

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		Limkokwing University of Creative Technology					
TITLE		Certificate V in Hospitality Management		NCQF LEVEL		5	
FIELD	Services	SUB-FIELD		Hospitality Management			
New qualification	√	Review of existing qualification					
SUB-FRAMEWORK	General Education		TVET	√	Higher Education		
QUALIFICATION TYPE	Certificate	√	Diploma		Bachelor		
	Bachelor Honours		Master		Doctor		
CREDIT VALUE					121		
1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>1.1 Rationale</p> <p>Botswana is gifted with a rich mineral base and a diverse range of flora, fauna, unique landscape, and a growing cultural heritage. In this era of unpredictable economic environments there is need for Botswana to shift overdependence upon minerals as the main engine of economic growth. Indeed, the Government of Botswana has embarked on an economic diversification drive. Travel & Tourism creates jobs, drives exports and generates prosperity across the world (World Travel and Tourism Council, 2017). In Botswana the total contribution of Travel & Tourism to GDP was BWP17,779.5mn (USD1,623.8mn), 10.9% of GDP in 2016, and is forecast to rise by 6.5% in 2017, and to rise by 5.5% pa to BWP32,204.9mn (USD2,941.3mn), 12.2% of GDP in 2027. In 2016 Travel & Tourism directly supported 25,000 jobs (2.6% of total employment). This is expected to rise by 6.8% in 2017 and rise by 4.8% pa to 43,000 jobs (3.8% of total employment) in 2027. In 2016, the total contribution of Travel & Tourism to employment, including jobs indirectly supported by the industry was 7.1% of total employment (68,500 jobs). This is expected to rise by 3.7% in 2017 to 71,000 jobs and rise by 3.5% pa to 100,000 jobs in 2027 (8.9% of total) (World Travel and Tourism Council, 2017). These figures give credence to the Government of Botswana's recognition of tourism in as a means of supporting the diversification of the economy.</p> <p>However, the tourism industry cannot thrive without the support of the hospitality industry. The hospitality industry is a growing industry that has a lot of potential for job creation. The hospitality industry's focus is</p>							

the friendly and generous reception and entertainment of guests, visitors, or strangers. The industry handles the accommodation, food, transportation, recreational and wellness activities, as well as other entertainment activities needs of guests. They cater for both domestic and international tourists, business people, attendees of sports events, and other forms of entertainment. Hospitality needs and preferences are ever changing, and hospitality clients are becoming more and more demanding. Professionals in the industry need to be committed to the industry and to serving others, they need to be willing to create a welcoming environment for customers and meet all the needs of the customers. The hospitality industry, therefore, requires professionals who can handle all these through excellent customer service, excellent communication skills, knowledge of the industry and skill in the use of appropriate technologies.

These are some of the skills that are lacking in the industry. Currently, there is a vast gap between the skills and experience employees have and the skills and experience needed in the tourism industry (Botswana Government's Hospitality & Tourism Profile, 2010). The Human Resource Development Council (HRDC) list of "top occupations in demand" includes tourism related occupations. The HRDC's Interim Sector Skills in Demand indicate the skills that are needed in the tourism industry.

The above has created a need for this qualification in Hospitality Management. The proposed qualification aims to provide the skills and knowledge required in creating welcoming and clean hospitality environments. It will equip students with complex skills required in the operations of the different hospitality establishments. According to Lydon (2014) skills shortage, lack of training, crisis of competence, and a growing demand for flexibility and creativity is hindering the provision of quality service in the hospitality industry.

Consultation with the industry (Indaba Lodge Gaborone, Aquarian Tide Hotel, Lansmore Masa Square Hotel and Town Lodge Gaborone) confirmed the gap in specialized skills such as customer care, front office skills, computing skills, etc.

1.2 Purpose

The purpose of this qualification is to produce graduates with Knowledge, Skills and Competences to:

- Provide distinguished hospitality services to both domestic and international guests.
- Market hospitality establishments to increase international awareness of the country's hospitality product.
- Solve problems facing hospitality establishments to improve customer satisfaction.

