



National Qualifications 2019
Qualification Verification Summary 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.

Skills for Work Courses

The following **Skills for Work: Travel and Tourism** courses/units were observed during the visiting verification process in session 2018–19:

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

During the session 2018–19, 45 centres completed the visiting verification process. From these centres there were two not accepted decisions made by verifiers.

On the whole, verifiers reported that centres have a good understanding of the requirements of the qualifications, providing good practice and giving opportunities for learning in realistic environments where possible.

Generally, the standard of assessment in centres was good; however, quality assurance in some areas requires further improvement and development. There was good evidence of external verifiers reinforcing, supporting and assisting centres to further develop their overall quality assurance process. Some centres demonstrated a very high level of quality assurance, ensuring that the unit specifications and evidence requirements were exemplified. Verifiers reported constructively on assessment practices. In most cases, centres were using SQA approved assessments.

Judgement of candidate performance was appropriate, and records were usually 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 internal verification prior to use.

From the 45 centres visited, two follow-up visits were required. Where the centres failed to meet the required standard for the qualification, external verifiers reported this was because learner evidence was not of the relevant standard. For example, some learners presented at National 5 when they were not producing work consistent with that level.

Two Understanding Standards events, one in Perth and one in Glasgow, are scheduled for September 2019 as part of this year's programme for National Courses. These events should assist centres with their delivery, understanding of the qualifications and sharing of good practice.

This was the first year that any new centre(s) wishing to deliver Skills for Work: Travel and Tourism could be auto approved. Completion of this process meant there was no requirement of an approval visit prior to delivery. A few of the new centres who had completed this process felt that it would have been more beneficial to have a visit. They felt that it would have been valuable to have a discussion with a verifier to clarify points where required.

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

The verification team found that centres have a broad knowledge and understanding of the course arrangements and documents relating to the setting-up, delivery and assessment of the Skills for Work: Travel and Tourism qualifications. Nevertheless, the verification team were very pro-active in ensuring that centres have a clear understanding that the unit specification sets the National Standard for assessment. With this in mind, all centres should ensure that assessment materials are in line with the unit specifications.

Where centres wish to make significant modifications to assessment, but are unsure if these are of a comparable standard, these can be sent in to SQA for prior verification.

Most assessors and internal verifiers were familiar with the course materials. They ensured that all aspects of the evidence requirements were gathered and candidates completed the necessary documentation correctly. In some centres, the quality assurance of assessment and internal verification required further attention to achieve the National Standard required for both qualifications at National 4 and National 5.

Evidence requirements

The verification team found that centres have a broad knowledge and clear understanding of the evidence requirements for the Skills for Work: Travel and Tourism qualifications. Most centres used the assessment support packs (ASPs) provided by SQA to ensure the National Standards were met.

Administration of assessments

There are still some examples of centres using parts of old SQA assessment materials along with materials shared by other centres. The process of sharing materials is not criticised, however it would be expected that the receiving centre would complete an internal verification of any shared materials to ensure that they have a clear understanding of the material with no doubt or ambiguity before first use. In some instances where this has not been the case, centres have completed unnecessary tasks and caused confusion for both teachers/assessors and learners.

Centres are encouraged to check the SQA secure site regularly to ensure the most up-to-date SQA assessment materials are being used.

Learning and teaching

There were many strong examples where the learning, teaching and assessment process was both engaging and candidate-focused, in line with Curriculum for Excellence principles. Most centres are providing candidates with the opportunity for personalisation and choice, thus supporting equality and inclusion.

Assessment

Verifiers reported that centres produced evidence that was of a good standard. Overall, they were using the SQA ASPs. Additionally, most centres were adopting a wide range of assessment methods.

There was evidence of good marking practice. This indicated where the candidate had met their assessment in full, or required to complete further actions. Some centres were giving solid, constructive and supportive feedback to candidates on their assessments. It was felt that candidates had demonstrated good levels of performance on their course. In some cases, a very high standard was reported.

Verification

Most centres had completed internal verification for some or all of the units presented for external verification. Most centres had a structured verification schedule that helped support effective quality assurance. On several occasions, external verifiers observed internal verifiers giving good feedback, including action points, to assessors. In some cases, external verifiers reported robust internal verification taking place in centres, with scheduled verification and standardisation meetings held. Records of these meetings were provided as evidence to external verifiers.

Some centres would benefit from a more structured approach to internal verification with planned internal verification throughout the course year and records kept as described above. When required, centres should further enhance verification policies and practices to ensure that the centre also verifies assessment materials. This will further confirm the centres' understanding of National Standards.

