

The logo consists of the letters 'N5' in a large, bold, white font, set against a solid purple square background.

National 5  
Course  
Specification



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# National 5 Hospitality: Skills for Work Course Specification

**Valid from August 2013**

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## National Course Specification

### National 5 Hospitality

**COURSE CODE** C260 75

#### COURSE STRUCTURE

This Course has **four mandatory** Units

The mandatory Units are:

F3J0 11	<i>Hospitality: Developing Skills for Working in Hospitality (National 5)</i>	1 credit (40 hours)
F3J1 11	<i>Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)</i>	1 credit (40 hours)
F3J2 11	<i>Hospitality: Front of House Operations (National 5)</i>	1 credit (40 hours)
F3J3 11	<i>Hospitality Events (National 5)</i>	1 credit (40 hours)

To achieve this Course award the candidate must successfully complete **all** component Units.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Scottish Vocational Qualifications (SVQs) in Catering and Hospitality
- ◆ further education
- ◆ training/employment

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#### Administrative Information

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## National Course Specification: (cont)

### COURSE National 5 Hospitality

#### CREDIT VALUE

The National 5 course in Hospitality is allocated 24 SCQF credit points at SCQF level 5\*.

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### CORE SKILLS

Achievement of this Course gives automatic certification of the following:

- ◆ Complete Core Skill Working with Others at SCQF level 5
- ◆ Core Skill component(s) Oral Communication at SCQF level 5

#### LINKS TO NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector. The Sector Skills Council for Hospitality is People 1st.

Aspects of the NOS from level 2 are reflected in the Course. As a result, the competence, knowledge and understanding achieved by candidates broadly reflect these standards.

The Units of the Course have been linked to elements of the following:

- ◆ level 2: Maintain a safe, hygienic and secure working environment
- ◆ level 2: Contribute to effective teamwork
- ◆ level 2: Maintain food safety when storing, preparing and cooking food
- ◆ level 2: Give customers a positive impression of yourself and your organisation
- ◆ level 2: Deal with communications
- ◆ level 2: Deal with the arrival of customers
- ◆ level 2: Prepare, cook and finish basic vegetable dishes
- ◆ level 2: Prepare, cook and finish basic hot and cold desserts
- ◆ level 2: Prepare, cook and finish basic fish dishes
- ◆ level 2: Prepare, cook and finish basic meat dishes
- ◆ level 2: Prepare, cook and finish basic pasta dishes
- ◆ level 2: Prepare, cook and finish basic soups
- ◆ level 2: Prepare and clear areas for table service
- ◆ level 2: Serve food at the table

In this Course, the areas where the above standards are reflected are:

- ◆ knowledge of, adherence to and application of food hygiene and health and safety procedures
- ◆ establishing effective relationships with team members and customers
- ◆ developing practical skills in a hospitality environment
- ◆ reviewing own skills and abilities and setting targets for improvement

## National Course Specification: Course details (cont)

**COURSE** National 5 Hospitality

### RATIONALE FOR SKILLS FOR WORK COURSES

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

#### Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - learning in real or simulated workplace settings
  - learning through role play activities in vocational contexts
  - carrying out case study work
  - planning and carrying out practical tasks and assignments

#### Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - preparing and planning for the experience
  - taking stock throughout the experience — reviewing and adapting as necessary
  - reflecting after the activity has been completed — evaluating and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

#### Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

## National Course Specification: Course details (cont)

### COURSE National 5 Hospitality

#### Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
  - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience
  
- ◆ *specific vocational skills/knowledge*
  - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

## National Course Specification: Course details (cont)

### COURSE National 5 Hospitality

#### RATIONALE FOR NATIONAL 5 HOSPITALITY COURSE

This National 5 Hospitality course has been designed to provide a qualification in Hospitality which reflects skills required for the hospitality industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

The primary target group for the Course is school pupils from third year in secondary education and above as it may provide a more appropriate starting point than the National 4 Hospitality Course for some candidates. In some cases it could also provide a progression route from the National 4 Hospitality Course. This Course will build on the skills and knowledge developed in the National 4 Hospitality Course and will introduce candidates to a range of more advanced skills and techniques. It is anticipated that the Course will build on existing partnerships between schools, colleges of further education, employers and other training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. This Course may also be suitable for adult returners in a further education environment as a first step into vocationally related learning, and will give such candidates an introduction to the hospitality industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

Hospitality is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Diplomas (HNDs). This Course is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential. The knowledge and experience acquired by candidates will enable them to develop transferable employability skills which are relevant in the hospitality industry.

The general aims of this Course are to:

- ◆ provide candidates with an introduction to the different sectors of the hospitality industry
- ◆ provide opportunities to prepare for and experience a job interview
- ◆ allow candidates to experience vocationally-related learning
- ◆ encourage candidates to develop a good work ethic
- ◆ encourage candidates to take responsibility for their own learning and development
- ◆ provide opportunities to develop a range of Core Skills
- ◆ facilitate progression to further education and/or training

The specific aims of this Course are to:

- ◆ prepare candidates for work in the hospitality industry
- ◆ develop team-working skills
- ◆ develop customer care skills
- ◆ develop food preparation, cooking and presentation skills
- ◆ develop food and drink service skills
- ◆ apply relevant health and safety and food hygiene procedures
- ◆ develop personal presentation skills
- ◆ develop a positive and responsible attitude to work
- ◆ develop communication skills
- ◆ develop aspects of the Core Skill of Working with Others
- ◆ encourage skills in setting personal goals, reviewing and evaluating

## National Course Specification: Course details (cont)

### **COURSE** National 5 Hospitality

- ◆ build candidates' confidence
- ◆ prepare candidates for further learning, study and training opportunities in the hospitality industry

### **COURSE CONTENT**

#### **Summary of Course content**

The Course provides an introduction to the different sectors of the hospitality industry, the provision of hospitality locally, nationally and internationally and also which sectors can be described as 'commercial' and 'non-commercial'. They will learn about the organisational aims of hospitality establishments and the products and services they provide. Candidates will also have the opportunity to prepare for and take part in a job interview. The Course will also develop vocational skills and knowledge and the focus is on experiencing the areas of the professional kitchen, food and drink service, customer care skills, reception skills and hospitality events. Candidates will be involved in menu planning and have practical experience of preparing, cooking and presenting a range of commodities, serving food and drinks, undertaking reception duties and planning, organising and running a small hospitality event. Candidates will be working as a member of a team, communicating appropriately, undertaking aspects of problem solving and numeracy, and may also use Information Technology. The Course places emphasis throughout all Units on the employability skills and attitudes which will help to prepare candidates for the workplace.

#### **Employability Skills**

- ◆ positive attitude to workplace and learning
- ◆ understand the importance of time keeping and attendance
- ◆ appropriate appearance
- ◆ good verbal communication
- ◆ good listening skills
- ◆ work cooperatively with others
- ◆ ability to work in a team
- ◆ self respect and showing respect and consideration for others
- ◆ following instructions
- ◆ adaptability and flexibility
- ◆ application of food hygiene and health and safety procedures
- ◆ planning and preparing for work
- ◆ confidence to seek feedback
- ◆ confidence to give feedback
- ◆ self-review and evaluation
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ understanding roles and responsibilities in the workplace

## National Course Specification: Course details (cont)

### COURSE National 5 Hospitality

#### Summary of Unit content

##### **Hospitality: Developing Skills for Working in Hospitality (1 credit)**

In this Unit candidates will investigate a range of hospitality provision. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Candidates will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They would also demonstrate the skills involved in preparing for and participating in a simulated job interview.

Candidates will review and evaluate their own employability skills. On completion of the Unit they should be able to demonstrate a positive approach in a range of these skills.

##### **Hospitality: Developing Skills for Working in the Professional Kitchen (National 5) (1 credit)**

In this Unit candidates will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Candidates will also prepare, cook, and present a range of commodities and evaluate finished dishes. Candidates will work as a team member and participate in a number of activities which will help them to develop the skills identified within this Unit.

##### **Hospitality: Front of House Operations (National 5) (1 credit)**

In this Unit candidates will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Candidates will participate in a number of activities which will help them to develop the skills identified within this Unit.

##### **Hospitality Events (National 5) (1 credit)**

In this Unit candidates will be involved in planning, organising, running and evaluating a small scale hospitality event. Candidates will work as part of a team and participate in all the activities involved. Candidates will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.



