



# Analysis of the intended and assessed curricula of services subjects in the Hospitality programmes in the NC(V)

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# The structure of the NC(V) Hospitality programme

- Based on scarce skills identified as priorities in the country
- **Aims:**
  - to educate candidates regarding the **services aspect of the hospitality industry** and
  - create an opportunity for a young person to make a *career choice within a sub-field* (not choosing a specific job yet) and start with vocational studies after completing (GET) Grade 9

# The structure of the NC(V) Hospitality programme

- 4 vocational subjects on Levels 2, 3 and 4 (Client Services and Human Relations, Food Preparation, Hospitality Services , Hospitality Generics)
- 3 fundamentals (Language, Mathematics / Mathematical Literacy, Life Orientation)
- Each year is an exit level from the programme
- Assessment structure for vocational subjects:
  - Continuous internal assessment
  - Final exam is examined externally (L2 and 3 marked internally; Level 4 moderated and marked nationally)
- In each subject the curriculum is arranged around Topics, Subject Outcomes, Learning Outcomes, and Assessment Standards

# The intended curriculum

## Intended curriculum

- Aims
- Content and skill coverage and breadth
- Content (and skill) weighting, emphasis and depth
- Pacing (*timing of the curriculum, and when content and skills will be covered*).
- Sequence (*order in which different content and skill areas are covered*) and progression
- Coherence (*reference to broad design features, aims, sequence, progression*)
- Specification of pedagogic approaches (general and subject specific)
- Assessment guidance
- Integration
- Format and user-friendliness

Level	Hospitality
2	<ul style="list-style-type: none"> <li>• Client Services and Human Relations</li> <li>• Food Preparation</li> <li>• Hospitality Generics</li> <li>• Hospitality Services *</li> </ul>
3	<ul style="list-style-type: none"> <li>• Client Services and Human Relations</li> <li>• Food Preparation</li> <li>• Hospitality Generics</li> <li>• Hospitality Services *</li> </ul>
4	<ul style="list-style-type: none"> <li>• Client Services and Human Relations</li> <li>• Food Preparation</li> <li>• Hospitality Generics</li> <li>• Hospitality Services *</li> </ul>

# Content / Skill Weighting

- No clear distinction in all topics between concept, content and skills
- It is accepted that much of the content and concepts should result in applied knowledge

	Level 2		Level 3		Level 4	
	Concepts	Skills	Concepts	Skills	Concepts	Skills
Food Prep	35%	65%	40%	60%	30%	70%
Hospitality Services	45%	43%	49%	36%	57%	24%
Hospitality Generics	100		87%	13%	86%	14%

- **Client Services and Human Relations**

Level 2 extended breadth: required knowledge of various acts; Health and Safety Procedures; Impact of Client Care

- Range reflects significant degree of breadth; greater clarity needed to whether students are required to demonstrate the skills or expected to have acquired the theoretical background.

# Curriculum Emphasis

- Time allocated to the four NC(V) subjects is equal - 200 teaching and learning hours per subject
- Weighting for the different topics within the four vocational subjects differs according to the particular focus within the subject:

## **Client Services and Human Relations take**

Client care (50%), cultural awareness, the business environment, legal requirements, health and safety based on the OHSA

## **Food Preparation**

- Food production (L2: 75%; L3:100%; L4: 85%), cleaning and storage (L2: 10%; L4: 15%)

## **Hospitality Services:**

- Food and Beverage Service (L2: 75%; L3 &4: 60%) with Accommodation Services covered to a lesser extent ( L2: 25%; L3: 40%)

## **Hospitality Generics**

- L4 equal emphasis on food hygiene, health and security as well as menu planning, managing one's own development; sourcing information about self-employment opportunities



# Curriculum Emphasis

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## Client Services and Human Relations

