
5. Food service items are identified and organisational procedures for handling, cleaning and storing of food service items are explained.
6. Organisational procedures for the displaying food is described
7. The importance of displaying food according to organisational procedures is described, and the impact of not doing so on sales is explained.
8. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
9. The consequences of not turning off electrical equipment after service are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

10. Tables, counters and service areas are hygienic and clean.
11. Appropriate food service items and equipment are located and their use is explained. (**Range of service items and equipment:** crockery or disposables, ashtrays, cutlery or disposables, menus, glassware or disposables, trays, disposable serviettes, service utensils, food containers, hot and cold beverage dispensers, display cabinets, refrigerated units, heated units)
12. Given a range of food items, they are displayed and stored correctly. (**Range of food items:** hot and cold foods, condiments and accompaniments, hot and cold drinks.)
13. Appropriate menus and promotional material is clean, inspected and placed correctly.
14. Equipment is turned to the right temperature and ready for use.
15. The ability to dispose of waste and refuse is shown and the importance of doing this is explained.
16. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** shortage of service items, shortage of food items, damaged or broken service items, faulty or broken service equipment, uncompleted work from colleagues).
17. All work is completed in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Given other types of counter service, differences are described. (**Range of service:** traditional cafeteria, free-flow cafeteria, carousel).
19. Should display equipment not be working alternative ways of cooling or heating is discussed.
20. More attractive ways of displaying food are developed.

12. Title : Prepare and clear areas for take away service

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally.

We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of displaying food and drinks according to organisational procedures is explained and the impact of not doing so is described.
3. The consequences of not checking and storing disposable condiments and accompaniments sachets according to operational procedures are explained.
4. The importance of preparing and storing sufficient food service items, condiments and accompaniments is discussed.
5. Food service items are identified, and their uses explained.
6. Disposable packaging for take-aways and their uses are explained.
7. Organisational procedures for the storage of disposable containers and cutlery are described.
8. The importance of considering customers during cleaning of service areas is discussed.
9. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
10. The consequences of not turning off electrical equipment after service are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

11. Service areas are hygienic and clean.
12. Suitable menus and promotional material is clean, checked and placed correctly.
13. Suitable food service items and equipment and their purpose are explained. (**Range of service equipment and service items:** service utensils, food containers, hot and cold beverage dispensers, display cabinets, refrigerated units, heated units, serviettes, take-away food packaging, disposable cutlery, straws).
14. Given a range of disposable condiments, accompaniments and food service items, they are displayed and/or stored properly. (**Range of condiments and accompaniments and food service items:** seasonings, sugars and sweeteners, prepared sauces and dressings, butter or margarine, serviettes, take-away food packaging, disposable cutlery, straws)
15. The ability to deal with waste and refuse is demonstrated and the importance of doing this is described.
16. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** Shortage of food service items, shortage of accompaniments and condiments, damaged or broken food service items, unfinished work from co-workers.
17. All tasks are done in an orderly way.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Given other food service packaging, describe their uses. (**Range:** tin foil, paper, cardboard, plastic,

polystyrene).

Should food service items run out, alternatives are discussed.

13. Title : Prepare and clear areas for drink service

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of ensuring all bar furniture and service equipment is clean, undamaged and in its place before service is described.
3. The importance of maintaining a constant stock of drinks and accompaniments is described, and the impact of not doing this on customer satisfaction is explained.
4. The consequences of not checking, cleaning, storing and rotating drinks according to operational procedures is explained.
5. Drink service items are identified and organisational procedures for handling, cleaning and storing of drink service items is explained.
6. The importance of securing the drinks service area from unauthorised access is explained.
7. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
8. The consequences of not turning off certain electrical equipment after service are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

9. Drink service areas are clean and hygienic.
10. Appropriate drink service items and equipment are located and their use is explained. (**Range of service and customer areas/ equipment and drinks equipment:** counters and shelves, refrigerated units, floors, bottle containers, furniture, waiters friends, optics, measures and pourers, glassware, drip trays, service trays, coasters and dripmats, ice buckets and tongs, ashtrays, all electrical equipment for drink service, knives and chopping boards)
11. Appropriate signage and promotional material is checked, clean and placed correctly.
12. Environmental control systems are set in accordance with operational procedures. (**Range of environmental controls:** heating, ventilation or air conditioning, lighting, music).

13. Entertainment and vending machines are ready for use.
14. Equipment is turned on and ready for use.
15. The ability to store drinks and drink accompaniments according to organisational procedures is demonstrated.
16. The ability to dispose of waste and refuse is demonstrated and the importance of doing this is explained.
17. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** shortage of stocks, damaged or broken service items, faulty or broken service equipment, damaged or broken dining furniture, damaged or broken vending machines and environmental control systems, breakage's, theft, uncompleted work from colleagues)
18. All work is completed in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

19. The reasons for maintaining strict security controls are discussed.
20. A simple way to train new staff to prepare drink service areas is developed.
21. A better system for the controlling of operating equipment in order to reduce breakages and losses is developed.

14. Title : Prepare and clear areas for room service

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of maintaining a constant stock of service equipment items described, and the impact of not doing this on customer satisfaction is explained.
3. The consequences of not checking and storing condiments and accompaniments according to operational procedures are explained.
4. Food service items are identified and organisational procedures for handling, cleaning and storing of food service items is explained.

5. The importance of ensuring all service equipment is clean, undamaged and always in its place is described.
6. Organisational procedures for the laying and clearing of trays and trolleys is described.
7. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
8. The result of not turning off certain electrical equipment after service is described.

.Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

9. Service areas are clean and hygienic.
10. Appropriate food service items and equipment are located and their use is explained. (**Range of service equipment dining and service items:** hot and cold beverage dispensers, refrigerated units, service utensils, trays or trolleys, crockery, cutlery, glassware, linen, disposable linen, ice buckets, bread baskets, food covers, tray decorations).
11. Appropriate condiments and accompaniments are stored and ready for use. (**Range of condiments and accompaniments:** seasonings, sugars and sweeteners, prepared sauces and dressings).
12. Trays and trolleys are correctly set up according to the appropriate cover and organisational requirements. (**Range of covers:** A la carte, Breakfast A la carte,)
13. Equipment is turned on and ready for use.
14. The ability to clear trays and store food service items and equipment correctly is demonstrated.
15. The ability to dispose of waste and refuse is demonstrated and the importance of doing this is explained.
16. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** shortage/theft of service items, damaged or broken service items, faulty or broken service equipment, uncompleted work from colleagues).
17. All work is completed in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

18. Descriptions are given of different ways of ensuring food remains cold/ hot during transportation.

15. Title : Prepare, service and clear function rooms

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field

outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of dealing with customers in a polite manner is explained.
3. Organisational procedures for the securing and locking of rooms when not in use are explained.
4. Organisational procedures for the cleaning and preparing of rooms when not in use are explained.
5. The importance of adhering to instructions on function sheets is explained.
6. Organisational procedures for laying up and refreshing rooms according to type of function are described.
7. Organisational procedures for laying of tables are described.
8. The importance of ensuring rooms, furniture and AudioVisual equipment is fully set up as per function sheet instructions, clean and checked before guests arrive is described.
9. The consequences of not checking environmental control systems and audiovisual equipment is described.
10. The importance of checking, cleaning and storing all operating equipment, furniture and audiovisual equipment after the function is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

11. Rooms are clean and ready to set up.
12. Appropriate operating equipment, furniture and audio visual equipment is located and their use explained. **(Range of operating equipment, furniture, presentation equipment:** table linen, glassware, stationery, decorative items chairs, desks or tables, lecterns, coat rails, notice boards, flip charts, tape recorders, over-head projectors, projector screens, televisions, video recorders, slide projectors, microphones).
13. Room is set up according to the function sheet.
14. Tables are placed according to function sheet and set-up.
15. The ability to set up various set - ups is demonstrated. **(Range of set-ups:** cinema, classroom, U-shape, hollow square, boardroom).
16. Environmental control system are checked and set according to organisational requirements.
17. The ability to clean and refresh rooms is demonstrated.
18. The ability to clear rooms and store table items, furniture and audiovisual equipment is demonstrated.
19. Given a range of unexpected situations, a decision is made and reasons given. **(Range of unexpected situations:** Faulty or damaged equipment, broken or damaged table items and furniture, shortage of table items, changes to set ups)
20. All work is completed in an organised manner with the minimum of disturbance to the guest.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

21. Given a range of **room set ups** their ability to fit into your conference centre is discussed. **(Range of set-ups:** cinema, classroom, U-shape, hollow square, boardroom).
22. A more convenient and safe way of transporting and storing table items, furniture and equipment is developed.