## **National Course Specification: Course details (cont)**

**COURSE** National 5 Hospitality

### **ASSESSMENT**

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### **Assessment objectives**

Assessment across the Units of this Course will allow candidates to demonstrate:

- ◆ knowledge and skills in relation to working in the hospitality industry
- ◆ practical vocational skills
- ◆ communication and customer care skills
- ◆ application of current health and safety and food hygiene procedures
- ◆ skills for employment
- ◆ self-evaluation skills

Assessment in the Course is mainly through performance of practical activities supported by assessor observation checklists.

#### **Unit assessment**

##### **Hospitality: Developing Skills for Working in Hospitality**

Written/oral evidence and performance evidence is required for this Unit.

- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of aspects of the hospitality industry and the skills required in the industry.
- ◆ Performance evidence of a simulated/role play job interview supported by an assessor checklist.
- ◆ Candidate reviews based on practical activities which have been carried out under supervision either in a professional kitchen and training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

##### **Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)**

Written/oral evidence and performance evidence is required for this Unit.

- ◆ Written/oral evidence is required which demonstrates knowledge and skills of menu planning and dish evaluation.
- ◆ Practical activities for this assessment should be carried out under supervision either in a professional kitchen, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

## **National Course Specification: Course details (cont)**

### **COURSE**      National 5 Hospitality

#### **Hospitality: Front of House Operations (National 5)**

Performance evidence is required for this Unit.

- ◆ Practical activities for this assessment should be carried out under supervision either in a training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

#### **Hospitality Events (National 5)**

Written/oral evidence and performance evidence is required for this Unit.

- ◆ Written/oral evidence is required to show candidates' contribution to the planning of the event.
- ◆ Practical activities for this assessment should be carried out under supervision and should involve working with others in a team.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

## National Course Specification: Course details (cont)

**COURSE** National 5 Hospitality

### QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk)

### GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

#### Suggested order/sequence of delivery

Centres should ensure that an induction to the Course is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the hospitality industry are stressed at this time.

While the sequence of delivery of the Units is for individual centres to decide, a suggested approach would be to introduce *Hospitality: Developing Skills for Working in Hospitality* early in the Course in order that the knowledge and skills developed in this Unit are built upon during the delivery of the remaining Units, and so that candidates can gather evidence over the duration of the Course. This Unit should be integrated with the other three Units in the Course. Opportunities to integrate assessment can be found in the activities undertaken in *Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)*, *Hospitality: Front of House Operations (National 5)* and *Hospitality Events (National 5)*.

In order for candidates to undertake *Hospitality Events (National 5)*, they **may** need to use practical skills already experienced in *Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)* and *Hospitality: Front of House Operations (National 5)*, therefore it may be appropriate to deliver this Unit last.

#### Learning and Teaching

The main approaches to learning in this Course should be experiential, practical and candidate centred. Candidates should have the opportunity to learn and develop practical skills in a realistic work environment where they will experience workplace conditions, deal with customers, learn how to work with others in a team and develop good working practices.

Centres should ensure that an induction to each Unit within the Course is given which will enable candidates to fully understand what is required and the approaches to be adopted.

Candidates should have the opportunity to develop relevant practical vocational skills, as well as a variety of employability skills, for hospitality professions. Some of these skills will be generic employability skills required in the wider workplace, while others will be specific to the hospitality industry.

It is important to ensure that candidates are provided with advice and guidance on what is expected of them when they are working in the hospitality industry. Candidates must be given clear information, advice and guidance about their role within the professional kitchen and restaurant with regards to appearance, uniform, attitude, behaviour, interacting with customers and working in a team.

## National Course Specification: Course details (cont)

### **COURSE** National 5 Hospitality

Due to the practical nature of the Course, each part of learning/teaching should incorporate both theory and practice to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities, and opportunities for contextualising Core Skills should be identified.

#### **Visiting speakers/visits to hospitality organisations**

It may be possible for centres to organise visits to hospitality establishments as part of the candidates' learning experience, in order to help candidates to build their vocational knowledge and understanding. Centres are encouraged to establish links with industry representatives who may be willing to offer support in the form of visits from a member of staff to give candidates a realistic view of jobs and conditions in the hospitality industry. Group fact finding could also be arranged so that candidates can share information about a wide range of possible career routes and job roles.

#### **Health and Safety**

Opportunities should be taken within the Course to integrate the required knowledge of current health and safety and food hygiene legislation in a real context. Legislation could be related to equipment being used and foods being prepared and cooked in the professional kitchen, and served in the restaurant. At this level, candidates should be able to apply health and safety and food hygiene procedures, especially with regard to temperature control. Candidates should be aware of risk assessments; where these can be found and what their individual responsibilities are when working in the professional kitchen and restaurant. The emphasis should always be on the practice of working safely and hygienically, and the extent of knowledge required by the candidates must be clearly defined and appropriate to National 5 level.

#### **Approaches to assessment**

The Evidence Requirements for Units within the National 5 Hospitality Course are fully expressed in the mandatory section of each Unit Specification.

Units have been designed so that assessment evidence can be gathered holistically where possible. A variety of approaches are used for gathering evidence, reflecting the variety of learning experiences offered across the Course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the National Assessment Bank (NAB) provides examples.

*Hospitality: Developing Skills for Working in Hospitality* should be integrated with the other three Units in the Course. Opportunities to integrate assessment can be found in the activities undertaken in *Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)*, *Hospitality: Front of House Operations (National 5)* and *Hospitality Events (National 5)*. Suggested approaches to gathering evidence are highlighted in the *Guidance on Approaches to Assessment* in the Unit Specifications.

The NAB pack provided for each Unit within the National 5 Hospitality course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

## **National Course Specification: Course details (cont)**

**COURSE**      National 5 Hospitality

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Course Specification: Course details (cont)

**COURSE** National 5 Hospitality

### Appendix: Employability Skills Profile

In addition to the specific vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

<b>Hospitality: Developing Skills for Working in Hospitality</b>	= A
<b>Hospitality: Developing Skills for Working in the Professional Kitchen</b>	= B
<b>Hospitality: Front of House Operations</b>	= C
<b>Hospitality Events</b>	= D

<b>Employability skill/attitude</b>	<b>Evidence</b>
◆ positive attitude to workplace and willingness to learn	A, B, C
◆ understand the importance of time keeping and attendance	A, B, C, D
◆ appropriate appearance	A, B, C, D
◆ good verbal communication	A, C
◆ good listening skills	A, C
◆ work cooperatively with others	A, B, C, D
◆ ability to work in a team	A, B, C, D
◆ self respect and showing respect and consideration for others	A
◆ following instructions	A, B, C
◆ adaptability and flexibility	A
◆ application of food hygiene and health and safety procedures	A, B, C, D
◆ planning and preparing for work	A, B, D
◆ confidence to seek feedback	A, C, D
◆ confidence to give feedback	A
◆ self-review and evaluation	A, D
◆ customer care skills	A, C, D
◆ efficient use of time and resources	A
◆ understand the roles and responsibilities of the workplace	A, B, C, D

#### Assessment evidence in all the Units:

Practical performance supported by assessor observation checklists, written and or/oral recorded evidence and candidate self-evaluation reviews.



## National Unit Specification: general information

**UNIT** Hospitality: Developing Skills for Working in Hospitality

**CODE** F3J0 11

**COURSE** National 5 Hospitality

### SUMMARY

This is a mandatory Unit of the National 5 Hospitality Course, and should be taken as part of that Course. It is suitable for candidates who have no previous experience of the hospitality industry.

In this Unit candidates will investigate a range of hospitality provision. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Candidates will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They would also demonstrate the skills involved in preparing for and participating in a simulated job interview.

Candidates will review and evaluate their own employability skills. On completion of the Unit they should be able to demonstrate a positive approach in a range of these skills.

### OUTCOMES

- 1 Investigate the hospitality industry and the relevant skills and qualities needed to work in the industry.
- 2 Prepare for and participate in an interview for a specific job role in the hospitality industry.
- 3 Review and evaluate own employability skills in specified practical activities.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** NA

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## **National Unit Specification: general information (cont)**

**UNIT** Hospitality: Developing Skills for Working in Hospitality

### **CREDIT VALUE**

1 credit at National 5 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.



