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**Toolkit Case Study of Practice:**

**Utilising NTG mapping templates to support quality assurance audits:**

**Qualification Wales Travel, Tourism, Hospitality and Catering Qualification Review**

**1/ Organisation Name and brief explanation of the purpose.**

Qualification Wales is a regulatory independent statutory body funded by Welsh Government who regulate qualifications and their standards, developed, and delivered by the recognised awarding bodies. Working with a wide range of organisations Qualification Wales monitors the compliance of awarding bodies, reviews existing qualifications, and oversees the design of new requirements to support the qualifications system and ensure that qualifications meet learners and practitioners needs.

In Wales in September 2020 the Tourism and Hospitality vocational qualifications sectoral review and audit commenced. The report is due to be published in January 2023. Vocational qualifications make up over 90% of the regulated qualifications in Wales and aim to reflect the skills that employers need. The sectoral review aims to:

* understand the qualifications landscape from Levels 1-3
* hear stakeholders’ views on the qualifications and the qualifications system
* consider whether the qualifications, and the qualifications system, are technically effective and fit for purpose
* learn lessons from the qualifications systems of other nations
* decide whether we should take (or recommend that others take) action to improve qualifications or the system

**This is achieved via:**

* interviews with stakeholders (including employers, sector bodies, work-based learning providers, higher education institutions, further education institutions and schools)
* establishment of a stakeholder panel of ‘critical friends’ to assist and advise - the Qualifications Wales Travel, Tourism, Hospitality and Catering Advisory Group that met quarterly
* encourage individuals to share their opinions through an online survey
* conduct a technical review of qualifications (including learners’ work)
* undertake a desk-based international comparison study.

**2/ How was the toolkit used to address an educational need?**

The NTG toolkit mapping templates were used to support its review of the current travel, tourism, hospitality and catering qualifications from NQF Levels 1-3 used by learners in Wales. The future skills were mapped against the content of the current qualifications to better understand how these qualifications were preparing learners for work and employment in this sector. Qualifications Wales will continue to refer to the future skills mapping templates to synthesise the review’s recommendations.

All digital, green and social skills sets and competencies were utilised from the mapping template to place against existing qualifications.

**3/ Were partners involved and if so, how?**

The Qualifications Wales Travel, Tourism, Hospitality and Catering Advisory Group comprised of a wide range of stakeholders who have an interest in the development of quality tourism and hospitality education in Wales, including trade associations, private training providers, FE college and HE networks, Regional Skills Partnerships and business owners and Visit Wales. The Advisory group met online via quarterly meetings during the lifespan of the Tourism Qualifications Review.

**4/ What benefits resulted from the used of the NTG toolkit?**

As a result of the research, a matrix of future skills needs was developed in relation to the following:

Digital/technological: online marketing, data analytics, use of AI, robotics, mobile technology, Virtual Reality applications, social media

Green: Resource management (recycling, waste, water and energy), local procurement and sustainable products and services, awareness raising of environmental issues

Social: Behavioural and practical attitudinal competences in interpersonal communication, accessible tourism knowledge, gender equality, cross-cultural understanding, diversity, social inclusion and customer service

The results of the research were presented in a matrix (spreadsheet). A range of regulated qualifications were then reviewed to determine the extent to which these skills needs were being met through existing qualifications.

The matrix provided skills needs in relation to three levels; however, those levels do not equate with CWQF levels. Level 1 was aligned to operational level roles and more relevant to the qualifications within the remit of this review.

Each qualification was reviewed for content related to the relevant competencies. Where it was considered that there was some alignment, this was highlighted with the relevant unit number and additional details where appropriate. Alignment could be based on reference in the content, assessment criteria, grading descriptions or description of assessment. A judgement was then made as to whether the cell should be amber or green using the following:

Green – there was an explicit assessment requirement to demonstrate the competency

Amber – where there was potential to demonstrate the competency through the assessment, but it could be possible to meet the assessment requirement without demonstrating the competency.

**5/ Were there any challenges or lessons learnt in using the NTG toolkit?**

For example, where a qualification refers to gathering, recording and storing information, there was an inference that this would contribute to the development of digital skills. However, this was not clearly specified as the information could be in paper format rather than digital formats. Another example is where customer service skills were to be demonstrated. This would necessitate the use of communication. However, no specific communication requirements were mentioned. In both cases, these would be recorded as amber. Where a qualification had a requirement to maintain, clear and clean the bar area after service, this was an explicit assessment requirement and would be recorded as green.

**6/ Have you any further reflections or recommendations?**

The Sector Review Team are planning for the next phase of the review where qualification recommendations are being finalised, we welcome the support of Sheena Carlisle to be part of the research in complying the recommendation section of the final report.