23. A quicker way of setting up rooms, still maintaining organisational standards is developed.

UNIT STANDARDS FOR FOOD AND BEVERAGE SERVICES

UNIT STANDARDS TITLES AND OUTCOMES – NQF LEVEL 3

1. Title : Process incoming and outgoing telephone calls

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Non disclosable information is described and the reasons it is non-disclosable are explained.
2. The importance of acknowledging callers and keeping them informed of reasons for delays is stated.
3. Various ways of finding telephone numbers are described.
4. Procedures in answering ones own telephone and answering the switchboard are distinguished from each other in terms of the way the call is answered and assisting customers.
5. Standard telephone etiquette on answering calls, transferring calls and making calls is described
6. The use of body language in communicating with others while on a call is described and the reason for its importance is explained.
7. Methods of dealing with abusive callers are described.
8. Methods of dealing with emergency situations are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

9. All necessary documentation and equipment (computers, writing material, notes etc.) are prepared prior to making any outgoing calls.
10. Given a telephonic request from a customer, a decision is made to help or to pass him/her on to someone else in the organisation and reasons for the decision are explained.
11. Probing questions as to the nature of the call are asked and the caller is passed over to someone else who may be able to assist.
12. Messages for others in the organisation are taken, (including whom the message is for, who called, the date & time, a short description of the call and contact details of the caller).

13. Given the nature of the call, a decision is made on whether to take a detailed message or to offer to have the customer called back.
14. Incoming calls, transfers and outgoing calls are dealt with politely and in keeping with the organisation's image and standard telephone etiquette
15. Calls are dealt with quickly and politely, keeping other calls holding as little as possible.
16. Given a specific situation, a decision is made on what information is disclosable/non-disclosable and reasons for the decision are explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

17. Given that a new switchboard is being introduced into the organisation, ways of learning the new system and becoming competent are suggested.

2. Title : Communicate verbally

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Non disclosable information is described and the reasons it is non-disclosable are explained.
2. The importance of acknowledging callers and keeping them informed of reasons for delays is stated.
3. Various ways of finding telephone numbers are described.
4. Procedures in answering ones own telephone and answering the switchboard are distinguished from each other in terms of the way the call is answered and assisting customers.
5. Standard telephone etiquette on answering calls, transferring calls and making calls is described
6. The use of body language in communicating with others while on a call is described and the reason for its importance is explained.
7. Methods of dealing with abusive callers are described.
8. Methods of dealing with emergency situations are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

9. All necessary documentation and equipment (computers, writing material, notes etc.) are prepared prior to making any outgoing calls.
10. Given a telephonic request from a customer, a decision is made to help or to pass him/her on to someone else in the organisation and reasons for the decision are explained.
11. Probing questions as to the nature of the call are asked and the caller is passed over to someone else who may be able to assist.
12. Messages for others in the organisation are taken, (including whom the message is for, who called, the date & time, a short description of the call and contact details of the caller).
13. Given the nature of the call, a decision is made on whether to take a detailed message or to

offer to have the customer called back.

14. Incoming calls, transfers and outgoing calls are dealt with politely and in keeping with the organisation's image and standard telephone etiquette
15. Calls are dealt with quickly and politely, keeping other calls holding as little as possible.
16. Given a specific situation, a decision is made on what information is disclosable/non-disclosable and reasons for the decision are explained.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

17. Given that a new switchboard is being introduced into the organisation, ways of learning the new system and becoming competent are suggested.

4. Title : Prepare written communications

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The various formats of written communication are described in terms of the format purpose. (**Range of formats:** business letter/ formal letter, facsimile, messages / memo, reports, work related documents)
2. The importance of using the correct format for written communication is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

3. A format for written communication is selected for a particular situation and the reasons for selection are described. (**Range of formats:** business letter/ formal letter, facsimile, messages / memo, reports, work related documents)
4. Given a range of grammar and information to be communicated, written communication is demonstrated. (**Range of grammar:** punctuation, spelling, vocabulary, tense, tone and style) (**Range of information:** date / time, contact details, purpose of communications & action required)
5. The reasons for promptly forwarding written communication to the relevant person are explained and the reasons for keeping copies on file described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

6. Given that insufficient information was communicated, describe the possible consequences and potential solutions.

5. Title : Prepare and clear areas for table service

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing preparation tasks within time limits and customer satisfaction is explained.
2. The importance of maintaining a constant stock of service items is described and the impact of not doing this on customer satisfaction is explained.
3. The consequences of not checking, cleaning and storing condiments and accompaniments according to operational procedures are explained.
4. Food service items are identified and organisational procedures for handling, cleaning and storing of food service items is explained.
5. The importance of ensuring all dining furniture and service equipment is clean, undamaged and in its place before service is described.
6. The importance of reporting broken or damaged dining furniture is described.
7. Organisational procedures for the laying and clearing of tables is described.
8. Different covers are identified and their use is explained. (**Range of covers:** A la carte, table d'hôte, Breakfast A la carte, Breakfast table d'hôte, Buffet)
9. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
10. The consequences of not turning off electrical equipment after service are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

11. Tables and service areas are clean and hygienic.
12. Appropriate food service items and equipment are located and their use is explained. (**Range of service items and equipment:** cutlery, crockery, glassware, ashtrays, linen or disposable table coverings, linen or disposable serviettes, table decorations, service utensils, food containers, hot and cold beverage dispensers)
13. Tables are laid correctly according to the appropriate cover. (**Range of covers:** A la carte, table d'hôte, Breakfast A la carte, Breakfast table d'hôte, Buffet)
14. Appropriate menus and promotional material is checked, clean and placed correctly.
15. Equipment is turned on and ready for use.

16. The ability to clear tables and store food service items and equipment correctly is demonstrated.
17. The ability to dispose of waste and refuse is demonstrated and the importance of doing this is explained.
18. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations**; shortage of service items, damaged or broken service items, faulty or broken service equipment, damaged or broken dining furniture, uncompleted work from colleagues).
19. All work is completed in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Given other types of restaurants and styles of service different table settings and food service items are described. (**Range of styles**: silver service, family service, plated service, french service).
21. Given different types of restaurants alternative ways of serving accompaniments and condiments is described.
22. A simple way to train new staff to prepare for service is developed.

6. Title : Provide a table service

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of maintaining a constant stock of service items and accompaniments is described, and the impact of not doing so on customer satisfaction explained.
2. The importance of dealing with spillage's and breakage's quickly and efficiently is explained.
3. Organisational procedures for providing a table service are described.
4. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
5. The consequences of not giving accurate information to customers are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Customers are greeted promptly and politely and their needs and requirements are identified.

(Range of requirements: number of guests, smoking/non-smoking, location, seating for children or handicapped, special occasions.

7. Customers are escorted to an appropriate table or waiting area and are assisted with coats and bags as required.
8. Customers drinks orders are taken.
9. Menus and / or winelists are presented and accurate information is given on individual dishes and the importance of doing this is explained. Range of information: **portion sizes, method of cooking, accompaniments**)
10. **Ways of improving service to customers are identified and explained.**
11. Orders are taken accurately and alternatives are suggested where appropriate.
12. Food is served in line with service methods with clean and undamaged equipment for the appropriate service. (Range of service methods: **Plate service, Silver service, French service, Russian service**) (Range of equipment: **trays, service plates, salver**)
13. Customer dining areas and service areas are kept tidy and free from refuse and food debris.
14. The ability to dispose of waste and refuse is demonstrated and the importance of doing so explained.
15. Appropriate action is taken to deal with unexpected situations within an individual's responsibility. (**Range of unexpected situations:** increase in number of booked guests, guests smoking in non-smoking areas ,special requests for items not on the menu, guest complaints, difficult guests)
16. All work is completed with minimum disturbance in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

17. A simpler and more efficient way of taking orders is developed.
18. Given other outlets different styles of food service are described. (Range of service methods: **Plate service, Silver service, French service, Russian service**)

7. Title : Provide a table drink service

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of dealing with customers in a polite, friendly and prompt manner is explained.
2. The consequences of selling alcohol to under age or intoxicated persons are explained.
3. Drink service items are identified, and their uses described.
4. Different glassware is identified and their use is explained. (**Range of glassware:** beer glasses, wine glasses, liqueur glasses, sherry glasses, cocktail glasses, highball glasses, tumbler/whisky glasses, champagne glasses)
5. Organisational procedures for taking of drink orders, serving drinks and clearing drinks are described.
6. Information about the range of alcoholic and non-alcoholic drinks in the establishment is provided. (**Range of information:** price, drink volumes, sizes or quantities, accompaniments, specials)
7. The importance of dealing with spillage's and breakage's quickly and efficiently is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Appropriate drink service equipment and glassware is located and their uses explained. (**Range of glassware:** beer glasses, wine glasses, liqueur glasses, sherry glasses, cocktail glasses, highball glasses, tumbler glasses, champagne glasses) (**Range of equipment:** trays, service plates, salver)
9. The ability to provide customers with accurate information on drinks is demonstrated.
10. Alternatives are offered to customers where requests cannot be met.
11. The ability to take drink orders, serve and clear drinks is demonstrated.
12. Ways to improve customer service are suggested.
13. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** damaged or broken service equipment, chipped or broken glassware, spillage's and breakage's, unruly guests, under aged persons ordering alcoholic drinks, customer complaints)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. An effective and safe way of carrying large drink orders is developed.

