



**National Qualifications 2014
Internal Assessment Report
Skills for Work: Hospitality**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

National Courses

Course code: 244 10

F19E Working in the Hospitality Industry
F19G Working in the Professional Kitchen

F19J Working Front of House

F19K Introduction to Events

Course code: 260 11

F3J2 Front of House Operations
F3J0 Developing Skills Working in
the Hospitality Industry
F3J1 Developing Skills Working
in the Professional Kitchen
F3J3 Hospitality Events

This has once again been a positive and successful year for Skills for Work: Hospitality at both levels. External visit reports highlighted areas of very good academic practice. External Verifiers' expert advice and constructive suggestions were noted under development points.

Staff members showed a clear and accurate understanding of the requirements of the national standards and preparation for external verification was well organised with all appropriate documents available as requested. Visit plans were well received and feedback suggested they had encouraged more focused visit preparation and better understanding of the visit requirements.

Centres continue to promote good practice and all are using SQA NABs.

Candidate evidence was presented in a logical and comprehensive manner and exhibited a consistent standard. Assessors made good judgements against award criteria for assessment, and standardisation was maintained. Master folders contained: Course Arrangements documents, Unit assessments, guidance on marking, schedule of practical activities, and teaching plans.

Internal verification was robust in most instances and delivery staff received good support from colleagues and senior staff. Centres are making good use of in-house systems and where internal verification was provided online, it was accurate and kept up to date.

Evidence of innovative approaches used in delivery and assessment included:

- ◆ integration of assessments
- ◆ strong industry links and good partnership arrangements
- ◆ work placements within local hotels and experience of working in realistic working environments at colleges

Learners have benefitted from consistent support, guidance and feedback provided by centre staff and industry providers. This has accelerated learning and many have been inspired to seek employment within the hospitality sector.

Observation is the primary method of assessment for both awards. This allows learners to consistently demonstrate competence against award criteria.

Learning materials from Colleges Scotland and centre-devised learning materials have proved to be a good resource. Learners are making good use of new technology to evidence special functions and events, better planning and self-evaluation.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

Centres have ensured that all assessors are familiar with the Course Arrangements, and demonstrate good knowledge and understanding of Unit specifications, instruments of assessments and exemplification materials.

Assessor judgement of candidates was appropriate and recorded accurately. Special assessment arrangements and remediation was provided where and when necessary.

To ensure fair and equal opportunities for all learners, all centres are using SQA NAB evidence recording documents to support both awards. In addition, some centres have set up in-house computer programs to enhance delivery.

Evidence Requirements

Centre staff/ assessors demonstrated clear understanding of the Evidence Requirements within both awards. Where some Units were integrated, the evidence was appropriate and clearly recorded. Discussions with staff during visits encouraged good practice, and suggestions/development points were appropriately recorded on the EV report.

EVs reiterated the importance of accurate evidence recording and guidance was offered where gaps were identified.

Administration of assessments

Centres have ensured that assessments are at the appropriate level for the target learners. Robust and well established systems are in place where schools and local councils are teaming up to deliver these awards. Where partnership arrangements have been formalised, they have offered extensive opportunities for candidates to achieve the practical elements of the Units.

Observation is the primary method of assessment and allows candidates to demonstrate competence against the award criteria.

Assessments are administered when the required standard of competence is reached and when candidates have gained sufficient knowledge and understanding of the assessment requirements.

Scheduling of assessment is excellent in most instances and reflects the demands of the award within the academic year and other timetabling considerations. Integration of assessment takes place where possible and a

holistic assessment approach has been particularly constructive where candidates have worked with others who have experience, good knowledge and skills. Where this approach is taking place, assessments are planned and mapped against the award criteria.

Internal verification is being applied appropriately and consistently with robust procedures in place. Clear and constructive feedback to assessors was noted as good practice by EVs. Candidate feedback was also positive and encouraging.

Areas of good practice

EV reports highlighted good practice throughout many areas of the awards.

Examples included:

- ◆ master folders containing all relevant Course materials and information
- ◆ NAB materials, records of moderation meetings, Course review documents including actions and development meeting log
- ◆ candidate logbooks recording everyday activities
- ◆ in-house learning materials
- ◆ internet facilities available providing opportunities to share good practice and access learning materials
- ◆ excellent partnership arrangements providing a wide variety of commercial and residential establishments for work experience
- ◆ innovative approach to running events: candidates producing marketing plans and involvement with local press to help raise the profile of the work being carried out by school pupils
- ◆ photographic evidence and brightly coloured story boards displayed, reminding pupils of their learning journey

Specific areas for improvement

Where the Intermediate 2 Working Front of House Operations Unit is being delivered, a small assessment needs to be devised by centres to ensure cheques/credit cards are covered.

Centres should be aware that internal verification is ongoing throughout the assessment of the awards. Records of this activity should be available for external verification.