



**Skills for Work**

**Qualification Verification Summary Report 2023–24**

# **Travel and Tourism**

**Verification group number: 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 2023–24:

### **C776 74 National 4**

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

### **C776 75 National 5**

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**

The qualification verification (QV) for session 2023–24 was undertaken as visiting verification. The external verification team reported that visiting verification was welcomed by centres, as this gives them the opportunity to discuss concerns and challenges that they may be facing during the delivery of the qualifications.

The QV process is inherently supportive, and conducting it through on-site visits allows for more effective collaboration via face-to-face professional discussions, giving opportunity for centres to ask questions where required. Additionally, these visits facilitate the exploration and sharing of best practices across the sector.

During the session 2023–24, 40 centres were chosen for visiting verification. From those centres which were selected, two centres reported that they were 'not delivering' the qualifications and were therefore withdrawn from the process. From the 38 centres who completed the visiting verification process, 35 centres' assessment evidence was accepted as being of national standard, with three centres obtaining a 'not accepted' decision until the actions set were reviewed and updated.

### **Candidate evidence presented**

During this visiting QV activity, 68% of the assessment evidence provided was that of National 5 level only, indicating that these centres were presenting candidates only at this level. A mix of both National 4 and National 5 levels accounted for 32%, while there were no centres presenting evidence for only the National 4 qualification.

Specific details of evidence presented for National 4 and National 5 levels are provided below:

- No centres presented evidence for only the National 4 qualification.
- Twenty-six centres presented evidence for only the National 5 qualification.
- Twelve centres presented evidence for both the National 4 and 5 qualifications.

### **Candidate unit evidence**

For this QV activity, centres provided evidence across all units for both National 4 and National 5 qualifications. The number of centres that presented evidence for each unit from the 38 centres visited during the process is detailed below:

- Employability (National 4): 9 centres
- Employability (National 5): 30 centres
- Customer Service (National 4): 6 centres
- Customer Service (National 5): 24 centres
- UK and Worldwide (National 4): 9 centres
- UK and Worldwide (National 5): 33 centres
- Scotland (National 4): 12 centres
- Scotland (National 5): 37 centres

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

The verification team found that centres have a comprehensive understanding of the course arrangements and the documents related to the setup, delivery, and assessment of the Skills for Work: Travel and Tourism qualifications. The external verifier team also reported that assessors and internal verifiers were confidently able to discuss course arrangements, unit specifications and their use of instruments of assessment. This demonstrates a sound knowledge and understanding of the courses and units being delivered. Nonetheless, the verification team reported that not all assessors were aware that they could use the optional assessment guidance. It seems that this could be attributed to the flow of information within centres.

The QV team will continue to ensure that centres recognise the unit specification as the national standard for assessment. All centres must ensure their assessment materials align with the specification requirements. It was noted on several occasions that centres still refer to outdated specifications and assessment materials (such as 1.1, 1.2). These need to be updated to reflect the current qualification requirements (such as 1(a), 1(b)). All centres are required to revise materials and

assessments to ensure that they reflect the current qualification requirements. This activity could be interconnected with the internal verification process prior to course delivery.

Some centres wish to make significant modifications to assessment but are unsure if their changes meet the required standard. They are advised to submit these to SQA for prior verification to ensure clarity.

## **Evidence requirements**

Centres acknowledged the need for a greater interaction with industry providers to assist candidates in developing their vocational and employability skills while broadening their understanding of the travel and tourism industry. A move towards centres seeking business relationships was widely discussed throughout the QV process.

External verifiers found evidence of observation, candidate practice, teamworking, peer evaluation, and so on. These approaches to assessment are valid and the assessment judgements were found to be reliable, consistent, and in line with the evidence requirements of the units.

## **Administration of assessments**

Verifiers reported that centres have a good understanding of the requirements of the qualifications and are using current SQA-approved assessments and course and unit specifications to meet national standard requirements. However, from the 38 centres visited, only 10 were using the optional assessment guidance 2023–24 (26%); with most centres reporting that they were unaware that this guidance existed (74%).

Verifiers provided constructive feedback on assessment practices, with centre evidence showing that their judgements of candidate performance and assessment were appropriate and accurate. Additionally, it was observed that candidates had fair access to assessments in all centres.

Note: the most up-to-date SQA assessment materials are on SQA's 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 provided candidates with the opportunity for personalisation and choice, supporting equality and inclusion.

Some examples included:

- prompts and resources to support candidates of differing needs and abilities
- developing strong links with other centres in the local area to share practice
- using a varied, engaging, and exciting range of learning and teaching approaches which enhance personal choice
- creative work-based scenario of a simulated airline safety briefing, involving the candidates researching briefings from various airlines, writing a script, crafting the equipment, and carrying out the briefing
- integration of assessment across units

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

Timetabling and rooming still appeared to be a challenge for some centres. This can put further pressures on teachers. Given the practical and research nature of these qualifications, learning and teaching can be demanding in terms of time and technical resource.

Centres are recognising the importance of industry involvement for enhancing attainment of the skills, abilities and attributes sought by employers.