8. Title : Provide a carvery/buffet service

SPECIFIC OUTCOMES

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- b) decision-making and acting (what the learner must do)
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outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The relationship between completing appropriate tasks within time limits and customer satisfaction is explained.
2. The importance of laying up the carvery or buffet area properly is explained.
3. The importance of displaying food according to organisational procedures is explained and the impact of not doing so is described.
4. The importance of maintaining food at the correct temperature and how this can be done is explained.
5. Food service items are identified, and their uses explained.
6. The consequences of not replenishing food and food service items during service according to operational procedures are explained.
7. The importance of keeping dining and service areas tidy and free from rubbish and food debris is explained.
8. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
9. The consequences of not turning off heating/cooling equipment after service are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

10. Carvery or buffet table is clean, free from damage and correctly positioned for food service.
11. Carvery or buffet areas are laid up according to organisational requirements.
12. Given a range of food items, ability to display and store them correctly is demonstrated. (**Range of food items:** hot and cold foods, condiments and accompaniments)
13. Appropriate clean, food service items and equipment are located and their use explained. (**Range of service items and equipment:** cutlery, crockery, linen or disposable table coverings, linen or disposable serviettes, table decorations, service utensils, food containers, carving units, schaffing dishes, hot plates)
14. The ability to replenish food and food service items is demonstrated and the importance of doing this is explained.
15. Appropriate ways of dealing with spillage's, breakage's, soiled linen and table items are demonstrated.
16. The ability to deal with customers in a polite and friendly manner at all times is demonstrated.
17. Ways of improving service to customers are developed and the importance of doing this is explained.
18. The procedure for the storage and/or disposal of leftover food items and accompaniments is demonstrated.
19. Given a range of unexpected situations, a decision is made and reasons given. (**Range of unexpected situations:** shortages of food or food service items, damaged equipment, faulty or badly set up table decorations, complaints about the temperature of food)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Should equipment not be working alternative ways of cooling or heating is discussed.
21. More attractive options of displaying food and decorating a buffet are developed.

9. Title : Serve bottled wines

SPECIFIC OUTCOMES

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- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The interrelationship between completing tasks within time limits and customer satisfaction is explained.
2. The importance of dealing with customers in a polite, friendly and prompt manner is explained.
3. The consequences of selling alcohol to under age or intoxicated persons are explained.
4. Wine service equipment is identified, and their uses explained.
5. The importance of being able to recommend wines with appropriate food items is explained.
6. Different glassware is identified and their uses explained.
7. The importance of serving wine at appropriate temperatures is explained.
8. Organisational procedures for the service of wine are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

9. Appropriate wine service equipment and glassware is located and their uses explained. (**Range of glassware:** red wineglasses, white wineglasses, champagne flutes, champagne saucer, port glasses, sherry glasses). (**Range of equipment:** trays, service plates, salvers, ice buckets or wine coolers,
10. **wine cradles, carafes or decanters, cork screws, serving clothes).**
11. The ability to provide customers with accurate information on wines, promote wines and offer alternatives to customers is demonstrated. (**Range of information:** characteristics, vintage, origin, sizes, costs, food accompaniments, specials). (**Range of wines:** red, white, rose, champagne, sparkling wine, fortified wines, dry, sweet).
12. The ability to take drink orders accurately and serve and clear drinks is demonstrated.
13. Ways of improving service to customers are recommended.
14. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** damaged or broken service equipment, chipped or broken glassware, spills and breakage's, guest asks wine to be served at
15. unusual temperatures, unruly guests, under aged persons ordering drinks, problems with quality of wines and damaged corks.)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

16. Given different shapes of bottles, alternative ways to open them are described/demonstrated.
17. Use of alternative bottle openers are demonstrated.

10. Title : Maintain a secure working environment

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE AND UNDERSTANDING:

1. National/ provincial/ company procedures to maintain a secure working environment are described.
2. The importance of maintaining a high level of security for staff and customers is explained, including the impact on the organisation of not doing this.
3. Security procedures to avoid and handle violent situations are described.
4. The importance of securing unauthorised areas from customer access is explained.

Demonstrated ability to make DECISIONS about practice and ACT accordingly:

5. In violent situations, perpetrators are identified and correct reporting procedure/ appropriate conduct is described. (**Range of violent situations:** bomb threats, hijacking, armed robbery, riots, strike, mass action).
6. Suspicious items are reported and correct procedure is described.
7. Customer and staff areas are identified and secured against unauthorised access.
8. Storage areas are secured against unauthorised access and reasons for doing this are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Given an organisation in a different province or country, the way in which performance would be adjusted is described.

11. Title : Operate a payment point and process payments

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of having sufficient change available at all times is explained and the impact on the customer of having insufficient change is described.
2. The importance of having a limited amount of cash at a payment point is explained.
3. The reason for securing a payment point from unauthorised access is explained and the impact on the organisation of not doing this is described.
4. Types of unauthorised payments are identified and the reasons for discretely handling unauthorised payments are explained.
5. The organisational procedures for operating a payment point are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

6. All customers are dealt with in a polite and friendly manner at all times.
7. Tills and billing machines are correctly prepared for operation and where appropriate, hand-over procedures are correctly completed.
8. Payment point equipment is operated in accordance with organisational procedures.
9. Sufficient stock of audit rolls, receipt rolls or customer bills are kept and replaced when necessary.
10. Customers are dealt with promptly and the importance of prompt service is described.
11. Given a situation where shortage of change arises, the supervisor/ manager is alerted.
12. At the end of the shift, the payment point is closed down or hand-over is completed correctly. Suggestions are given on how to secure the payment point from unauthorised access at all times.
13. Given a range of unexpected situations, a decision is made whether to deal with the situation or request assistance from the supervisor / manager. **(Range of unexpected situations: discrepancies with cash, shortage of supplies / change customer disputes, float shortages, problems with customer payments, equipment malfunctions, counterfeit money / suspected card / cheque fraud, errors or voids)**
14. Cheques, cheque cards and credit cards are accepted only in accordance with organisational

requirements and documentation is validated, completed accurately and authorised in accordance with accepted practice.

15. Receipt of payment is acknowledged (**Range of payment:** cash, credit / debit cards, cheques, tokens, vouchers)
16. Payment received and payment documentation is stored in the correct place Correct change and customer receipts and vouchers are given where necessary.
17. Payment points are secured from unauthorised access. (**Range of payment points:** tills or billing machines with cash drawers , speed points / manual card machines)
18. Customers are thanked for their custom and bade farewell in a polite and friendly manner.
19. All work is carried out in an organised and efficient manner taking account of priorities.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Given a payment point in a retail outlet, ways in which performance would be adapted are described.

21. Suggestions are made to improve the merchandising in order to increase sales.

12. Title : Handle and record refunds

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The procedure for handling refunds is described and the importance of documenting refunds is explained.
2. Situations in which refunds may be given, are identified and reasons for handling refunds courteously, are given
3. Organisational procedures for handling refunds are described.
4. Implications of not giving customers refunds are outlined
- 1.1.1.1.. Demonstrated ability to make DECISIONS about practice and to ACT accordingly
5. Customers are dealt with in a polite, friendly and tactful manner.
6. Reasons for requiring a **refund** are fully established and authorised correctly. The ability to process refunds is demonstrated. (**Range of refunds:** cash or credit cards, accounts)

7. Given a range of **discrepancies** a decision is made on how the situation is to be handled and reasons are given. (**Range of discrepancies**: invalid receipts, discrepancies in refund documentation, suspected fraud)
 8. All relevant documentation is completed accurately and the importance of doing this regularly and accurately is explained.
 9. Customer disputes and problems are dealt with effectively and the appropriate people informed where necessary.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
10. Given a particular environment, the most common reasons for refunds are identified and potential ways of reducing the rate of returns and refunds are suggested.

