National Qualifications 2021
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 visiting verification process in session 2020–21:

National 4   **(C776 74)**

H2Y174   Travel and Tourism: Employability
H2Y2 74   Travel and Tourism: Customer Service
H2Y374   Travel and Tourism: UK and Worldwide
H2Y474   Travel and Tourism: Scotland

National 5   **(C776 75)**

H2Y175   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

Five centres were verified remotely in session 2020–21. All candidate evidence presented for verification was accepted as being of national standard. No centres had a 'not accepted' decision. This reflects the reduced number of centres selected for verification compared to previous sessions. All centres presented candidate evidence at both National 4 and National 5 level. There were no centres that failed to meet the required standard for the qualification(s).

All evidence provided by centres was a mix of both National 4 and National 5 levels.

Verifiers reported that centres have a good understanding of the requirements of the qualifications; especially with regard to changes as a consequence of COVID-19 restrictions. All centres were seen to be using the subject guidance/decision tree to support the delivery, assessment and verification of vocational qualifications for session 2020–21. This guidance is directed at schools that have pupils working towards completing vocational qualifications in 2020–21. The increasingly challenging learning environment resulted in the development of alternative approaches to assessment. These arrangements had been agreed for learners who were scheduled to complete SQA vocational qualifications in 2020–21, including Skills for Work qualifications.

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

The verification team found that, on the whole, centres have a comprehensive 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 remains 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.

Where centres wish to modify an assessment but are unsure if their amendments are of a comparable standard, it is recommended that these should be sent to 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

All centres were using up-to-date SQA approved assessments and course and unit specifications to ensure national standard requirements are achieved.

Verifiers reported constructively on assessment practices with all centre evidence illustrating that 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, for example learners having to self-isolate or the use of blended learning.

Assessment

Verifiers reported that centres produced assessment evidence that was of a good standard. Centres presented for remote 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. It was seen that 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 progress and learn from the tasks. Additionally, there were a few cases where feedback could not be established as having been given to candidates either via assessment checklists or on assessment submissions. It is recognised that feedback takes many forms, and it may have been provided verbally to the candidates. However, it is recommended that where any feedback or 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 of accomplishment was reported.

Verification

Four of the five centres that presented remote evidence had undertaken internal verification for some or all of the units. Centres were seen to have robust verification policies with evidence of regular meetings for the internal verification process to be undertaken. Where centres were undertaking a quality-led process, it was seen to be robust enough to highlight and identify incorrect assessment decisions. One centre included recordings of Zoom meetings which was welcomed by the verifier.

It is recognised that 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 chronicled via a record of sampling.

However, it must be noted that there were a few occasions where verifiers reported centres would benefit from a more structured approach to internal verification with planned internal verification throughout the course year. It was recognised there was a need for a more structured approach such as use of internal verification record sheets along with the internal verifier's signature and date of the internal verification process. However, it must be highlighted that this was minimal 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

♦ Comprehensive information in master folders containing: course approval documents, unit specifications, assessment support packs, assessor/verifier details, and relevant course assessment, internal verification policies and procedures

♦ Evidence of high-level co-operation between assessor and internal verifier to achieve quality assurance in the centre

♦ Examples of very detailed minutes of standardisation meetings within centres

♦ Internal verification of assessment materials was evidenced by a stamp and signature on the front page of the SQA documents

♦ Zoom meeting recording of internal verification discussion

Learning and teaching

♦ Varied, engaging and exciting range of learning and teaching approaches

♦ Good links with local tourism providers which links well with DYW to enhance teaching and learning

♦ A good range of resources to support the qualification

♦ Good use of technology, for example Microsoft Teams being used to submit and store assessment evidence securely online. Use of Google Classroom and Google Meet for one-to-one conversations and roleplays

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

♦ 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

♦ Formalised reporting completed to a high standard with exceptional detail

Specific areas for improvement

Centre policies, procedures and quality assurance

♦ Where required, centres should formalise a robust internal verification procedure and policy and retain evidence of their 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 the candidate's own words, for example opening times, addresses. Where there is opportunity for candidates to make work their own (for example, descriptions of attractions), this should be in their own words

Assessing and assessment materials

♦ At National 5 level, basic bullet points are not acceptable; candidates should write in full sentences with detailed paragraphs

♦ Generate evidence for assessment by further enhancing a varied approach. For example 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 about requirements and expectations

Internal verification

♦ Evidence should be available of internal verification policies, decisions, meetings and any comments or actions for assessors