## **National Unit Specification: statement of standards**

### **UNIT Hospitality: Developing Skills for Working in Hospitality**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Investigate the hospitality industry and the relevant skills and qualities needed to work in the industry.

##### **Performance Criteria**

- (a) Identify the main commercial and non-commercial sectors of the hospitality industry.
- (b) Identify and describe the aims of specific hospitality establishments.
- (c) Identify and describe the range of products and services provided by these hospitality establishments.
- (d) Identify and describe the job roles of staff employed in these hospitality establishments.
- (e) Identify the skills and attitudes relevant to one of these job roles.

#### **OUTCOME 2**

Prepare for and participate in an interview for a specific job role in the hospitality industry.

##### **Performance Criteria**

- (a) Identify own skills and attitudes that would be required for the job role.
- (b) List potential questions which may be asked by the interviewer.
- (c) List relevant questions to ask at the interview.
- (d) Arrive on time and appropriately dressed for the interview.
- (e) Answer the questions asked by the interviewer appropriately using effective verbal and non-verbal communication skills.
- (f) Ask relevant questions at appropriate points during the interview using effective verbal and non-verbal communication skills.

#### **OUTCOME 3**

Review and evaluate own employability skills in specified practical activities.

##### **Performance Criteria**

- (a) Identify own strengths and weaknesses in specified employability skills.
- (b) Seek advice and take account of feedback from others when reviewing own employability skills.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving goals over a set period of time.

## National Unit Specification: statement of standards (cont)

### UNIT Hospitality: Developing Skills for Working in Hospitality

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written/oral evidence, performance evidence and candidate reviews are required for this Unit.

- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of aspects of the hospitality industry and the skills required in the industry.
- ◆ Performance evidence of a simulated/role play job interview supported by an assessor checklist.
- ◆ Candidate reviews based on practical activities which have been carried out under supervision either in a professional kitchen and training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

#### Outcome 1 — Written/Oral Evidence

Written/oral evidence will be produced by the candidate on their own at appropriate points throughout the Unit. The evidence should be gathered in a folio and candidates must be given a clear brief that the folio must contain:

- ◆ a list of the main sectors of the hospitality industry categorised into commercial and non-commercial
- ◆ a description of the aims of two different hospitality establishments. One establishment must be commercial and one non-commercial. Teachers/lecturers should guide candidates in their choice of establishments.
- ◆ a description of the range of products and services that each of these establishments offer
- ◆ a description of two job roles in each of the establishments
- ◆ a list of the skills and attitudes relevant to one of these job roles

The sectors will be selected from the list below

<b>Commercial</b>	<b>Non-commercial</b>
Hotels	Hospitals
Travel Lodges	Residential Homes
Guest Houses	College Refectory
Bed and Breakfast Operations	School Meals
Restaurants	Prison Service
Cafes	Armed Forces
Fast Food Outlets	
Contract Catering	

## National Unit Specification: statement of standards (cont)

### UNIT Hospitality: Developing Skills for Working in Hospitality

#### Outcome 2 — Written/Oral Evidence and Performance Evidence

Candidates will produce written/oral evidence for the interview which will include:

- ◆ listing own skills and attitudes relevant to one job role
- ◆ a list of a minimum of **three** potential questions which may be asked by the interviewer
- ◆ a list of **two** relevant questions to ask at the interview

The candidate will be interviewed by **one** other person who may be the assessor or a representative from the hospitality industry. The interview may be simulated/role play and should last between 5 and 10 minutes.

The evidence of candidates' performance during the interview should be supported by an assessor observation checklist and should show that the candidate:

- ◆ arrived on time and was appropriately dressed
- ◆ answered the questions appropriately
- ◆ asked relevant questions at appropriate points
- ◆ used effective verbal and non-verbal communication skills

The assessor observation checklist must be retained to provide evidence of performance during **one** interview.

#### Outcome 3 — Written/Oral Evidence

Candidates will identify their own strengths and weaknesses in specified employability skills and review and evaluate their performance following feedback from others. They will also identify areas for improvement and set relevant goals. The evidence required will be three completed reviews. One will be based on an initial review, the second completed half way through the Unit, and the third will be based on a review towards the end of the Unit. Candidates should take ownership of the review process.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an investigation pro forma, assessor checklists and candidate review sheets, which include the specified employability skills. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT      Hospitality: Developing Skills for Working in Hospitality**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit will allow candidates to investigate a range of hospitality provision. This should not be restricted to the local area, but candidates should be encouraged to investigate national and global provision. When they have identified the sectors of the hospitality industry, they should then be introduced to the concept of commercial and non-commercial establishments. This will also guide them to identifying the organisational aims of the chosen business. The Unit will also provide the opportunity for candidates to identify the employability skills that employers have stated as being most important for employees in the hospitality industry and allow them to prepare for and experience a simulated interview. It will also focus on identifying their strengths and weaknesses and provide the opportunity to review and evaluate employability skills following feedback from others, set goals and monitor progress over time.

#### **Outcome 1**

This Outcome is intended to allow candidates to investigate a range of hospitality provision, and to categorise the sectors of the industry into commercial and non-commercial. Following on from this initial investigation each candidate will choose two establishments, one from each category of commercial and non-commercial, to investigate in more detail. The candidates should carry out some research into the range of provision, which may involve reading, researching using the Internet, the use of CD-ROMs, DVDs and videos as well as visiting real workplace environments and interviewing/talking to people who work in the industry.

The investigation should produce the following information about the chosen establishments:

- ◆ the sector of the hospitality industry in which the establishment operates
- ◆ the aims of each establishment
- ◆ products and services provided to customers
- ◆ the job roles of staff employed in each establishment
- ◆ a description of the skills and attitudes necessary for one of the above jobs

## **National Unit Specification: support notes (cont)**

### **UNIT Hospitality: Developing Skills for Working in Hospitality**

#### **Outcome 2**

This Outcome aims to allow candidates to prepare for an interview for a specific job in the hospitality industry. Candidates could visit establishments, or visiting speakers from the industry could come to the centre, in order for candidates to ask questions of people who are involved in interviewing prospective employees. This will provide candidates with information that will help them to prepare for their interview.

Candidates should identify one job that they think that they would have the skills to do, for example, commis chef, waiter, room assistant, receptionist, and then they should be encouraged to find out the skills and attitudes that would be expected for that particular job. Candidates should then list the skills and attitudes that they currently have. This will allow them to compare the requirements of the job with their own skills. They should be made aware of the requirements of attending an interview including the importance of arriving on time and being appropriately dressed. Each candidate will need to identify the kind of questions that could be asked of them, so that they can prepare appropriate answers, and also they should prepare questions that they could ask of the interviewer. The importance of verbal and non-verbal communication should be explained. Once the candidates have completed their preparations, the simulated role play interview should be undertaken. The teacher/lecturer could play the part of the interviewer, or a visiting speaker from the industry could carry out this role. Each candidate should be interviewed individually, and the time taken for each interview should be between 5 and 10 minutes.

#### **Outcome 3**

The Unit also focuses on the employability skills identified by employers as being most important in the hospitality industry. It is essential to emphasise the development of the skills identified in the Outcome in order to ensure that candidates understand the importance of how they interact with others and customers if they wish to progress in this vocational area and make a positive contribution when working in a hospitality establishment.

The Unit gives candidates the opportunity to take responsibility for improving their performance by identifying their strengths and weaknesses, taking feedback from others, setting goals for improvement, and reflecting and evaluating. These skills are transferable to other vocational areas and will in general enhance candidates' employability.

These Outcomes should be integrated with the practical activities in the other Units in the Course.