2.0 ENTRY REQUIREMENTS (including access and inclusion)

- NCQF Level 3 or equivalent qualification.
- Entry through Recognition of Prior Learning in line with institutional and National Policies

3.0 QUALIFICATION SPECIFICATION		SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
3.1 Apply the operational aspects of hospitality such as catering, lodging, recreation, and travel.		3.1.1 Keep all lodging, catering, and recreation facilities in working order. 3.1.2 Make all necessary repairs as soon as the need arises. 3.1.3 Prepare meals that integrate nutritional, dietary, and medical needs, cultural and religious requirements, and personal preferences of clients. 3.1.4 Handle, prepare and serve food in a manner that ensures health, safety, sanitation, and quality. 3.1.5 Store perishable and non-perishable foods appropriately. 3.1.6 Use the appropriate processes in the delivery of catering, lodging, recreation, and travel services.	
3.2 Support the culture of the hospitality establishment by adopting a positive professional attitude.		3.2.1 Carry out one's duties passionately to achieve the organization vision. 3.2.2 Treat others with courtesy, respect, and empathy. 3.2.3 Perform assigned tasks in a timely and effective manner. 3.2.4 Use appropriate language etiquette, body language, etc. when communicating with colleagues, guests, and supervisors. 3.2.5 Perform hospitality functions according to workplace set standards.	
3.3 Deliver customer service and solutions that anticipate meet or exceed expectations.		3.3.1 Apply the workplace policies and professional standards in providing the customer service. 3.3.2 Establish and maintain rapport with clients/customers. 3.3.3 Use active listening skills to elicit customers' needs, wants and expectations. 3.3.4 Respond to customer requests and needs in a positive and timely manner. 3.3.5 Adapt priorities to meet customer requests and needs 3.3.6 Use conflict resolution skills, tact. and diplomacy in dealing with customer service problems and complaints. 3.3.7 Ask for assistance when need arises. 3.3.8 Process all forms of payments in a timely, accurate and	

	courteous manner.
3.4 Promote and market the hospitality establishment.	<p>3.4.1 Engage customers and apply active listening skills to assess their needs, wants, interests, expectations.</p> <p>3.4.2 Identify and respect requirements of clients across cultural, gender and socio- economic groups as well as those with special needs.</p> <p>3.4.3 Provide hospitality establishment information, features and benefits that are current accurate and relevant to the customer needs and expectations.</p> <p>3.4.4 Use knowledge of the local geography, local attractions, and activities to promote and sale the establishment's hospitality products and services.</p> <p>3.4.5 Contribute to the design and production of marketing communications materials to support the marketing and sale of the establishment's products and services.</p>
3.5 Apply basic accounting and budgeting skills in the delivery of hospitality products and services.	<p>3.5.1 Interpret simple financial statements.</p> <p>3.5.2 Draw budgeting for specific sections of the hospitality establishment.</p> <p>3.5.3 Prepare clear and accurate invoices.</p> <p>3.5.4 Process all forms of customer payments.</p> <p>3.5.5 Contribute to waste reduction through waste prevention, inventory control and operational effectiveness.</p>
3.6 Comply with industry and workplace systems, processes, policies, standards, and legal regulations.	<p>3.6.1 Detect and respond proactively to health and safety hazards in the workplace.</p> <p>3.6.2 Contribute to the improvement of the establishment's health, safety, security, and accessibility practices.</p> <p>3.6.3 Follow appropriate procedures in the event of an emergency.</p> <p>3.6.4 Contribute to the improvement of risk management plans in the establishment.</p>
3.7 Apply appropriate technology in the delivery of product and services in the organization.	<p>3.7.1 Use current technologies to track deadlines, progress, and completion of work.</p> <p>3.7.2 Employ appropriate technologies to enhance work performance in tasks such as collecting, recording, and analyzing all types of information.</p> <p>3.7.3 Use appropriate etiquette for electronic communications.</p>

