

National Course Assessment

Retail Travel Higher C03Y 12

Practical Assignment

1st Edition: January 2002

Publication Code: BB1493

Published by the Scottish Qualifications Authority
Hanover House, 24 Douglas Street, Glasgow, G2 7NQ, and Ironmills Road, Dalkeith, Midlothian,
EH22 1LE

The information in this publication may be reproduced to support SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purposes, then written permission may be obtained from the Support Materials Officer at SQA. It must not be reproduced for trade or commercial purposes.

Contents

1. Practical Assignment overview
2. Recommended entry
3. Practical Assignment brief
4. Outcome coverage
5. Subject/occupationally-related knowledge and skills
6. Candidate evidence requirements and allocation of marks
7. Marking and grading for Practical Assignments with visiting assessment
8. Ensuring evidence is authentic
9. Investigating tools
10. Materials and resources
11. Core Skills

1. Practical Assignment overview

This national project specification provides details of the assessment tasks and the evidence which candidates are expected to produce. It contains a degree of choice in terms of the way the Practical Assignment is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- ◆ interpreting the brief
- ◆ gathering information to clarify the brief
- ◆ deciding on a product, or activity/event, or performance to develop
- ◆ selecting and managing materials/resources
- ◆ producing the product, or organising the activity/event or delivering the performance
- ◆ evaluating the product or activity/event or performance (through feedback)

Evidence requirements are as follows:

- ◆ a plan of action
- ◆ evidence of a product or an organised activity/event or a performance
- ◆ evidence which documents the processes underpinning the practical hands-on activity
- ◆ evidence showing an extended evaluation of the Practical Assignment

Copies of Units are available from the Scottish Qualifications Authority Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail sales@sqa.org.uk

The Scottish Qualifications Authority Helpdesk is available on 0141-242 2214.

Note:

Please note that individual project specifications should be read in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document provides an overview of the Project-based National Courses for the given SGA. The guidance document, *Project-based National Courses: procedural guide for centres*.

This specification forms part of Section F of the above *Arrangements* document. It can be used until such a time that SQA advises centres that a new or revised version is available and should be used in its place.

2. Recommended entry

We strongly advise that candidates should have completed the Units in the National Course prior to embarking on the Practical Assignment. However, there may well be candidates who, for whatever reason, choose to undertake the Practical Assignment on a stand-alone basis. Any such candidates who have not completed or embarked upon the Units of the National Course *prior* to undertaking the Practical Assignment should have demonstrated attainment in (and/or attained) the following qualifications:

- ◆ a relevant SVQ in Travel Services at level 2 together with experience of working in a travel agency. This experience should have included processing client requirements as detailed in the Units in the Course, ie package holidays; independent accommodation; flight seat only bookings; coach, rail and ferry travel; car hire; passport, visa and health requirements; insurance; foreign exchange.

Candidates who achieve the National Course assessment will not be certificated for the Course until they have successfully completed the component Units.

3. Practical Assignment briefs

Candidates should choose one of the following assignment briefs. They should select one of the three scenarios to develop and produce a rationale to justify their selection. The candidate will need to further develop the client profile which has been produced in each scenario. As a travel agent they will need to investigate further the clients' likes/dislikes and their needs/wants in order to select the most appropriate travel arrangements and destination(s) to meet the clients' requirements. This should result in each candidate's Practical Assignment being quite different from that of other candidates. Throughout the project a wide range of information sources, materials and resources may be utilised.

Brief 1

Mr Cameron Ross and his wife Kathryn of 14 Rowan Road, Fort William are planning a two week holiday to Majorca in June with Kathryn's sister, Jane, and her husband Kieran McConnell.

The McConnells live 7 miles outside Belfast and intend travelling from Ireland by car and ferry/catamaran service as they intend to leave their champion Irish Wolfhounds with Liam, Jane and Kathryn's older brother, who has a farm outside Troon in Ayrshire.

The couples want to fly from either Glasgow or Prestwick airport and intend to meet up at the airport prior to check-in.