Level 2	Level 3	Level 4
<b>Function in a Business Environment</b> <b>Weighting: 40%</b> 18 Subject Outcomes (1-9 LOs each)	<b>Human Relations Requirements according to the Various Acts</b> <b>Weighting: 35%</b> 12 Subject Outcomes (2-9 LOs each)	<b>The Importance of Staff Development to Human Relations</b> <b>Weighting: 20%</b> 11 Subject Outcomes (1-5 LOs each)
<b>Human Relations with respect to Colleagues with Special Needs</b> <b>Weighting: 20%</b> 5 Subject Outcomes (1-3 LOs each)	<b>Health and Safety Procedures to ensure a Safe and Secure Environment</b> <b>Weighting: 5%</b> 9 Subject Outcomes (2 -3 LOs each)	<b>The Effect of Solved Problems on Client Care</b> <b>Weighting: 50%</b> 19 Subject Outcomes (2-6 LOs each)
<b>Client Services in a Cultural Context</b> <b>Weighting: 30%</b> 6 Subject Outcomes (2-7 LOs each)	<b>The Impact of Cultural Knowledge on Client Care</b> <b>Weighting: 60%</b> 13 Subject Outcomes (1-9 LOs each)	<b>Ways to ensure the Health and Safety of Clients and Colleagues</b> <b>Weighting: 30%</b> 3 Subject Outcomes (4-7 LOs each)
<b>Health and Safety according to the Occupational Health and Safety Act</b> <b>Weighting: 10%</b> 2 Subject Outcomes (4 and 5 LOs each)		

# Depth across the levels in the Hospitality programme

Curriculum **depth** provides the opportunity for a student to develop a more refined understanding and ability

- Varies per subject from shallow depth for Food Preparation with repetition to moderate for Hospitality Generics and increasing depth over the three years in Hospitality Service
- **Food Preparation:** topics not repeated in greater depth over the three years
- **Hospitality Generics:** progressively more depth on health and menu planning from Level 3 to 4
- **Hospitality Services:** depth becomes greater e.g. beverage/wine service starts off with preparing for beverage service in Level 2, develops into providing service for beverages in Level 3, and in Level 4 goes into significant depth on wine studies, preparing cocktails and maintaining a drinks service, which is a supervisory skill



# Sequencing of content and skill development

Sequencing ensures the **systematic building of knowledge and skills**

- No specification of sequence to teach the content
- Leaves open to interpretation by the lecturers
- Assumption is that the teaching would start at Subject Outcome 1 of Topic 1 and end at the last subject outcome of the last topic.

# Progression of the NC(V): Hospitality programme subjects

In summary -Hospitality Services - **moderate** progression in terms of the **complexity and in skills**; Hospitality Generics, Food preparation and Client Services and Human Relations show weak progression in topics and level of complexity across the Levels 2, 3 and 4

## Hospitality Services

- Moderate to high degree of progression across levels, from prepare areas for service, to provide service in those areas and then supervisory skills levels. Low within levels

## Client Services and Human Relations

- Appears three levels developed independently
- Outcomes clustered to form a one-year stand-alone module. No evidence of logical progression

## Food Preparation

- Weak progression in and across levels

## Hospitality Generics

- Strong progression into related topics, weak progression in the level of complexity; Food hygiene shows moderate progression in the level of complexity

# Concluding findings: Hospitality programme

- The written curriculum **does not specify the general aims**, pacing of the subjects and pedagogic approach clearly enough in the Subject Guidelines.
- Curriculum **breadth and depth across the three levels needs scrutiny** in order to: structure subjects, reduce repetition, develop necessary depth of content knowledge and mastery of skill
- The links between the levels ought to be stronger.
- Not enough **on-going training and mentoring of lecturers**; initiative in this regard to be structured be strongly motivated, supported and funded.

# Concluding findings: Hospitality programme

- **Articulation** of the NC (V) Hospitality is problematic. Currently **no specified and preferred articulation** towards higher education qualifications in hospitality management.
- NC (V) Hospitality as currently presented in FET Colleges does not **allow for enough contact with the hospitality industry**.
- The team concurred that a college simulated environment cannot replace **work placement**.

# At your service

- The focus to be broadened to include all aspects regarding management and supervisory skills
- To ensure progression in conceptual and skill development, the qualification to be seen as a 3-year programme in the specific field
- Application of skills needs to be addressed in Level 2-4 (currently minimal application required)
- All stakeholders to be involved to enhance the programme and strengthen capacity towards the New Growth Plan (2010) and IPAP2 – Industrial Policy Action Plan to the better of the South African economy

# Are we there yet?

## Attained curriculum: NC(V) Hospitality programme



# Findings based on the following:

## Reasons for the research:

- Is the **cognitive demand** heavily weighted in the 2011 Level 4 question papers?
- Are the Hospitality Level 4 papers leaning towards a particular kind of cognitive demand and towards a different complexity of demand (level of difficult)
- Is there a vocational focus on the NC(V) examination?