	3.7.4 Communicate and collect feedback and other information using technology.
3.8 Work as a member of a work team.	3.8.1 Perform duties according to the team's set goals and objectives. 3.8.2 Show a high level of commitment to achieving the common goals and objectives. 3.8.3 Support other team members when the need arises. 3.8.4 Take responsibility for mistakes made and correct them. 3.8.5 Ask for assistance when need arises. 3.8.6 Contribute to conflict resolution when problems arise in the team. 3.8.7 Contribute to positive team performance.
3.9 Conduct oneself in a professional and ethical manner and practice industry-defined work ethics.	3.9.1 Provide service to all clients regardless of their backgrounds. 3.9.2 Fulfill assigned tasks, be dependable and reliable when called to upon to deliver a service. 3.9.3 Interact with customers and colleagues in a courteous, friendly, and polite manner. 3.9.4 Integrate time management skills in all hospitality operations to enhance customer experience. 3.9.5 Show truthfulness, open-mindedness, straightforwardness, fairness, and sincerity in all work operations.
3.10 Communicate appropriately, clearly, effectively, and efficiently.	3.10.1 Use effective oral and written communication. 3.10.2 Create a harmonious relationship through mutual communication. 3.10.3 Resolve conflicts through negotiation, mediation, and diplomacy. 3.10.4 Function effectively in the work environment through use of effective communication skills

4.0 QUALIFICATION STRUCTURE			
SECTION C			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	1. Introduction to Applied Accounting Skills	4	7
	2. End User Computing	4	7
	3. English and Communication	4	7
CORE COMPONENT Subjects / Units / Modules /Courses	4. Conventions, Meetings & Events Management	5	11
	5. Nutrition	5	11
	6. Customer Service & Marketing	5	11
	7. Maintenance and Housekeeping	5	11
	8. Waiter/Waitress Skills	5	11
	9. Food and Beverage Services	5	11
	10. Professional Cookery	5	11
	11. Front Office Operations	5	11
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	12. Tourism Management	6	12
	13. Hospitality and Wellness	6	12
5.0 RULES OF COMBINATIONS, CREDIT DISTRIBUTION(WHERE APPLICABLE):			

5.1 Learners must choose 1 elective module from the 2 provided.

5.2 The learners should take a total of 121 credits divided as follows:

Modules	Credits
Fundamental	21
Core modules	88
Electives (1)	12
Total	121

6 ASSESSMENT ARRANGEMENTS

6.1 Standard Conditions of Assessment

6.1.1 Assessors and Moderators

All assessors and moderators must be BQA accredited.

6.1.2 Assessment weightings

Formative /Summative assessments

Type of Assessment	Weight Percentage of the Assessment
Formative	50
Summative	50
Total	100

7 MODERATION ARRANGEMENTS

The qualification will have two types of moderation, namely Internal Moderation and External Moderation, in accordance with applicable policies and regulations. Assessors and Moderators shall be registered and accredited.

8 RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL) and Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification and will be in line with the Institutional and National policies.

9 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

This qualification is designed to facilitate vertical, horizontal, and diagonal progression both locally and internationally.

9.1 Horizontal Progression

Learners may progress horizontally between qualifications if they meet the minimum requirements for admission to the target qualification. Other comparable qualification to this qualification include:

- Certificate V in Tourism Management
- Certificate V in Events Management
- Certificate V in Hotel Management

9.2 Vertical progression

Learners who graduate from this qualification may progress to the following:

- Diploma in Events Management
- Diploma in Hospitality Management
- Diploma in Tourism Management

9.3 Employment Pathways

Graduates of the qualification may find employment in a range of public and private organisations for the following posts. Typical roles include:

- Security and surveillance officers
- Hotel Receptionists
- Tour Guides
- Travel Consultants and Clerks
- Destination Services Representative
- Tourism Project Coordinator/Manager
- Hotel clerks
- Meeting and convention center planners
- Reservation ticket agents
- Maids and housekeeping cleaners

10 QUALIFICATION AWARD AND CERTIFICATION

- 10.1** To be awarded Certificate V in Hospitality Management, and qualify for certification, a Learner must
- Attain a minimum of 121 credits.
 - Complete satisfactorily any additional and specified requirements of the qualification.
 - Have official verification that he/she has covered and passed all the modules.
- 10.2** Upon completion the learner will be awarded a Certificate V in Hospitality Management.