Mr and Mrs Ross do not drive and need information about coach and rail timings from their home to the airport and the cheapest applicable fares for each method of travel.

Mr and Mrs McConnell need information about services across from Ireland. They will be travelling in a Volvo 750 Estate registration IBZ 235.

Mr Ross has seen villas advertised on the Internet from £600 per week in June and is not sure whether it would be better to book flight seats only for the group or book a package including flights and accommodation.

They would like very good quality accommodation and to rent a large comfortable car with air-conditioning to be picked up at the airport on arrival and returned their prior to check-in for their flight home.

All correspondence will be with Mr Ross. His contact telephone numbers are as follows:

Home:	01397 abcdef
Daytime (office):	01397 ghijkl

Mr Ross advises he will settle all accounts and that he can pay either by cheque or by Visa. His card number is 4xxx 6xxx 3xxx 7xxx which expires 08/04.

Brief 2

Mrs Julia MacDonald of 37 Victoria Park, Glasgow is planning a family visit to Canada for four weeks from mid-June to mid-July during which they will all attend her sister's wedding in Calgary on 20 June.

Her husband James, their two children Alison, aged 7 years, and Grant, aged 9 years, and James' parents, Ian and Mhari, who live in Stornoway will accompany her. Julia's young brother Gordon Stewart who is at University in Durham also wishes to travel out with them.

Iain and Mhari MacDonald intend to travel down to Glasgow by car as they have to bring down some household goods which were left behind by their son and daughter-in-law when they moved down to Glasgow two months before. They drive a Peugeot 405 Estate registration number V12 ACE.

Julia is keen to make all of the travel arrangements for the family and asks the agency's advice. They intend to spend the first 10 days of their holiday staying with relatives during which time they will socialise and attend the wedding. For the remaining two and a half weeks they all, except Gordon, plan an independent tour of Canada either in a minivan staying at hotels/motels or in a Motorhome. Gordon will return to Glasgow on the 26 June to take up employment.

Julia enquires about fly-drive package arrangements and prices and asks for a comparison with flight seat only prices plus independent car rental for the two and a half weeks only of their tour of Canada.

She would also like information about timings of appropriate crossings for her parents-in-law and a fare quote for the return journey from Stornoway.

Gordon has a student coach card but Julia asks the agency to compare the cost and journey time by rail and also to check if it would be more convenient for him. He can leave Durham after his final exam which finishes at 1230 hrs on 11 June.

All correspondence will be with Mrs Julia MacDonald. Her contact telephone numbers are as follows:

Home: 0141-xyz abcd
Daytime (office): 0141-abc wxyz

Mrs Julia MacDonald advised that once suitable arrangements have been agreed she will confirm all booking arrangements with your office and settle all accounts. She can pay by cheque, cash or by credit card.

Her Access card number is 7xxx 5xxx 2xxx 2xxx which expires 08/04.

Brief 3

Mrs Judith Copeland of 194 Templeland Road, Corstorphine, Edinburgh is planning a holiday to Spain with her husband Richard, their teenage daughter Melanie aged 19 years and Mrs Copeland's two sisters and their husbands.

One of Mrs Copeland's sisters, Annabel Campbell, lives in Croydon and is having a Silver Wedding Anniversary celebration with her husband Donald on 16 July.

Mrs Copeland's other sister Katrina and her husband Jonathan Sing live on the Isle of Wight plan to travel by car to Croydon for the celebration and then join Judith, Annabel and their husbands on a holiday to the Costa del Sol. Judith has a timeshare studio in Fuengirola from 18 July for one week only. The other two couples require a package holiday to a 4* hotel in Fuengirola for two weeks from 18 July and Judith would like the candidate to book the second week of her holiday in the same hotel as her sisters or in one nearby.