13. Title : Induct new staff to the workplace

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of familiarising new staff with the workplace is described.
2. The importance of checking new staff's understanding of their responsibilities is explained.
3. The induction of new employees is distinguished from the induction of relocated staff and the reasons for the differences are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. New staff are welcomed to the organisation and familiarised with relevant site facilities and introduced to fellow workers.
5. **Basic work routines** and local procedures are explained accurately and in sufficient detail to enable understanding. (**Range of Basic work routines**: location of facilities, job specifications, conditions of employment)
6. New staff is encouraged to ask questions and seek clarification where necessary.
7. New staff are constructively advised and assisted in the initial performance of allocated work activities.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Suggestions are made on ways to improve the existing induction programme.

14. Title : Prepare kegs and gas cylinders for use

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The consequences of mishandling kegs and gas cylinders are explained.
2. The importance of changing kegs and gas cylinders at appropriate times and according to operational procedures is explained.
3. The importance of the correct storing of used keg and gas cylinders for dispatch is described.
4. The importance of correctly connecting and checking keg and gas cylinders is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. Ability to disconnect and correctly remove keg/gas cylinder is demonstrated. (**Range of kegs/gas cylinders:** beer, co2) and the importance of doing this is explained.
6. Ability to prepare and connect cylinders correctly is demonstrated and the importance of ensuring the connection is safe is described.
7. New keg/gas cylinders are checked and ready for use.
8. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** damaged or broken keg/gas cylinders, faulty or broken connections, insufficient storage areas).
9. All work is completed with minimum disturbance in an organised manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. If gas is leaking temporary measures within safety procedures to stop it are discussed.
11. Given different types of draughts available, the different types of connections between the kegs and cylinders are discussed. (**Range of beers:** Guinness, Castle, Amstel, Holstein)

15. Title : Maintain cellars/store room

SPECIFIC OUTCOMES

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occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of ensuring cellars / beverage storerooms are clean is described.
2. The importance of maintaining a constant stock of drinks and accompaniments as per par stock levels and organisational requirements is described, and the impact of not doing this on customer satisfaction is explained.
3. The consequences of not checking, cleaning, storing and rotating drinks according to operational procedures is explained.
4. Drink items are identified and organisational procedures for handling and storing of drink items is explained.
5. The importance of securing the storage area from unauthorised access is explained.
6. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.
7. The consequences of not maintaining correct environmental conditions are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Cellar and beverage storerooms are packed correctly according to laid down procedures.
9. Cellar and beverage storerooms are cleaned and kept hygienic according to organisational procedures. (**Range of areas:** cellar floors, drains, gullies, sumps, ceiling, walls, shelves, racks, cradles, refrigerator units and ice making machines.)
10. The ability to use correct cleaning equipment and materials and to clean and store them after use is demonstrated. (**Range of cleaning equipment:** cleaning detergents, mops, buckets, clothes, brushes, brooms).
11. The ability to dispose of waste and refuse is demonstrated and the importance of doing this is explained.
12. Environmental control systems are set, checked and cleaned in accordance with operational procedures. (**Range of environmental controls:** refrigerators, ventilation or air conditioning).
13. The ability to store drinks and drink accompaniments in a safe way according to organisational procedures is demonstrated. (**Range of drinks and accompaniments:** bottled beer, canned beer, draught beer, liqueurs, wines, spirits, soft drinks, hot drinks, ice and water, cordials or minerals or juices).
14. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** Broken or damaged storage equipment, faulty environmental control systems, shortage of cleaning equipment, unauthorised access, faulty shelving, incorrect storing methods)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

15. Alternative storage arrangement in-case of broken storage equipment is discussed.
16. A stock rotation system is developed.

17. A safer way to clean area is developed.

18. More user-friendly methods of storage arrangements for stock take are developed.

16. Title : Provide a drink service for licensed premises

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of dealing with customers in a polite, friendly and prompt manner is explained.
2. The consequences of selling alcohol to under age or intoxicated persons are explained.
3. Drink service items are identified, and their uses described.
4. Different glassware is identified and their uses explained. (**Range of glassware:** beer glasses, wineglasses, liquor glasses, sherry glasses, cocktail glasses, highball glasses, tumbler glasses).
5. The importance of maintaining a constant stock of drinks and accompaniments is described, and the impact on customer satisfaction of not doing this is explained.
6. The ability to determine shelf life and expiry of stock is described.
7. The consequences of not checking, cleaning, storing and rotating drinks according to operational procedures is explained.
8. Organisational procedures for the legal measurement of drinks are described and the importance of using the measures is explained.
9. The importance of securing the drinks service area from unauthorised access is explained.
10. The importance of keeping customer and service areas tidy and free from refuse is explained.
11. The ability to prepare for and take part in stock take is demonstrated.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

12. Appropriate drink service equipment and glassware is located and their uses explained. (**Range of glassware:** beer glasses, wineglasses, liquor glasses, sherry glasses, cocktail glasses, highball glasses, tumbler glasses, tot glasses). (**Range of equipment:** **optics, measures and pourers, knives and chopping boards, ice buckets and tongs, trays, coasters, dripmats**).
13. The ability to provide customers with accurate information on drinks promote drinks and offer alternatives when necessary is demonstrated.

14. The ability to dispense drink orders accurately at the correct temperature and with correct accompaniments is demonstrated.
15. Suggestions are made on ways to improve service to customers and maximise sales in own area of responsibility.
16. Environmental control systems are set in accordance with operational procedures. (**Range of environmental controls:** heating, ventilation or air conditioning, lighting, music).
17. The ability to store drinks and drink accompaniments at appropriate temperatures according to organisational procedures is demonstrated.
18. The ability to dispose of waste drinks as per Organisational procedures, containers and refuse is demonstrated and the importance of doing this is explained.
19. The ability to prepare for stock takes is demonstrated.
20. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** Underage or intoxicated persons requesting drinks, unruly customers, faulty equipment, requests for unfamiliar drinks)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

21. Given other types of bars alternative ways of serving drinks and accompaniments is described. (**Range of bars:** cocktail bar, ladies bar, action/ sports bar, theme bar).

17. Title : Apply for a job or experience placement

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of CV's, covering letters and letters of application being as concise as possible is explained.
2. Reasons that there should be no time gaps on a CV are given.
3. The purpose of a covering letter accompanying a CV is explained.
4. The importance of finding out about the organisation and the prospective position in advance of the interview are explained.
5. Ways that body language could negatively affect the interview are identified and explained.
6. The importance of asking questions related to the job and the organisation during the interview is explained.
7. Reasons for not being negative about current and previous employers when asked about

them are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Own skills, experience and personal attributes are matched against prospective jobs or advertised vacancies.
9. Where necessary, the organisation is contacted to obtain application forms, which are completed clearly and accurately.
10. Curriculum Vitae and covering letter containing all relevant information and support documentation is logically constructed using an appropriate format and correct grammar.
(Range of CV: personal details, education and qualifications, work history, achievements)
(Range of documentation: certificates, references)
11. Documentation is despatched in sufficient time to meet closing dates.
12. Interview arrangements are confirmed and recorded.(Range of arrangements: date and time, address, directions, transportation / accommodation, interviewer name)
13. Information on the organisation and the prospective position is obtained in advance of the interview.(Range of information: size of the organisation (numbers of sites, employees), types of customers, style of operation / culture, mission statement, competitor)
14. Answers to probable questions and own list of appropriate questions are prepared and are asked at the appropriate time.(Range of probable questions: personal history, personal goals and aspirations, personal interest in the position, own expectations about the job & organisation)(Range of appropriate questions: conditions of employment, promotion prospects, training / development opportunities)
15. A positive personal image is demonstrated through punctuality, appropriate dress and grooming.
16. Active listening and positive body language is demonstrated throughout the interview.
17. Correct courtesy and greetings are used throughout the interview.
18. Next steps are agreed with prospective employer before departure.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

19. Given different jobs within the organisation, potential adjustments to one's CV are described.

18. Title : Provide first aid

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of identifying emergency situations quickly and correctly, is explained
2. Reasons for untrained personnel not administering first aid in an emergency situation are given.

3. The importance of documenting emergency procedures accurately and timeously in accordance with organisational requirements is explained.
4. Procedures, including the identification of first aid personnel that should be followed in the event of an emergency situation in the organisation are explained.
5. An identification of the three types of injuries that take priority over other injuries is made.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Emergency situations are quickly and correctly recognised. (**Range of emergency situations:** accident, illness, fire/ flood, chemical contamination)
7. Injuries are assessed and decisions promptly made regarding action required.
8. Assistance from emergency services/ colleagues/ customers is organised promptly where appropriate.
9. Patient's physical condition is assessed from visible vital signs.
10. First aid is provided to stabilise the patient's physical and mental condition (**Range of first aid:** CPR, treatment of burns, cuts, fractures)
11. Back up services appropriate to the situation are identified and notified.
12. Information on the victim's condition is accurately and clearly conveyed to emergency services personnel.
13. Emergency situations are documented.
14. Reports provided are clear, accurate and timeous.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

15. A basic first aid programme for all employees is developed.

UNIT STANDARDS FOR FOOD AND BEVERAGE SERVICES

UNIT STANDARDS TITLES AND OUTCOMES – NQF LEVEL 4

1. Title : Display cultural awareness in dealing with customers and colleagues

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of being familiar with the culture of the overseas visitors is explained.
2. The importance of an awareness of appropriate verbal and non-verbal communication when

dealing with tourists is described.