11 REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Benchmarking with other Institutions

Benchmarking the Hospitality Management qualification with other Universities/Institutions was done using three qualifications:

- Galway- Mayo institute in Ireland: Higher Certificate in Arts in Hotel and Hospitality Operation.
- The Private Hotel- School in RSA: Certificate in Hospitality Management.
- University of Guelph's school of hospitality in Canada: Certificate in Hospitality Studies.

COMPARABILITY OF THE BENCHED QUALIFICATIONS

Similarities

- **Exit learning outcomes**
In general, the three qualifications aim to enable the learners to acquire professional, technical, and operational skills and knowledge.
- **Domains/Modules**
Most of the modules offered in the three qualifications focused on services, food, and accommodation sector.
- **Assessment strategies**
The two qualifications did not indicate their assessment strategies and weightings.
- **Qualification rules and minimum standards leading to the award**

Two qualifications did not indicate the qualification rules and minimum standards for the award of the qualification.

- **.Education and employment pathways**

Two qualifications indicated employment pathways in careers in bars, accommodation sector, front office and events management.

Differences

- **Title, NQF level and credit values**

The **titles** of the three qualifications are different: Galway-Mayo institute named it as Higher Certificate in arts in hotel and hospitality operations, The Private Hotel-School names it: Certificate in Hospitality management while University of Guelph's school named it as Certificate of Hospitality studies .

- For **credits**, Galway-Mayo institute has 160, 120 for the Private Hotel-School and University of Guelph's university did not indicate.
- For **NQF level**, Galway-Mayo institute is at level 6, level, 4 for the Private Hotel- school and the University of Guelph's school did not indicate.

- **Exit Learning Outcomes**

- University of Guelph's school emphasize on gaining financial management skills which is not mentioned in the other two qualifications.
- Galway-Mayo institute emphasizes on quality and customer services which are not specifically mentioned in the other two qualifications.

- **Modules /Domains**

The three qualifications have different number of modules: Galway-Mayo institute has 18, the private Hotel-School has 10 and University of Guelph's school has 5.

- **Assessments Strategies**

Galway-Mayo institute states that at the end of the 1st year the learner goes through 12 weeks mandatory work placement in Irish hotel while other two qualifications did not indicate any assessment strategies.

- **Qualification rules and minimum standards**

University of Guelph's school indicates the completion of 5 online courses to acquire a certificate in Hospitality studies.

- **Education and employment pathways**

- Two qualifications indicated employment pathways with Private Hotel-School indicating 8 , Galway-Mayo Institute 4 while Guelph's school did not indicate any employment pathways.

COMPARABILITY BETWEEN PROPOSED QUALIFICATION VERSUS THE BENCHMARKED

1. Galway-Mayo Institute versus the proposed qualification

Similarities

- **Exit learning outcomes the two** qualifications aim to enable the learners to acquire professional, technical, and operational skills and knowledge in the hospitality sector.
- **Domains/Modules** the qualifications focused on services, food, and accommodation sector in most cases.
- **Education and employment pathways** the two qualifications indicated employment pathways in careers in Bars, accommodation sector, front office and events management.

Differences

- **Title, NQF level and credit values** the **titles** of the three qualifications are different : Galway-Mayo institute has named it Higher Certificate in arts in hotel and hospitality operations while the proposed qualification names it Certificate in Hospitality management .
- For **credits**, Galway-Mayo institute has 160 while the proposed qualification has 121.
- For **NQF level** , Galway-Mayo institute is at level 6, while the proposed qualification has level 4.
- **Exit learning outcomes** Galway-Mayo institute emphasizes on quality and customer services while the proposed qualification has a wide range of the exit learning outcomes.
- **Modules /Domains** : Galway-Mayo institute has 18, while the proposed qualification has 12 modules.
- **Assessments Strategies** Galway-Mayo institute states that at the end of the 1st year the learner goes through 12 weeks mandatory work placement in Irish hotel while the proposed qualification indicates all assessment details being formative and summative and indicates the weights.
- **Qualification rules and minimum standards** Galway-Mayo Institute does not indicate the qualification rules while the proposed qualification has indicated the qualification rules such as attaining a minimum of 121 credits overall, including a maximum of 21 credits at Level 4. complete

