



**National Qualifications 2017  
Internal Assessment Report  
Skills for Work: Travel and  
Tourism**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Courses

Skills for Work: Travel and Tourism

The following courses/units were verified during the visits to fifty-three centres in session 2016–17:

## **National 4 (C776 74)**

H2Y1	74	Travel and Tourism: Employability
H2Y2	74	Travel and Tourism: Customer Service
H2Y3	74	Travel and Tourism: UK and Worldwide
H2Y4	74	Travel and Tourism: Scotland

## **National 5 (C776 75)**

H2Y1	75	Travel and Tourism: Employability
H2Y2	75	Travel and Tourism: Customer Service
H2Y3	75	Travel and Tourism: UK and Worldwide
H2Y4	75	Travel and Tourism: Scotland

## **General comments**

Verifiers generally reported favourably on assessment practices. In most cases, centres were using SQA approved assessments. Instruments of assessment were generally valid and reliable.

A number of inconsistencies in units and assessment support packs had resulted in some confusion in centres. The external verifiers provided advice and support where issues arose and materials have now been updated and published to avoid confusion in the future.

On the whole, judgement of candidate performance was appropriate, and records were accurate. It was clear that candidates had fair access to assessment in all centres.

Internal verification is improving, with centres now having an understanding that the process is not just in relation to candidate evidence, but also about ensuring that assessment materials are subject to verification prior to use.

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

The Skills for Work verification team found that centres have a general knowledge and understanding of the documents relating to the setting up, delivery, and assessment of the Skills for Work: Travel and Tourism qualifications. The team has been very proactive in ensuring that centres have a complete understanding that the unit specification sets the national standard for assessment and with this in mind all centres should ensure that assessment materials are in line with the course and unit specifications.

## **Evidence requirements**

Most centres have used the assessment support packs provided by SQA to produce standardisation documents and support national standards.

## **Administration of assessments**

There are clear examples of where the learning, teaching, and assessment process is both engaging and is candidate-focused in line with Curriculum for Excellence principles. Centres are providing candidates with an opportunity for personalisation and choice supporting the ethos of equality and inclusion.

Centres continue to offer a wide range of assessment methods. This included the use of posters/leaflets, PowerPoints, and role play scenarios. Additionally, some centres are planning to develop or are including a travel and tourism related work experience into learning where possible.

It was apparent that there are well developed centre and departmental internal verification policies involving double marking, cross marking, and blind marking. These verification policies should be further enhanced to ensure that assessment materials are also verified by the centre, this will confirm that they support the national standard.

## **Areas of good practice**

Verifiers reported and identified many areas of good practice during verification visits. The following examples of good practice were observed:

- ◆ Outstanding links with employers including work placements, visits, inspirational talks and interview skills practice. One centre assessed a customer service outcome by partnering with a local visitor attraction to play the role of a mystery customer. Another set up a travel and tourism conference in a local hotel where learners listened to key speakers, took part in activities, and were observed as if they were in a work environment.
- ◆ Varied methods of delivery ensure a candidate-focused approach to assessment. One centre assessed employability with learners taking on specific tasks and roles, for example a tour guide – they then delivered training sessions to other learners based on requirements of this role of work, ensuring they provided information in relation to the required performance criteria.
- ◆ Good use of ICT in the learning and teaching process, including Glow, Google classroom, and Edmodo. There was an instance of an innovative approach to making leaflets for the Scotland unit by using the software 'ComicLife' and also for the customer service unit by setting up a secure 'online' chat room facility to assess the learner's ability to handle a customer complaint.
- ◆ Use of realistic role play as a method of assessment ensured that learners were fully immersed into a quality learning and assessment experience. In a few instances, centres had provided sound recordings of role play situations

and others had set up mock travel agencies for providing holiday information to staff.

- ◆ Centres are clearly providing candidates with the opportunity for personalisation and choice. A variety of assessment approaches were seen, making good use of educational practice. Teaching and Learning is varied and fully engaging.
- ◆ Varied, up to date trends were being identified and used by centres. There was good use of many sources to seek this information, for example, ABTA Global Trends and VisitScotland Trends reports.
- ◆ Where possible, centres have endeavoured to arrange appropriate work placements in the local tourism industry.
- ◆ The use of peer assessment was apparent with some centres using this to enhance learners' understanding of the performance criteria. This method was seen to be useful in aiding learners to develop judgement skills, critiquing abilities, and self-awareness.

### **Specific areas for improvement**

Verifiers reported that there were some specific areas for improvement in the delivery and assessment of Skills for Work: Travel and Tourism. These are:

- ◆ Where there is the requirement for detailed information, candidates should avoid the use of bullet points to encourage fuller answers.
- ◆ Where role plays are conducted, there should be assessor checklists with specific comments relating to learner performance. This will ensure achievement is accurately recorded. Where learners feel confident enough, sound or video recordings could be used as a means of-recording assessment evidence. A mix of both approaches is acceptable.
- ◆ At National 5, candidates should not have a scripted role play for the customer service unit. The person/partner **not** being assessed (the customer) could have a set of leading questions which would prompt the learner (person being assessed) into answering appropriately.
- ◆ Itineraries at National 5 should consistently give full details in relation to the needs of the customer. There should be no cut and paste of information. It is not required that candidates take a minute by minute approach; morning, afternoon would suffice, along with evening details if specifically required.
- ◆ Trends should take into consideration information no older than 3 years. It is suggested that sources to help with this would be: ABTA Travel Trends Report, World Travel Market Global Trends Report, and Visit Scotland Trends research. This will keep assessment information given by candidates current and up to date.

- ◆ Within the customer service unit, there is some confusion around describing features and benefits of a product/service. It may be useful to understand that features “tell” and benefits “sell”. For example: a feature is a particular aspect of the product - location of the hotel, excursions included in the price, local pick up etc. A benefit is what the customer gains from that feature.
- ◆ Within the geography units, candidates are required to ‘recommend’ a suitable destination to customers based on a case study. Centres should ensure that they are not prompting learners towards a specific destination, as doing this does not cover the national standard. Candidates should suggest a suitable location based on their own reasoning. Assessors may wish to give support to the learner either during or after they have made their destination selection, by discussing whether or not the learner choice would satisfy the needs of the customer. Doing so will ensure that the learner is not completing a vast amount of work before finding out somewhere along the line that the destination does not in fact meet the customer needs.
- ◆ In the employability unit, careers should be directly relevant to the travel and tourism industry.
- ◆ Field trips and study visits are encouraged where possible.