## How was it done?

### 1. Overview of format on “face value”

### 2. Analysis of the question papers and memorandums

- Assessment guideline document
- Typology of Cognitive categories and analysis instrument
- Prescribed exam paper format
- Subject guidelines to establish the content coverage

# Findings based on the following:

*An item by item analysis was completed which included:*

1. Compliance of the exams as stipulated in the AG's
2. Progression of the exam papers across all three levels
3. The cognitive categories required
4. Level of difficulty – easy moderate, difficult
5. Format of the question paper - suitability for future question papers
6. Standard and quality of the 2011 question papers

# 2011 Level 4 examination papers

- ✓ Hospitality Services
- ✓ Hospitality Generics
- ✓ Food Preparation (*Consumer Sciences/ Studies research team shared their findings with the Hospitality team*).
- ✓ *Client Services and Human Relations analysed by both the Tourism and Hospitality evaluation teams – findings shared*

# The Format of the 2011 Papers

- **Cover Page:**  
clear with the examining body and qualification, subject name, date and times (duration). The number of pages is listed so papers can be checked for completeness
- **Instructions:** clear throughout with the use of action words such as “choose”.
- The look is clean, with an “easy to read” font and important information is highlighted by the use of capital letters
- **Questioning:** is prescriptive, and asked in the same way throughout the paper, providing little interest or challenge to the learners
- **Subject Assessment Guidelines:**  
similarity between the three levels is very consistent with regards to the assessment processes that should be conducted.  
Clear guidance is provided on what to assess and how to assess, *but assessment tools are not included in the document*

# The Cognitive Demand

<b>COGNITIVE DEMAND (example at Level 4 Hospitality generics)</b>	<b>SUGGESTED WEIGHTING (%)</b>	<b>ACTUAL WEIGHTING (%)</b>
Knowledge & Comprehension	30%	83.5%
Application	40%	16.5%
Analysis, evaluation and synthesis	30%	0%

- The assessment does not facilitate entry into the industry due to the kinds of thinking and the emphasis on Conceptual Knowledge and Comprehension categories, lack of difficulty and most importantly, application to the real world of work.

# The Level of difficulty

Cognitive category dealt with on -

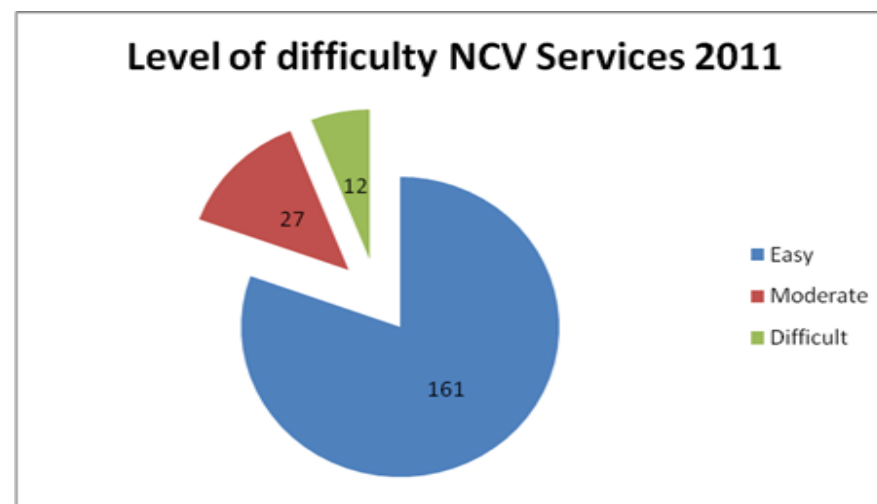
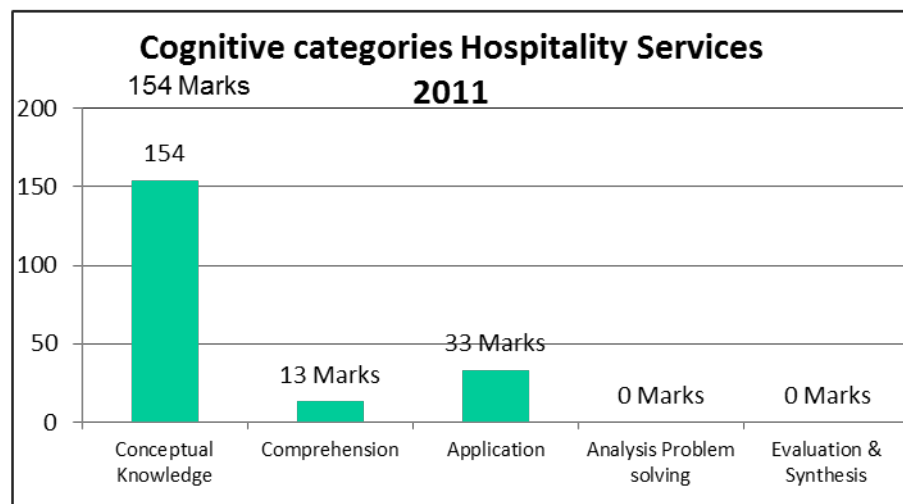
- Easy (E) – simple and basic level
- Moderate (M) – items of average difficulty
- Difficult (D) – on difficult level

