



**National Qualifications 2018  
Qualification Verification Summary 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  
F3J2 11 Hospitality: Front of House Operations  
F3J3 11 Hospitality Events

## **General comments**

Five centres were selected for verification activity during academic year 2017–18. In all instances the visits confirmed clear evidence of understanding relating to the delivery, assessment and verification of both courses.

The centres included three colleges and two secondary schools. The external verifiers reported excellent work being carried out in these centres including: industry providers visiting centres to speak and demonstrate to candidates; and new facilities and services being offered to the wider community by the groups undertaking these awards.

SQA-devised assessment materials were used by all centres to record candidate achievement. This ensured standardisation of assessor judgements and greatly assisted with internal and external verification activity. Within the college sector, integration of individual Skills for Work awards within National Qualifications and hospitality courses is regarded as relevant and provides dual accreditation.

In all centres an organised approach to providing the evidence for verification activity ensured the visits were carried out smoothly. This included visit plans, assessor and internal verification records, centre quality standards and SQA-devised unit specifications and assessment support packs.

The external verifiers were able to provide advice where required, with constructive suggestions and development points noted on external verification reports.

An Understanding Standards event, organised by SQA, was held this session and was well attended by schools and colleges. The day included guest speakers and workshops to discuss assessment strategies for both awards, as well as an opportunity to network with colleagues from across Scotland. All the presentations have been uploaded to the Skills for Work: Hospitality section of SQA's website.

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

The secondary school centres selected for verification activity recognise the limitations of their facilities for the delivery and assessment of the practical units. This puts additional pressure on these centres to establish reliable industry partners to ensure candidates experience the commercial aspects of the award, which enables them to develop confidence and skills appropriate for employment within the sector.

College centres have the advantage of providing industry-standard experiences to candidates in-house, as many have training restaurants and production kitchens as standard. This provides many opportunities for candidates to achieve the required standards for assessment purposes.

The external verification reports confirm assessors were familiar with the course arrangements, unit specifications, instruments of assessment and exemplification materials. In all instances, there was support from centre management for the delivery and assessment of the awards and recognition of the personal benefits candidates develop during implementation. Candidates become more self-reliant, motivated and self-confident and these skills are applied within other aspects of their studies and employment opportunities.

### **Evidence requirements**

Existing SQA-devised recording documents were used by all centres. Staff were confident in their understanding of the course/unit requirements although mention was made of the repetitive nature of some assessment tasks and the difficulties encountered with some outdated assessment tasks, eg cheque payments within the Front of House unit.

All centres appropriately recorded assessment outcomes using SQA exemplar materials. Special assessment arrangements or remediation was provided where necessary, and recorded with candidate evidence.

### **Administration of assessments**

Through experience of delivery and assessment methods, the external verification team could offer advice for the integration of assessments. This supports the assessor and candidate by reducing the assessment burden, as well as capturing naturally occurring activity which meets assessment standards.

Almost all centres could evidence pre-delivery meetings to ensure standardisation of assessment strategies, including scheduling and quality requirements. Where feasible, centres were able to encourage candidate groups to identify practical activities to cover most of the assessment tasks. These included both internal cross-departmental activities within centres and external events for wider community groups. This approach encourages candidate engagement, personal growth and self-confidence.

Assessors provided effective support and guidance to candidates throughout their learning journey. Assessment feedback in most centres was constructive and supportive, encouraging candidates to maintain high standards of activity and response to the assessment tasks.

## **Areas of good practice**

The following were identified by the external verifier team as areas of good practice.

### **Integration**

- ◆ Combining the delivery of the Events, Working Front of House and Working in the Professional Kitchen units allowed students a better experience. Candidates are encouraged to take ownership of the cafe and are involved in planning a theme and decoration of the cafe. This encourages teamwork in the group at an early stage in the course.
- ◆ A comprehensive scheme of work for the Professional Cookery unit clearly indicated all outcome criteria met with multiple opportunities for candidates to achieve the criteria activities. The use of a centre-devised checklist reduces a repetitive assessment burden but evidences the integration of tasks within practical activities.
- ◆ Integration opportunities between Front of House, Events and Professional Kitchen units are well thought through, and clearly assessed for each unit that meets the criteria.

