

<b>QUALIFICATION SPECIFICATION SECTION A</b>									
<b>QUALIFICATION DEVELOPER</b>		<b>INSTITUTE OF DEVELOPMENT MANAGEMENT (IDM)</b>							
<b>TITLE</b>		<b>Certificate V In Culinary Arts</b>				<b>NCQF LEVEL</b>		<b>5</b>	
<b>FIELD</b>	Services			<b>SUB-FIELD</b>	Culinary Arts				
New qualification		√	Review of existing qualification						
<b>SUB-FRAMEWORK</b>		General Education			TVET	√	Higher Education		
<b>QUALIFICATION TYPE</b>		Certificate		√	Diploma		Bachelor		
		Bachelor Honours			Master		Doctor		
<b>CREDIT VALUE</b>							132		
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>									
<p>Rationale:</p> <p>The World Travel and Tourism Council (WTTC), indicated that the global tourism industry created 313 million jobs (World Travel and Tourism Organisation, 2018). Furthermore the report highlights that the tourism industry indirectly and directly accounted for more than 10.4% of the world's Gross Domestic Product (GDP).</p> <p>Currently tourism is amongst the top sectors accelerating intra-regional investments within the SADC region. (Regional Indicative Strategic Development Plan, 2001). These efforts by the SADC region are evidently aligned towards making tourism one of the key contributors to the region's economy (the SADC bloc is well rich when it comes to natural and wildlife resources)</p> <p>Currently, the Government of Botswana is promoting tourism as part of its economic diversification. Moody's-one of the world's top credit rating firms in its 2014 outlook report on Botswana attests that indeed the country's economy is "heavily reliant on mineral exploration - diamond mining" (Business Monitor International Research , 2018).</p> <p>The Botswana Tourism Organisation in its training analysis survey in 2009 showed that employees in Botswana's hospitality industry had poor skills, disappointing work ethics, negative customer-client attitudes, poorly trained frontline employees with little professional educational backgrounds (Botswana Tourism Board, 2009). Furthermore, The Botswana Tourism Board revealed that the employees who participated in the Needs Analysis survey lacked the appreciation of service quality, resulting in poor service delivery as well as the inability to uphold standards prescribed by the Botswana Tourism Organization.</p>									

		
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The private sector's role towards human resource development within the tourism industry cannot go unrecognized, in the year 2008 the Cresta Marakanelo Group sponsored 9 of its employees for a 3 year Diploma course at the cost of P 450'000.00 (Sunday Standard, 16 March 2008 - Nine Cresta Employees receive Diplomas in Culinary Arts). This significant input was acknowledged and promoted by the Chief Executive Officer of Botswana Quality Authority, Mr. Abel Modungwa - who appreciated the fact that the Cresta Group is faced with the challenge around maintaining a progressive localisation plan in executive positions.

A country with a highly skilled and productive labour force will attract more investment (National Development Plan 11). This is part of the Botswana government's efforts of creating a "Knowledge-based economy", this assertion is evidently acknowledged by the recent Botswana Multi-Topic Household Survey (BMTHS 2015/16). The BMTHS 2015/16 highlights the fact that Botswana is experiencing a high unemployment rate amongst people under the age of 30.

In the year 2017, tourism directly contributed up to 3.8% of Botswana's total GDP which translated to (USD 687.5 million) making it BWP 7,129.6 million and directly providing 26, 000 jobs ,accounting for 2.6% of total national employment (World Travel and Tourism Organisation , 2018).

The tourism industry offers numerous opportunities within its value and supply chain, this creates an opportunity for high quality service provision as well as employment opportunities to the lower skilled societal groups (National Human Resource Development Plan to 2028).

According to the (National Human Resource Development Plan to 2028, Page 31) of the Botswana Government, there is a need to train locals in the Culinary arts profession - particularly 'Cooks & Chefs'. The proposed target is to train 4'510 professionals between the year 2020 - 2024, with such a high number it goes to show that this 'Certificate in Culinary Arts' can significantly contribute towards the development of the Culinary arts profession in Botswana

#### Purpose:

- Equip learners with professional culinary skills and expertise in line with the labour market needs, as well as a sound anchor towards citizen participation within the local economy in the hospitality and tourism industry.
- Develop & enhance the competence of operational and administrative personnel within the food industry, this ranges from catering aspirants, food processors, food handlers and administrators in accordance with the established codes of practice and relevant regulatory requirements and standards.
- Undertake planning and preparation activities for the provision of culinary services
- Organise food production areas, commodities, staff and environment for the execution of culinary services
- Exhibit leadership and management skills to meet customer and organizational requirements
- Manage Health and Safety guidelines for cleanliness.

