

## **National Course Assessment**

### **Selling Scheduled Air Travel Higher C03X 12**

#### *Practical Assignment*

1st Edition: January 2002

Publication code: BB1495

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

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# Contents

1. Practical Assignment overview
2. Recommended entry
3. Practical Assignment briefs
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](mailto: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 SQA. The guidance document, *Project-based National Courses, Information for Centres*, which gives full details of operational procedures, must also be used.

This specification forms part of Section F of the *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 consider the following:

- ◆ It is not recommended that candidates be entered for the assessment without having completed the National Course Units unless they have had occupational experience and/or an SVQ equivalent to the general competencies for the units.
- ◆ It would, however, be possible to commence work on the assessment if candidates had completed the following from the Course:

### **National Unit: Air Travel**

- Outcomes 1 and 3.
- Outcomes 4 and 5 — work on these could be carried out while the candidate is undertaking early research for the assessment.
- Outcome 2 — reservations procedure does not need to be completed before beginning the assessment.

### **National Unit: Selling the Travel and Tourism Product**

- All outcome teaching needs to be covered before the introduction of the Practical Assignment. However there may be scope to cross-assess the Unit through the practical assignment brief.

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

The assignment briefs from which candidates may choose are:

#### **Brief 1**

Mr Brian Wilson, the Sales Director of MacKenzie Textiles in Glasgow, wants your agency to organise a suitable itinerary for a forthcoming business trip to Europe and the Far East in February. He would like to spend no more than two nights in each European City but requires approximately one week in each of the Far East destinations. He must be in Singapore to attend a function on 12 February. Mr Wilson wishes to travel Business Class where available and usually flies with British Airways whenever possible.

He intends to visit clients in Athens, Milan, Frankfurt, Singapore and Shanghai and will need to carry samples of his factory's textiles on the outward journey as far as Athens only. You should allow 13 kilos of excess baggage for the samples, for which you are requested to issue an MPD along with the ticket for his journey. His company holds an account with your agency and all his travel costs will be invoiced to MacKenzie Textiles.

Following the successful booking of an appropriate itinerary which has been confirmed to Mr Wilson, your boss has received a phone call from him in your absence requesting some supplementary information regarding his trip. He wishes to know the Elapsed Journey Time (EJT) from Athens to Singapore and from Shanghai to London. He would also like to know which type of aircraft normally operates on his confirmed flight between Singapore and Shanghai. You need to telephone Mr Wilson with this information as soon as possible, and you must record your conversation.

Mr Wilson's wife, Joanne, has contacted you as she has realised that her husband will be away on business at the time of their 25th wedding anniversary on 14 February! She would like to meet up with him in Singapore for their anniversary, but wishes to keep it as a surprise. She will pay for her own airline ticket and has asked you to check out the range of scheduled fares available to her.

Once you have investigated the various airline schedules, the fares available and their condition of use, you must describe how you would conduct the sales conversation with Mrs Wilson. You should bear in mind that you would like to maximise your revenue and, of course, that Mr Wilson has been known to cancel business trips at the last minute!

Mrs Wilson has accepted the fare and travel arrangements which you have suggested. Assume the reservation has been made and issue her ticket. She will pay by credit card as detailed below:

Credit card is number 4www 5xxx 6yyy 7zzz; MacKenzie Textiles telephone number is 0141-2aa 4bb.

#### **Note on evidence required:**

The sale of the airline ticket for Mrs Wilson must be evidenced by a video record of a face-to-face sales conversation supported by a check-list or a description of how an effective sales conversation would have been conducted.

## Brief 2

The Regional Sales Manager of the small successful chain of independent travel agencies for which you work has decided to mount a campaign to promote scheduled flights to Australia.

The company objectives are:

- ◆ to capitalise in the increasing interest in travel to Australia
- ◆ to increase the average spend of customers by 5%
- ◆ to minimise any loss of business to the new British Airways Travel Shop which has recently opened in town only two streets away from your own agency

Your manager has asked you to prepare a display that will attract customer attention and encourage them to buy your products. He is particularly keen to promote Qantas flights to Australia.

