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**Specific Assessment Strategy Appendix for Hospitality and Professional Cookey**

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| **Qualification Title(s)** | **Diploma for Hospitality Team Member at SCQF level 5****Diploma in Professional Cookery at SCQF Level 5****Diploma in Professional Cookery at SCQF Level 6** |
| **Developed by** | **People 1st International** |
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**(For use with the Overarching Assessment Strategy for Competence-based Qualifications)**

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#### **Introduction**

#### The purpose of an assessment strategy is to provide awarding bodies with a consistent approach to assessment and quality assurance that complies with SQA Accreditation’s regulatory requirements.

#### The key areas this assessment strategy will cover are:

#### assessment requirements

#### the extent to which simulation may be used

#### the assessment environment, including what constitutes a realistic working environment when assessing competence

#### the roles and requirements of assessors and quality assurers

#### external quality assurance requirements for awarding bodies

# 1. Purpose and use

This specific Assessment Strategy Appendix for the Diploma for Hospitality Team Member at SCQF level 5, the Diploma in Professional Cookery at SCQF level 5 and the Diploma in Professional Cookery at SCQF Level 6sets out the assessment and quality assurance requirements that are specific to these qualifications. This assessment strategy appendix must be used alongside the Overarching Assessment Strategy for Competence-based Qualifications.

The Diploma for Hospitality Team Member at SCQF level 5 is designed to recognise competence of receptionists, bartenders, servers, baristas, crew and team members, guest hosts and housekeeping assistants, amongst other roles. The Diploma in Professional Cookery at SCQF level 5 is designed to recognise competence of apprentice chefs, preparation chefs, production cooks and back of house or kitchen assistants, amongst other roles. The Diploma in Professional Cookery at SCQF Level 6 is designed to recognise competence of demi chefs de partie, junior chefs and commis chefs, amongst other roles. All competence-based qualifications require that the learner is in a relevant role and that workplace learning is aligned to and assessed against the performance requirements, knowledge and understanding requirements, and the Meta-skills set out.

This specific assessment strategy has been agreed with relevant awarding bodies and other relevant stakeholders as part of the qualification design process.

# 2. Generic requirements

## 2.1 Quality assurance requirements

### External quality assurance of assessment

The requirements for the external quality assurance of assessment are set out in section 2.1 of the Overarching Assessment Strategy for Competence-based Qualifications. There are no further requirements specific to the Diploma for Hospitality Team Member at SCQF level 5, the Diploma in Professional Cookery at SCQF Level 5 or the Diploma in Professional Cookery at SCQF Level 6.

**Workplace assessment**

This outlines the guidance for assessing performance in the workplace. To be used in addition to the Overarching Assessment Strategy for Competence-based Qualifications. For these specific qualifications, the following applies:

The Hospitality Team Member and Professional Cookery qualifications will be delivered and assessed in the workplace. Where this is not possible, it is permitted to use a Realistic Working Environment (RWE) provided it meets the requirements set out in this document. This is the environment in which learners will routinely be engaged in providing a variety of tasks and services which supports the delivery of quality products and services through the application of knowledge, skills and behaviours in hospitality, chef and kitchen roles. These qualifications are designed to recognise competence in the application of knowledge, skills and behaviours in different organisational contexts, such as cafes, bars, restaurants and hotels.

This requires that learners are in a relevant role and that work-based learning is aligned to, and assessed against, qualification unit performance requirements and knowledge and understanding requirements. This is the primary environment in which learners develop and evidence the performance, knowledge and understanding requirements and Meta-skills set out in these qualifications.

The Overarching Assessment Strategy identifies sources of evidence of learner competence. In addition, for the assessment of these qualifications, suitable types of evidence sourcing have been identified. These are listed in section 4 of this assessment strategy.

There are no further requirements specific to these qualifications.

## 2.2 Occupational expertise and qualification requirements for those assessing or undertaking quality assurance of assessment

The requirements of assessors, internal verifiers and external verifiers are set out in section 2.2 of the Overarching Assessment Strategy for Competence-based Qualifications. There are no further requirements specific to these qualifications.

## 2.3 Holistic Assessment

Holistic approaches to assessment are encouraged to provide an integrated rather than fragmented approach to assessment as well as to reduce duplication and the overall assessment burden on the learner and assessor. A single assessment can be used to evidence several performance and knowledge requirements rather than the process of finding separate evidence for each performance requirement or assessment criteria.

It must be ensured that combining assessments does not make the assessment task more difficult for the leaner by creating higher levels of demand than would be required. The activities of a combined assessment should be included in an assessment plan and cross-referenced back to the criteria. This will help to ensure that all criteria of all the units have been achieved.

## 2.4 Simulation in a Realistic Working Environment (RWE)

Simulation guidance is set out in section 2.1.3 of the Overarching Assessment Strategy. Where simulation is permitted assessment must be conducted in a Realistic Working Environment, under conditions which replicate those of the workplace, and assessors must ensure that competence is fully transferable to the workplace.

The performance requirements set out in these qualifications describe those aspects of the role which are routinely performed. As such, assessment of the qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner’s supervisor and/or line manager. It is recognised, however, that it is not always feasible for learners to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE).

Within these parameters, it is expected that:

* the majority of assessment of these qualifications will be based on performance evidence, e.g. direct observation, outputs of work and witness testimony within the workplace or a RWE, approved by an awarding body, which replicates a real work setting.