Mrs Copeland has been asked to investigate travel arrangements for all the members of the family as she used to work in a travel agency and has a friend in SQA Travel in Edinburgh. Mrs Copeland plans to travel down to London by train with her husband and daughter on 14 July. As Melanie works in Aviemore she will travel down the night before either by coach or rail. She can leave straight after work at 5pm on 13 July.

Mrs Sing and her husband, who is a Chinese Passport holder, plan to catch a ferry from the Isle of Wight on the morning of 15 July and will travel in their car, a Vauxhall Vectra registration number V568 HGE.

As the Silver Wedding celebration is being held in the Copthorne Hotel at Gatwick Airport both Judith and Annabel have each decided to book a twin room for themselves and their husbands overnight on the 16 July at the special rate of £45 per person bed and breakfast. Melanie will stay overnight with her aunt and uncle back in Croydon.

All correspondence will be with Mrs Copeland. Her contact telephone numbers are as follows:

Home: 0131-xyz abcd
Daytime (office): 0131-abc wxyz

Mrs Copeland advises that once suitable arrangements have been agreed, she will confirm all booking arrangements with your office and settle all accounts. She can pay by cheque, cash or by credit card.

Her Visa card number is 5xxx 7xxx 2xxx 2xxx which expires 08/04.

4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Accommodation, Package Holidays and Related Products	1.0	D451 12
Surface Travel	1.0	D452 12
Travel Agency Practice	1.0	D453 12

All Practical Assignments for Project-based National Courses cover a minimum of two thirds of the outcomes from the component Units. For this project these are:

Unit: Accommodation, Package Holidays and Related Products

1. Process customer requirements for independent accommodation
2. Process customer requirements for package holiday arrangements
3. Process customer requirements for non-scheduled flight seat only arrangements

Unit: Surface Travel

1. Process customer requirements for UK coach travel
2. Provide information on UK rail travel
3. Process customer requirements for car rental
4. Process customer requirements for car carrying services

Unit: Travel Agency Practice

1. Administer customer files and payments for travel services
2. Provide information and process requirements for ancillary services
3. Demonstrate basic operational skills on CRS/Viewdata travel facilities

The Tour Operator's cruise package (outcome 4 of the Unit *Accommodation, Package Holidays and Related Products*) has been omitted from the choice of briefs as it would have limited the coverage of the outcomes able to be included in the scenario.

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking this National Course assessment.

5. Subject/occupationally-related knowledge and skills

The Practical Assignment allows candidates to develop and apply skills in:

- ◆ using reference materials
- ◆ investigating new tourist destinations and attractions
- ◆ providing concise and accurate information to clients
- ◆ presenting information in a professional manner
- ◆ selling skills; analysing customer requirements; comparing products and their benefits for the client; recommending the most suitable product
- ◆ itinerary planning
- ◆ decision making
- ◆ project planning and management

Candidates will also further develop and apply knowledge of:

- ◆ holiday and travel products
- ◆ ancillary services
- ◆ tourist destinations and their accessibility, amenities and attractions
- ◆ travel trade practices

Candidates will benefit from the opportunity to apply their knowledge and develop the skills needed to work competently in a Retail Travel Agency. The practical assignment allows the candidate to tackle a 'real life', if somewhat complex, client enquiry. It allows them to process the enquiry through the various stages from planning through to the production of all the necessary documentation, just as would be needed in a working environment.

6. Candidate evidence requirements and allocation of marks

General information

The three stages of the Practical Assignment for all Project-based National Courses at Higher are:

- ◆ planning
- ◆ developing
- ◆ evaluating

Here we describe evidence requirements which apply to each of the three stages of the Practical Assignment for all Project-based National Courses at Higher. Where there are any specific evidence requirements relating to this Course, these are given later in this section.

Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

For the introduction of the plan, candidates should:

- ◆ provide a rationale for selecting a particular brief
- ◆ interpret the brief
- ◆ gather information to clarify the brief
- ◆ define the aims and objectives of the Practical Assignment

For the main body of the plan candidates should:

- ◆ identify information sources
- ◆ identify materials and resources
- ◆ establish timescales for completion of stages of the Practical Assignment

The plan of action should be produced in a supervised environment although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action, but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that, as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will of course vary from candidate to candidate. Centres should indicate the level of support given to each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, if the level of support and intervention needed is more than that which would normally be seen as reasonable, the authenticity of the

candidate's work may be called into question. If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

Developing

Candidates must provide evidence that:

- ◆ testifies to the quality of the hands-on practical activity
- ◆ documents the processes underpinning the activity

Specific evidence requirements for this Course are given later in this section.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

Evaluating

Candidates must produce an extended evaluation report which should:

- ◆ provide a brief summary of what the assignment was about
- ◆ review and update the action plan in the light of experience
- ◆ assess the effectiveness of the action plan
- ◆ summarise any unforeseen events and how they were handled
- ◆ identify knowledge and skills which have been gained and/or developed
- ◆ assess the strengths, weaknesses and quality of any hands-on activity
- ◆ assess the effectiveness of the research methods used
- ◆ determine to what extent the assignment met the original brief

The extended evaluation report should be 1,000 words (or equivalent) at Higher. Candidates may carry out the preparation for the report beforehand.

Candidates at Higher should be allowed up to three hours to complete an extended evaluation (including the summary). This is a generous time allowance and some candidates may require considerably less time — two hours should generally be sufficient.

Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

Specific additional information and requirements

Retail Travel: planning stage

(total 40 marks)

500 word written evidence to include:

- ◆ An introduction which requires:
- ◆ a rationale for selecting the brief
- ◆ interpretation the brief (the production of a client enquiry form)
- ◆ identification of the product/aims of the practical assignment (comprehensive and accurate information for the client, correct completion of administrative documents as required by the agency and correctly completed travel documents as required by the client)
- ◆ plan timescales for completion of stages of the assignment

10 marks

A body of the plan which requires:

- ◆ an analysis of client requirements (objectives of the practical assignment)
- ◆ a detailed summary of information required to be found for the client (in stages it should be tackled — a flow chart could be drawn up)
- ◆ a plan of how the information will be collected (identify information sources and materials and resources to be utilised)

30 marks

Centres are advised to ensure that they offer candidates good guidance and support at the planning stage. Candidates must understand that the planning stage is about how they should be organising themselves to gather information, manage their time and develop any skills necessary for the successful completion of the project. Candidates must be encouraged to set SMART objectives. Setting of such objectives will provide candidates with useful information to consider at the evaluation stage.

Although there is a limitation of 500 words for this stage it is essential that candidates indicate the following:

- ◆ some consideration/comparison of the choice of briefs prior to selecting one of the briefs
- ◆ how they plan to manage the project
- ◆ how they will organise themselves to gather information
- ◆ how they will manage their time
- ◆ how they intend to develop skills necessary for the successful completion of the project.

The candidate should:

- ◆ identify the tasks/stages rather than focus on the customer requirements
- ◆ carefully consider the timescale of the project
- ◆ set some sort of milestone plan or action plan in order to review achievements and adjust target dates.

Candidates should be encouraged to select a variety of brochures and consider several tour operators' products before choosing the most appropriate holiday for their client.

Access to the internet on a regular basis is considered to be necessary as students require up-to-date information not otherwise available through conventional paper-based reference sources.

The production of a supporting logbook or diary would be useful as an appendix to the project. This would allow the candidate to provide evidence to consider at the evaluation stage as to how effective or otherwise the plan of action was.

Retail Travel: developing stage

(total 120 marks)

Candidates are required to manage resources and materials to produce a portfolio of evidence to include:

- ◆ details of possible arrangements **10 marks**
- ◆ justification for selection of arrangements deemed to be most suitable for clients **10 marks**
- ◆ an accurately completed client file **10 marks**
- ◆ a detailed itinerary **10 marks**
- ◆ accurately completed administrative documents ie receipts, client account, log of transactions on client file, booking forms, business letter to client **30 marks**
- ◆ advice about paying for goods and services abroad, insurance, passport, visa and health information **10 marks**
- ◆ travel documents as appropriate, eg coach ticket, hotel voucher, car rental voucher, insurance proposal form **30 marks**
- ◆ destination information: accessibility, amenities, attractions **10 marks**

The candidate should be encouraged to keep a folio of evidence that includes brochures that are used in the course of the investigative stage, together with all rough workings.

