



National Qualification

**Qualification Verification Summary Report
2024–25**

Skills for Work: Travel and Tourism

600

Skills for Work Courses

The following **Skills for Work: Travel and Tourism** courses and units were observed during the **visiting verification** process in **session 2024–25**:

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

Qualification verification (QV) for the **2024–25 session** was conducted through on-site visits. The external **verification** (EV) team noted that centres responded positively to this approach, as it provided a valuable opportunity to openly discuss any concerns or challenges encountered during qualification delivery.

The QV process is designed to be supportive, and conducting it in person enhances collaboration through direct, professional dialogue. These face-to-face interactions allow centres to ask questions and seek clarification as needed. Moreover, the visits promote the sharing and development of best practices across the sector.

During the **2024–2025 session**, 34 centres were selected for the visiting verification process. Of these, one centre reported that it was not delivering the qualifications and was therefore withdrawn from the process.

Among the remaining 33 centres that completed the verification:

- ◆ 31 centres had their assessment evidence accepted as meeting the national standard
- ◆ 2 centres received a 'not accepted' decision, pending review and updates to the actions identified

Candidate unit evidence

For this QV activity, there was evidence provided across all units for both National 4 and National 5 qualifications. Bearing in mind that 33 centres presented evidence for visiting verification, details of the units which were presented during the process are:

Employability (Nat 4): 12

Employability (Nat 5): 29

Customer Service (Nat 4): 13

Customer Service (Nat 5): 31

UK/Worldwide (Nat 4): 14

UK/Worldwide (Nat 5): 30

Scotland (Nat 4): 15

Scotland (Nat 5): 32

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

The course arrangements and unit specifications were found to be well-aligned with SQA standards. Most centres used SQA-devised assessment instruments, with some centres opting for centre-devised assessments that were equally valid. Exemplification materials were used effectively to support assessment.

Centres **are** demonstrating a strong grasp of the course structure and the associated documentation required for the setup, delivery, and assessment of the Skills for Work: Travel and Tourism qualifications.

It was clear that both assessors and internal verifiers were confident in discussing course frameworks, unit specifications, and their application of assessment tools. This **reflects** a solid understanding of the qualifications and units being delivered. However, it was identified that not all assessors were aware of the availability of optional assessment guidance that assists with cutting down the number of assessments required across the qualifications.

The qualification verification (QV) team will continue to emphasise the importance of using the Unit Specification as the definitive benchmark for assessment. All centres must ensure that their assessment materials are fully aligned with the current specification.

It was also noted that some centres continue to reference outdated specifications and assessment formats (such as 1.1, 1.2), which should be updated to reflect the current standards (such as 1a, 1b). Centres are required to revise and align their materials accordingly, ideally as part of the internal verification process prior to course delivery.

Additionally, some centres expressed interest in making substantial changes to assessment materials but were uncertain whether these modifications met the required standards. In such cases, centres are encouraged to submit their revised assessments to SQA for **prior verification** to ensure compliance and clarity.

Evidence requirements

All centres provided complete and well-documented evidence that met the national standards. The evidence included detailed candidate responses, assessor checklists, and internal verification documentation. Some centres demonstrated a varied approach to evidence collection, such as using electronic portfolios and audio recordings.

Centres recognised the importance of strengthening engagement with industry partners to support candidates in developing both vocational and employability skills, while also deepening their understanding of the travel and tourism sector. This shift towards re-

building business partnerships was a recurring theme found throughout qualification verification.

External verifiers observed a range of effective assessment methods in practice, including direct observation, hands-on candidate activities, teamwork, and peer evaluation. These methods were deemed valid, and the resulting assessment decisions were found to be consistent, dependable, and aligned with the evidence requirements outlined in the unit specifications.

Administration of assessments

The administration of assessments was generally effective, with clear documentation and adherence to SQA guidelines. Internal verification processes were robust, with regular cross-marking and standardisation meetings. Some centres need to improve the formal documentation used for feedback, and ensure consistent use of assessment support packs.

However, one centre delivered the incorrect Employability unit, which resulted in a 'Not Accepted' result for this centre. This meant that the centre had to cross-assess candidate evidence with the correct unit requirements and fill gaps where required to ensure that candidates could achieve the SfW Award qualification. A more robust internal verification process would have identified this error at the pre-delivery stage.