## **National Unit Specification: support notes (cont)**

### **UNIT Hospitality: Developing Skills for Working in Hospitality**

Achievement of the employability skills listed below will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

- ◆ positive attitude to workplace and learning
- ◆ understand the importance of time keeping and attendance
- ◆ appropriate appearance
- ◆ good verbal communication
- ◆ good listening skills
- ◆ work cooperatively with others
- ◆ ability to work in a team
- ◆ self respect and showing respect and consideration for others
- ◆ follow instructions
- ◆ adaptability and flexibility
- ◆ application of food hygiene and health and safety procedures
- ◆ planning and preparing for work
- ◆ confidence to seek feedback
- ◆ confidence to give feedback
- ◆ self-review and evaluation
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ understanding roles and responsibilities in the workplace

Candidates will develop:

- ◆ investigative skills
- ◆ confidence in interview situations
- ◆ confidence to seek feedback
- ◆ self-review and evaluation skills
- ◆ confidence to set achievable goals and review progress

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

#### **Outcome 1**

Candidates should be encouraged to use a variety of methods to carry out their investigation. Ideally, initial teaching methods should explain the different sectors of the hospitality industry and the categories of commercial and non-commercial. Group discussion may be a useful way to disseminate knowledge of different establishments. For example, some candidates may work part-time or they may have relatives who work in the industry. There is a range of internet sites which candidates could be directed to including the Sector Skills Council for the hospitality industry. Trade publications can also provide useful, up-to-date information.

## National Unit Specification: support notes (cont)

### UNIT Hospitality: Developing Skills for Working in Hospitality

It is strongly recommended that candidates are taken on a visit to at least one local establishment to experience the environment for themselves. Candidates could also be given the opportunity to discuss job roles with someone who works in the industry. This may be possible during the visit or at another time, for example, through visiting speakers. It may be useful to help candidates to draw up a list of questions that would be suitable to use in this instance. These questions could be prepared through group discussion prior to the visits taking place. One of the questions should focus on the organisational aims of the establishment which could also help candidates to understand the advantages of a corporate approach. Candidates should also find out about job roles of staff members.

#### Outcome 2

This Outcome provides the opportunity for candidates to prepare for and interview for a specific job in the hospitality industry. This could be a 'real' job as advertised in trade publications, newspapers, or web based sites. They should research the questions that an employer would ask during an interview for that job, and also the questions that would be appropriate for candidates to ask. They must then prepare their own questions to use during an interview for a specific job. Teachers/lecturers could help candidates to develop their communication skills for the interview through demonstration and selecting appropriate activities to give candidates as much practise as possible before assessment takes place. It would also be good practice to enlist the help of guest speakers from the industry who have experience of conducting interviews for new recruits. The interview should be as realistic as possible, giving the candidates relevant information such as time and place of interview. The interview should be conducted as if there was a position in a hospitality establishment. This would allow feedback to be of more relevance to the candidate.

#### Outcome 3

Where this Unit is taken as part of the National 5 Hospitality Course, it is recommended that delivery of this Outcome is integrated with the other Units in the Course. It is important that those responsible for the delivery of this Unit as part of the above Course specify and identify where opportunities arise to develop and review employability skills. This should be undertaken during induction to the Unit. It is important to ensure that candidates taking this Unit are provided with advice and guidance on what is expected of them when they are working in the hospitality industry.

Candidates must be given clear information regarding:

- ◆ appearance (eg specific uniform requirements for kitchen and restaurant, hygiene, hair, make up, jewellery)
- ◆ attitude (eg willingness to learn through participation/willingness to co-operate, interest in food production, food service and commitment)
- ◆ behaviour (eg timekeeping, respect and consideration for others, application of health and safety and food hygiene procedures)
- ◆ customer care (eg dealing with customers, communication)
- ◆ working with others and in a team (eg good communication skills — listening and talking, following instructions)

Candidates should be encouraged to identify their strengths and weaknesses and to develop the skills of review and evaluation whilst taking feedback from others. Discussion with candidates, using the feedback, will help candidates to identify action points for improvement.

## National Unit Specification: support notes (cont)

### UNIT Hospitality: Developing Skills for Working in Hospitality

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit, candidates will develop skills valued by employers. Candidates will carry out an investigation and produce a folio of evidence. Candidates will also take responsibility for improving their own performance through self-evaluation, take feedback from others, set goals for improvement, reflect and evaluate. These are good opportunities for developing aspects of Core Skills in:

- ◆ Communication
- ◆ Problem Solving

The opportunity could be taken during this Unit to emphasise that the employability skills and the Core Skills indicated above are skills that apply to a wide range of situations, both in everyday life and in employment.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

It is recommended that, when this Unit is being taken as part of the National 5 Hospitality course, assessment for Outcome 3 is integrated with practical activities throughout the Course. This means that the evidence can be gathered at appropriate points during the Course.

Opportunities to gather evidence can be found in the practical activities undertaken in the following Units:

- ◆ *Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)*
- ◆ *Hospitality: Front of House Operations (National 5)*
- ◆ *Hospitality Events (National 5)*

Written/oral evidence for Outcome 3 of this Unit should be gathered over a period of time, with strengths and weaknesses identified and the first review undertaken during induction to the Unit, the second review undertaken half way through the Unit and the final review undertaken at the end of the Unit. This will allow the setting of goals after each of the reviews and progress to be noted at the following review.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to track candidate progress and provide evidence for internal and external verification purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an investigation pro forma, assessor checklist and candidate review sheets which include the specified employability skills. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.



## **National Unit Specification: support notes (cont)**

### **UNIT**      Hospitality: Developing Skills for Working in Hospitality

#### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)* and *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.



## National Unit Specification: general information

<b>UNIT</b>	Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)
<b>CODE</b>	F3J1 11
<b>COURSE</b>	National 5 Hospitality

### SUMMARY

This Unit is a mandatory Unit of the National 5 Hospitality Course, but can be taken as a free- standing Unit. It provides progression from the Unit *Hospitality: Working in the Professional Kitchen (National 4)*, but it is also a suitable starting point for candidates who have no previous experience of the hospitality industry.

In this Unit candidates will learn about menu planning, food preparation techniques and cookery processes, food hygiene and health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Candidates will prepare and cook a range of commodities and present and evaluate finished dishes. While working as a member of team candidates will participate in a number of practical activities which will help them to develop these skills.

### OUTCOMES

- 1 Contribute to the planning of menus for specified occasions working to a given brief.
- 2 Carry out a range of food preparation techniques while working as a member of a team.
- 3 Undertake a range of cookery processes while working as a member of a team.
- 4 Store and evaluate completed dishes while working as a member of a team.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

<b>Superclass:</b>	NA
<b>Publication date:</b>	August 2013
<b>Source:</b>	Scottish Qualifications Authority
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## **National Unit Specification: general information (cont)**

**UNIT**            Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

- ◆ Complete Core Skill            None
- ◆ Core Skill component(s)        Oral Communication at SCQF level 5

## **National Unit Specification: statement of standards**

### **UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Contribute to the planning of menus for specified occasions working to a given brief.

##### **Performance Criteria**

- (a) Identify appropriate dishes for the occasions specified in the brief.
- (b) Identify and agree balanced menus for these occasions.
- (c) Take special dietary requirements into consideration throughout.
- (d) Co-operate positively with others throughout.

#### **OUTCOME 2**

Carry out a range of food preparation techniques while working as a member of a team.

##### **Performance Criteria**

- (a) Arrive on time and appropriately dressed.
- (b) Select and use correctly a range of equipment appropriate to each preparation technique.
- (c) Apply each food preparation technique to a range of foods.
- (d) Follow all instructions given.
- (e) Weigh and measure foodstuffs accurately.
- (f) Carry out each activity using the correct health and safety and food hygiene procedures.
- (g) Co-operate positively with others in all activities.

#### **OUTCOME 3**

Undertake a range of cookery processes while working as a member of a team.

##### **Performance Criteria**

- (a) Arrive on time and appropriately dressed.
- (b) Correctly identify suitable foods and equipment for each process.
- (c) Correctly apply each cookery process to a range of foods.
- (d) Regularly monitor the cookery process and use appropriate techniques to check for readiness.
- (e) Complete and present the finished dishes to a commercially acceptable standard.
- (f) Carry out each activity using the correct health and safety and food hygiene procedures.
- (g) Co-operate positively with others in all activities.

## National Unit Specification: statement of standards (cont)

### UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

#### OUTCOME 4

Store and evaluate completed dishes while working as a member of a team.

#### Performance Criteria

- (a) Store the finished dishes at the correct holding temperature.
- (b) Apply the correct health and safety and food hygiene procedures.
- (c) Co-operate positively with others throughout.
- (d) Evaluate own finished dishes in terms of taste and appearance.

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written/oral evidence and performance evidence is required for this Unit.