Although word processing of the entire project is not mandatory, it enhances the product and certainly in the development stage where letters and itineraries have to be produced for the client, to trade standard, this is highly desirable.

Retail Travel: evaluating stage

(total 40 marks)

- ◆ extended evaluation of 1,000 words as per generic requirements.

Note:

It is suggested that a folder is provided which contains both model answers based on the centre's reference materials and a marking scheme for all briefs tackled by the candidates. This allows any assessor to easily check how marks have been allocated/deducted. This will promote internal standardisation of candidate's work.

Specific evidence requirements and assessment arrangements for the Practical Assignment for Retail Travel at Higher

This practical assignment is subject to type 1 visiting assessment.

Planning	
Evidence:	Plan of action. 500 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment	Supervised
Who assesses it?	Centre and SQA — plan for sample of candidates to be sent to SQA for marking*

Developing	
Evidence:	For hands-on activity and for processes underpinning the activity: Portfolio of evidence (120 marks in total for this stage)
Conditions of National Course assessment:	Supervised
Who assesses it?	This will be subject to type 1 visiting assessment*

Evaluating	
Evidence	Extended evaluation report – including summary. 1000 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Centre-invigilated
Who assesses it?	Centre and SQA — reports for sample of candidates to be sent to SQA for marking*

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

* Centres should refer to *Project-based National Courses: procedural guide for centres* for full procedural details of type 1 visiting assessment.

7. Marking and grading for Practical Assignments with visiting assessment

The assessment evidence for this Practical Assignment is subject to visiting assessment by SQA. Centres are strongly advised to read *Project-based National Courses: procedural guide for centres* for further information about the processes and procedures for visiting assessment.

Visiting assessors will be trained by SQA to apply national standards. As candidate evidence becomes available, exemplars will be issued to centres as guidance.

Centres must mark all three stages of the Practical Assignment for each individual candidate and decide on the mark, band and grade they think should be given to that candidate. SQA will provide detailed marking instructions for centres. The SQA visiting assessor will mark all three stages for a sample of candidates.

As the Practical Assignment will be marked by centres, centres do not need to provide estimates for Practical Assignments with visiting assessment. Nor should there normally be any need for appeals as the SQA visiting assessor and the centre should have negotiated and resolved any differences of opinion during the visiting assessment process.

The internal assessor uses the same processes for deciding on marks, grades and bands as any SQA visiting assessor. The final assessment decision must be based on accurate assessment of all the available candidate evidence. No candidate will be certificated for these Practical Assignments until the assessment decision is in line with national standards.

The total mark for the Practical Assignment is 200 (this makes it easier to discriminate effectively between performances of candidates across the three stages of the assessment). These marks will be allocated as follows in *Table A*.

Table A

Practical Assignment Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluating	Extended evaluation report	40

SQA will provide detailed marking instructions in addition to the information given earlier in this specification. SQA will also provide a form (Attendance Register, Form Ex 6) for submission of marks.

The internal assessors must:

- ◆ Mark each stage of the project using the marking instructions provided by the SQA.
- ◆ Maintain a detailed record of the marks given for each of the three stages (for internal moderation purposes and for SQA visiting assessor).
- ◆ Add the marks for each stage for the candidate to give a total mark out of 200.
- ◆ Divide that total mark by 2 to give a percentage.
- ◆ Convert the overall % mark for each candidate into a grade and band using *Table B*.

Table B

% Mark range	Grade	Band
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	Fail (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- ◆ Check the grade given to candidate against the grade descriptions given in *Table C*, using the grade descriptions as a touchstone. The final grade should reflect the grade descriptions.
- ◆ Provide marks, bands and grades for each candidate.