Note: the most up to date SQA assessment materials are on the [SQA Secure Site](#) and are as detailed below:

National 4

Customer Service H2Y2 74 ASP001 (Issue Date September 2017)

Employability H2Y1 74 ASP001 (Issue Date September 2017)

Scotland H2Y4 74 ASP001 (Issue Date September 2017)

UK and Worldwide H2Y3 74 ASP001 (Issue Date September 2017)

National 5

Customer Service H2Y2 75 ASP001 (Issue Date September 2017)

Employability H2Y1 75 ASP001 (Issue Date September 2017)

Scotland H2Y4 75 ASP001 (Issue Date January 2018)

UK and Worldwide H2Y3 75 ASP001 (Issue Date October 2017)

The optional assessment guidance can be found on the SQA website:

National 4: [Skills for Work: Travel and Tourism National 4 \(SCQF level 4\) - SQA](#)

National 5: [Skills for Work: Travel and Tourism National 5 \(SCQF level 5\) - SQA](#)

Learning and teaching

The learning and teaching approaches were diverse and tailored to the needs of the learners. Centres applied Curriculum for Excellence principles, offering personalisation

and choice in assessments. Good practices included guest speakers, industry visits, simulated work experiences, and the use of digital tools for feedback and tracking.

QV identified that centres continue to work hard to provide a high standard of teaching and learning and the best experience possible for candidates. Centres are providing a broad range of opportunities for their candidates with learning that is not only focused on the unit requirements, but also providing expansive knowledge across the travel and tourism sector.

Centres are trying very hard to re-engage with industry to enhance attainment of the skills, abilities and attributes sought by employers.

Overall assessment

Centres are producing assessment evidence of a good standard. However, only a small number of centres made use of the **optional assessment guidance**, which could have helped reduce duplication of activities — particularly in the assessment of geography units.

There was clear evidence of accurate and effective marking, with most centres providing candidates with constructive and supportive feedback on their assessments. That said, in some instances, verifiers highlighted that feedback could have been more detailed to help candidates fully understand what was required for remediation.

Additionally, there were a few cases where feedback could not be identified, either in the assessment checklists or within the assessment submissions themselves. It is recognised that feedback can take various forms, including verbal delivery. Where this is the case, it is recommended that any feedback or remediation provided is recorded to support tracking and improvement.

Verification

The verification process was thorough and effective, with most centres demonstrating strong internal verification practices. Collaboration with neighbouring schools and participation in CPD events were noted as beneficial.

Centres that received a 'Not Accepted' outcome need to address specific issues related to evidence submission and internal verification policies.

Areas of good practice reported on during session 2024–25

Good practices identified across the centres include:

- ◆ Strong application of Curriculum for Excellence principles. Centres clearly demonstrated and implemented the Curriculum for Excellence principles in their approach to assessment. There was opportunity for personalisation and choice, and much of the evidence submitted had been produced during the learning and teaching process.
- ◆ Centres have motivated and enthusiastic teams who have fully engaged with Skills for Work programmes and the opportunities these create for candidates.

- ◆ Use of real-life scenarios and industry links.
- ◆ Plans to expand DYW links and work experience opportunities.
- ◆ Guest speakers (pilot, travel agent) and simulated pre-flight safety briefing.
- ◆ Innovative assessment formats (such as video presentations and use of Canva).
- ◆ Effective use of digital tools (Teams, SharePoint, Google Classroom).
- ◆ Use of Google Classroom for feedback and tracking. Use of Teams for organising and delivering assessment.
- ◆ Audio explanations of PowerPoints to support learners.
- ◆ Collaboration with neighbouring school for internal verification.
- ◆ Encouragement of creativity and independent research.
- ◆ Work experience and mock interviews integrated into delivery.
- ◆ Creative presentation of work using video and Canva.
- ◆ Use of plagiarism checkers to ensure authenticity.
- ◆ The use of noticeboards to display candidate work.
- ◆ The use of a student café allows candidates to undertake roleplay practice.

Specific areas for improvement reported during session 2024–25

Specific areas for improvement include:

- ◆ Formal documentation of internal verification processes.
- ◆ Carrying out detailed pre-delivery verification will ensure that any possible delivery inconsistency is identified early.
- ◆ Optimising the use of the [Optional Assessment Guidance](#).
- ◆ Centres should ensure that they are implementing a clear, formal feedback process on candidate work to allow candidates, assessors and internal verifiers identify where outcomes have been reached and where further action is required.
- ◆ Ensuring realistic and tourism specific job roles in the Employability unit.
- ◆ Strengthening business links for practical work experiences.
- ◆ Refer to the SQA [Internal Verification Toolkit](#) to strengthen the internal verification process.
- ◆ Ensure that case study details are accurate and meet industry standard — for instance, total holiday cost is calculated and meets the budget requirements; travel dates are accurate in terms of nights stay etc.
- ◆ Role plays: candidates should not use scripts; only the customer may refer to notes.
- ◆ Ensure realistic and industry standard responses in complaint scenarios — for example, no promise of a free holiday. There is complaint procedure complementary advice in the assessment pack. Using this will ensure that adequate and acceptable resolutions are taken to resolve the complaint.
- ◆ Using ABTA trends reports will allow candidates to explore recent trends (no older than 3 years) [ABTA Trends Reports | ABTA](#)
- ◆ Using the Visit Scotland website may assist with itinerary examples giving a better knowledge of what itineraries contain; [Scotland Itineraries - Make the Most of Your Trip | VisitScotland](#).