The level of difficulty rate represents the entire population and does not focus on certain groups.

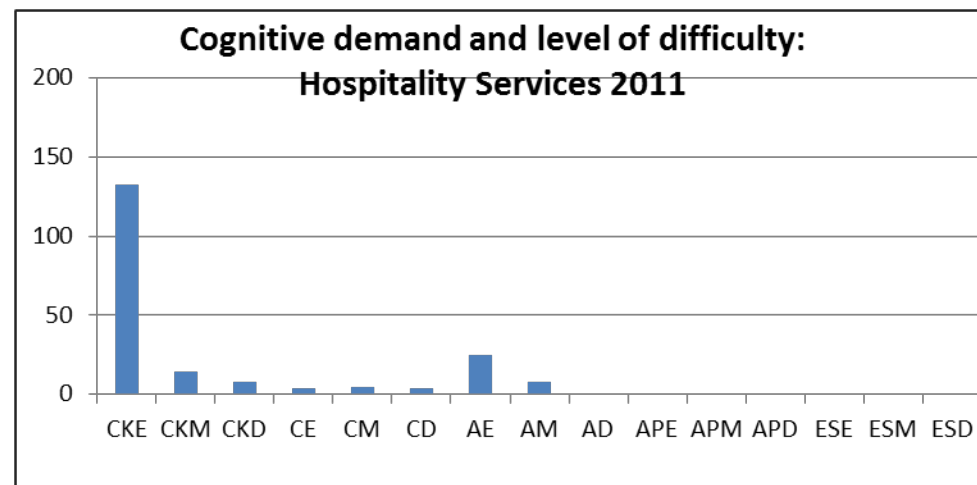
Difficulty might be influenced by the language, task and required response