Areas of good practice

Centre policies, procedures and quality assurance

- ◆ Some examples of very detailed minutes of standardisation meetings.
- ◆ Comprehensive information in master folders, containing course approval documents, unit specifications, ASPs, assessor/verifier details, and relevant course assessment, internal verification policies and procedures.

Learning and teaching

- ◆ External trips being used to consolidate learning.
- ◆ Good links with local tourism providers which links well with DYW to enhance teaching and learning.
- ◆ Good structured approach to delivery of the qualifications.
- ◆ A good range of resources to support the qualification.
- ◆ Good use of technology eg PechaKucha — a story-telling format used for presentations.
- ◆ Using Careers that Move website, which is specific to passenger transport and travel. Its career-mapping tool is particularly detailed.

Assessing and assessment materials

- ◆ Making use of different educational practices to provide a variety of assessment approaches for differing abilities.
- ◆ Effective and constructive feedback to candidates highlighted on candidate assessment records.
- ◆ Learners in one centre were taking ownership of their own assessment process, extending personalisation and choice by using an individual record sheet where they identified where they had completed assessment. This was marked by the assessor and feedback was provided to the learner.

Internal verification

- ◆ Extensive records of regular meetings between assessor and internal verifier.
- ◆ Some cases of excellent feedback given to assessors by internal verifiers, including good practice and any suggested actions.
- ◆ Implementation of robust internal verification processes.
- ◆ Examples of continuous support provided to assessor by internal verifier.
- ◆ Formalised reporting completed to a high standard with excellent detail.

Providing a work-related practical activity

- ◆ Providing strong partnerships with organisations/employers that enable candidates to gain experience and work with internal/external client groups.

Staff and centre

- ◆ Providing timetable flexibility to support candidates who require additional support.
- ◆ Using pupil evaluation to assist with future programme delivery, candidate expectations, and candidate engagement and future pathways.
- ◆ A centre was using part of the qualification as a widening achievement initiative, with most learners completing two units from the four. However, there was evidence of some of those candidates completing the other units in their own time in order to achieve the full award.

Specific areas for improvement

Centre policies, procedures and quality assurance

- ◆ Where centres wish to produce their own assessment materials, it is advisable to send them to SQA for prior verification.
- ◆ Where required, centres should formalise a robust internal verification procedure/policy and provide evidence of implementation.

Learning and teaching

- ◆ Trends should be no older than three years.
- ◆ Ensure that all resources/references/workbooks are up to date. There was some evidence of centres using materials dating back to 2010.
- ◆ Itineraries do not need to give details by the hour; morning and afternoon would suffice.
- ◆ Making/strengthening local industry connections would be beneficial to the teaching and learning process. This could help with visits from guest speakers and external visits.
- ◆ Ensure that cut-and-paste is kept to a minimum, and only used for details which candidates cannot usefully adapt into their own words: opening times, addresses, etc. Learners should, on the other hand, adapt, augment and personalise descriptions of attractions.

Assessing and assessment materials

- ◆ Ensure that assessments are the most current and up-to-date by checking the SQA secure site at the beginning of the academic session.
- ◆ Generate a variety of evidence for assessment by, for example, not only using PowerPoint.
- ◆ Employability: when the learners are reviewing their own skills they should include specific examples related to the skill identified within their action point.
- ◆ Employability: job roles should relate to the travel and tourism industry.
- ◆ Peer assessment should not be used as the only means of ensuring a candidate has met the necessary standard. An assessor should always confirm this.
- ◆ Ensure that no over-assessing is taking place. For example, where there is an indication that one itinerary is required there is no need to include more.
- ◆ Candidates should *not* use scripts for customer care role-plays at National 5 level. However, candidates are permitted prompts such as a window card.
- ◆ At National 5 level, basic bullet points are *not* acceptable; candidates should write in full sentences/detailed paragraphs.
- ◆ Should any barriers to learning/assessment be encountered, gathering alternative evidence such as audio and photos would be acceptable.

Internal verification

- ◆ Evidence should be available to show documentation of internal verification decisions, meetings and any comments/actions to assessors.

Providing a work-related practical activity

- ◆ Using school attendance and timekeeping is not an appropriate 'work-related practical activity' to generate assessment evidence.

Staff and centre

- ◆ There was a lack of availability of ICT in some centres for learners on the course. There was a clear feeling that this obstructed the completion of some outcomes where research is a fundamental part of meeting the National Standard.
- ◆ There were a few centres reporting that they felt there was a lack of time given for delivering the course.