



National Qualifications 2019
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.

Skills for Work Courses

C244 74 Skills for Work: Hospitality (National 4)

J142 74 Hospitality: Working Front of House

C260 75 Skills for Work: Hospitality (National 5)

J13C 75 Hospitality: Developing Skills for Working in Hospitality

J13D 75 Hospitality: Developing Skills for Working in the Professional Kitchen

J13E 75 Hospitality: Front of House Operations

J13F 75 Hospitality: Events

General comments

Eight centres were selected for verification activity during academic year 2018–19; this included two colleges and six secondary schools. External verifiers reported some excellent work being carried out in centres. Almost all had recorded the change to the group award and unit numbers prior to verification activity.

Current SQA-devised assessment materials were used by all centres to record candidate achievement of the awards at National 4 and 5. In almost all centres, information relating to the revised versions and their availability was discussed.

Using current unit specifications and assessment exemplars effectively provided the opportunity for centres to make reliable judgements for the standardisation of assessor activity and candidate performance.

In almost all centres, the full awards were delivered. In others, individual units were used to support National Qualifications and Hospitality courses as relevant to the centre.

All centres provided full access to the evidence required for verification activity. This allowed for the visits to be carried out smoothly. Evidence provided included visit plans, assessor and internal verification records, centre quality standards and SQA-devised unit specifications and assessment support packs.

The external verifiers were supportive during discussion with assessors and internal verifiers within the centres. Some supportive development points were noted on external verification reports.

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

In almost all centres selected for external verification, the reports confirm assessors were familiar with the course arrangements, unit specifications, instruments of assessment and exemplification materials. Where this was the first year of delivery, the assessors and internal verifiers were able to report sufficient support and guidance was available, both internal and external to the centre.

In all centres, the benefit of the development of self-confidence, team working and taking responsibility was highlighted to candidates throughout their course. In addition, it was indicated that the development of these skills was being applied across other academic disciplines.

Development of industry and college partnerships were highlighted as being critical for delivery and assessment of the awards. There were good practices highlighted where centres actively sought out and built very effective relationships — including, but not restricted to, guest speakers, visits to industry and work placement opportunities for candidates.

Evidence requirements

All centres recorded assessment outcomes using SQA exemplar materials. This provided a reliable platform on which to judge candidate evidence. The repetitive nature of some assessment tasks and the difficulties encountered with these was highlighted. External verifiers were able to assure centres that these concerns were being addressed by the review team.

In all centres there was evidence of additional support procedures available to assist candidates with specific needs. In almost all centres this was noted on candidate scripts.

Overall, centres have a clear understanding of the current assessment tasks for all units within the awards.

Administration of assessments

Most centres had selected the level 5 award for delivery during 2018–19, and each centre was able to schedule the delivery and assessments as appropriate to their practices.

In one centre, post-delivery reflection had indicated they would re-order the delivery of the units, leaving J13C 75 towards the end of the academic year. In addition, it was recommended that one centre investigate delivering both award levels simultaneously, to ensure candidates who were unable to achieve the level 5 award could be registered for, and possibly achieve, level 4. This is possible in the secondary school sector as most classes have the academic support and experience to deliver to candidates at different levels of ability.

In all centres there was evidence of pre-delivery meetings, internal verification activity, scheduling and quality requirements. In one centre, the assessors were able to identify practical activities which covered most of the assessment tasks and included HE (HND Hospitality) students providing support and supervision of the level 4 candidates.

The evidence presented in all centres was of a high standard and met SQA criteria.

Areas of good practice

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

Industry liaison was cited as critical by many centres for the successful delivery and assessment of the units and awards:

- ◆ Centres have excellent links with local industry and candidates participate in events at both the local hotel and Bute estate, which provide realistic working environments ensuring transition into college or employment is easier.
- ◆ Excellent industry partnerships with full support from the local Developing the Young Workforce (DYW) team.
- ◆ The school had good industry links. Candidates undertake a five-day work placement at a local hotel where they learn different aspects of working in the industry.
- ◆ Candidates also work in the school canteen on a rota basis — cooking, preparing and serving food to staff and students.
- ◆ The work experience is completed on a rota basis and it is evident that a lot of careful planning has gone into preparing these placements and the structure of the course.
- ◆ The Working in the Hospitality Industry unit is delivered extremely well. Many employers are invited in to the school to complete mock interviews with the whole school as part of the DYW agenda. This gives a much more realistic feeling to this part of the assessment. Integration with other units is also highlighted here as the students plan and carry out the catering as an event for the employers who are interviewing.
- ◆ The school has worked along with Springboard to bring in speakers from Radisson Blue in Edinburgh to work with students on the Events units.
- ◆ The chef from the Apex Hotel in Edinburgh's Grassmarket has attended the school on numerous occasions throughout the academic year to assist in the delivery of the Working in the Professional Kitchen unit. Students also visited the hotel for a tour of the facilities.
- ◆ Skills Development Scotland were involved in discussions about employability skills and interview techniques for the Working in the Hospitality Industry unit.
- ◆ The Pantry in Stockbridge, Edinburgh, provided a guest speaker throughout the year, and complemented the delivery of all three units.
- ◆ Personnel from the hospitality industry provided an insight into the sector, while well-known magazines and My World of Work website provided facts to assist with the Working in the Hospitality Industry unit.
- ◆ The enthusiastic delivery team provided extended opportunities for candidates to network with the industry through visits to establishments, guest speakers and events in commercial establishments.

