
National 4 Skills for Work Hospitality Course Specification (C244 74)

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

Course outline

Course title: National 4 Skills for Work Hospitality

SCQF credit points: (24 SCQF credit points)

Course code: C244 74

Mandatory units

The course comprises the following mandatory units:

J140 74	<i>Hospitality: Working in the Hospitality Industry</i> (National 4)	6 SCQF credit points
J141 74	<i>Hospitality: Working in the Professional Kitchen</i> (National 4)	6 SCQF credit points
J142 74	<i>Hospitality: Working Front of House</i> (National 4)	6 SCQF credit points
J143 74	<i>Hospitality: Introduction to Events</i> (National 4)	6 SCQF credit points

Recommended entry

Entry to this course is at the discretion of the centre.

Progression

This course or its components may provide progression to:

- ◆ Scottish Vocational Qualifications in Catering and Hospitality
- ◆ further study, employment and/or training

Core Skills

Achievement of this course gives automatic certification of the following:

Complete Core Skill Working with Others at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this course specification.

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 levels 1 and 2 are reflected in the course. As a result, the competence, knowledge and understanding achieved by learners broadly reflect these standards.

The units of the course have been linked to elements of the following:

- ◆ levels 1 and 2: Maintain a safe, hygienic and secure working environment
- ◆ levels 1 and 2: Contribute to effective teamwork
- ◆ levels 1 and 2: Maintain food safety when storing, preparing and cooking food
- ◆ levels 1 and 2: Give customers a positive impression of yourself and your organisation
- ◆ level 1: Prepare vegetables
- ◆ level 1: Cook vegetables
- ◆ level 1: Prepare and cook fish
- ◆ level 1: Prepare and cook meat and poultry
- ◆ level 1: Prepare and finish simple salad and fruit dishes
- ◆ level 1: Maintain customer care
- ◆ level 1: Prepare and clear areas for table/tray service
- ◆ level 1: Provide a table/tray service

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

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

Further details are provided in the 'Rationale' section.

Equality and inclusion

This Course Arrangements Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Common rationale for Skills for Work Courses

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

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ 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 learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

Core Skills

The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

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, etc
- ◆ 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, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Course rationale for National 4 Skills for Work Hospitality

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

This National 4 Skills for Work Hospitality course has been designed to provide an introductory qualification in hospitality which reflects the initial skills required for the hospitality industry. The course will enable learners to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

Hospitality is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Diplomas (HNDs). This course fills an identified need for an introductory course that is suitable for school learners, meets the needs of industry, reflects National Occupational Standards and helps learners to maximise their own potential.

Purposes and aims of the course

The general aims of this course are to:

- ◆ provide learners with a broad introduction to the hospitality industry
- ◆ allow learners to experience vocationally related learning
- ◆ encourage learners to develop a good work ethic
- ◆ encourage learners 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 learners for work in the hospitality industry
- ◆ develop team-working skills
- ◆ develop customer care skills
- ◆ begin to develop food preparation, cooking and presentation skills
- ◆ begin to develop food and drink service skills
- ◆ develop an awareness of 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
- ◆ build learners' confidence

- ◆ prepare learners for further learning, study and training opportunities in the hospitality industry

Information about typical learners who might do the course

The primary target group for the course is school pupils from third year in secondary education and above. 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 learners an introduction to the hospitality industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

The knowledge and experience acquired by learners will not only enable learners to work within the hospitality industry but will also develop transferable competencies.

Course structure and conditions of award

Summary of course content

The course provides a broad experiential introduction to the hospitality industry. The focus is on experiencing the areas of the professional kitchen, food and drink service and customer care, hospitality events, and to learn about different roles and responsibilities. Practical experience of preparing, cooking and presenting food and serving food and drinks is incorporated. Learners will be working as part of a team, communicating appropriately and undertaking aspects of problem solving, and numeracy. Vocational skills and knowledge will be developed at an introductory level. The course places emphasis throughout all units on the employability skills and attitudes which will help to prepare learners for the workplace.

Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

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

Working in the Hospitality Industry (National 4) (1 credit)

The unit introduces the learners to the different sectors of the hospitality industry and the job roles and responsibilities of the people working within the industry. This will include understanding the qualifications and qualities required for the various job roles. Learners will be able to identify career pathways and links.

The unit also focuses on the employability skills identified by employers as being most important in the hospitality industry. On completion of this unit, learners should be able to demonstrate a positive approach when interacting with others, including customers. This positive approach should include communicating appropriately, working as part of a team, being flexible and adaptable, and having respect and consideration for others.