The criteria for RWE can be found at Annex A.

**3. Meta-Skills**

## 3.1 Guidance on Meta-skills

A key aspect of these qualifications is that learners develop the range of Meta-skills as identified in the Overarching Assessment Strategy (section 3).

## 3.2 Units Developing meta-skills and personal practice (USO434 / USO194)

The meta-skills unit is integrated with the other units of these qualifications rather than being viewed as a standalone unit. The associated performance requirements and knowledge and understanding requirements are generated through the other units and assessed through the performance management process.

Furthermore, assessment of the meta skills should focus on the nature and quality of the self-reflective practices and self-evaluation activities being undertaken, rather than the achievement of specific meta-skills. However, supporting evidence that exemplifies the meta-skills development referred to in the self-reflective and self-evaluation practices should be provided.

Section 3 of the Overarching Assessment Strategy provides guidance on the assessment of meta-skills to be used in conjunction with this assessment strategy appendix. The tools and approaches referred to in the Overarching Assessment Strategy are for guidance, therefore flexible approaches may be used to ensure assessment is relevant to individuals working in different organisations. Further information on Meta-skills, including how meta-skills align to the units in this qualification can be requested from Skills Development Scotland at apprenticeshipdevelopment@sds.co.uk.

**4. Methods of assessment**

Learners are expected to demonstrate to the assessor that they have met the performance requirements and knowledge and understanding requirements of these qualifications and are competent in a relevant hospitality, chef or kitchen role. Learners will provide evidence of their competence in the workplace or RWE, and this will be assessed by qualified and experienced staff within an awarding body approved centre.

A range of assessment methods have been identified during the design of these qualifications. Learners are expected to provide evidence of meeting all the knowledge and understanding and performance requirements required to demonstrate that they are competent in their role. It is important for learners to recognise how they have developed skills and understanding along the way, and where their skills still need to be developed. The primary source of evidence for these qualifications is observation and other assessment methods may be used to supplement this activity. The following methods have been identified as particularly suitable for these qualifications:

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| **Assessment methods**  | **Examples and qualification units** |
| Observation | Direct observation of the learner meeting the performance requirements in the workplace or RWE. |
| Evidence of prior achievement | Previous course/qualification assessment and certification should be made available.  |
| Questioning | This can be used to support evidence of knowledge and understanding for all units within these qualifications. Verbal questioning is useful to confirm knowledge and understanding where it is not apparent from performance, draw out knowledge and understanding during an observation, address gaps in knowledge and understanding, and to authenticate evidence by asking learners to explain part of the evidence and/or describe the process of producing it. If carried out remotely using online methods in the form of a test or exam, then consideration should be given to the use of a remote invigilator for validation purposes. The Awarding Body should have guidance available for centres on remote assessment and invigilation. Questions could be online or paper based. |
| Personal statements and reflective accounts | These can be used as evidence of performance and knowledge for all units in these qualifications. Evidence of a learner’s activities and progress e.g. in the form of a log or diary, or online blog or vlog created and kept up to date by the learner, can be of value and used to support other evidence. |
| Presentations | These are suitable for assessing the performance of some units in the qualification particularly where communication skills will be assessed at the same time.  |
| Product evidence | Can be used for assessing performance where an end product is produced which can be assessed.  |
| Professional discussion | Can be used to support evidence of knowledge and understanding requirements for all units in these qualifications. As a planned 2-way discussion between the assessor and learner, this is particularly useful for assessing more complex knowledge and filling in gaps and for situations that are more nuanced.  |
| Witness testimonies  | Can be used for all units in these qualifications to validate performance evidence provided by learner. Witness testimonies can include those carried out by line managers, experts, peers and customers.See section 2.1 of Overarching Assessment Strategy regarding expert witness. |

It is recommended that learners undertaking these qualifications develop a portfolio of work to evidence their competence. The portfolio may contain a variety of different types of evidence collected over time. This approach will allow learners to collect evidence of achievement that is most appropriate to their job role and organisation as well as the qualification being undertaken. Learners may generate evidence towards a unit without undertaking a formal assessment task. Such naturally-occurring evidence may arise from their day–to-day learning and is perfectly acceptable but it must be clearly identified and recorded so that it also may go through the internal verification process.

**Annex A**

# Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, employers can be confident that competence achieved in a RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding body’s criteria for this purpose. External verifiers (EV) are expected to ensure RWEs meet the criteria set out below on at least one visit.

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| **1** | **The work situation****being represented is relevant to the****competence based****units and qualifications being assessed** | * The type of work situation being represented mirrors the relevant setting, e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.
* Appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.
* Industry trends are considered in the product and service offer.
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| **2** | **The learners work****activities reflect those found in the situation** | * Learners operate in a professional capacity with corresponding job schedules and/or descriptions.
* Learners are clear on their work activities and responsibilities.
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| **3** | **The RWE is operated****in the same manner as a real work** | * Customers are not prompted to behave in a particular manner.
* Customer feedback is maintained and acted upon.
 |
| **4** | **The RWE is****underpinned by commercial principles and responsibilities.** | * Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure, taking into account supervisory requirements.
* There is evidence of business planning, e.g. product / service plans, staffing / rotas, costing, promotions.
* Learners are encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimising wastage.
* Legislative regulations are adhered to, e.g. food safety, health and safety, equal opportunities, trade description.
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