



**National Qualifications 2022**  
**Qualification Verification Summary Report**  
**Skills for Work: Travel and Tourism**

Verification group number: 600

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 and units were observed during the remote verification process in session 2021–22:

## Skills for Work: Travel and Tourism (National 4)

### Group award code: 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

## Skills for Work: Travel and Tourism (National 4)

### Group award code: 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

Seventeen centres were verified in session 2021–22. Assessment evidence was accepted as being of national standard at 16 centres, with one centre receiving a ‘not accepted’ decision.

### Evidence presented

Nine centres presented candidates at National 5, seven centres at both National 4 and 5, and one centre presented at National 4 only.

### Candidate unit evidence

Evidence was provided across all units for both National 4 and National 5 qualifications.

Verifiers reported that centres have a good understanding of the requirements of the qualifications. Most centres were using the subject guidance for session 2021–22.

This guidance was directed at centres that had pupils working towards completing vocational qualifications in 2021–22. The increasingly challenging learning environment resulted in the development of alternative approaches to assessment. These arrangements covered Skills for Work qualifications .

[https://www.sqa.org.uk/sqa/files\\_ccc/hnvq-2022-enhanced-sfw-n4-travel-and-tourism-c77674.pdf](https://www.sqa.org.uk/sqa/files_ccc/hnvq-2022-enhanced-sfw-n4-travel-and-tourism-c77674.pdf)

[https://www.sqa.org.uk/sqa/files\\_ccc/hnvq-2022-enhanced-sfw-n5-travel-and-tourism-c77675.pdf](https://www.sqa.org.uk/sqa/files_ccc/hnvq-2022-enhanced-sfw-n5-travel-and-tourism-c77675.pdf)

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

The verification team found that, on the whole, centres have a comprehensive knowledge and a valid interpretation of the course arrangements and documents relating to the setting-up, delivery and assessment of the Skills for Work: Travel and Tourism qualifications.

The verification team remain proactive in ensuring that centres have a thorough sense that the unit specification sets the national standard for assessment. All centres should ensure that assessment materials are consistent with the course and unit specifications. It was noted on several occasions that centres are still referring to older specifications and assessment materials. These need to be updated to reflect current qualification requirements.

Where centres wish to make significant modifications to any assessment but are unsure if their amendments are of a comparable standard, it is recommended that these should be sent into SQA for prior verification.

### Evidence requirements

The verification team found centres:

- ◆ have a broad knowledge and clear understanding of the evidence requirements for the Skills for Work: Travel and Tourism qualifications
- ◆ are using the assessment materials provided by SQA
- ◆ are providing strong and accurate assessment judgements based on national standards

### Administration of assessments

Most centres were using up-to-date SQA approved assessments and course and unit specifications to ensure the national standard is achieved.

Verifiers reported constructively on assessment practices with centre evidence illustrating that the judgement of candidate performance and assessment was appropriate and valid. Additionally, it was seen that candidates had fair access to assessment in all centres.

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)

## **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. Centres are providing candidates with the opportunity for personalisation and choice supporting equality and inclusion. It must be noted that centres are working hard to ensure that all learners are getting the best possible experience under the current circumstances of COVID-19, for example the impact of learners and teachers having to self-isolate.

## **Assessment**

Verifiers reported that centres produced assessment evidence that was of a good standard. Centres presented for verification were using the assessments produced by SQA along with the revised assessment adaptations.

There was evidence of effective marking and assessment judgements taking place. Most centres were giving secure, constructive and supportive feedback to candidates on their assessments. However, there were a few cases where verifiers had commented that more constructive comments could have been made to allow candidates to remediate tasks. Additionally, there were a few cases where it was not clear that feedback had been given to candidates either via assessment checklists or on assessment submissions. It is recognised that feedback takes many forms and may have been provided verbally to the candidates. However, it is recommended that where any feedback/remediation takes place, there is a record of the feedback given to the candidate to allow for improvement to be tracked.