3. Steps to prevent or resolve misunderstandings between visitors and ourselves are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. South Africa's main international tourist groups are identified and relevant aspects of their cultures and needs as customers is described. (**Range of groups:** Eastern & Western Europe, North & South America, Asia, Australia, Southern Africa)
5. Tourists are dealt with using appropriate verbal and non-verbal communication at all times. (**Range of non verbal communication:** eye contact, gestures,)
6. The ability to identify the main population groups within the community, workplace, province is demonstrated and their cultures are described. (**Range of culture:** language (verbal/non-verbal), food & drink preferences, traditions / customs / lifestyles / beliefs)
7. Consideration for cultural norms and differences of main population groups is demonstrated when dealing with customers and people in the workplace. (**Range:** colleagues, customers, managers / supervisors)
8. Customers needs are anticipated and dealt with within the context of their culture. (**Range of customers:** local customers, domestic tourists, international tourists)
9. Appropriate action is taken to resolve problems arising from cultural differences.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

10. Suggestions are made to assist colleagues in dealing with cultural differences in order to improve customer service or working relationships.

2. Title : Prepare and serve spirits and liqueurs

SPECIFIC OUTCOMES

Embedded knowledge and Critical cross-field outcomes have been included within the specific outcomes category. This has been done as it was deemed necessary to ensure holistic assessment occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

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- b) decision-making and acting (what the learner must do)
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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The current trends in consumption of spirits and liqueurs in the learners establishment are described.
2. The appropriate serving measures for the different type of liqueurs and spirits are identified.
3. The origins and methods of production of the main liqueurs and spirits are described and the appropriate serving temperatures for different types of liqueurs and spirits are explained.
4. The main types of cocktails, mixed drinks and methods of preparation are outlined.
5. The appropriate garnishes and accompaniments served with liqueurs and spirits are described.
6. **Demonstrated ability to make DECISIONS about practice and to ACT accordingly :**
7. Service standards are explained to staff members and service equipment and service areas are

checked for readiness prior to service. (**Range of service equipment:** glassware, ice buckets, stands, strainers, trays or trolleys, chillers, coolers, shakers, service silverware, knives, service cloths or linen, measures, optics blenders)

8. Ability to give accurate product information and appropriate advice to customers is demonstrated and the importance of doing this is explained. (**Range of products:** liqueurs, cognacs, armagnac, spirits, mixers, liqueur coffees, Dom Pedros)
9. Ability to answer customer queries on spirits and liqueurs and recommend alternate products is demonstrated.
10. Ways of increasing liqueur and spirits sales are recommended.
11. The procedure for dealing promptly with customer queries is demonstrated and the importance of treating customers in a polite and friendly manner is explained.
12. The procedure for taking orders and serving drinks is demonstrated and explained to staff members within the department.
13. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** staff problems, customer problems, incorrect garnish, insufficient stock of drinks, garnish, glassware, insufficient ice, equipment problems)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Given another venue such as a nightclub or a sports club, describe the type of cocktails and liqueurs that barmen would be required to make/ serve in order to ensure customer satisfaction.

3. Title : Develop self within the job role

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Strengths and weaknesses in the current job role are identified against current job role requirements.
2. Describe career aspirations.
3. Types of development activities/ programmes available within the organisation are identified and the advantages and disadvantages of these development activities/ programmes are

described.

4. Reasons for progress being regularly reviewed against the development plan are identified and discussed.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. Current competence and potential areas for development are identified in conjunction with line manager. (**Range of current competence and potential areas for development:** against national qualifications/ unit standards, against in-house standards) and a development plan is designed
6. A development plan is designed to meet the identified needs, (taking available resources into account) and internal and external factors that may impact on the plan are identified and analysed.
7. Priorities, objectives and time frames are clearly identified in plans and are consistent with achievement of relevant qualifications or in house development programmes
8. Time and resources needed to achieve objectives are agreed with management.
9. Ability to monitor own activities and meet agreed priorities is demonstrated. Progress and performance in achieving set objectives is regularly reviewed with management and feedback from management is used as a basis for future development.
10. Given a range of problems associated with the completion of the development plan, potential solutions are developed. (**Range of problems:** inability to meet objectives, lack of management support etc.)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Alternative areas of self-development, which may not be work, related are identified and how the principles for preparing a development plan apply are described.

4. Title : Source information about self-employment opportunities

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The reasons for the thorough research into self-employment opportunities are explained.
2. The importance of identifying sources of information is described.
3. The importance of obtaining accurate and reliable information is explained.
4. The different types of companies relevant to self-employment opportunities must be described

(**Range of companies:** Private Company, Close Corporations, Partnerships and Sole Proprietor).

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. **Sources** of information relevant to self-employment opportunities are determined and the **information** is sourced and recorded. (**Range of sources** : newspapers and other publications, speaking to personal contacts, support agencies / government departments/ organisations) (**Range of information:** opportunities for small businesses, potential customers, start up costs, competition, legal requirements, skill requirements, grants / financial assistance available, training available, job creation opportunities)
6. Information obtained is evaluated and ranked in terms of potential self employment opportunities taking available resources, education, training, and viability into account.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Potential problems relating to sources of information are identified and suggestions made to overcome them.
8. Alternative sources of information are described.

5. Title : Maintain customer satisfaction

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Ways to obtain customer feedback are described.
2. The importance of interpersonal skills and the reasons for cultural considerations when interacting with customers is explained.
3. Methods used to monitor staff-customer relations are described.
4. Products and services provided by the organisation are identified and the importance of promoting them is explained.
5. The importance of evaluating and dealing with complaints by using effective negotiating and communication skills is explained and alternative ways to resolve complaints are described.
6. The importance of understanding company standards for products and service complaints is explained and the person responsible for resolving complaints is identified.
7. Ways of establishing rapport with customers and maintaining a professional relationship are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

8. Customer requirements are identified and a decision is made on how best to deal with the request and reasons are given.
9. Given a range of products and services a decision is made on how to best promote the features and benefits, taking resources, the type of customer and environment into account.
10. Given a **range of complaints** and nature thereof, ways to rectify the complaints are described and reasons why these particular solutions have been chosen are explained. (**Range of complaints relate to:** products, services, environment, personnel)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE

11. Possible improvements to customer complaints procedure are suggested and reasons for each suggestion are explained.

6. Title : Maintain the receipt, storage and issue of goods

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The quality checks relating to different products are described.
2. When receiving goods the companies procedures regarding hygiene, quality and security are explained, the correct documentation for each is identified.
3. The reasons for using product specifications and the correct weights, measures when receiving goods is explained.
4. The relevant legislation and codes of practise relating to the storage conditions and handling of goods is identified and explained, including the consequences of non-compliance. (**Range of goods:** hazardous, non hazardous ; **Range of Storage:** stock rotation , shelf life , expiry dates)
5. The company's stock control procedure and recording systems are identified, explained and followed. (**Range of procedures:** minimum/maximum stock holdings, average consumption levels, security related to stock issue)
6. The lead times of each supplier are identified and the impact of this as well as price increases

on stock is explained.

7. The importance of reconciling physical and documented stock is explained and the correct recording formats are identified.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly

8. The receiving area is checked for readiness regarding hygiene, equipment and staff.
9. Given the delivery documents and purchase specifications, goods are checked ensuring discrepancies or deviations are dealt with. (**Range of purchase specifications:** Quantity, quality, packaging / handling method)
10. Stock is handled and stored according to legislation and best practise ensuring hygiene, quality and security is maintained. (**Range of stock:** hazardous, non-hazardous, perishable, non-perishable)
11. Stock is rotated in a way that ensures deterioration and stock loss is kept to a minimum.
12. All **information** relevant to receiving, storing and issuing of goods is accurately recorded, distributed and stored according to organisational procedures. (**Range of information:** stock taking procedure, stock tallies, damaged stock, branch or department transfers, expired stock, stock written off, stock reconciliation)
13. All work is prioritised, delegated as appropriate and carried out in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Suggestions are made on how the volume of stock held in the storage area can be increased without adversely affecting the day to day stock management.