Integration and organisation can be complex when delivering and assessing the awards, however many centres have used integration with other units and awards to overcome some of these difficulties:

- ◆ One centre has adapted a plan for implementation of the unit J13D 75, incorporating a year plan with all skills cross-referenced. This makes assessing achievement both simpler and seamless.
- ◆ One centre has adapted a method of incorporating reception skills into practical sessions. This allows simple assessment opportunities for J13E 75 outcome 2, and also adds additional employability skills.
- ◆ A high level of understanding of the course is evident, as the work for the units has been integrated throughout the year, reducing over-assessment and giving the students a very structured course delivery.
- ◆ One centre has created a teaching and learning environment, which allows the candidates to take ownership of their own learning (J13F 75: Events — boardroom for planning).
- ◆ One centre has adapted the assessment checklist for Hospitality: Front of House with another unit taught in the practical setting, which helps to prevent over-assessing.
- ◆ One centre has implemented a collaborative working environment with HND students working along with students undertaking the Skills for Work courses — providing a realistic working environment for all learners.
- ◆ Inviting an external interviewer to hold mock interviews with candidates who prepared for the session, and who were then given feedback, produced a realistic event.

Candidate development is supported by the practical activities that are the highlight of these awards. Candidates develop skills that will help them when entering employment:

- ◆ Realistic experiences to develop skills and techniques also enhance self-confidence and employability.
- ◆ Providing candidates with multiple events develops confidence and team working skills which are critical for future employment.
- ◆ The well-equipped barista suite/cafe was a highlight of the visit; this provides a realistic working environment with excellent facilities available to the students. The barista course is delivered by a local college lecturer.
- ◆ Jean Miller of Miller's Larder worked with the candidates to produce food for a Burns supper event.
- ◆ Pupils clearly enjoy the course and are given responsibility to plan their own learning in the practical kitchen; this has resulted in the pupils having a clear understanding of the hospitality industry, with some pupils actively seeking employment in it.
- ◆ Setting up a one-to-one session with a chef to promote self-confidence and practical skills.

Specific areas for improvement

The following areas for development were reported:

Delivery and assessment — It is recognised that each centre has its own scheduling approach to delivery and assessment, however some supportive suggestions were made by the external verifiers:

- ◆ When oral questioning was required for clarification, the candidate's answer should be documented, and their signature and date noted to confirm completion.
- ◆ It is recommended that centres seek approval for Skills for Work: Hospitality at National 4 level. This would allow candidates not yet able to achieve level 5 to be presented for level 4 so they have an opportunity to achieve the lower level award.
- ◆ Clarification in the use of checklists, especially for practical activities, should relate to individual candidates.
- ◆ Integrating the Front of House unit within the course can reduce the chance of duplicate assessment.
- ◆ Photographic evidence can help with the recording of candidate progression and achievement within units J13D 75: Developing Skills within a Professional Kitchen and J13F 75: Events. This should be stored electronically and only made available for verification activity.
- ◆ For unit J142 74, the checklist should detail the required three service styles to ensure all outcomes are achieved.
- ◆ Sometimes staff do more work than necessary; time could be saved by cross-referencing some of the assessments.

Facilities and services — It is recognised by centres that this is an industry standard award, therefore facilities and services, experience for delivery and assessment all require careful consideration:

- ◆ Visits to industry and guest speakers can greatly assist with the delivery of this course. For school pupils, the possibility of visiting colleges that deliver catering qualifications, and have a training restaurant, would allow candidates to dine in the restaurants and give them the opportunity to find out about possible progression routes.
- ◆ Work experience for students could also be incorporated to assist with the assessment of the practical units.
- ◆ Industrial equipment should be available for candidates to use where appropriate/possible.
- ◆ If provided by their coffee provider, staff could attend free barista training as part of their CPD.