## **Overall assessment**

External verifiers reported that centres produced assessment evidence that was of a good standard; however, there were very few centres undertaking assessment using the optional assessment guidance, which would have assisted with the reduction in

duplication of activities, especially within the assessment process of the geography units.

There was evidence of effective and accurate marking and assessment judgements taking place. Most centres were giving constructive and supportive feedback to candidates on their assessments. However, there were a few cases where verifiers had pointed out that more informative feedback could have been made to allow candidates to fully understand the remediation requirements. Additionally, there were a few cases where feedback could not be established either via assessment checklists or on assessment submissions. It is acknowledged that feedback takes many forms and may be completed verbally with a candidate. If this is the case, it is recommended that where any feedback and/or remediation takes place, centres keep a record to track improvement.

## **Verification**

Policies followed a three-stage process, including pre-delivery, interim and post-delivery. Centres provided their internal verification policy and completed verification documentation including a sample plan, record of meetings and verification feedback. Most had verification paperwork that was completed for the units sampled.

## **Areas of good practice reported in 2023–24**

- A traffic light system was used when giving feedback to candidates, which assisted candidates' understanding of what they had achieved or where they were nearly there and still had some work to do.
- Centres used extension activities for consolidating learning. An end-of-unit consolidation assessment consisting of a question paper covering features and benefits, complaints, and promotional methods was a good way of rounding off learning.
- A variety of assessment case studies to use for candidate assessments gives breadth and depth of choice.
- 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 it creates for candidates.
- Centres were in the process of identifying and developing local industry links to ensure that candidates have more direct interaction with knowledgeable industrial practitioners, making learning come to life.
- Annotations were made by both the assessor and internal verifier on a record sheet, giving a clear overview of the final assessment judgements.

- A centre was using a box at the top right-hand corner of each assessment to record the assessor result and the IV decision, which allowed quick and easy identification.
- A centre had integrated the learning and teaching materials for customer service and employability units, giving candidates a checklist to track their progress. The flow of the integrated activity booklet was good and provided opportunity for the learner to reflect on what they had learned.
- Signposting candidates to a website asking them to extract five customer service skills and write about why these skills are important. Candidates go on to match these skills to a specific job role in travel and tourism. A good activity to get candidates thinking about skills and the variation of job roles.
- Making good use of contacts at other local centres to help with their internal verification procedures.
- Imaginative delivery and assessment using a podcast for the geography units to describe destinations.
- Imaginative integration of outcomes using a themed assessment based around the North Coast 500. Candidates engaged well with this.
- Making use of audio or video recordings of candidate role plays in the customer service unit and rigorous documentation of these. Written feedback comments in the assessor checklist pertaining to these outcomes which gave context to the assessor's judgements.
- CV workshops to assist with skills development and identification.
- Using [Travel Training Academy free resources](#) within learning and teaching. They have free resources such as Cabin Crew Scenarios, Repping at the Airport Scenarios and so on.

## **Specific areas for improvement reported in 2023–24**

- All checklists, evidence and teaching materials should be changed to reflect the update — moving away from numbering such as 1.1, 1.2, 1.3 towards 1(a), 1(b) and 1(c) instead.
- Ensure that all resources, references and workbooks are up to date and cleared of any outdated content.
- 'Copy and paste' is not acceptable. It is recognised that this is very difficult when gathering information about opening times, prices, and so on, of tourist attractions, and this type of information may be copied for ease. However, descriptions must be in candidates' own words.
- Where resources need to be referenced, these should be explicit and not detailed as 'Google'.
- Within the employability unit, it might be easier for candidates to choose four jobs initially with the notion that one of these will be their job of personal interest.

There was a lot of replications for the job of personal interest task due to the candidates already choosing these in the first task.

- When referencing training and qualifications for employability, candidates should use Scottish Qualifications and avoid those from other education systems such as GCSEs.
- Career progression pathways should be suitable, for example not going from being cabin crew to being a pilot.
- When completing the complaint within customer service, make use of the complaint procedure complementary advice. This will ensure that adequate and acceptable resolutions are taken to resolve the complaint.
- In some cases, candidates would benefit from a more personal approach towards choosing destinations. This would then reflect on a wider variety of destination choices.
- Ensure that all attractions within the itinerary have a detailed description to make sure that customers know what the attraction actually is.
- Ensure any costings are accurate and if foreign currency is detailed, this is transferred to GBP (Great British pounds) using a currency exchange website, for example, Xe currency converter. Evidence should be provided to show this has been undertaken (such as a screenshot or printout).
- Itineraries do not need to contain specifics on timings, such as 07:45 get up and brush teeth; 12:45 go and eat at Freddie's Seafood Restaurant. These can be broken down to morning and afternoon activities.
- Using [ABTA trends reports](#) will allow candidates to explore recent trends (no older than 3 years).
- The [Visit Scotland research insights page](#) gives information on recent trends in Scotland.
- Using the Visit Scotland website may assist with [itinerary examples](#), giving a better knowledge of what itineraries contain; for example, 7 Days in the South of Scotland.