#### **ENTRY QUALIFICATIONS AND REQUIREMENTS *(including access and inclusion)***

		
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<p>The normal entry requirement into the program shall be:</p> <p><b>Minimum entry requirement for this qualification is a:</b></p> <p>NCQF level 4 (General Education or TVET) or equivalent</p> <p><b>Recognition of Prior Learning (RPL):</b> There will be access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in accordance with the RPL and CAT National Policies.</p>
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<b>GRADUATE PROFILE<sup>1</sup> (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>LO 1</b> Demonstrate knowledge and skills to operate any Hospitality business establishment as per the set industry regulations and ethics</p>	<p>3.1.1 Demonstrate the required managerial and technical skills in any Hospitality and Tourism based operation.</p> <p>3.1.2 Recognise operational policies and procedures required by the Hospitality and Tourism industry.</p>
<p><b>LO 2</b> Perform key resource management practices within any Hospitality and Tourism operation.</p>	<p>3.2.1 Apply contemporary strategies towards efficient resource management.</p> <p>3.2.2 Demonstrate knowledge on effective operational processes relevant to the Hospitality &amp; Tourism industry.</p> <p>3.2.3 Execute decision making through the use of technology-driven platforms .</p>
<p><b>LO 3</b> Establish a viable business within Hospitality &amp; Tourism industry</p>	<p>3.3.1 Demonstrate knowledge on competencies towards registering any business within the industry.</p> <p>3.3.2 Identify a feasible business and marketing opportunity in line with any business aspiration.</p> <p>3.3.3 Demonstrate knowledge towards the adherence of statutory legal requirements.</p>

<sup>1</sup> Profile must reflect bias to totality of occupation / vocation / profession; if more practical skills based, then more content and credits for skills / competence component than say knowledge.

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<b>LO 4</b> Demonstrate suitable leadership competencies within the industry.	3.4.1 Identify the roles of key stakeholders within the industry. 3.4.2 Adapt to contemporary issues & opportunities within the industry. 3.4.3 Recognise service quality requirements and standards within the industry.

QUALIFICATION COMPOSITION AND RULES				
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title		Level	Credits
	Communication & Academic Writing Skills		5	12
	ICDL Spreadsheet		5	5
	ICDL Word Processing		5	5
	Principles of Supply Chain Management		5	10
	Principles of Management		5	10
CORE COMPONENT Subjects / Units / Modules /Courses	Introduction to Culinary Arts		5	8
	Beverage Operations		5	5
	Hygiene Management		4	10
	Food Production		5	44
	Introduction to Confectionery		4	10
	Catering Management		5	5
	Fundamentals of Service Quality		5	8
ELECTIVE COMPONENT Subjects / Units / Modules /Courses				

		
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NCQF Level descriptors: -		
Ideal level	Level %	Number of Units
4	16.6%	2
5	83.3%	10
6	N/A	N/A
7	N/A	N/A
<b>Total Units: 12</b>		

### Summary of Credits

Summary of Credits				
Level	Credits	Fundamentals	Core	Elective
4	20	-	2	N/A
5	112	5	5	-
6	-	-	-	-
7	-	-	-	-
<b>Totals</b>	<b>132</b>	<b>5</b>	<b>7</b>	<b>-</b>
		<b>Total units</b>	<b>12</b>	

Rules of combinations, Credit distribution (where applicable):
<b>Rules of combination</b>  The Total credit for this qualification is <b>132</b> The Fundamental Component consists of <b>42 credits</b> all of which are compulsory • The Core Component consists of <b>90 credits</b> all of which are compulsory • The Elective Component: <b>None</b>

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## **ASSESSMENTS ARRANGEMENT**

### **CRITERIA FOR SELECTION OF ASSESSORS**

The criteria to register as an assessor include the following:

- Assessors should be registered as assessors with the BQA, in accordance with the policies and procedures defined by the BQA.
- Have a relevant academic qualification or equivalent recognition, at a level higher than the qualification being assessed.
- All registered assessors must have met the requirements of the generic assessor standard, and should be certificated by the BQA

Assessment will be carried out by BQA registered and accredited assessor.

### **FORMATIVE ASSESSMENT 40%**

Formative assessment contributing towards the award of credits should be based on modules outcomes. The contribution of formative assessment to the final grade should be 40% of the final mark for that module

### **SUMMATIVE ASSESSMENT 60%**

Candidates may undergo assessment, written or practical examination or projects. The final Assessment for each module contributes 60% of the final mark of each module.

The assessment shall be carried out by a BQA registered and accredited assessor.

## **MODERATION ARRANGEMENTS**

Internal and external moderators to be engaged will be BQA accredited subject specialists in relevant fields with relevant industry experience and academic qualifications.

Both internal and external moderation shall be done in accordance with applicable policies and regulations.

### ***Pre-assessment Moderation:***

This moderation is carried out before assessment tasks are given to students. All question paper and marking keys are shared with the moderators. Each assessment pack should be moderated by at least

		
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two moderators. The question paper moderation report should be filled in for each question paper, Moderator report will be shared with the setter to consider when finalizing the question paper.

#### **Post-assessment moderation or moderation of marking:**

Moderation of completed assessment tasks is categorized as post-assessment moderation. It is carried out after assessment tasks have been marked. The set of answer scripts and marking keys are shared with the moderators. At least 10% of the answer scripts in a module should be moderated during post assessment moderation.

#### **RECOGNITION OF PRIOR LEARNING**

There shall be provision for the award of the qualification through Recognition of Prior Learning (RPL) in accordance with institutional policies in line with the National RPL Policy.

#### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

##### **LEARNING PATHWAYS**

Horizontal and/or Diagonal Articulation (related qualifications of a similar level that graduates may consider)

Horizontal Articulation (qualifications to which this qualification are equivalent)

- Certificate V in Cooking
- Certificate of Professional Patisserie
- Certificate V in Hospitality Operations
- Certificate in V Travel and Tourism (with a strand in bush butlership or outdoor cooking)

Vertical Articulation (qualifications to which the holder may progress to)

- Diploma in Culinary Arts
- Diploma in Professional Patisserie
- Diploma in Hospitality Management
- Diploma in Travel and Tourism (with a strand in Bush Butlership or outdoor cooking)

##### **EMPLOYMENT PATHWAYS**

On successful completion of this qualification, the holder may be absorbed in the job market as:

- Food Preparation Supervisor
- Food Craft Stylist
- Sous Chef
- Catering Supervisor

#### **QUALIFICATION AWARD AND CERTIFICATION**

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For a Candidate to achieve this qualification they must have acquired a minimum of **120** credits. The Candidate should pass all the **CORE & FUNDAMENTAL** modules.

### Certification

A **Certificate V in Culinary Arts** will be awarded to a candidate upon completion of the qualification in accordance with applicable policies. A certificate and transcript will be issued at award.

## 2. REGIONAL AND INTERNATIONAL COMPARABILITY

During the design and development of this qualification, benchmarking was done from regional and international qualifications. The comparisons are as follows

### Comparability

It was noted that in most cases, different institutions have different names or titles for this qualification though they entail the same content. These titles could be Professional cookery, Food preparation or Culinary art as our qualification is named. The comparison was also based on the exit level outcome, of both regional and international qualification which are similar. They both aim at producing learners that are equipped with professional culinary skills and expertise suitable for the industry.

### Regional Comparability

Regionally this qualification was compared to the SAQA (South African Qualification Authority) Certificate : Culinary Arts (RSA) and the SGB Hospitality, Tourism, Travel, Leisure and Gaming, National Certificate: Professional Cookery (RSA)

INSTITUTIONS	PROGRAMME	LEVEL	CREDITS
City Guilds International	Certificate: Culinary Arts	5	120
SGB Hospitality, Tourism, Travel, Leisure and Gaming	National Certificate : Professional Cookery.	4	145

### Similarities



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Both qualifications cover Food Safety and Hygiene, Food Production and other Communication Skills related modules that equip learners for the industry.  
Modules are practically based.

They both assess theory and practical.

### Differences

Whilst the proposed qualification takes a duration of one year with a credit bearing of 122, the regional Qualifications comparing to it takes a duration of one and two years respectively ( bearing 120 and 145 credits).

### International

Internationally the qualification is compared to the Confederation of Tourism and Hospitality (CTH),UKs leading awarding body,(Certificate in Culinary Arts)

INSTITUTIONS	PROGRAMME	LEVEL	CREDITS
Confederation of Tourism and Hospitality(CTH)UK	Extended Certificate in Professional Cookery	3	75

### Similarities

The key highlight with the proposed qualification is that it has more practical delivery and assessment based module delivery mentioned in the table above. Both the proposed qualification and the international qualification comparison have a common objective which is to equip graduates with Vocational and Technical skills as outlined by the outcome based education.

### Differences

The international Qualification that is being compared with the proposed qualification differs by the duration. The international qualification is at Level 3 and bear only 75 credits while the proposed qualification is at Level 5 and has a credit bearing of 120.

**Please Note;** the National Qualifications Framework of Botswana does not perfectly match that of the United Kingdom, hence the difference in the Credit Value.

Summary:

From a Regional comparison, the qualifications used as a benchmark are recognised by the South African Qualifications Authority (SAQA) - as per the guidance and support from the South African Chefs Association (SACA) as a Sector Body. A holistic evaluation affirms that the Certificate in Culinary Arts is perfectly aligned with the Qualifications and Unit Standards as prescribed by SAQA as the regulatory body. Therefore, a conclusive position can be taken that the learning outcomes of this Certificate in Culinary

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Arts matches the existing regional Hospitality/Culinary Arts Qualifications which are endorsed by the Republic of South Africa as an active stakeholder in the Southern African region spearheading the Outcome Based Education (OBE) system.

All the International Qualifications used for benchmarking purposes share a commonality of using Unit Standards/Title, the key highlight with this Certificate in Culinary Arts is that it has more practical delivery and assessment based modules just as those in the international markets. The common objective is to equip graduates with Vocational & Technical skills as outlined by the Outcome Based Education (OBE) system. Therefore, in a nutshell it was concluded that this qualification compares favourably with the International Qualification in terms of the skills that the qualifying learner will acquire upon completion. The Qualifications used for benchmarking are endorsed by the Confederation of Tourism and Hospitality (United Kingdom), therefore this Certificate in Culinary Arts matches these international Qualifications furthermore, there is more emphasis in vocational & technical skills impartation.

### 3. REVIEW PERIOD

The qualification will be reviewed after **five (5) years** upon registration