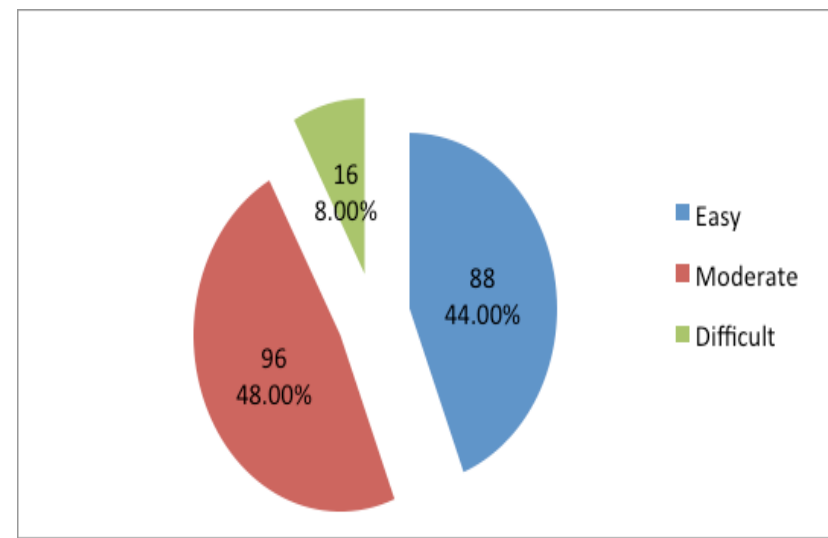
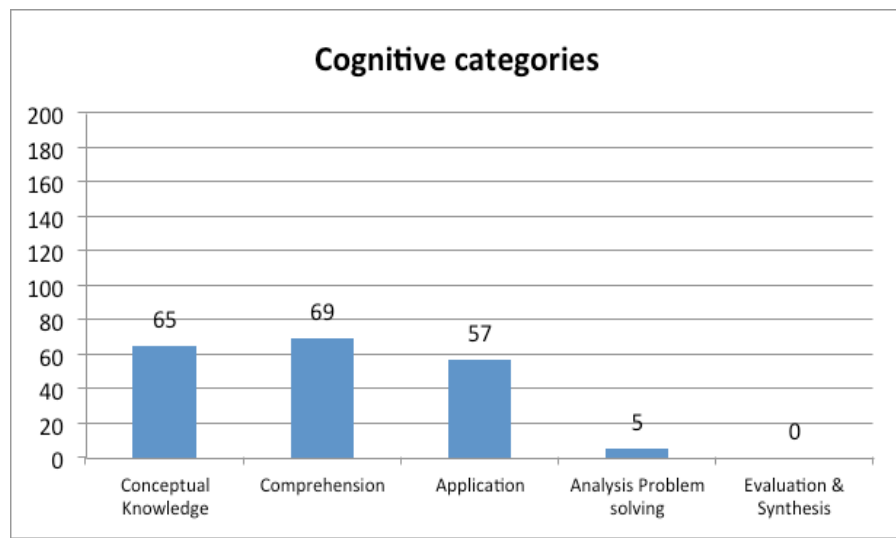
# Cognitive categories and level of difficulty: Hospitality Services



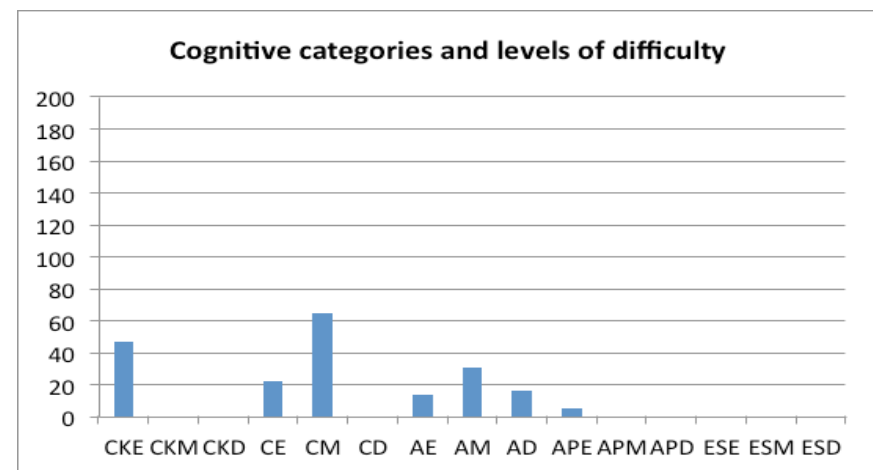
	CK & C	Application	A & PS E & S
Assessment Guidelines Ratings	30	40	30
2011 Question Paper	83,5	16,5	0



