National Qualifications 2016
Internal Assessment Report
Travel and Tourism

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

National Qualifications (NQ) units

Titles/levels of NQ units verified:

The following units were verified in 2015–16.

DM4L 11 Travel and Tourism: An Introduction
DM4N 11 Tourist Destinations
DM4M 11 Business Practices
DF6L 12 Surface Travel
DM4R 12 Marketing in Travel and Tourism: An introduction
F3PC 11 Accommodation and Package Holidays
F3PD 11 Airport Ground Operations: An Introduction
F3PH 11 Resort Representation: An Introduction
F3PK 11 Tour Guiding: An Introduction
F3PL 11 Travel and Tourism: Enhancing Skills for Employment
F3PM 11 Working as Air Cabin Crew: An Introduction
F3PA 12 Travel and Tourism Study Visit
F3P7 12 Working as Air Cabin Crew
H0E7 11 Participate in Activity Tourism Pursuits
H90K 45 Tourist Destinations
H90P 45 Accommodation and Package Holidays.
H90L 46 Leisure and Business Tourist Destinations
H90M 46 Travel Products and Services

General comments

Reports identified 'significant strengths' for all centres. This indicates that centres have a clear and accurate understanding of the national standards.

Unit specifications, instruments of assessment and exemplification materials

The evidence presented in centres visited indicated that staff are familiar with the unit specifications, instruments of assessment and exemplification materials. For most units the centres are using SQA assessment support packs (ASPs). In some centres ASPs have been adapted to enable the use of up-to-date resources. A minority of centres have developed their own instruments of assessment; the development of centre devised assessment instruments is good practice. Marking guidelines, for ASPs and centre-devised assessments, had been adhered to and applied in accordance with SQA requirements.

Evidence requirements

In all centres the evidence sampled was accepted as it met the standards and evidence requirements for the units. In general, centre staff demonstrated a clear understanding of the evidence requirements for the units.

Administration of assessments

All centres had robust quality assurance systems in operation. Most centres make good use of electronic quality assurance systems and have secure unit master folders available for assessors and internal verifiers. Internal verification records were all maintained securely and included internal verification reports, the internal verification cycle, and course minutes.

Assessments were planned well in advance and there were sufficient opportunities for undertaking remediation, second attempts, and the sitting of missed assessments. Assessment decisions were appropriate and in line with national standards. Where units had not been completed, the assessment evidence presented was in keeping with the unit delivery schedules.

There was also significant evidence to demonstrate that centres were undertaking internal verification and that there was a clear understanding of verification systems in centres.

Centres had academic malpractice policies in place. These are discussed with candidates and the majority require candidates to sign declarations stating that the work produced is their own.

Areas of good practice

There were a number of areas of good practice identified:

♦ The use of digital drop boxes for candidate assessment submissions and online marking by assessors. The software also records when candidates submit on time and gives candidates access to their results outside timetabled classes. Electronic storage of candidate evidence is good practice as it also allows internal and external verifiers to access evidence, and view feedback and remediation where applicable.

♦ Academic malpractice policies in centres are discussed with candidates and available on virtual learning environments. Centres are also asking candidates to sign learner declarations stating that the work produced is their own.

♦ The use of computerised training packages to enhance student learning, for example Learn2Book & Learn2Checkin. There was evidence of candidates providing screenshots when using travel websites for up-to-date prices and information for assessment evidence.

♦ Centres are actively engaging with industry, for example: visits and guest speakers; visiting British Airways Flight Training Centre at London Heathrow; assisting in a training event delivered jointly by the centre and Rangers FC; involving local employers to determine assessment environments; developing and assessing candidate customer service skills in a training restaurant.

♦ Centres have devised additional ways of supporting candidate development and progress, for example: timetabled 'Unit Support' drop-in slots that allow candidates to seek additional guidance/support and to catch-up with course work outside normal class time; centre-devised points system used to gauge candidate suitability for progression to higher level courses.

♦ Centres have developed their own instruments of assessment. Centre staff have participated in SQA developments (QST and SOLAR) and carried out live observation of assessment for internal verification of Unit F3PA 12 Travel and Tourism Study Visit.

Specific areas for improvement

♦ Delivery of F3PM 11 and other cabin crew units could be greatly enhanced with the installation of a mock aircraft cabin equipped with airline seats in rows, overhead lockers and a call bell.

♦ Video evidence for role-play assessments would enhance the assessment experience and allow candidates to reflect on their performance.

♦ Centres should develop alternative instruments of assessment to allow candidates to complete re-assessments and for use when candidates miss the opportunity to complete an unseen test.