Working in the Professional Kitchen (National 4) (1 credit)

The focus of this unit is practical and introduces learners to the work of the professional kitchen. Learners will learn about health and safety and food hygiene procedures, equipment, terminology, safe knife handling, and the preparing, cooking and presenting of a range of commodities. Learners will participate in a number of activities which will help them to develop the skills identified in this unit.

Working Front of House (National 4) (1 credit)

The focus of this unit is practical and introduces the learners to the work carried out front of house, and specifically the skills needed to undertake food and drink service in a variety of styles and establishments and customer care skills to aid a variety of front of house roles.

Learners will learn about setting, serving and clearing tables, equipment, and terminology used, dealing with payments, and meeting and greeting customers. Learners will participate in a number of activities which will help them to develop the skills identified in this unit.

Introduction to Events (National 4) (1 credit)

The focus of this unit is practical and introduces learners to a range of events in the hospitality industry. It will also introduce aspects of event organisation when learners will be involved in planning, preparing for and producing, with support, a meal for an occasion. Learners will have an opportunity to use existing skills and develop new skills.

Conditions of award

To achieve the award of National 4 Skills for Work Hospitality, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

Assessment

Assessment objectives

Assessment across the units of this course will allow learners to demonstrate:

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

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

Unit assessment

The assessment of the units in this course will be as follows:

Working in the Hospitality Industry (National 4) (1 credit)

Performance and written/oral evidence is required for this unit.

- ◆ Practical activities for this assessment should be 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. Practical activities will be supported by an assessor observation checklist.
- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of aspects of the hospitality industry.

Working in the Professional Kitchen (National 4) (1 credit)

Performance and written/oral evidence is required for this unit.

- ◆ 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. Practical activities will be supported by an assessor observation checklist.
- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of risk assessment.

Working Front of House (National 4) (1 credit)

Performance and written/oral 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, involve working with others in a team and provide opportunities to demonstrate good working practice. Practical activities will be supported by an assessor observation checklist.
- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of the effects of good and poor customer care on the business.

Introduction to Events (National 4) (1 credit)

Performance and written/oral evidence is required for this unit.

- ◆ Practical activities for this assessment should be carried out under supervision either in a professional kitchen/training restaurant, realistic working environment or real workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice. Practical activities will be supported by an assessor observation checklist.
- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of events.

Further details about unit assessment for this course can be found in the unit specifications and the ASPs.

Exemplification of possible assessment approaches for these units will be provided in the ASPs.

Quality assurance

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

2 Numeracy

- 2.2 Money, time and measurement

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others
- 4.4 Enterprise

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

<i>Hospitality: Working in the Hospitality Industry</i> (National 4)	= A
<i>Hospitality: Introduction to Events</i> (National 4)	= B
<i>Hospitality: Working in the Professional Kitchen</i> (National 4)	= C
<i>Hospitality: Working Front of House</i> (National 4)	= D

Employability skill/attitude	Evidence
◆ Positive attitude to workplace and learning	A, B, C, D
◆ Awareness of the importance of good time-keeping and attendance	A, B, C, D
◆ Appropriate appearance	B, C, D
◆ Good communication skills — listening and talking	A, B, C, D
◆ Ability to work in a team	B, C, D
◆ Working co-operatively with others	B, C, D
◆ Self-respect and showing respect and consideration for others	A, B, C, D
◆ Ability to follow instructions	A, B, C, D
◆ Awareness of food hygiene and health and safety procedures	B, C, D
◆ Planning and preparing for work	B, C, D
◆ Confidence to seek feedback	A, B, C, D
◆ Self-review and evaluation	A, B, C, D
◆ Customer care skills	B, D
◆ Efficient use of time	B, C, D
◆ Flexibility and adaptability	B, C, D

Assessment evidence in all units:

Practical performance supported by assessor observation checklists and learner self-evaluation reviews.

Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

Guidance on approaches to delivery and assessment for this course

The main approaches to learning in this course should be experiential, practical and learner centred. Learners 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 learners to fully understand what is required and the approaches to be adopted.

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

It is important to ensure that learners are provided with advice and guidance on what is expected of them when they are working in the hospitality industry. Learners must be given clear information with regards to appearance, uniform, attitude, behaviour, interacting with customers and working in a team.

Due to the practical nature of the course, each part of teaching/learning should incorporate both theory and practice, to facilitate learning. Learners 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.