Although it is possible for a candidate to be given a band 7, 8 or 9 which would be classified as 'fail', this would not appear on the certificate. If a band 7 is given the centre should ensure that it gives feedback to the candidate for remediation purposes.

Grade Descriptions for a Practical Assignment at Higher

Table D

A	B	C
Content and scope appropriate for Higher		
Looking at the evidence as a whole:	Looking at the evidence as a whole:	Looking at the evidence as a whole:
<p>A Practical Assignment at Grade A:</p> <ul style="list-style-type: none"> • produces high quality, clearly inter-related, documented and product or process-related evidence for the three essential phases of the Practical Assignment • is an exercise to which candidates have brought an accurate and insightful interpretation of the Practical Assignment brief • is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise • effectively applies integrated and consolidated knowledge, understanding and skills from the Course Units to complex situations and/or design specifications 	<p>A Practical Assignment at Grade B:</p> <ul style="list-style-type: none"> • produces good quality, inter-related, documented and product or process-related evidence for the three essential phases of the Practical Assignment • is an exercise to which candidates have brought an accurate interpretation of the Practical Assignment brief • is well structured and displays a good level of subject/occupational expertise. • satisfactorily applies integrated and consolidated knowledge, understanding and skills from the Course Units to situations and/or design specifications which include a degree of complexity 	<p>A Practical Assignment at Grade C:</p> <ul style="list-style-type: none"> • produces adequate, fairly well inter-related, documented and product or process-related evidence, for the three essential phases of Practical Assignment • an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief • is reasonably well structured and displays an adequate level of subject/occupational expertise • applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency

Additional information for grade descriptions for Retail Travel

Content

All administrative documents and travel documents must be completed accurately and to trade standard.

Grade A

All documents will have been produced to trade standards without assistance of lecturer. There should have been no requirement to reproduce any travel documents and administrative documents should be free from any error which could have serious implications for the travel agency.

Comprehensive coverage of possible travel solutions for the client should have been produced and the most suitable arrangements chosen and justified.

Full and accurate information should have been produced for client regarding: paying for goods and services abroad; insurance; passport visa and health advice; accessibility; amenities and attractions of destinations.

Grade B

All documents will have been produced to trade standards with minimum assistance of lecturer. There should have been no more than one opportunity required to reproduce any travel documents and administrative documents should be free from any error which would have serious implications for the travel agency. One opportunity to correct any error on an administrative document should be permissible.

Reasonably full coverage of possible travel solutions for the client should have been produced and the most suitable arrangements chosen and justified.

Reasonably full and accurate information should have been produced for client regarding: paying for goods and services abroad; insurance; passport visa and health advice; accessibility, amenities and attractions of destination.

Grade C

All documents will have been produced to a standard which would allow the passenger to travel unhindered with minimum assistance of lecturer. There should have been no more than two opportunities required to reproduce any travel documents and administrative documents should be free from any error which would have serious implications for the travel agency. Two opportunities to correct any error on an administrative document should be permissible.

More than one possible travel solution for the client should have been produced and the most suitable arrangements chosen and justified.

Information should have been produced for client regarding: paying for goods and services abroad; insurance; passport visa and health advice; accessibility; amenities and attractions of destination. Each one of these areas must be included and all information produced must be accurate.

Internal moderation

The internal moderator should:

- ◆ Oversee the internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should normally be a specialist in the subject. (It may be helpful in the first few years of these Project-based National Courses to do a cross-subject moderation of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal moderation is however not mandatory.)
- ◆ Ensure that all candidates have been fairly treated. For example, some candidates may have produced more fully integrated projects than others, but have similar overall marks/bands; this may lead to a reconsideration of marking of the individual components for some candidates.
- ◆ Oversee the finalisation of marks, bands and grades and submission of candidate evidence for sample candidates.

