National Qualifications 2018
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.

National Courses

The following Skills for Work: Travel and Tourism courses/units were verified during the visits to 53 centres in session: 2017–18:

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 reported constructively on assessment practices. In most cases, centres were using the new SQA-approved assessments or a mixture of both old and new with the intention of moving across to the new instruments in the next session.

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 verification prior to use.

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. The team are nevertheless very pro-active in ensuring that centres have a comprehensive 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 specification requirements.

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 provided by SQA to ensure national standard requirements are met.

Administration of assessments

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

Centres were seen to adopt a wide range of assessment methods during verification visits for this session.

Verification policies and practices should be enhanced to ensure that assessment materials are also verified by the centre. This will confirm that they support the centre's understanding of the national standard requirements.

Areas of good practice

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

♦ Centres were demonstrating and implementing a candidate-focused approach to learning, teaching and assessment in line with the principles of Curriculum for Excellence.

♦ Some exceptional links with employers including work placements, visits, guest speakers and interview skills practice.

♦ Centres are clearly providing candidates with the opportunity for personalisation and choice. A variety of assessment approaches were being used. Teaching and learning was varied and fully engaging.

♦ In most cases, field trips to enhance the learner experience were being implemented.

♦ A few centres carried out a learner evaluation of the course to help inform improvements to the delivery of the course and to enhance the learner experience.

♦ Up-to-date trends were being identified and incorporated into the course in the majority of centres.

♦ Centres are using bespoke teaching and learning opportunities to enhance the overall student experience. For example: a few centres enrolled all learners in customer service training, another used an end-of-term tasting session of foods from the countries discussed in class. Others set up practical work-based activities to display learner knowledge in the form of mock travel agencies.

- One centre displayed unit outcome checklists on the classroom wall, which allowed learners to follow their progress throughout the year. If this approach were taken, it would be recommended that possible GDPR restrictions are adhered to.
- One local authority was seen to hold a yearly travel and tourism conference for all schools to take part in. The event included speakers such as pilots, aircrew, attraction providers etc.
- Realistic use of role-plays as a method of assessment ensures that candidates are 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.
- Where it has been possible, centres have strived to arrange appropriate work placements in the local tourism industry.
- There were some examples of centres providing an exceptional level of feedback to learners. Comprehensive praise was given pointing out good practice or alternatively where required a clear explanation of what evidence was missing in order to meet the national standard.

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:

- Centres should be aware that SQA documentation has changed and now indicates outcomes by letter and not number, for example 1(a) replaces 1.1. If centres are going to continue to use centre-developed materials, it is recommended that changes be made to reflect this.
- Some centres were advised to formulate a more coherent method of confirming that the internal verification had been carried out.
- Where there is requirement for detailed information to be given (National 5), candidates should not use bullet points as the main approach to answering assessment questions. However, in context, and within a main body of text, bullet points are acceptable. This will ensure that a more comprehensive approach is taken to satisfying the national standard.
- Consideration should be given to providing consistent and effective feedback to individual learners. Evidence of this should be recorded in the candidate assessment records.
- Where possible, field trips and study visits are encouraged.
- Where oral presentations are undertaken, supporting evidence should be provided, for example, learner notes.
- Where centres are not already doing so, it would be advantageous to formally record internal departmental meeting notes as another means of logging internal verification opportunities.

For Customer Service units:

♦ 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 ensuring learner assessment evidence. A mix of both of these would be acceptable.

♦ Customer Service (National 5), candidates should not have a scripted role-play to read. 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.

♦ Where 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. A benefit is what the customer gains from that feature.

For Employability units:

♦ Careers referenced in the Employability units should be directly relevant to the travel and tourism industry.

♦ To avoid repetition, learners should research a different job role for their 'job of personal interest'. In some instances, it was found that learners had already exhausted information given by completing this job role in a previous assessment. Allowing learners to choose all four careers in the first instance should help to alleviate any possible repetition.

♦ Where work placements are not possible, a simulated work-based practical activity should be undertaken within class/school.

♦ Where centres have not already done so, it would be advantageous to adopt strong local employer links to enhance the learning experience.

♦ Where learners are asked to evaluate their skills and qualities in relation to the job of personal interest — it is unrealistic for them to be excellent/good at everything. Learners should be able to identify any weaknesses/gaps in their skills profile in order that they can demonstrate an accurate reflection on any actions that are required to be accomplished to gain these skills.

For Geography units:

♦ Trend information should be no older than three years. It is recommended 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 ensure that assessment knowledge given by learners is current and up to date.

♦ 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.

♦ Learners 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. Learners should suggest a suitable location based on their own reasoning. Assessors may wish to give support to the learner 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 needs of the customer.