



External Assessment Report 2014

Subject(s)	Retail Travel
Level(s)	Higher

The statistics used in this report are prior to the outcome of any Post Results Services requests

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

Comments on candidate performance

General comments

Only one centre presented candidates for Retail Travel — a different centre from the one reported on last year.

The process was reasonably well managed and the submissions were of an acceptable standard. Projects were well presented. Flysheet covers were completed with student signatures to confirm that the projects were the students' own work. Summary marking sheets for each candidate, along with evidence of marking, was included with the projects. There was evidence of cross marking of a fifty percent sample on an internal form

Evidence of the management of the project was supported by a comprehensive 'Master Pack' along with a delivery schedule and lesson plan.

Detailed checklists were utilised to support the marks allocation, although some adjustment of marks was required to align to national standards.

The maintenance of a diary of progress kept by learners to support all stages of the project was identified as good practice. Information gathered by candidates through internet research was on the whole good, although it is recommended that this should be enclosed as an appendix rather than the body of the project — which should present evidence in the candidates' own words.

Areas in which candidates performed well

Some candidates performed well in the Development stage. This section of the project was supported by substantial research undertaken by candidates both through access to the internet and trade reference sources, particularly a range of tour operators' brochures.

Preparation for the Evaluation stage was evidenced by the inclusion of candidates' A4 notes.

Areas which candidates found demanding

The Planning Stage could have been tackled better by all candidates. When considering the Aims and Objectives of the project, the approach was mostly to simply list the tasks the candidates would have to undertake rather than setting SMART objectives to meet the aims of the project.

While it is considered beneficial to engage the assistance of Core Skills staff in preparation for the project, and perhaps utilise the opportunity for cross-assessing, clear guidelines have to be set by the Project Tutor in order that the demands of the project are satisfied.

Advice to centres for preparation of future candidates

The timing of the introduction of the project is critical. It is important that the candidate is competent in the skills required to undertake the Retail Travel Project, which are gained through outcomes in Travel Agency Practice & Procedures and Surface Travel. However, it is also vitally important that its introduction is not left too late, to avoid candidates being overwhelmed by the pressure of completing project by the beginning of May.

Allocation of class time for project work is essential — approximately 20–30 hours is required, preferably with access to all relevant resources including internet access. Students must be advised that they will also be required to spend a substantial amount of their own study time researching information and writing it up. Administrative and travel documentation should, however, be completed under supervised conditions with access to all notes and, perhaps, tutor-prepared sample documents in a reference folder.

Many candidates have little experience in the area of planning, and some practice exercises can be done in the class before embarking on the briefs. It is important that the candidate is comfortable with the concept of aims and objectives of the project and does not simply list tasks to be undertaken.

Once the candidate decides which brief he/she would like to tackle, the planning procedure used in the practice exercises can be adopted. The 500 words allocated to the planning stage should be presented in prose format rather than as bullet points. After the candidate has justified his/her choice of brief, he/she should summarise the information required and the approach to be taken for the chosen brief only. Candidates must remember to include information sources to be consulted, resources to be utilised and details of the documentation that will need to be issued.

Information presented in the planning flowchart, including timescales, does not need to be counted in the 500 word allocation for the Planning Stage.

It is vital that candidates complete project a logbook or diary throughout the project. This should be used to record any difficulties encountered and the solution found. It also acts as a check on the candidate's adherence to the timescales planned for each task. These notes will be of considerable assistance when writing up the Evaluation stage of the project.

Summary checklists and additional checklists are provided by SQA, and they make marking reasonably straightforward. Cross-marking of projects should be carried out to ensure consistency of marking between staff and class groups. Half marks should not be allocated.

In the Development Stage it is important for the candidate to research different products, from different operators; give detailed information about each suggested product, including an accurate costing; and justify his/her choice. It is vitally important that the candidate effectively extracts accurate and relevant information to present to the client in an attractive and easy to read format and in the candidate's own words.

Any internet printouts should be retained as evidence only and presented in the appendix to the project. These must not be presented to the client with highlighted information suggesting the appropriate choice of product for the client.

All documentation should be completed to trade standard (detailed and accurate). It should include word-processed letters and ideally an itinerary for each client who is setting off from a different departure point or following a different itinerary. The clients' itinerary should include accurate check-in, departure and arrival times for all travel arrangements.

The client booking file must reflect all products booked, and must be an accurate record of all financial transactions. It is recommended that candidates are directed to offer an insurance policy which would realistically be sold by a travel agency. It would be appropriate if candidates were encouraged to sell the insurance policy used in the Travel Agency Practice and Procedures unit, and they must be instructed to issue a proposal form.

The Evaluation Stage of the project is the area that candidates find most difficult. Perhaps some additional tutor input to teach evaluating skills could be considered by centres.

Good use of the planning flowchart and logbook to record progress/difficulties does help candidates to give a fuller response to this section.

Improved candidate performance could be achieved by ensuring adequate time is allocated to this section. Good time-management must also be encouraged, as many candidates fall behind schedule at this point and are faced with having to complete outstanding assessments for other units in their programme. Some candidates find the demands on their time overwhelming at this stage, so less time and effort may go into the Evaluation Stage than the other two stages.

The benefits to candidates of completing this Higher Retail Travel project should not be underestimated, both for those candidates who progress to the HNC Travel where a graded unit is mandatory, and also those seeking employment in the Travel Industry. Processing the client's requirements from enquiry stage through to dispatching their tickets, gives a much better understanding of the customer care, retail and administrative skills that are required for working in the travel industry.

Statistical information: update on Courses

Number of resulted entries in 2013	27
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Number of resulted entries in 2014	19
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 200				
A	15.8%	15.8%	3	140
B	52.6%	68.4%	10	120
C	31.6%	100.0%	6	100
D	0.0%	100.0%	0	90
No award	0.0%	-	0	-

General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.