- ◆ Written/oral evidence is required which demonstrates knowledge and skills of menu planning.
- ◆ Practical activities for this assessment should be carried out under supervision either in a professional kitchen, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

#### Outcome 1 — Written/Oral Evidence and Performance Evidence

The assessor will provide candidates with **two** suitable occasions for menu planning purposes. Candidates will work in groups to design suitable menus but each candidate must have evidence of his/her own contribution. This evidence should be gathered at a suitable point in the Unit and must include:

- ◆ a list of the dishes that the candidate has identified
- ◆ a copy of the agreed menus which have taken dietary requirements (eg cultural, religious requirements and/or food allergies) into consideration
- ◆ an assessor checklist confirming that the candidate has contributed to and agreed the menus and has co-operated positively

#### Menus

- ◆ One lunch menu, two courses, two choices per course — one choice should be a vegetarian option
- ◆ One special party menu, no choice, three courses

Both menus should include a potato and vegetable accompaniment or alternatives suitable to the menu.

Evidence will be gathered in supervised conditions and candidates will have access to recipes to assist with their planning.

## National Unit Specification: statement of standards (cont)

### UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

#### Outcome 2 — Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- ◆ arrive on time and be appropriately dressed
- ◆ select and correctly use a range of equipment appropriate to each preparation technique
- ◆ apply each food preparation technique to a range of foods
- ◆ follow instructions given by the teacher/lecturer
- ◆ weigh and measure foodstuffs accurately
- ◆ carry out each activity using the correct health and safety and food hygiene procedures
- ◆ co-operate positively with others in all activities

**Preparation techniques:** peel, cut, chop, slice, grate, mix, whisk, cream, fold, shape, pipe. Each preparation technique must be used at least once.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

#### Outcome 3 — Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- ◆ arrive on time and be appropriately dressed
- ◆ correctly identify suitable foods and equipment for each process
- ◆ correctly apply each cookery process to a range of foods
- ◆ regularly monitor the cookery process and use appropriate techniques to check for readiness
- ◆ complete and present the finished dishes to a commercially acceptable standard using appropriate garnishes or decorations
- ◆ carry out each activity using the correct health and safety and food hygiene procedures
- ◆ co-operate positively with others in all activities

**Cookery processes:** boiling, poaching, steaming, baking, grilling, shallow frying. Each cookery process must be used at least once.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)**

#### **Outcome 4 — Performance Evidence**

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- ◆ store finished dishes at the correct holding temperature
- ◆ apply the correct health and safety and food hygiene procedures
- ◆ co-operate positively with others throughout
- ◆ evaluate a minimum of four of their own finished dishes in terms of taste and appearance

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes menu briefs and assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT      Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

Practical activities should be carried out either in a professional kitchen, realistic working environment or real workplace, and should involve working with others in a team to develop good working practice.

The focus of this Unit is practical vocational training. The Unit will develop team working and the skills required to carry out a range of food preparation techniques, cookery processes and finishing techniques for food production. Candidates will also carry out evaluations of their finished dishes.

For Outcome 1 the Unit will introduce candidates to menu planning for given occasions and provide the theory associated with good menu planning. It is recommended that the menu planning aspect is delivered towards the start of the Unit and the candidates should work in groups to produce the menus. Examples of menus from various styles of restaurant should be available for candidates to refer to and they could also be encouraged to use other resources such as books, trade magazines and the Internet. The importance of nutritional balance, colour, texture and flavour should be included. Dietary requirements for conditions such as diabetes and coeliac disease should be included and also foods which commonly cause allergic reactions. The dietary requirements for cultural or religious reasons should also be discussed and the reasons for including vegetarian choices when designing the menus.

For Outcomes 2, 3 and 4 the practical activities of this Unit will allow candidates to work in teams and use the skills required to carry out food preparation techniques, cookery processes and finishing techniques in the professional kitchen. They will also use a range of equipment commonly found in the professional kitchen. These practical activities could be carried out in food production situations when the candidates would work in teams to replicate a 'partie' system which commonly operates in professional kitchens. The food produced should be of a commercially acceptable standard. Where the food is being produced for food service the menus used could be those that have been designed by the candidates.

The practical activities could be based on dishes/recipes such as:

- ◆ soups: broths and purees
- ◆ poached items: fish fillets, eggs
- ◆ steamed items: vegetables, sponge puddings
- ◆ baked goods: potatoes, apples, sweet/savoury pies and flans, breads, sponges
- ◆ grilled foods: tomatoes, bacon rashers, lamb cutlets, pork chops, sausages, cuts of fish
- ◆ shallow fried items: fish fillets, vegetables

The Unit should enable candidates to acquire a range of skills that with subsequent practice would allow progression to practical cookery Units at Higher or SVQ Food Preparation and Cooking Units at level 2.



## National Unit Specification: support notes (cont)

### UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

It is essential that relevant aspects of current health and safety and food hygiene legislation are explained and applied throughout the practical activities of this Unit. Candidates should be aware of hazards and risks associated with working in the professional kitchen and the controls which are in place to minimise risk. In order that candidates are aware of the time taken to prepare, cook and finish dishes, they should be introduced to time planning and encouraged to prepare time plans for their own use during practical cookery sessions.

Throughout the Unit key areas of knowledge and skills are:

- ◆ working as a member of a team
- ◆ menu planning
- ◆ dietary requirements
- ◆ food allergies
- ◆ working safely
- ◆ working hygienically
- ◆ cleaning effectively
- ◆ preventing food contamination
- ◆ using a range of food preparation techniques
- ◆ using equipment
- ◆ using a range of cookery processes
- ◆ using appropriate techniques to test readiness of dishes
- ◆ tasting food
- ◆ using garnishes and decorations to complete dishes to a commercially acceptable standard
- ◆ carrying out dish evaluation
- ◆ cooperating positively with others

#### Employability Skills

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working in the professional kitchen to highlight the value of a positive attitude, good timekeeping and attendance, appropriate protective clothing and appearance, good communication skills — listening and talking, working cooperatively with others in a team, following instructions, efficient use of time and resources, and the application of food hygiene and health and safety legislation.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have opportunities to develop the following employability skills:

- ◆ positive attitude to workplace and learning\*
- ◆ understand the importance of time keeping and attendance\*
- ◆ appropriate appearance\*
- ◆ good verbal communication
- ◆ good listening skills
- ◆ work cooperatively with others\*
- ◆ ability to work in a team\*

## National Unit Specification: support notes (cont)

### UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

- ◆ self respect and showing respect and consideration for others
- ◆ follow instructions\*
- ◆ adaptability and flexibility
- ◆ application of food hygiene and health and safety procedures\*
- ◆ planning and preparing for work\*
- ◆ confidence to seek feedback
- ◆ confidence to give feedback
- ◆ self-review and evaluation
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ understanding roles and responsibilities in the workplace\*

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The requirements for the Unit should be discussed with candidates as part of the induction to the Unit. The main approach to learning and teaching should be practical and experiential. Candidates should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the work of the professional kitchen while working as part of a team. Candidates should where possible, experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace.

Each part of learning/teaching should incorporate both theory and practice to facilitate learning, and all Outcomes should be integrated so that the candidate experience is of a completed dish on each occasion. It would be good practice to have a range of menus available from a variety of establishments and to use these as teaching tools. Candidates could be encouraged to discuss the merits of these menus prior to contributing suggested dishes for designing the menus to meet the needs of the brief. Structured worksheets could also be used in order to ensure that candidates plan their menus using the correct sequence of courses taking account of colour, texture, flavour, nutritional balance, dietary requirements, cultural and religious requirements, and food allergies.

Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety while participating in practical activities. In this way, food hygiene and health and safety procedures will not only be more relevant but will be more easily understood and remembered. Candidates should always be made aware of hazards and risks when working in the professional kitchen and the controls that are in place to minimise these risks. The emphasis should always be on the practice of working safely and hygienically.

Candidates could also be encouraged to prepare work plans for practical sessions in order to make them more aware of timeliness.

All new techniques, cookery processes and equipment should be demonstrated by the teacher/lecturer prior to the candidates undertaking the preparation technique/cookery process. The development of correct working practices must be emphasised. The safe use of knives should be demonstrated and reinforced throughout.

## National Unit Specification: support notes (cont)

### UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

Candidates should be given clear instructions for each task to ensure that they are fully aware of what is expected of them and candidates should be encouraged to follow standard recipes when carrying out the practical tasks.