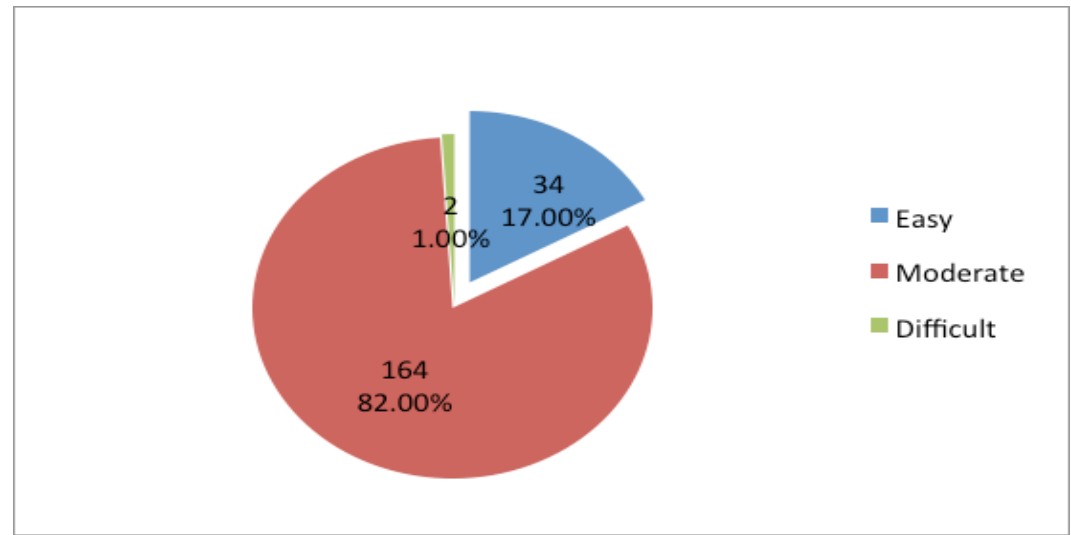
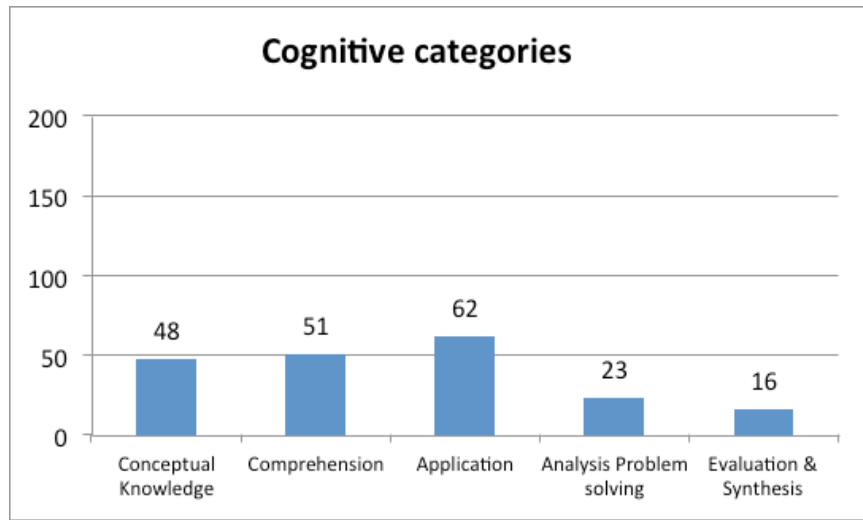
# Cognitive categories and level of difficulty: Hospitality Generics



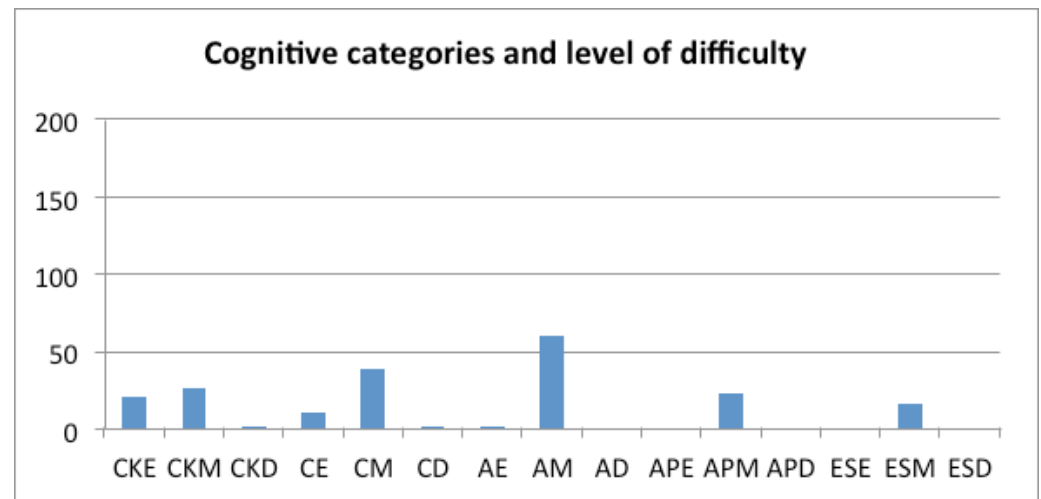
	CK & C	Application	A & PS E & S
Assessment Guidelines Ratings	30	40	30
2011 Question Paper	68	29	3