satisfactorily any additional and specified requirements of the qualification and have official verification that he/she has covered and passed all the modules.

- **Education and employment pathways** Galway-Mayo Institute 4 while the proposed qualification has 10.

1. The University of Guelph's school of hospitality versus the proposed qualification

Similarities

- **Exit learning outcomes the two** qualifications aim to enable the learners to acquire professional, technical, and operational skills and knowledge in the hospitality sector.
- **Domains/Modules** the qualifications focused on services, food, and accommodation sector in most cases.

Differences

- **Title, NQF level and credit values the titles** of the two qualifications are different : University of Guelph's school has named it as Certificate in hospitality studies while the proposed qualification names it as Certificate in Hospitality management .
- For **credits**, University of Guelph's school did not indicate while the proposed qualification has 121.
- For **NQF level** , University of Guelph's school did not indicate , while the proposed qualification has level 5.
- **Exit learning outcomes** University of Guelph's school emphasizes on financial management while the proposed qualification has a wide range of the exit learning outcomes.
- **Modules /Domains** : University of Guelph's school has 5, while the proposed qualification has 12 modules.
- **.Assessments Strategies** Guelph's University did not indicate while the proposed qualification indicates all assessment details being formative and summative and indicates the weights.
- **Qualification rules and minimum Standards** University of Guelph's school indicates that completion of the following five online courses is required for the Certificate in Hospitality Studies: while the proposed qualification has indicated the qualification rules such as attaining a minimum of 121 credits overall, including a maximum of 21 credits at Level 4. complete satisfactorily any additional and

specified requirements of the qualification and have official verification that he/she has covered and passed all the modules.

- **Education and employment pathways** Galway-Mayo Institute 4 while the proposed qualification has 10

2. The Private Hotel-School versus the proposed qualification

Similarities

- **Exit learning outcomes** the two qualifications aim to enable the learners to acquire professional, technical, and operational skills and knowledge in the hospitality sector.
- **Domains/Modules** the qualifications focused on services, food, and accommodation sector in most cases.
- **Education and employment pathways** the two qualifications indicated employment pathways in careers in Bars, accommodation sector, front office and events management.
- **Title**, the two institutions have a similar name for the qualification: Cert in Hospitality management.

Differences

- For **credits**, the Private Hotel-School has 120 while the proposed qualification has 121.
- For **NQF level**, the Private Hotel-School is at level 4 while the proposed qualification has level 5.
- **Exit learning outcomes**, The Private Hotel- School emphasizes on professional and technical skills and customer services while the proposed qualification has a wide range of the exit learning outcomes.
- **Modules /Domains** : The Private Hotel- School has 10, while the proposed qualification has 12 modules
- **Assessments Strategies**: The Private Hotel- School did not state the assessment strategies while the proposed qualification indicates all assessment details being formative and summative and indicates the weights.
- **Qualification rules and minimum standards** The Private Hotel- School does not indicate the

qualification rules while the proposed qualification has indicated the qualification rules such as attaining a minimum of 121 credits overall, including a maximum of 21 credits at Level 4. complete satisfactorily any additional and specified requirements of the qualification and have official verification that he/she has covered and passed all the modules.

- **Education and employment pathways** The Private Hotel- School has 8 while the proposed qualification has 10.

Contextualisation

The three benchmarked qualifications are in line with the qualification being developed in many aspects such as curriculum, assessment strategies, qualification and award of certificates , education, and career progression among others with minimal differences.

REVIEW PERIOD

Every five (5) years.