Overall, verifiers reported that candidates had demonstrated good levels of performance and in some cases, a very high standard was reported.

## **Internal verification**

Centres were seen to have robust verification policies with evidence of regular meetings for the internal verification process undertaken. Where centres were undertaking a quality-led process, it was seen to be robust enough to draw attention to incorrect assessment decisions.

On several occasions the internal verifier had given good feedback to the assessor. This feedback indicated action points for review. In some cases, external verifiers had reported that a few centres had very good and robust internal verification taking place, with scheduled verification and standardisation meetings being tracked via a record of sampling.

However, it must be noted that there were a few occasions where verifiers report centres would benefit from a more structured approach to internal verification. It was recognised in some cases there was a need for a more structured approach be undertaken with planned internal verification throughout the course year, for example the use of internal verification record sheets along with an internal verifier's signature and the date when internal verification took place. This is reflective of a small number and most centres demonstrated a very high level of quality assurance when ensuring that the unit specifications and evidence requirements were exemplified to meet national standards.

## **Areas of good practice**

### **Centre policies, procedures and quality assurance:**

- ◆ Evidence of strong co-operation between assessor and internal verifier to achieve robust quality assurance in the centre.

### **Learning and teaching:**

- ◆ Good use of technology, for example QR code link to Wakelet provides an excellent overview of YouTube videos, articles and general teaching material used by candidates.
- ◆ The use of Canva to design promotional eye-catching posters was effective.
- ◆ Varied, engaging and exciting range of learning and teaching approaches.
- ◆ In one centre, candidates completed work experience in the school café giving them the opportunity to serve the public and develop their customer service skills.
- ◆ Developing links with other schools in the local area to share practice.
- ◆ Good links with local tourism providers which links well with DYW to enhance teaching and learning.

### **Assessing and assessment materials:**

- ◆ Making use of different educational practices to provide a variety of assessment approaches for differing abilities.
- ◆ Some effective, supportive and constructive feedback to candidates demonstrated on the candidate assessment records.

### **Internal verification:**

- ◆ Application of robust internal verification processes.
- ◆ Keeping records of regular meetings between assessor and internal verifier.
- ◆ Exceptional feedback given to assessors by internal verifiers, including good practice and any suggested actions.
- ◆ Formalised reporting completed to a high standard with exceptional detail.

## **Specific areas for improvement (general)**

### **Centre policies, procedures and quality assurance:**

- ◆ Where required, centres should formalise a robust internal verification procedure/policy and evidence implementation. Referring to SQA's Internal Verification Toolkit will assist.

### **Learning and teaching**

- ◆ Ensure that all resources, references and workbooks are up to date and cleared of any outdated content.
- ◆ Making or strengthening local industry connections would be beneficial to the teaching and learning process. This could help with visits from guest speakers and external visits when current government advice/guidance and restrictions permit.

- ◆ Ensure that cut-and-paste is kept to a minimum and only used where details cannot be changed into own words, for example opening times, addresses. Candidates are required to make the work their own, for example descriptions of attractions should be in their own words.

### **Assessing and assessment materials:**

- ◆ Where they are not doing so, centres should make use of current assessment materials provided by SQA. If required, these can be adapted to suit the needs of learners. However, if there are significant changes to SQA assessment being made, it would be advantageous to have these prior verified by SQA.
- ◆ Where centres are sharing assessments that are from other centres, it is advisable to have these prior verified or internally verified prior to use to ensure that they are fit for purpose. Some centres were using shared materials and taking it on face value that they were prior verified which in most instances was not the case.
- ◆ At National 5 level, basic bullet points are not acceptable; candidates should write in full sentences with detailed paragraphs.
- ◆ Seeking further opportunity for assessment approaches and evidence to be varied, for example candidates not only using PowerPoints.
- ◆ Verbal remediation should be kept to a minimum and only used where necessary.
- ◆ Written feedback should give enough detail to allow candidates to be clear on remediation requirements and expectations.

### **Internal verification:**

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