Culinary terms commonly associated with food preparation techniques and cookery processes should be explained and candidates should be encouraged to use them appropriately during practical activities.

The teacher/lecturer should encourage candidates to monitor the cookery process with regard to temperature, time, and the cooking medium and to demonstrate techniques to check food for readiness. Candidates should be encouraged to use their senses to check the foods throughout the cookery process, specifically smell, touch, sight and taste.

It is strongly recommended that where candidates are taking the Unit as part of the Intermediate 2 Hospitality Course they should complete a log book, diary or structured worksheet to track the practical activities in which they have participated. This will provide them with a sound basis for completing the self-evaluation activities and assessment required in *Hospitality: Working in the Hospitality Industry (National 5)*. Where this Unit is taken on a free-standing basis, this would also be good practice which would encourage candidates to reflect on their performance in the workplace.

It is important that candidates evaluate the dishes that they have been involved in producing. They could also be encouraged to seek feedback/advice and set themselves goals to build competence and confidence.

The Unit, therefore, should incorporate a variety of approaches to teaching and learning, including:

- ◆ teacher/lecturer demonstrations
- ◆ practical activities
- ◆ a variety of resources
- ◆ reflection and evaluation
- ◆ structured worksheets

Practical activities should be carried out either in a professional kitchen, realistic working environment or real workplace, which involves working with others in a team, and develop good working practice.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be working as a member of a team and will learn how important it is to work cooperatively with others, and to communicate appropriately. They will also be involved with weighing and measuring and designing menus. Therefore, there will be opportunities to develop aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication
- ◆ Numeracy
- ◆ Problem Solving

## National Unit Specification: support notes (cont)

### **UNIT** Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

The opportunity could be taken during this Unit to emphasise that employability skills developed and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

When delivering this Unit as part of the National 5 Hospitality course, performance evidence for all Outcomes of this Unit could be integrated with *Hospitality: Developing Skills for Working in Hospitality*. This would provide candidates with a sound basis for completing the self evaluation activities and assessment required in that Unit.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to keep track of candidate progress and provide evidence for internal and external verification purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)* and *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

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## National Unit Specification: general information

**UNIT** Hospitality: Front of House Operations (National 5)

**CODE** F3J2 11

**COURSE** Hospitality Intermediate 2

### SUMMARY

This is a mandatory Unit of the National 5 Hospitality Course, but may be delivered as a free- standing Unit. It provides progression from the Unit *Hospitality: Working Front of House (National 4)*, but it is also a suitable starting point for candidates who have no previous experience of the hospitality industry.

In this Unit candidates will learn about the work undertaken by front of house staff, specifically in reception and the associated customer care skills. They will also develop the skills needed to undertake food and drink service in a variety of styles and establishments. Candidates will work as a member of a team and participate in a number of practical activities which will help them to develop the skills identified within this Unit.

### OUTCOMES

- 1 Demonstrate effective customer care practices in front of house operations.
- 2 Carry out a range of reception tasks in front of house operations.
- 3 Carry out a range of table settings for specified styles of service while working as a member of a team.
- 4 Carry out a range of specified service styles while working as a member of a team.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Hospitality: Front of House Operations (National 5)

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT Hospitality: Front of House Operations (National 5)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate effective customer care practices in front of house operations.

##### **Performance Criteria**

- (a) Identify customer needs correctly.
- (b) Respond to customer needs effectively and in line with organisational policy.
- (c) Record customer feedback in line with organisational policy.
- (d) Interact with customers in an open, helpful, positive and welcoming manner.

#### **OUTCOME 2**

Carry out a range of reception tasks in front of house operations.

##### **Performance Criteria**

- (a) Arrive on time and dressed appropriately for front of house operations.
- (b) Meet and greet customers appropriately.
- (c) Take customer bookings accurately.
- (d) Answer the telephone according to organisational guidelines.
- (e) Calculate guest bills and post bill to guest account accurately.
- (f) Carry out a variety of methods of payment.

#### **OUTCOME 3**

Carry out a range of table settings for specified styles of service while working as a member of a team.

##### **Performance Criteria**

- (a) Arrive on time and dressed appropriately for front of house operations.
- (b) Select all equipment required to correctly undertake specific place settings.
- (c) Correctly carry out the specified setting for the given number of customers.
- (d) Co-operate with others in the team to complete specified settings.
- (e) Complete the activity complying with current health and safety and food hygiene procedures.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Hospitality: Front of House Operations (National 5)**

#### **OUTCOME 4**

Carry out a range of specified service styles while working as a member of a team.

#### **Performance Criteria**

- (a) Arrive on time and dressed appropriately for front of house operations.
- (b) Serve a range of food and drink items for a variety of food and drink styles.
- (c) Carry out service with an open and positive attitude.
- (d) Collaborate with others in a team to achieve effective service.
- (e) Clear crockery, cutlery and glassware correctly and appropriate to the style of service.
- (f) Seek feedback from customers during and following their meal experience.
- (g) Complete the activity complying with current health and safety and food hygiene procedures.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Performance evidence is required for this Unit.

- ◆ Practical activities for this assessment should be carried out under supervision either in a training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

#### **Outcomes 1 and 2 — Performance Evidence**

Candidates will be required to demonstrate by practical activity on at least **one** occasion each that they are able to:

- ◆ identify and respond to customer needs effectively
- ◆ record customer feedback
- ◆ work in line with organisational policy
- ◆ display an open, helpful, positive and welcoming manner
- ◆ arrive on time and dressed appropriately
- ◆ meet and greet customers appropriately
- ◆ take bookings accurately
- ◆ answer telephone in line with organisational policy
- ◆ calculate guest bills and post bill to guest account accurately
- ◆ carry out each of the following methods of payment: by card or cash (calculate change)

An assessor observation checklist must be retained to provide evidence of performance.



## National Unit Specification: statement of standards (cont)

### UNIT Hospitality: Front of House Operations (National 5)

#### Outcome 3 — Performance Evidence

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ arrive on time and dressed appropriately
- ◆ select all equipment required to undertake specific place settings
- ◆ correctly carry out the specified setting for the numbers who have booked
- ◆ co-operate with others in the team to complete specified settings
- ◆ complete the activity complying with current health and safety and food hygiene procedures

**Styles of Service:** Assisted buffet style service, plated table d’hôte meal, for food and drink.

Candidates will be required to identify and select the correct crockery, cutlery and glassware for the place settings on a minimum of **one** occasion for each style of service.

An assessor observation checklist must be retained to provide evidence of performance.

#### Outcome 4 — Performance Evidence

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ arrive on time and dressed appropriately
- ◆ serve a range of items for different food and drink service styles
- ◆ carry out service with an open and positive attitude
- ◆ collaborate with others in the team to achieve effective service
- ◆ clear crockery, cutlery and glassware correctly appropriate to the style of service
- ◆ seek feedback from customers during and following their meal experience
- ◆ comply with current health and safety and food hygiene guidance

**Styles of service:** Assisted buffet style service, plated table d’hôte meal for food and drink.

Candidates will be required to carry out each style of service on a minimum of **one** occasion. An assessor observation checklist must be used to provide evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for all Outcomes and a pro forma for recording customer feedback. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT Hospitality: Front of House Operations (National 5)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

Practical activities for this Unit should be carried out either in a training restaurant, realistic working environment or the workplace, and should involve working with others in a team and provide opportunities to develop good working practice.

The focus of this Unit is practical vocational training. The Unit will develop team working skills and the skills required for working front of house, including the importance of good customer care. It will also allow them to use a range of equipment common in front of house. It will enable candidates to acquire a range of skills that, with subsequent practice, would allow progression to practical food service Units at Higher and food and drink SVQ Units at level 2.

Practical activities in this Unit could be delivered through a range of contexts to include: reception, reservations and food and drink service, in order to introduce candidates to the wider range of job roles that can be carried out front of house. Candidates will undertake the role of meeting and greeting customers, taking bookings, using the telephone and checking during and after service that the customer is satisfied with the meal experience. They will also be involved in calculating customer bills, cash transactions, and payment by cheque and credit card, and posting a bill to a customer account. This could take the form of posting a drinks order to an already opened customer account. The practical activities in this Unit will be associated with assisted buffet service, and plated table d'hôte service styles.

