

**Higher National Qualifications**

**And**

**Scottish Vocational Qualifications**

**Senior Moderator Report**

**2006**

**Subject:** **Travel and Tourism**

**Sector Panel or SSC:** **Travel and Tourism**

The purpose of this report is to provide feedback to centres on moderation which has taken place within Higher National and Scottish Vocational Qualifications in this subject.

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## HIGHER NATIONAL UNITS

### TITLES/LEVELS OF HIGHER NATIONAL UNITS MODERATED

The following Higher National units were moderated during visits to 5 Further Education Colleges:

DG0L 04	UK Tourism industry: An Introduction
DG0M 04	Countryside Visitor Management
DJ9W 34	Structure of the Travel and Tourism Industry
DJ9Y 34	Retail Travel Practice
DK07 33	International Tourist Destinations
DK0E 34	Providing Information on the Scottish Tourism Product
DK0G 34	Air Travel: Reservations, Fares and Ticketing
D4EP 33	Practical Approach to Rural Tourism
D4ET 04	Tour Operating: Planning and Costing Tour Programmes

Additionally one moderator carried out two visits to China.

## HIGHER NATIONAL UNITS

### FEEDBACK TO CENTRES

#### General comments:

There were no holds placed on any of the units moderated. Internal moderation was generally carried out in accordance with SQA requirements. This was apparent in the presentation of up to date master folders with internal moderation reports, notes of standardization meetings, unit specifications, learning plans, valid instruments of assessments, and model answers. In most cases AEPs were used which helped to ensure consistency in the application of national standards. Scripts were accurately marked and there was evidence of cross-marking and positive feedback to candidates. Centres had generally prepared candidates well for assessment using a mix of nationally produced and centre devised teaching materials.

In all cases internal moderators and assessors were appropriately qualified and are being continuously professionally developed.

#### Advice on good practice and areas for further development:

To assist external moderators during visits, centres are encouraged to keep staff CPD records within their internal moderation files.

Internal Moderators are encouraged to sign candidate assessment evidence which has been internally moderated. Obviously the internal moderator should not be the same person as the assessor.

Where re-assessment is necessary in tests of knowledge or practical tests where there is only one possible answer, centres should note that candidates must be presented with the same type of assessment but with different questions or practical exercises i.e. the candidate must not resit the same test. In the absence of alternative instruments of assessment or AEPs, centres are recommended to prepare their own tests and submit them for prior moderation. This also applies where more than one group is sitting the same assessment at different times.

## HIGHER NATIONAL GRADED UNITS

### TITLES/LEVELS OF HN GRADED UNITS MODERATED

The following Higher National Graded Units were externally moderated at a Central Moderation event on 3 June 2006:

DK0C 34      Travel: Graded Unit 1  
DK0D 34      Tourism: Graded Unit 1

Units were received from 14 centres. 12 of these centres had been previously visited by external moderators in the interim period between commencing the units and submitting the completed work for moderation.

### FEEDBACK TO CENTRES

#### General comments:

Moderators sampled six candidates from each centre across the three grades A, B and C. SQA had provided assessment exemplars and marking schemes for the planning, developing and evaluation stages for each unit and in most cases these had been adhered to. However marking was not always consistent, particularly in the development stage. Slightly lenient or slightly severe marking was accepted with relevant feedback to the centres concerned. In general the evaluation stage was handled well with candidates providing realistic statements with self-criticism and praise where appropriate.

Results from 13 of the 14 submitting centres were accepted.

#### Advice on good practice and areas for further development:

A general point to note is that half marks must not be awarded as this is not current practice.

Centres may wish to consider the allocation of extra time at the outset of each unit to cover basic project management skills including how to set out aims and objectives.

Centres might also investigate the scope for integrating this unit with DF4D 33 Developing Skills for Personal Effectiveness, particularly when creating an action plan.

If possible centres are encouraged to cross or double mark all candidate submissions to ensure consistency of marking. Where there are several presenting sites within a centre, it is recommended that an internal moderation mechanism is set up to ensure that marking is standardised.

Candidates must not include web pages as attachments. This is clearly stated. Instead all relevant information used in the development stage should be listed as sources in the bibliography.

The evaluation is expected to be hand written as this stage is carried out under supervised and controlled conditions with strict time limits.

In one centre candidates had used Microsoft Project to produce GANT charts which illustrated the timelines involved in the planning stage. Two other centres used flow charts which were equally effective.

The increasing number of international students taking travel and tourism qualifications in Scottish Colleges was evident. Whilst this represents good income for Colleges, candidates whose first language is not English should be encouraged to undertake language support throughout their time on the course. Written work must comply with industry standards.

DK0C 34 – Candidates should be discouraged from making direct contact with suppliers as one of the key aspects of the project involves the candidate taking on the role of the travel agent or tour operator. One good example of avoiding this was where the tutor played the role of a supplier and provided relevant information for costings etc. on request.

Centres should note that the formal report to the manager should cover three possible destinations but the pack for the HR manager need only cover the selected destination.

DK0D 34 – Some centres have devised a number of forms to aid the administration and organisation of the unit. These include:

- Student Guide based on the student section within AEP
- Student review pack in which all meetings with the candidate are recorded with action points.
- Feedback sheets which are used in conjunction with the marking checklists
- Expanded marking checklists which breakdown large sections
- Self Checklists for candidates
- Blank headed forms for recording reference sources and websites

## **SVQ AWARDS**

### **TITLES/LEVELS OF SVQ AWARDS MODERATED**

No information available. SM assumes there have been no SVQ visits this year.

### **FEEDBACK TO CENTRES**

#### **General comments:**

See above

#### **Advice on good practice and areas for further development:**

See Above

**NATIONAL UNITS**

(i.e. Freestanding units which contribute to NPAs or NCs etc.)

**TITLES/LEVELS OF NATIONAL UNITS MODERATED**

Not applicable (SM unaware of any Travel and Tourism Units contributing to NPAs or NCs. Units contributing to SGAs are covered in the NQ report.)

**FEEDBACK TO CENTRES****General comments:**

See above

**Advice on good practice and areas for further development:**

See Above