



**National Qualifications 2017
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

Skills for Work: Hospitality at SCQF level 4 (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

Skills for Work: Hospitality at SCQF level 5 (C260 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

Centres selected for verification during session 2016–17 provided clear evidence of understanding the delivery, assessment and verification of both Skills for Work Hospitality courses.

Three colleges and four secondary schools were verified. The verifiers reported that assessors at these centres had a clear understanding of the national standard. Some centres had developed excellent industry links to enhance the employability of their candidates.

All centres used SQA recording documents. This helped assessors standardise their assessment judgements and assisted with internal and external verification activity. Within the colleges, individual Skills for Work units are integrated with other National Qualifications and hospitality courses.

All centres were well organised for verification. Each had effective internal verification procedures and made all necessary documentation available to the external verifiers during their visits.

The external verifiers provided advice where required, and included constructive suggestions and development points in their reports.

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

Colleges have extensive experience with SQA qualifications, particularly the Skills for Work: Hospitality courses. They have the advantage of in-house industry-standard facilities.

Secondary schools, in most instances, recognise the limitations of their facilities. These centres have worked hard to establish partnership arrangements with their

local colleges and/or hospitality businesses to ensure candidates received the same development opportunities. Verifiers commended timetabling solutions to accommodate work placements for school candidates and the exemplary support that schools received from local councils and industry professionals.

All external verification activity found that staff were familiar with the course arrangements and demonstrated good knowledge and understanding of the unit specifications, instruments of assessment, and exemplification materials.

Evidence requirements

All centres delivering the National 4 and 5 courses were using SQA-devised recording documents. Centre staff were confident in their understanding of the course and unit requirements.

Assessment judgements were reliable, appropriate and recorded accurately using SQA exemplar materials. Assessors made provision for candidates who required special assessment arrangements or remediation, and recorded this within their candidate evidence.

Administration of assessments

Centres were using standard exemplar recording sheets for each unit — although time-consuming and repetitive for both assessors and candidates, they ensure standardisation of assessment judgements. Verifiers offered advice to centres, where appropriate, on integrating assessment to reduce the assessment burden.

Centres encouraged candidate groups to identify practical activities that met unit requirements. These included internal and external events, cross-departmental activities and fundraisers, and trips and visits. This approach encouraged candidate engagement, focus, and self-confidence.

Rural centres with limited departmental staff have developed reciprocal internal verification arrangements. This assists regional standardisation and support mechanisms for Skills for Work courses.

Candidates benefitted from effective support and guidance throughout the course. Assessment feedback was detailed and constructive.

Areas of good practice

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

- ◆ innovative use of IT to record assessment of the cookery units, including dates and methods of production — this was enhanced by candidate comments relating to the standard of the products produced
- ◆ candidate achievements and events celebrated by prominent displays on notice boards and classrooms

- ◆ cross-curricular links with other departments during event planning: art to design menus, PE and Music for Scottish dancing
- ◆ using a 'field-to-fork' approach throughout the course
- ◆ using social media to highlight the work of the candidates, job opportunities, competition entries and candidate and employer feedback
- ◆ incorporating work experience into the course
- ◆ linking with hotels to allow candidates to practise their new skills and access possible employment opportunities
- ◆ developing realistic work environments
- ◆ participating in field trips, exhibitions, work within industry, entering competitions, working in the development kitchen, attending industry-led conferences and external training

Specific areas for improvement

Some centres are not assessing candidates as efficiently as they could be. Centres could use integrated assessments to reduce repetition in assessment tasks and to record assessment decisions more efficiently. Centres could involve industry professionals in the assessment tasks.

Electronically recording candidate evidence, and using photographic evidence, reduces the time spent in centres on assessment and internal verification. It also increases candidate engagement. Assessors and internal verifiers can add their comments and feedback to portfolios online.

In most centres, industry partnerships are working well and both parties recognise the benefits of the relationship. However, the logistics involved in releasing candidates from school or college, providing appropriate transport and supervision to and within the placement, and gaining feedback from employers can be difficult. Partnership agreement templates and strategies to improve industry–centre relationships would support centres who have had difficulties.