Sequencing/integration of units

Centres should ensure that an induction to the course is given which will enable learners 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 the unit *Hospitality: Working in the Hospitality Industry* (National 4) early in the course in order that these skills are built upon during the delivery of the remaining units and so that learners 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 evidence can be found in the activities undertaken in the units *Hospitality: Working in the Professional Kitchen* (National 4), *Hospitality: Working Front of House* (National 4), and *Hospitality: Introduction to Events* (National 4).

In order for learners to achieve the unit *Hospitality: Introduction to Events* (National 4), they should be building on the practical skills already experienced in units *Hospitality: Working in the Professional Kitchen* (National 4) and *Hospitality: Working Front of House* (National 4) and the investigations already carried out in the unit *Hospitality: Working in the Hospitality Industry* (National 4). Therefore this unit should be delivered after these other units.

Guidance on approaches to delivery

Visiting speakers/visits to hospitality organisations

It may be possible for centres to organise visits to hospitality establishments as part of the learners' learning experience, in order to help learners 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 learners a realistic view of jobs and conditions in the hospitality industry. Group fact-finding could also be arranged so that learners 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. This will ensure that the legislation is relevant and more easily understood by the learners. Learners working in groups should carry out simple risk assessments in the professional kitchen and restaurant and report back to the class. The emphasis should always be on the practice of working safely and hygienically and the extent of knowledge required by the learners must be clearly defined and appropriate to National 4 level.

Guidance on approaches to assessment

The evidence requirements for units within the National 4 Skills for Work 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 gather evidence and the ASP provides examples.

The unit *Hospitality: Working in the Hospitality Industry* (National 4) should be integrated with the other three units in the course. Opportunities to integrate evidence can be found in the activities undertaken in the units *Hospitality: Working in the Professional Kitchen* (National 4), *Hospitality: Working Front of House* (National 4) and *Hospitality: Introduction to Events* (National 4). Suggested approaches to gathering evidence are highlighted in the Section 'Guidance on Approaches to Assessment' of the unit *Hospitality: Working in the Hospitality Industry* (National 4).

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills

In this course, learners develop skills valued by employers. They carry out an investigation, organise and present information, and are involved with weighing, measuring and handling payments. Learners take responsibility for improving their own performance through self-evaluation, take feedback from others, set goals for improvement, reflect and evaluate. Working as part of a team, they learn how important it is to work co-operatively with others, and to communicate properly.

These are good opportunities for developing aspects of Core Skills in:

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

Hospitality: Introduction to Events (National 4) has automatic certification of Working with Others at SCQF level 4 embedded in it.

General information for learners

This section will help you decide whether this is the course for you by explaining what the course is about, what you should know or be able to do before you start, what you will need to do during the course and opportunities for further learning and employment.

This course focuses on:

- ◆ the different sectors and job roles within the hospitality industry and the employability skills looked for by employers
- ◆ the work of a professional kitchen where you will learn about basic food hygiene, health and safety issues, equipment, terminology, safe knife handling and cooking
- ◆ how to identify hazards in a kitchen area, and carry out a risk assessment
- ◆ the work carried out by front of house staff and the skills needed in a variety of hospitality establishments
- ◆ a range of hospitality events and event organisation

You will learn how to:

- ◆ Investigate different sectors and career paths in the hospitality industry.
- ◆ Demonstrate a positive approach and maintain good working relationships in specified practical activities.
- ◆ Show your employability skills and attitudes in specified practical activities.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Work in an open, helpful and positive manner to provide effective customer care while carrying out front of house duties.
- ◆ Identify the importance of good customer care.
- ◆ Investigate different types of hospitality events.
- ◆ Plan and organise a specified hospitality event while working as part of a team.
- ◆ Working as a member of a team you will contribute to the implementation of the event.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Investigate different sectors and career paths in the hospitality industry.
- ◆ Demonstrate a positive approach and maintain good working relationships in specified practical activities.
- ◆ Show your employability skills and attitudes in specified practical activities.
- ◆ Review your own performance in order to develop your employability skills.

You will learn how to, while working as a member of a team:

- ◆ Carry out a range of simple food preparation techniques.
- ◆ Contribute to a range of cookery processes.
- ◆ Present and store a range of finished dishes.
- ◆ Carry out table setting for specific styles of service.
- ◆ Carry out a range of service styles.

You do not need to have any previous qualifications or experience.

After you finish this course, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

Administrative information

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History of changes to national course specification

Version	Description of change	Date
2.0	2013 — Course re-coded as part of CfE development programme but no change to course and unit content.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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