7. Title : Planning and deliver staff training and development for own area of responsibility

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Ways of identifying gaps in the work performance of staff are given and the importance of identifying key strengths and weaknesses of individuals is explained

2. The importance of recognising individual and company constraints relating to training and development is explained.
 3. Reasons for involving staff members in designing and implementing action plans to bridge performance gaps, are given
 4. The importance of the learner being involved in feedback is described.
 5. The role of the manager in the training and development of staff is explained
 6. The importance of distinguishing between work environment, performance and training issues is explained
- 1.1.1.2.. Demonstrated ability to make DECISIONS about practice and to ACT accordingly
7. Gaps in staff performance are identified by comparing current performance to desired performances
 8. Factors influencing gaps in performance are identified through discussion with individual. (**Range of factors:** training needs, lack of motivation, dissatisfaction, misunderstanding, workplace conflict, lack of resources)
 9. The distinction between training needs, work environment and performance issues are made and appropriate action is taken to resolve the identified issues.
 10. Action plans to meet the training need or performance gaps are designed and implemented with the assistance of the staff member.
 11. Ability to communicate recommendations for **training** to relevant person taking into consideration organisational **constraints** is demonstrated. (**Range of types of training:** on the job, formal courses) (**Range of constraints:** Finance, time, training resources(materials / people)
 12. Adequate planning for training is made.
 13. Ability to give on job training and regular feedback is demonstrated.
 14. All work is prioritised, delegated as appropriate and carried out in an organised and efficient manner.
- Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :**
15. Reviews are done on the results of the training to determine the transfer of knowledge into the workplace. Results are then compared to the training objectives to determine if objectives have been achieved.

8. Title : Contribute to the identification of short-term supply needs

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of implementing procedures to evaluate the condition of stock is explained.
2. The importance of identifying stock levels, consumption levels and lead times is explained.
3. The impact of insufficient stock levels on customer service is explained
4. The reasons for adhering to relevant legislation / regulations are described

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. An efficient procedure to identify short-term requirements is implemented and adhered to and an action plan is created to ensure that sufficient supplies are readily available.
6. **Problems** with suppliers are identified and referred to the appropriate person in the organisation. (**Range of problems:** Quantity, quality, failure to meet agreed lead time)
7. All work is prioritised, delegated as appropriate and carried out in an organised and efficient manner.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Suggestions are made on how short term supply needs can be better identified and maintained.

9. Title : Induct new staff to the workplace

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of familiarising new staff with the workplace is described.
2. The importance of checking new staff's understanding of their responsibilities is explained.
3. The induction of new employees is distinguished from the induction of relocated staff and the reasons for the differences are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. New staff are welcomed to the organisation and familiarised with relevant site facilities and

introduced to fellow workers.

5. **Basic work routines** and local procedures are explained accurately and in sufficient detail to enable understanding. (**Range of Basic work routines**: location of facilities, job specifications, conditions of employment)
6. New staff is encouraged to ask questions and seek clarification where necessary.
7. New staff are constructively advised and assisted in the initial performance of allocated work activities.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

8. Suggestions are made on ways to improve the existing induction programme.

10. Title : Monitor and maintain health, safety and security

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The building layout is accessed and evacuation procedures are described.
2. Reasons for frequent inspections of safety and fire fighting equipment are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

3. **Security and safety procedures** are explained and demonstrated. (**Range of Security and safety procedures** : fire exits and fire procedures, first aid procedures, evacuation procedures, access procedures)
4. Premises, equipment, security and safety procedures are checked, potential problems identified and recommendations on adjustments or improvements are made to senior management.
5. A decision is made on what information around safety and security needs to be communicated to staff. The information is communicated in a suitable format and language.
6. Stores, public area and private offices are analysed and potential hazards are pointed out. Ways to reduce the hazards are described.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Suggestions are made on ways to improve security and safety procedures.

11. Title : Maintain a preventative maintenance programme

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Ways to minimise potential hazards arising from misuse or mishandling of cleaning chemicals are described.
2. Reasons for implementing a maintenance program are explained.
3. Principles of preventative maintenance are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. A preventative maintenance program is developed and implemented.
5. A cleaning programme is developed and communicated to staff.
6. An inspection schedule is developed that ensures a preventative maintenance programmed is being properly administered.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

7. Equipment that is nearing the end of its useful life is identified and a plan for its eventual replacement or redundancy is made.
8. Suggestions are made on how maintenance is to be conducted on equipment that is in 24hr use.

12. Title : Provide a silver service

SPECIFIC OUTCOMES

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outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of maintaining a constant stock of silver service items and accompaniments is described, and the impact of not doing so on customer satisfaction explained.
2. Organisational procedures for taking orders silver service of food and clearing tables are described.
3. Different methods of silver service, and when to use them are explained.
4. The importance of handling and disposing of waste in a hygienic way is explained, and the impact of not doing so is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. Customers are greeted promptly and dealt with in a polite and friendly manner at all times.
6. Appropriate service items and equipment are located and their use explained. (**Range of service items and equipment:** Trays, salvers, dishes, liners of flats, crockery, service cutlery (silverware), service clothes and linen, glassware)
7. The ability to serve food according to organisational procedures is demonstrated. (**Range of food:** Hors d'oeuvre, soup, fish, entrée, sorbet, roasts, vegetables, salads, sweets, cheeses, beverages)
8. The ability to portion, serve and attractively arrange food using the appropriate service equipment is demonstrated.
9. The appropriate timing and method of clearing of tables is demonstrated.
10. Food service items and equipment are checked and stored according to organisational procedures.
11. Ways of improving service to customers are recommended.
12. Given a range of unexpected situations, a decision is made and reasons given. (**Range of unexpected situations:** customers complaints about food, customers complaints about service, damaged or broken service items or equipment, accidents)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

13. A way to train new staff members to handle silver service items properly is developed.

13. Title : Prepare and serve cocktails

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of dealing with customers in a polite, friendly and prompt manner is explained.
2. The consequences of selling alcoholic cocktails to under age or intoxicated persons are explained.
3. Drink service items are identified, and their uses described.
4. Different glassware is identified and their uses explained. (**Range of glassware:** liquor glasses, sherry glasses, tot glasses, martini glasses, cocktail glasses, highball glasses, tumbler glasses).
5. The importance of maintaining a constant stock of cocktail mixes and accompaniments is described, and the impact of not doing this on customer satisfaction is explained.
6. The consequences of not checking, cleaning, storing and rotating cocktail mixes according to operational procedures is explained.
7. Organisational procedures for use of legal measurement of drinks are described and the importance of doing so explained.
8. The consequences of not preparing cocktails to set recipes are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

9. Appropriate cocktail service equipment and glassware is located and their uses explained. (**Range of glassware:** liquor glasses, sherry glasses, tot glasses, martini glasses, cocktail glasses, highball glasses, tumbler glasses). (**Range of equipment:** tot measurers, pourers, blenders, shakers, stirring equipment, squeezers, strainers, knives and chopping boards, drip trays, glasses or jugs, ice scoops).
10. The ability to provide customers with accurate information on cocktails promote cocktails and suggest alternate cocktails is demonstrated. (**Range of information:** price, ingredients, relative strengths, measures). (**Range of cocktails:** spirit based drinks, non-alcoholic, shaken, mixed or stirred, blended, built or poured).
11. Ways to improve service to customers are described.
12. The ability to take cocktail orders accurately is demonstrated.
13. The ability to prepare, and serve cocktails with the correct accompaniments is demonstrated. (**Range of accompaniments:** food garnishes, ice, decorative items, salt, sugar).
14. Given a range of unexpected situations, a decision is made and reasons are given. (**Range of unexpected situations:** damaged or broken service equipment, chipped or broken glassware, requests for unknown drinks, unruly guests, shortage of accompaniments)

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

15. Different types of cocktails are investigated and described.
16. Ways to promote sales of cocktails are discussed and implemented.

14. Title : Maintain external areas

SPECIFIC OUTCOMES

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occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Ways of ensuring that problems with maintenance procedures are rectified are described.
2. The importance of maintaining the external areas is described and the impact on the organisation of not doing this is explained.
3. The difference between seasonal and long-term maintenance is described and the importance of preventative maintenance is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

4. Ability to ensure that the necessary maintenance walkabouts and checks are carried out. (**Range of maintenance areas:** children's play areas, car parks, defined external drinking / eating areas, external buildings, external fabric of building, gardens, lighting, drainage, information signs, equipment)
5. Maintenance standards are explained to staff and standards are monitored on an ongoing basis.
6. Potential hazards are identified, reported and followed up on.
7. Relevant legislation is explained to staff and fully complied with.
8. Given a range of problems, a decision is made and reasons are given. (**Range of problems:** broken playground equipment/ garden furniture, blocked drains, damaged signs, blown light bulbs)
9. Accurate and up to date records are maintained and the importance of doing this is described.
10. Ways of improving the external areas within budget are recommended.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. A preventative maintenance plan is drawn up to cover all external areas.
12. An effective maintenance checklist is drawn up to ensure that all areas are checked correctly and thoroughly.