### **Evidence**

- ◆ The log books for the Front of House unit contained house rules regarding uniform standards and customer service standards, with questions for the students to complete on these areas. This acts as a constant reminder of performance criteria when students complete their log sheets at the end of service.
- ◆ Practical log books are kept by each student for their placement, detailing the dishes they made and their evaluation of them. This is an effective learning tool, encouraging the student to reflect on their day's achievement.
- ◆ The log book used to record all activity within the Professional Kitchen unit is good practice and could be developed further to include the evaluation of the finished product for outcome 4.

### **Candidate development**

- ◆ Good use of pictures of dishes produced to show progression of skills throughout the year.
- ◆ Students were encouraged to take pictures of dishes they had created, which gave them a pictorial log of their progression throughout the year.
- ◆ Complete and full feedback provided by the assessor to all candidates for all units was supportive and encouraging, but constructive — with advice on how to improve.

### **Internal verification/standardisation**

- ◆ Robust internal verification procedures with a good reporting system.
- ◆ A yearly plan presented at the beginning of session stating assessors and internal verifiers for units with dates set for verifying and standardisation meetings.
- ◆ A clear, week-by-week work schedule for the whole course that includes a rota for placement activities and events.

### **Community/industry liaison**

- ◆ Hospitality Event, Marie Curie — The centre produced a well-planned and structured event with photo evidence and press releases.
- ◆ Front of House Operations and Events — Completed customer feedback sheets are effective learning tools, encouraging students to engage with their customers and improve communication and interpersonal skills.
- ◆ Review meetings with industry providers to discuss their input to the course.
- ◆ Speakers and demonstrations provided from charity, industry and college providers help to engage learners.
- ◆ Significant numbers of (external) guests for the Front of House activities and Events give the candidates a realistic experience for both units.
- ◆ One centre had the support of three local businesses to provide the realistic working environments required by the award. There is regular and ongoing discussion between the delivery team and its industry partners.

### **Specific areas for improvement**

#### **Unit/award revision**

- ◆ Candidates should be encouraged to give fuller answers within evaluation sheets.
- ◆ Development of a matrix for the Professional Kitchen would reduce the assessment checklists required for these units.

#### **Standardisation**

- ◆ Ensure all sites involved with the delivery and assessment of the units are using a consistent approach and assessment materials.
- ◆ Schedule internal verification meetings.

#### **Industry/college providers**

- ◆ Visits to and from local hospitality businesses would be beneficial to the students when completing the Working in the Hospitality Industry units as an additional opportunity for research.
- ◆ Interviews or assessment of progression could be more realistic if industry professionals are invited to interview or assess candidate suitability for the industry.
- ◆ Support industry providers by developing a guidance pack that includes an activity checklist for the relevant units.

### **Unit delivery and assessment**

- ◆ Guidance for the delivery and assessment of the award could include sequencing examples: Hospitality Industry, Professional Kitchen, Front of House then Events. Candidates can use the skills from the other units to complete the Events unit.
- ◆ Utilise photographic evidence to record candidate practical assessments in a realistic working environment.
- ◆ Integrate units and work with other departments in the school, eg art, music, technical and IT. Use webinars from SQA's website and videos on techniques from BBC food web pages to engage learners.
- ◆ Hospitality Industry units — Use centre guidance/careers staff to undertake the interview process. This will assist candidates' focus for this activity and relate more widely to the work environment.
- ◆ Professional Kitchen — It is recommended that a matrix is developed to assist with the observations of practical activity. Multiple opportunities would then become available for the assessor to sign off the criteria for this unit.
- ◆ Front of House and Events — There is scope for integration of assessment activity between these two units. If candidates can plan, implement and evaluate more than one event there may be opportunity to sign off the plated and assisted buffet service requirements.