It is essential that relevant aspects of health and safety and food hygiene procedures are explained and adhered to as part of the work of this Unit.

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working front of house to highlight the importance of a positive attitude, good timekeeping, appropriate protective clothing, appearance, good communication skills, good customer care, working in a team, awareness of the skills of leadership, following instructions, and the application of health and safety and food hygiene procedures.

## National Unit Specification: support notes (cont)

### UNIT Hospitality: Front of House Operations (National 5)

Key areas of knowledge and skills development are:

- ◆ working as a member of a team in the restaurant
- ◆ working safely
- ◆ working hygienically
- ◆ cleaning effectively
- ◆ using equipment to set tables
- ◆ carrying out the service of food and drink
- ◆ carrying out cash transactions and calculating change
- ◆ carrying out card payments
- ◆ reception skills
- ◆ effective communication
- ◆ responding appropriately to others

#### Employability Skills

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have opportunities to develop the following employability skills:

- ◆ positive attitude to workplace and learning\*
- ◆ understand the importance of time keeping and attendance\*
- ◆ appropriate appearance\*
- ◆ good verbal communication\*
- ◆ good listening skills\*
- ◆ work cooperatively with others\*
- ◆ ability to work in a team\*
- ◆ self respect and showing respect and consideration for others
- ◆ following instructions\*
- ◆ adaptability and flexibility
- ◆ application of food hygiene and health and safety procedures\*
- ◆ planning and preparing for work
- ◆ confidence to seek feedback\*
- ◆ confidence to give feedback
- ◆ self-review and evaluation
- ◆ customer care skills\*
- ◆ efficient use of time and resources
- ◆ understanding roles and responsibilities in the workplace\*

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

The focus of the Unit is practical, and is based upon the candidate developing practical skills while interacting positively with customers and colleagues.

## **National Unit Specification: support notes (cont)**

### **UNIT Hospitality: Front of House Operations (National 5)**

Knowledge and understanding elements will be developed by carrying out practical activities in the setting and clearing of tables, handling payments including cash, credit card and cheque payments, and reception or reservations tasks being carried out. Candidates should also be involved in taking bookings, using the telephone and meeting and greeting customers. They should also be aware of the need for capturing customer satisfaction and feedback and the methods of carrying this out.

Communication skills involved in customer and colleague interaction will be developed and will include verbal and non-verbal methods.

In addition there will be opportunities during the Unit to discuss and develop an understanding of the importance of positive attitudes, appropriate appearance and the necessary employment skills required to work in the hospitality industry.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The requirements for the Unit should be discussed with candidates as part of the induction to the Unit. The main approach to learning and teaching should be practical and experiential. Candidates should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the work and skills involved in working front of house.

Each part of learning/teaching should incorporate both theory and practice to facilitate learning, and all Outcomes should be integrated so that the candidate experience is holistic. However, it may be advisable to undertake the delivery of Outcomes 1 and 2 before commencing practical food service. Group discussions may be appropriate in order to identify methods commonly used by hospitality establishments to capture customer satisfaction and feedback. Candidates could also be encouraged to participate in a de-briefing session at the end of each food service activity. During this process they will become aware of the importance of having respect and consideration for others and they will build confidence in giving and receiving feedback. Lecturer support will be required to facilitate this.

The development of correct working practices must be demonstrated and emphasised. Candidates should be given clear instructions for each task to ensure that they are fully aware of what is expected of them.

It is strongly recommended that where candidates are taking the Unit as part of the Intermediate 2 Hospitality Course they should complete a log book, diary or structured worksheet to track the practical activities which they have participated in. This will provide them with a sound basis for completing the self-evaluation activities and assessment required in *Hospitality: Developing Skills for Working in Hospitality*. Where this Unit is taken on a free-standing basis, this would also be good practice, which would encourage candidates to reflect on their performance in the workplace.

Hospitality terms commonly associated with the practical exercise should be explained and practised by the candidates. Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety procedures in a real or simulated workplace environment. In this way, the food hygiene and health and safety procedures will not only be more relevant but will be more easily understood and remembered. The emphasis should always be on the practice of working safely and hygienically.

## National Unit Specification: support notes (cont)

### UNIT Hospitality: Front of House Operations (National 5)

Candidates should experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace. It is important to encourage candidates throughout the Unit to evaluate their own work and progress. They should be encouraged to seek advice and set themselves goals to build competence and confidence.

The Unit, therefore, should incorporate a variety of approaches to teaching and learning and may include:

- ◆ tutor demonstrations
- ◆ role play
- ◆ simulation
- ◆ practical activities
- ◆ a variety of resource materials
- ◆ reflection and evaluation
- ◆ structured worksheets

Practical activities should be carried out either in a realistic working environment or the workplace. This will involve working with others in a team and will develop skills and good working practices.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be working as a member of a team and will learn how important it is to work cooperatively with others. They will also be involved in communicating with customers, handling payments and taking bookings. There will therefore be opportunities to develop aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication
- ◆ Numeracy
- ◆ Problem Solving

Opportunities should be taken during this Unit to emphasise that employability skills developed and the relevant Core Skills indicated above are skills that apply to a wide range of situations both in everyday life and in employment.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

When delivering this Unit as part of the National 5 Hospitality course, performance evidence for all Outcomes of this Unit could be integrated with *Hospitality: Developing Skills for Working in Hospitality*. This would provide candidates with a sound basis for completing the self-evaluation activities and assessment required in *Hospitality: Developing Skills for Working in Hospitality*. Where this Unit is taken on a free-standing basis this would also be good practice, which would encourage candidates to reflect on their performance in the workplace.

## **National Unit Specification: support notes (cont)**

### **UNIT Hospitality: Front of House Operations (National 5)**

Assessor observation checklists and other assessment records should be maintained and kept up to date to track candidate progress and provide evidence for internal and external verification purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for all Outcomes. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)* and *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.



## National Unit Specification: general information

**UNIT** Hospitality Events (National 5)

**CODE** F3J3 11

**COURSE** Hospitality Intermediate 2

### SUMMARY

This Unit is a mandatory Unit of the National 5 Hospitality Course, but may be delivered as a free-standing Unit. It provides progression from the Unit *Hospitality: Introduction to Events (National 4)*, but it is also a suitable starting point for candidates who have no previous experience of hospitality events.

In this Unit candidates will be involved in planning, organising, running and evaluating a small scale hospitality event. Candidates will work as part of a team and participate in all the activities involved. Candidates will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.

### OUTCOMES

- 1 Plan a hospitality event to meet the needs of a specified brief while working as a member of a team.
- 2 Organise resources for the event while working as a member of a team.
- 3 Contribute to the implementation of the event while working as a member of a team.
- 4 Review and evaluate own contribution to the event.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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## **National Unit Specification: general information (cont)**

**UNIT**      Hospitality Events (National 5)

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

- ◆ Complete Core Skill                      Working with Others at SCQF level 5
- ◆ Core Skill Component(s)              None



## **National Unit Specification: statement of standards**

### **UNIT Hospitality Events (National 5)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Plan a hospitality event to meet the needs of a specified brief while working as a member of a team.

##### **Performance Criteria**

- (a) Identify a range of hospitality events to meet the needs of the specified brief.
- (b) Agree a suitable event with members of the team.
- (c) Agree on a suitable venue for the event with members of the team.
- (d) Identify and agree essential resources required for the event.
- (e) Agree method of publicising the event.
- (f) Contribute constructively to team planning discussions throughout.

#### **OUTCOME 2**

Organise resources for the event while working as a member of a team.

##### **Performance Criteria**

- (a) Negotiate and agree appropriate roles and responsibilities for each member of the team.
- (b) In the agreed role, organise essential resources for the event.
- (c) In an agreed role contribute to publicising the event.
- (d) Co-operate with team members throughout.

#### **OUTCOME 3**

Contribute to the implementation of the event while working as a member of a team.

##### **Performance Criteria**

- (a) Arrive on time and dressed appropriately for own role in the event.
- (b) Carry out role as agreed with the members of the team.
- (c) Interact with those attending the event in an open, helpful, positive and welcoming manner.
- (d) Gather and record feedback from those attending during the event.
- (e) Adhere to all food hygiene and health and safety procedures throughout.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Hospitality Events (National 5)**

#### **OUTCOME 4**

Review and evaluate own contribution to the event.