(See *Guide to Assessment and Quality Assurance for Colleges of Further Education* or *Guide to Assessment and Quality Assurance for Secondary Schools*, SQA December 2001 for further information relating to internal moderation, copies are available from SQA Sales — telephone 0141-242 2168. A guide to good practice for internal moderation is also under development.)

Submitting candidate evidence to SQA

Specific information on this part of the process is available to centres in *Project-based National Courses: procedural guide for centres*. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for this Practical Assignment for a sample of candidates:

- ◆ plan of action
- ◆ extended evaluation report

Note:

In addition, centres will be expected to submit all notes used by the sample of candidates during write-up sessions.

8. Ensuring evidence is authentic

The following methods should be used to ensure that the evidence produced by a given candidate is all their own work. These methods are for use outwith any situation where the candidate's work will be produced under supervised or invigilated conditions already stipulated by the SQA (eg the plan of action and the evaluation):

Development stage

Where possible this should take place in the classroom/travel agency in order that the candidate has access to appropriate reference materials.

All travel tickets/vouchers and administrative documents should be produced under supervised conditions.

9. Investigating tools

Candidates are expected to make use of the following information sources during the Practical Assignment:

Information sources

- ◆ books — travel guides, eg *Fodder's Guides*, *Lonely Planet*
- ◆ travel directories
- ◆ newspapers — travel sections
- ◆ technical/professional/trade journals, eg *TTG*, *Travel Weekly*, *STAN*, *ITT* and *Tourism Society*
- ◆ journals
- ◆ magazine articles
- ◆ internet
- ◆ CD-ROMs — eg *WTG*, *Microsoft Encarta*
- ◆ videos — destination videos
- ◆ TV — travel programmes
- ◆ exhibitions — holiday and travel show, SPATE
- ◆ teaching and lecturing staff

Accessing information

- ◆ libraries
- ◆ tourist information centres
- ◆ rail station
- ◆ coach station
- ◆ car rental companies
- ◆ passport office
- ◆ travel agencies

Communication by mail, e-mail, telephone to:

- ◆ National Tourist Offices
- ◆ consulates
- ◆ hotels
- ◆ car ferry operators

The methods of research could be discussed and agreed with the teacher/lecturer. Candidates should be realistic in the demands they may make on those they approach for information; guidance from the teacher/lecturer may be needed in this area. Centres should be aware of the need to be sensitive to the negative as well as the positive effects that telephone calls, requests for material, interviews and so on may have on organisations and individuals. It may be more appropriate to use the internet, desk-based research and/or draw upon candidate's previous learning and experience, rather than make a personal approach to an organisation or individual. However, the final decision on the most suitable approach lies with candidates and their teachers/lecturers.

References supplied by candidates

Please note that it is legitimate for candidates to quote from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, DE, 'Perspectives on the Glaciation of Scotland', *SAGT Journal* No. 17, 1988, pp 4-10.

Maps and Diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

Internet

If a website has been used then the address (URL) must be disclosed.

For example:

www.sqa.org.uk

It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.

10. Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

- ◆ holiday brochures — various
- ◆ hotel guides
- ◆ flight seat only brochures
- ◆ coach timetables, eg National Express and Scottish Citylink
- ◆ rail timetable, eg *Great Britain T/T or OAG*
- ◆ car rental companies' publications
- ◆ car carrying operators' publications
- ◆ *OAG Cruise and Ferry guide*
- ◆ *OAG Guide to International Travel*
- ◆ insurance proposal forms and policy conditions
- ◆ viewdata/internet terminals
- ◆ simulated travel agency administrative documents
- ◆ simulated travel documents

Note:

Access to the internet on a regular basis is considered to be necessary as candidates need up-to-date information not usually available through more conventional sources.

11. Core Skills

It is possible that successful attainment of this course would lead to the automatic certification of particular Core Skills or core skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other project-based courses, follows the planning/developing/evaluating cycle. As a result of this it is likely that successful completion of the project will lead to automatic certification of the Problem Solving core skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.