# Cognitive categories and level of difficulties: Food Preparation



	CK & C	Application	A & PS E & S
Assessment Guidelines Ratings	30	40	30
2011 Question Paper	50	31	19



# Data-Based Findings on Cognitive Demand:

1. Weighting of the topics – mostly in line with SO's & AS's
2. Distribution of the cognitive demands per subject:

Food Preparation: Good – still not in line with Assessment Guidelines

Hospitality Generics: Fair – lack in Application & Problem-solving

Hospitality Services – Too heavy towards Conceptual Knowledge, no  
Application & Problem-solving

Summary of findings of the cognitive category:

- Heavy weighting towards questions requiring recall of knowledge and comprehension (86,5 – 50%).
- Application of knowledge - more assessed to problems similar in the workplace to equipped the students for entry into the workplace, too low for a vocational subject (16,5 – 31%)

# Data-Based Findings on Cognitive Demand:

- Lacking Evaluation type of questions that could be expected in an exit examination for NQF level 4 qualification. (0 – 19%)

## Conclusion:

- The cognitive demands in the Level 4 paper should be revised and should be aligned with the requirements in the Assessment Guidelines.
- The low cognitive demand disadvantages candidates with higher thinking levels or to enter into higher education.
- In the light of the above findings the students are not equipped to enter into a higher level of education or to support access to entry-level work in the hospitality industry.

# Data-Based Findings on Difficulty Levels:

- Easy level of difficulty ranges between 83,5 – 1%,
- Moderate level of difficulty ranges between 82 – 13%
- Difficulty level ranges between 1,0 – 8%

## Possible reasons?

- Questioning on methods – not full methods required – low mark allocation
- Weighting of topics and number of LO's to be covered
- Not word only e. g. list, - list and place in correct sequence.



# Progression between Levels 2 - 4

## Findings:

- **No clear progression from Level 2 to Level 4** - questions requiring recall of knowledge and comprehension, same verbs through all levels
- The questions on the application level show in Hospitality Generics an increase from Level 2 to 3 but limited progress from Level 3 to 4.
- The same cognitive categories were applied over the three years – no problem-solving, analyzing or evaluation type questions were increased in Level 4
- **Recall of knowledge was the major requirement** in all levels with similar questions over all the levels
- The papers in Level 2, 3 and 4 are independent and cannot add a holistic understanding of the hospitality field

# Recommendations

- Examiners to make use of **a variety of questioning techniques**
- **Guard against** the overuse of the **same type of questions** such as matching terms to definitions, scaffolding of questions.
- **Cognitive demand and level of difficulty to significantly include** - Analysis, Synthesis and Evaluation – to improve the rigor of the papers
- **Support meaningful entry** into either industry (labour market), higher education.
- Marking guideline to include broader spectrum of answers on different ways of thinking, especially where **processes are involved (applied knowledge)**
- Questions must be **contextualised**, e.g list and list a sequence of events

# Recommendations

- Suggestion to develop ONE analysis grid to evaluate the cognitive demand as well as the level of difficulty over all 3 levels of question papers.
- Questions should include real case studies or situations that reflect thinking skills required in industry and higher education
- Question papers between the 3 levels should be set, examined and moderated collectively and comparatively to ensure progression between the 3 papers.
- The DHET to prescribe the level of difficulty for each individual level
- Questions should refer to situations that require students to break a problem down into its constituent parts, make adjustments, solve non-routine problems and provide substantiation for an opinion, all of which are skills required in the hospitality industry e. g. scaffolding.
- A question bank of effective questioning (“good” questions) should be developed

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# THANK YOU



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