#### **Performance Criteria**

- (a) Review the effectiveness of own contribution to the planning and running of the event.
- (b) Take account of feedback from others as part of this review.
- (c) Identify strengths and weaknesses of own contribution to planning and running the event.
- (d) Identify areas for improvement in own contribution to planning and running events.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written/oral evidence and performance evidence is required for this Unit.

- ◆ Written/oral evidence is required to show candidates' contribution to the planning of the event.
- ◆ Practical activities for this assessment should be carried out under supervision and should involve working with others in a team.

#### **Outcome 1 — Written/Oral Evidence**

Candidates will be required to produce evidence of their contribution to the planning of the event. This evidence will include:

- ◆ list of suitable events that the candidate has identified
- ◆ copy of the team plan
- ◆ an assessor observation checklist confirming that the candidate has agreed to:
  - a suitable event with members of the team
  - a suitable venue for the event with members of the team
  - essential resources required for the event
  - a method of publicising the event
  - having contributed constructively to team planning discussions throughout

Evidence should be gathered in supervised conditions at an appropriate point in the Unit.

#### **Outcome 2 — Performance Evidence**

Candidates will be required to participate as a member of a team to organise the resources for the event under supervision and at an appropriate point in the Unit. Performance evidence will be supported by an assessor observation checklist that the candidates have:

- ◆ negotiate and agreed appropriate roles and responsibilities for each member of the team
- ◆ in the agreed role, organised essential resources for the event
- ◆ in an agreed role contributed to publicising the event
- ◆ co-operated with team members throughout

## **National Unit Specification: statement of standards (cont)**

### **UNIT Hospitality Events (National 5)**

#### **Outcome 3 — Performance Evidence**

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ arrive on time and dressed appropriately for own role in the event
- ◆ carry out role as agreed with the members of the team
- ◆ interact with those attending the event in an open, helpful, positive and welcoming manner
- ◆ gather and record feedback from those attending during the event
- ◆ adhere to all food hygiene and health and safety procedures throughout

An assessor observation checklist must be retained to provide evidence that the candidate has carried out the agreed tasks and contributed to the running of **one** hospitality event.

#### **Outcome 4 — Written/Oral Evidence**

Candidates will be required to produce evidence that they have:

- ◆ reviewed the effectiveness of own contribution to the planning and running of the event
- ◆ taken account of feedback from others as part of this review
- ◆ identified strengths and weaknesses of own contribution to planning and running the event
- ◆ identified areas for improvement in own contribution to planning and running events

Evidence should be gathered in supervised conditions.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2 and 3 and pro forma for planning and review and evaluation. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Hospitality Events (National 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Where this Unit is taken as part of the National 5 Hospitality course the Unit could integrate the skills and knowledge already developed in the following Units:

- ◆ *Hospitality: Developing Skills for Working in Hospitality (National 5)*
- ◆ *Hospitality: Developing Skills for the Professional Kitchen (National 5)*
- ◆ *Hospitality: Front of House Operations (National 5)*

It could therefore be delivered towards the end of the Course which could culminate in the running of the chosen events. Where the Unit is taken on a free-standing basis the selection of the type of events should be based on the level of practical skills and experience of the candidates involved.

#### Outcome 1

Candidates should work as one team or in smaller groups to use a range of information to identify the types of small hospitality events that they could organise. The briefs could be based on the following examples:

- ◆ Celebration (eg prize giving)
- ◆ Parents' evening
- ◆ Charity fundraising event

Candidates should be aware of various issues when choosing a suitable event. These issues could include:

- ◆ available resources
- ◆ venue
- ◆ number and type of people involved
- ◆ health and safety
- ◆ food hygiene implications
- ◆ involvement of others, eg suppliers
- ◆ who has to be notified about the event
- ◆ other events on at same time
- ◆ deadlines and time constraints
- ◆ publicising the event
- ◆ customer feedback

Once they have agreed and decided on the event, they can then progress to identifying and agreeing on a venue and then preparing a plan for the event. A series of pro forma could be used to facilitate this. Candidates will also need to identify resources and how to source them. They will need to take into account the quality and standard, types, costs and delivery implications.

## National Unit Specification: support notes (cont)

### UNIT Hospitality Events (National 5)

#### Outcome 2

Candidates will be required to work as a member of a team and participate in organising the resources for the event. They need to negotiate and agree roles and responsibilities for each member of the team, identify what is required by way of resources (for example, tables, chairs, crockery, cutlery, food and drinks, decorations), and how to ensure that these are available for the event. Checklists could be drawn up to facilitate this. The team members will also have to consider how they are going to publicise their event and how they are going to capture customer feedback in order to inform their review and evaluation of the event.

#### Outcome 3

Candidates should work in their teams on the day of their event and each member of the team should carry out their role as agreed at the planning stage. In their role they should ensure that all resources and equipment identified at the planning stage are ready for the event. Candidates should set-up the venue to the standard agreed and adhere to food hygiene and health and safety procedures. As a team, candidates will run the event with the support of their teacher/lecturer. Candidates should interact positively with team members and customers and gather and record feedback from customers.

#### Outcome 4

Candidates should review the effectiveness of their own contribution to planning and implementing the event. This should be completed using feedback from customers and others and will form the basis for identifying strengths and weaknesses and then reviewing how their contribution could have been improved. This evidence could be the basis for one of the reviews required for *Hospitality: Developing Skills for Working in Hospitality*.

#### Employability Skills

On completion of this Unit, the candidate will have had the opportunity to develop the following employability skills:

- ◆ positive attitude to workplace and learning
- ◆ understand the importance of time keeping and attendance\*
- ◆ appropriate appearance\*
- ◆ good verbal communication
- ◆ good listening skills
- ◆ work cooperatively with others\*
- ◆ ability to work in a team\*
- ◆ self respect and showing respect and consideration for others
- ◆ following instructions
- ◆ adaptability and flexibility
- ◆ application of food hygiene and health and safety procedures\*
- ◆ planning and preparing for work\*
- ◆ confidence to seek feedback\*
- ◆ confidence to give feedback

## National Unit Specification: support notes (cont)

### UNIT Hospitality Events (National 5)

- ◆ self-review and evaluation\*
- ◆ customer care skills\*
- ◆ efficient use of time and resources
- ◆ understanding roles and responsibilities in the workplace\*

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Initial teaching methods should include discussing the briefs for the event, and the possible types of event that could be organised. The use of case studies, handouts, reference books and research on the internet could be used to let candidates explore the range of possibilities.

Candidates could be taken on a visit to an establishment whose business includes events or visiting speakers could be invited to talk to candidates in order to provide up to date information which meets industry standards and practices. Candidates should be encouraged to collect materials such as event menus, drinks lists and room layouts. These materials and others such as industry related DVDs, CD-ROMs and videos may also provide valuable information for candidates.

When the candidates come to organise their event it will be necessary for teachers/lecturers to provide guidance and support. This will include providing guidance regarding the considerations involved in organising events, planning tasks, marketing, equipment, menu, beverages, staffing, decorations/theme, and entertainment.

Candidates should be encouraged to work in a team to plan and carry out the event and to review their individual contribution to the event.

The Unit, therefore, should incorporate a variety of approaches to teaching and learning, including:

- ◆ group discussion
- ◆ practical activities
- ◆ a variety of resources
- ◆ reflection and evaluation
- ◆ structured worksheets

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

In this Unit candidates will be involved in:

- ◆ discussions
- ◆ planning as a member of a team
- ◆ carrying out practical activities as a member of a team

## National Unit Specification: support notes (cont)

### UNIT Hospitality Events (National 5)

These are good opportunities for developing aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication
- ◆ Problem Solving

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

When delivering this Unit as part of the National 5 Hospitality course, performance evidence for Outcome 3 of this Unit could be integrated with *Hospitality: Developing Skills for Working in Hospitality*. This would provide candidates with a sound basis for completing the self-evaluation activities and assessment required in *Hospitality: Developing Skills for Working in Hospitality*. Where this Unit is taken on a free-standing basis this would also be good practice, which would encourage candidates to reflect on their performance in the workplace.

Assessor observation checklists and other assessment records should be maintained and kept up to date to track candidate progress and provide evidence for internal and external verification purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1, 2 and 3, pro forma for planning and review and evaluation. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)* and *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.