UNIT STANDARDS FOR FOOD AND BEVERAGE SERVICES

UNIT STANDARDS TITLES AND OUTCOMES – NQF LEVEL 5

1. Title : Deal with customers

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING :

1. The concept of the customer as a source of revenue for the business and therefore as the source of salaries is explained.
2. The impact of the loss of regular customer business on the organisation and on oneself is explained.
3. Possible ways customers could react to poor service are described.
4. Methods of satisfying irate customers and dealing with the complaints customers have are described.
5. Information that may not be given out to the customer is detailed, along with reasons for the confidentiality.
6. Reasons why complaints and customer feedback are good for the organisation are given.
7. Reasons for the importance of anticipating customer needs are given.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

8. Customers are greeted in a polite and friendly manner that is suited to the situation and organisation.
9. Customers are dealt with or referred to the appropriate person. (If referred, a clear and concise description of the problem is explained to the person dealing with the issue and reasons for referring the customer are explained).
10. Customer complaints that occur outside the individual's authority or area of work are referred to the appropriate person. Reasons for the referral are given.
11. Customer complaints and irate customers are dealt with according to organisational requirements and decisions are made about follow up actions to be taken.
12. Establishment services are promoted in a manner that is suited to the situation.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE.

13. Given an entirely different field (e.g. agriculture, manufacturing or information technology), the importance of customer care in that field is described.
14. Suggestions to improve customer care in a particular context are made.

2. Title : Prepare and serve wine

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Different types of wines are identified and the impact this has on the ways in which the wine should be handled and stored is described.
2. The main grape varieties are identified and the traditional wines they produce are described.
3. The main stages involved in making wine are explained and the difference in alcohol content of the different types of wines is described.
4. The signs that indicate a faulty bottle of wine are described and steps that would be taken in the case of faulty wine or broken corks during service are explained.
5. Glassware appropriate for different types of wine is identified and the number of glasses that can be obtained from different bottle sizes are listed, Depending on the size of glass used.
6. The safe way of opening a champagne or sparkling wine is described.
7. Key points for opening, tasting and pouring wine are identified and described.
8. The importance of maintaining wine at the correct and a constant temperature before and during service is explained. The correct storage conditions for the different types of wines are described.
9. The interrelationship between serving wine at the correct temperature, knowledge of wine products and customer satisfaction is explained.
10. The characteristics of the different styles of sherry and port are described and the appropriate time to offer and serve these are discussed.
11. Legislative requirements and company procedures for preparing and serving wine are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

12. Beverage service areas, appropriate equipment and products are correctly prepared for service.
13. Sufficient wine stock is available for service and is maintained at the correct serving temperature.
14. Customers are greeted and dealt with in a polite and friendly manner at all times.
15. Wine list is correctly presented and accurate wine list information and appropriate advice is given to the customer. (**Range of information:** name and type of wine, vintage, prices, wine and food harmony, quality designation, characteristics of taste, alcohol content, country and region of origin, grape variety(s), reference, bin number)

16. The procedure for dealing promptly with customer queries is demonstrated and the importance of treating customers in a polite and friendly manner is explained.
17. Customers' orders are accurately identified, recorded and served as per organisational procedures.
18. Given a range of wine, wine is handled and served correctly to meet customer requirements. (**Range of wine:** red, rose, white, fortified, sparkling)
19. Given a range of problems, a decision is made and reasons are given. (**Range of problems:** broken cork, faulty wine, incorrect wine, equipment failure, breakages, availability / quality of products, staff problems, customer problems)
20. Ability to serve and maintain wine at the appropriate temperature using the correct service equipment is demonstrated. (**Range of service equipment:** glassware, trays or trolleys, service silverware, service cloths, linen, corkscrews, ice buckets, stands, champagne pliers, chillers, coolers, knives, candles)
21. Ability to prioritise, delegate and organise work in an efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

22. Possible improvements to customer service are suggested and reasons for the suggestions are explained.
23. An action plan for reducing of beverage and equipment stock losses is developed.

3. Title : Maintain a table service

SPECIFIC OUTCOMES

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Specific outcomes have been split into three categories

- a) knowledge and understanding (what the learner must know and understand)
- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

In many instances there are more than six specific outcomes, as the inclusion of critical cross-field outcomes and embedded knowledge has increased the number of specific outcomes. If competencies are to be clustered in a meaningful way, then these unit standards cannot be split.

Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The procedures for monitoring staff performance are described.
2. The manner in which staff can be motivated is discussed
3. Company policies for providing a table service are described and ways in which to ensure that staff understands these procedures are explained.
4. The customer care policy is explained and the importance of following this is described.
5. The importance of liaising with food service staff and kitchen staff before service is explained and

the procedures to follow if staff fail to comply with agreed standards are described.

6. The maintenance procedure for service equipment is identified and the importance of keeping all service equipment in good working order is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

7. Procedures for table service are explained to staff, standards are monitored and training is provided where necessary.
8. Ability to supervise the procedures for cleaning, clearing and stocking the service area and customer areas is demonstrated.
9. Opportunities are taken to maximise the attractiveness and comfort of the environment to meet the needs of the customer.
10. Equipment is checked to ensure that it is ready for use prior to opening and is appropriately located.
11. The importance of being prepared for customers prior to opening is described.
12. Preparations are made in sufficient time to allow the scheduled table service to be provided. (**Preparations relate to:** normal service, events, functions)
13. Staff appearance is in accordance with relevant organisational requirements.
14. Kitchen and service staff is liaised with to ensure that they are prepared prior to opening.
15. All resources necessary to provide the table service are identified and made available. (**Range of resources:** staff, products, equipment, utensils, sundry items)
16. Cleaning, clearing and replenishing procedures for the customer areas are fully maintained.
17. Standards of food and beverage service and presentation are checked to ensure that they consistently meet organisational requirements.
18. Methods of service and presentation are carried out and alternatives are suggested when necessary.
19. Ways to improve food and beverage sales are recommended.
20. Communication with customers is clear and the importance of this is described.
21. Given a range of customer complaints, an alternative is chosen and reasons are given to support the course of action. (**Range of complaints:** incorrect order, time delay, food at incorrect temperature, service problems, problems with drinks, food cooked incorrectly)
22. Food service equipment is maintained in a safe and hygienic condition and the importance of this is described.
23. Ability to prioritise, delegate and organise work in an efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

24. Given a restaurant in another category (e.g. fast food, guesthouse, large hotel, game lodge) describe how you would adapt performance.

4. Title : Maintain a drink service

SPECIFIC OUTCOMES

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occurred. The specific outcomes can be applied in a range of contexts. Many of the outcomes have been written in such a way that competence must be demonstrated in the context as opposed to in isolation from a context. The specific outcomes are comparable to outcomes used internationally. We therefore structured outcomes using the format **noun + verb + condition** (modifying phrase)

Specific outcomes have been split into three categories

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- b) decision-making and acting (what the learner must do)
- c) adapting performance (including reflexive competence)

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Company procedures for providing a drinks service and customer care is described.
2. Legal requirements when providing drinks in licensed premises are described.
3. The importance of ensuring that all staff have good product knowledge and comply with the service standards is explained.
4. Ways to motivate staff to meet service objectives are described.
5. Ways of dealing with violent, offensive or disruptive customers are explained. Guidance that would be given to staff members to handle such customers is described.
6. Mechanisms for monitoring customer behaviour are outlined.
7. Fault reporting and maintenance procedures are described and the importance of reporting faults immediately is explained.
8. The importance of maintaining drinks service equipment in a safe and hygienic condition is described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

9. Ability to supervise the procedure for cleaning, clearing and stocking products in the drink service area is demonstrated. (**Range of products include:** soft drinks, draught, bottled, canned beers, wines, spirits, snacks, liqueurs, cocktails, snacks, sundries, new products, promotional products)
10. Any special customer areas are clearly designated and reasons for doing this are explained. (**Range of special customer areas:** eating areas, private party areas, no smoking areas)
11. Equipment is checked and ready for use prior to opening and is appropriately located. (**Range of equipment:** Utensils, tills, glassware, displays, dispense equipment)
12. Preparations are made in sufficient time to allow the scheduled drink service to be provided. (**Range of preparations:** normal service, events, functions, special promotions)
13. Ways of promoting the sales of drinks are described.
14. Procedures for serving drinks are described.
15. The importance of good communication with customers and repeat business is explained.
16. Staff is kept fully informed of relevant legislation and its implications for the service.
17. Where appropriate, information relating to the licensing laws is communicated to the customer in the appropriate manner.
18. Given a range of disruptive/ offensive behaviour, a decision is made and reasons are given. (**Range of disruptive/offensive behaviour:** a physical threat to staff or customers, offensive behaviour to staff or customers, a physical threat to premises or property, physical damage to

premises or property, refusal and/or inability to pay or avoiding payment, nuisance to general public)

19. All activities are carried out with consideration for the comfort and well being of other customers and residents in the vicinity.
20. Ability to identify faults with drink service equipment and take prompt action is demonstrated.
21. Procedures for recording customer incidents/ equipment faults are described and the importance of accurate records is explained.
22. Given a range of problems, a decision is made and reasons are given. (**Range of problems:** supply of goods, power failures, equipment failure, staffing, problems with drink items)
23. Ability to prioritise, delegate and organise work while supervising the maintenance of the drinks service is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

24. Given a drinks service in another type of establishment describe how performance would be adapted. (Sports bar, guesthouse, nightclub).

