



**National Qualifications 2015
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

Titles/levels of National Courses verified:

Skills for Work: Travel and Tourism — National 4

Skills for Work: Travel and Tourism — National 5

General comments

Centres, in the main, have a clear and accurate understanding of the requirements of the national standards required for these Courses. Since Skills for Work: Travel and Tourism is delivered by a variety of teachers of other subject disciplines, all centres are now able to cross-reference standards with other developed Courses within the Curriculum for Excellence Framework.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

The verification team has found that centres, with very few exceptions, have a very clear knowledge and understanding of all of the documents relating to the setting-up, delivery and assessment of these qualifications.

Evidence Requirements

Many centres have used assessment support packs (ASPs) to produce standardisation documents which allow a clear indication of the different requirements at both levels for each of the Unit Outcomes and Assessment Standards. This standardisation exercise is emphasised with clear developed judging evidence tables for each Unit at both levels.

Administration of assessments

Centres use a very wide range of assessment methods — including posters, model making, illustrated reports, PowerPoints and role play. Travel-and-Tourism-related work experience employer feedback is incorporated when this is possible. Some assessment exercises are PC-based.

There is, with few exceptions, a developed assessment portfolio for each candidate.

Assessment assistance is provided by the 'Support for Learning' assistants, if necessary.

There are well-developed departmental and school internal verification policies involving agreement trials, double-marking and cross-marking, 50% sampling and blind-marking, etc.

Assessment and internal verification are developed and minuted as a fixed element of regular departmental meetings. All teachers now have a grounding

and experience of accepted standards for National 4 and 5 Courses. This standardisation is often reinforced by developed judging evidence tables specific to these Courses.

Areas of good practice

Method of delivery is candidate focused in line with Curriculum for Excellence principles. Units are delivered in well-equipped teaching areas or classrooms with excellent access to IT. Learners are increasingly using their own devices due to the Wi-Fi access available in the centres. This results in a variety of learning methods, mainly involving internet research, PowerPoint presentations, extended writing, posters and mind-maps. Travel-and-Tourism-based work experience, outside visits, field-trips and visiting speakers are incorporated into Course delivery by most centres.

The presentation of candidate portfolios is highly commendable with each folder containing well-ordered evidence for completed Outcomes together with the centre-devised checklists detailing candidate achievement. All of the assessments have the assessment outcomes clearly displayed at the top of the candidates' work. Role-play exercises are supported by photographic or video evidence.

Some centres gather evidence for customer service by using the Travel and Tourism Group to service parents' nights or open days within the centre. Centres also deliver Outcome 2 of the 'Scotland' and 'UK and Worldwide' Units by asking learners to act on remits by centre staff to deliver holiday itineraries to match staff expectations and thus incorporate a second level of internal verification by satisfied 'customers'.

Specific areas for improvement

Assessments in some areas have not been initially delivered at appropriate levels. Some examples of this are:

- ◆ In the Employability Unit, Outcome 2 assessment was based on candidate attitudes to their class work, whether they are wearing school uniform etc. Whilst this covered the Outcomes it was felt that future candidates studying the subject could be encouraged to take part in a relevant work experience activity and/or take part in a more relevant role-play situation.
- ◆ In Customer Service Outcome 2, it was agreed that class discussions, etc can cover this, but a more robust assessment for this is possibly required.
- ◆ It is desirable to have a greater variety of destinations in the first Outcome of the 'Scotland' and 'UK and Worldwide' Units to explore the full Scottish Tourism Product and the full range of possible foreign travel. It is also desirable that candidates should be encouraged to give more detail in their assessments within these two destination Units as there is scope for more detail, including, location maps, photos of the areas, attractions and accommodation.

- ◆ More detail should be given for instructions and itineraries in the second Outcome of the 'Scotland' and 'UK and Worldwide' Units. The instructions should be a factually correct, well-researched and a detailed response to a genuine enquiry. Candidates also need to be reminded that they are to give customers an itinerary for each day of the recommended holiday rather than just providing them with details of methods and costs of how to travel to the destination and provide a variety and range of quality of accommodation.
- ◆ If using statistics, then current trends in tourism should reflect change over time rather than looking only at one given point, however it is also acceptable to make simple statements such as 'more people are taking staycations' etc.
- ◆ In the Employability Unit, the fourth choice of career chosen for personal interest should of course be related to the Travel and Tourism Industry. Action points on career paths for this choice should be detailed and well-researched
- ◆ Specific sections on general trends and impacts in the first Outcome of the 'Scotland' and 'UK and Worldwide' Units would be desirable rather than to have them included in the case studies in Outcome 1.1.
- ◆ Candidate evidence should be presented in candidate portfolios rather than folders for each Outcome. This ensures that a clearer picture of the attainment of each candidate is given.
- ◆ If candidates are Christmas leavers, it is useful for these candidates to have concentrated on one or two Units which could be completed in the available time.