



**National Qualifications 2016  
Internal Assessment Report  
Skills for Work: Hospitality**

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

# National courses

## Course code: C244 10

F19E 10 Hospitality: Working in the Hospitality Industry  
F19G 10 Hospitality: Working in the Professional Kitchen  
F19J 10 Hospitality: Working Front of House  
F19K 10 Hospitality: Introduction to Events

## Course code: 260 11

F3J0 11 Hospitality: Developing Skills for Working in the Hospitality Industry  
F3J1 11 Hospitality: Developing skills for Working in the Professional Kitchen  
F3J1 11 Hospitality: Front of House Operations  
F3J3 11 Hospitality Events

## General comments

This has been a positive and successful year for Skills for Work: Hospitality at both National 4 and National 5 levels. External visit reports highlighted areas of good academic practice, with both awards delivered to a good standard.

External verifiers provided expert advice where required, with constructive suggestions and development points noted on external reports.

Evidence presented for external verification suggests that assessors show clear understanding of the award criteria for assessment and are working to the national standard.

Preparation for external verification was well organised and all documentation was available as requested. Visit plans were well received and assessor feedback suggested a better understanding of external visit requirements.

Centres continue to promote good practice by using SQA recording documents to assess candidates at National 4 and National 5. Centres continue to integrate individual Skills for Work units with other National Qualifications and Hospitality courses.

Candidate evidence demonstrated a consistent standard. Assessors made reliable judgements in accordance with award criteria and course standardisation was maintained.

Learners benefitted from effective support and guidance throughout their learning journey. Feedback was constructive, helpful and provided frequently by assessors.

Internal verification was robust in most instances, with centres making good use of in-house internal verification procedures.

Assessors received good support from colleagues and senior staff. Partnership arrangements have been formalised with local restaurants in some instances. This has allowed candidates to gain additional experience and knowledge of the hospitality industry.

## **Course arrangements, unit specifications, instruments of assessment and exemplification materials**

Assessors and internal verifiers were familiar with the course arrangements and demonstrated good knowledge and understanding of specifications and instruments of assessment. Good use of exemplification materials was evident in most centres that were verified.

Assessor judgement of candidate competence was appropriate, accurate and there was evidence of good record keeping.

Special assessment arrangements are provided for candidates when required.

## **Evidence Requirements**

Centre assessors demonstrated clear understanding within the awards offered. Where units were integrated, evidence was appropriate and clearly recorded. Discussions with assessors during visits seemed positive and encouraged good practice.

Suggestions and/or development points were recorded on external verification reports, with guidance and recommendations provided where evidence gaps were identified.

## **Administration of assessments**

Centres have ensured that the chosen units/courses are at the appropriate level for the target learners. SQA materials were used to assess all candidates at National 4 and National 5.

Robust and well established systems are in place where schools and local councils deliver the awards together. Partnership arrangements have been formalised in some instances, offering extensive opportunities for candidates to achieve the practical elements of the units.

Observation is the primary method of assessment and allows candidates to demonstrate competence against the award criteria. Assessments are administered when candidates have reached a required standard of competence, and have gained sufficient knowledge and understanding of the assessment requirements.

The scheduling of assessments is excellent and reflects the demands of the award within the academic year and other timetabling considerations.

Assessments are integrated where possible. Where this takes place, assessments are planned and mapped against award criteria.

A holistic approach is often considered and can be constructive where candidates are working with others who have more advanced levels of knowledge and skill.

### **Areas of good practice**

External verification reports highlighted good practice in many of the centres verified, including:

- ◆ a course induction programme
- ◆ integration of unit assessment and holistic assessment
- ◆ well planned and structured events with photo/video evidence
- ◆ use of external facilities for practical activity skills development
- ◆ contact with industry employers, Springboard, and competition opportunities eg 'National Future Chef'

### **Specific areas for improvement**

It would be commendable, and may help improve employability, if National 5 candidates are encouraged to complete a basic level Food Hygiene Certificate.

Centres could consider inviting industry professionals to visit, which could allow candidates to gain more detailed information on potential career paths in the industry.

Master folders should include all course information, including minutes of meetings, internal verification policy, unit specifications and assessment exemplars. This would streamline access for both internal and external verification activity.

Individual candidate folders, containing all candidate evidence of completed units should be marked and achievement confirmed by assessor feedback. Candidate folders organised by unit would assist with internal and external verification activity.