5. Title : Supervise the running of a function

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The importance of communication with staff and customers (e.g. conference organiser) when running a function is explained.
2. Ways of minimising disruptions / potential problems which might occur are described.
3. Procedures that should be followed when faults are identified with equipment or facilities are defined.
4. Operational procedures for closing a function are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. Equipment, materials and staff necessary for the function are on site in good time.
6. The function location is inspected to ensure full preparations have been made
7. Inspections are carried out at appropriate levels to ensure that the function is running to schedule

and relevant persons are liaised with throughout the function to ensure that arrangements meet requirements.

8. Ways of improving customer satisfaction at functions are recommended.
9. Relevant staff are fully informed of their closing down duties and the importance of checking equipment and facilities to identify faults or damage at the end of a function is explained.
10. Resources are accounted for and returned to their appropriate locations.
11. Accurate and up to date records are maintained and the importance of doing this is described.
12. Given a range of problems, a solution is found and reasons are given for the chosen action.
(Range of unexpected situations and problems: power failures, guest complaints, staffing problems, equipment problems)
13. Ability to prioritise, delegate and organise work in an efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

14. Given a function in another venue, (e.g. conference venue, a casino) ways in which performance would be adapted are described.

6. Title : Conduct on-the-job coaching

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The basic principles of training are described
2. The importance of questioning techniques is explained and examples of questions are given.
3. Coaching and training are distinguished from each other.
4. , Arrangements for coaching in the event that the learner is not technically proficient enough to conduct the coaching him/herself are described.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

5. The coaching need is identified through discussions with the person to be coached,
6. A specific time and place for the coaching session is arranged and preparations are made.
7. Theory and knowledge associated with the coaching session are communicated to the person requiring coaching.
8. Coaching is done, giving the learner explanation, examples and opportunity to practice.
9. Feedback is given and the learner is encouraged to ask questions.
10. Ongoing progress is monitored and ongoing feedback is given in the workplace.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

11. Possible problems that may occur in relation to coaching are identified, along with potential solutions to the problems.
12. A plan for individual coaching is developed, taking the needs of the team into account.

7. Title : Planning, organise and monitor work in own area of responsibility

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Various methods of optimising the use of resources is described.
2. The way time management impacts on the planning and organising of work are described.
3. The importance of awareness of individuals abilities and work preferences is explained.
4. Various ways of drawing up and implementing work plans and schedules are described.
5. The importance of defining what responsibilities lie within an individual's scope is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

6. Work activities are planned in a way that maximises the use of employees, taking individual preferences and abilities into account.
7. Work objectives and standards of performance are clearly communicated to staff in a way that each staff member understands.
8. Individual staff members are encouraged to seek clarification of work activities and make contributions where appropriate.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

9. Potential problems with suppliers, staff and equipment are identified and contingency plans are developed.
10. Movement and workflow of staff in a department are studied and an action plan for saving time and economising motion is developed.

8. Title : Prepare, cook and serve food in the restaurant

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. Gueridon service is defined and the sequence and method of service is outlined.
2. The types of dishes that are suitable for cooking and finishing at the table are outlined. (**Range of dishes:** soup, meat, fish, desserts, eggs, fruit)
3. Procedures for carving, filleting and jointing are described.
4. The importance of ensuring that food hygiene is maintained at all times is explained.
5. Safety procedures that must be followed to avoid injury are described.
6. Ways of maintaining the optimum temperature and quality of food during service are listed and the impact on customer satisfaction is explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

7. Food and clean, undamaged service equipment is correctly assembled prior to service. (**Range of service equipment:** carving and sharpening equipment, flambé lamp, carvery trolley, dishes or flats, service cutlery, crockery and silverware, service cloths or linen, gueridons, finger bowls, coupes, nut crackers, slicing equipment, lobster crackers, picks, grape scissors)
8. Ability to arrange and prepare food items for service at the table is demonstrated. (**Range of food :** poultry bone in, poultry bone out, poultry stuffed, meat bone in, meat bone out, fish (flat and round), game, hors d'oeuvre, fruits, pasta dishes, speciality coffees, sweets, pastry encased products, cheese platters, patisserie items, salads and dressings, sauces, vegetable dishes, accompaniments)
9. Customers are dealt with in a polite and friendly manner at all times.
10. Preparation and cooking procedures are demonstrated and the importance of complying with customers' expressed requirements is explained. (**Range of preparation techniques:** carving, jointing, skinning, boning, filleting, decapitating, portioning, garnishing, blending, reducing, tossing, peeling, portioning, segmenting, stoning, floating cream, piping cream)
11. Cleanliness of service areas and service equipment is fully maintained throughout the service.
12. Service methods and presentation maximise the quality of the dish.
13. Effective liaison with food production staff is fully maintained.
14. Cooking and finishing techniques fully meet specifications and customers' expressed requirements. (**Range of cooking and finishing techniques:** sautéing, blending and combining, shallow frying, reheating, caramelization, deep frying, flaming with fortified wines, flaming with spirits, addition of cream)
15. Given a range of problems, a decision is made and reasons are given. (**Range of problems:** staff problems, customer problems, equipment failure, poor quality of food, insufficient ingredients, customer complaint)
16. Ability to prioritise, delegate and organise work when serving food at the table in an efficient

manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

17. Given a restaurant in another country describe how performance would be adapted when serving food at the table.

9. Title : Supervise cellar and drink storage operations

SPECIFIC OUTCOMES

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Demonstrated KNOWLEDGE and UNDERSTANDING:

1. The maintenance and cleaning procedures for cellar equipment are described.
2. The importance of security is described and steps that can be taken when breaches in security are discovered are explained.
3. The importance of stock rotation, cellar inspections and maintaining environmental conditions in the cellar is explained.
4. Wines that should be laid down are identified and the ways in which wine should be stored to avoid damage to label and bottle are described.
5. Organisational procedures for recording and maintaining par stock levels in the cellar and dispense bar are explained.
6. Ways in which damaged corks can be identified and the importance of doing this are described.
7. Wines that contain sediment are identified and the correct storage procedures are defined.
8. The procedures and methods for conducting stock takes are explained and described and the importance of carrying out these stock takes as per Organisational Procedures and time periods are explained.

Demonstrated ability to make DECISIONS about practice and to ACT accordingly :

9. Procedures for handling, storing and maintaining wine and drinks are explained to staff and standards are monitored on an ongoing basis.
10. Regular inspections are carried out to ensure that established cellar and drink storage procedures including temperature control are fully maintained by staff and the importance of doing this is explained. (**Range of drinks:** keg beers, bottled/pre-packed goods (including beers/ spirits/ liqueurs and soft drinks), wines)

11. Staff is encouraged to identify and report any problems and suggest possible solutions.
12. Stock rotation procedures are described and the importance of rotating stock is explained.
13. Procedures for handling wine appropriately in order to minimise damage to the bottle and contents are demonstrated and the importance of this is explained.
14. The ability to carry out stock takes is demonstrated.
15. Slow moving stock is identified and ways of moving the stock are suggested.
16. Stock levels are maintained and adjusted based on the number of functions.
17. Accurate and up to date records are maintained and the importance of doing this is explained.
18. Given a range of unexpected situations, a solution is found and reasons are given for the action taken. **(Range of unexpected situations:** power failures, equipment failure, staffing problems, product failure, human errors (including equipment not turned on), industrial action, expired stock)
19. Ability to prioritise, delegate and organise work in the cellar and storage areas in an efficient manner is demonstrated.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE :

20. Given a cellar in a European country, describe how performance would be adapted.
21. Suggestions are given on ways to improve security in the cellar and store areas.
22. An action plan is developed for maintaining the quality of wine in the event of a power failure.



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