By the production of a detailed merchandising plan and supporting documents, including a checklist, describe the merchandising techniques you would employ to:

- ◆ help achieve the company's objectives
- ◆ attract customers to the point of sale
- ◆ generate interest in Australia and in particular Qantas flights
- ◆ encourage impulse buys

In order to prepare yourself for the promotional campaign you need to become fully informed about the various options available to clients who wish to visit Australia (without booking a package holiday) and about the range of fares available and the conditions of their use. You must investigate the cheapest available fares for the following client types — all of whom will travel outbound from Glasgow to Brisbane on 6 June:

- ◆ a businessman wishing to travel Business Class with stopovers in Bangkok and Hong Kong on the outward journey and Singapore, Cairo, Madrid and Copenhagen on the return journey
- ◆ a family of two adults and three children aged 13 years, 9 years, and 10 months who wish to fly without stopover to Brisbane and return on the 28 August
- ◆ a retired couple who wish to spend four months on their trip to Australia, visiting several countries on their way to and from Brisbane, where they wish to spend two months
- ◆ a student wishing to stay in Australia for nine months

One week into your campaign the Craig family (two adults, one child of five years and one infant of 16 months) telephone your office to find the best and cheapest way of travelling to Australia to visit family in Perth and Sydney. They wish to travel by air from Aberdeen around the 1st of July, spend a week in Perth, and travel on to Sydney for 10 days and return via New York, if possible spending four days there.

You are required to investigate the flight information and the cost of the cheapest available through fares for adult, child and infant passengers that fully meets the family's requirements. You are then required to make a telephone call which gives the family as much information as appropriate and invite them to call into your office to discuss their requirements in full.

**Note on evidence required:**

The telephone conversation to the Craig family must be evidenced by a tape recording supported by a checklist.

Following the family's visit to your agency you are required to produce an appropriate detailed itinerary and issue tickets for clients:

Mr A Craig; Mrs P Craig; Master J Craig (five years) and Miss S Craig (16 months)

### Brief 3

You have recently been appointed as Assistant Manager in the implant office of a busy business travel agency in Sinotext Engineering. You have been given the following bookings to process today (Monday 4 April):

#### Booking 1

Mr P Harte wishes to fly from Glasgow to Kirkwall on Tuesday 5 April on the first flight of the day and return Kirkwall to Glasgow on the last flight on Wednesday 6 April. He has asked you to book one seat at the cheapest fare available. Before booking this flight at this fare you must telephone Mr Harte to inform him of the restrictions which apply.

As Mr Harte wishes to go ahead with this booking assume it is available and issue the ticket.

#### Booking 2

You have a booking (still not ticketed) for Miss D Lowe as follows:

- ◆ Glasgow to London Gatwick, Wednesday 6 April, BA2963, departs 0615 arrives 0740hrs
- ◆ London Gatwick to Houston, Wednesday 6 April, BA2225, departs 0945 arrives 1405hrs
- ◆ Houston to London Gatwick OPEN, London Gatwick to Glasgow OPEN

However, she has just called and left a message to say that she has to drive down to Manchester the night before and that she would now need a ticket from Manchester to Houston return and that she will pick it up at the airport. You are required to find alternative flights for Miss Lowe, issue an MPD for a ticket on departure and prepare to telephone her with new flight timings and information about where and when to pick up her new ticket.

#### Booking 3

Mr T Stonelaw has requested that flights be booked and ticketed for the following overseas business trip:

Glasgow/London/Nairobi	Monday 18 April on the first available connecting services
Nairobi to Delhi	Thursday 22 April on the first available flight
Delhi to Singapore	Monday 25 April on the last available Singapore Airlines flight
Singapore to Athens	Friday 29 April to arrive in Athens before 2000hrs
Athens to London	Tuesday 2 May on the first available flight
London to Glasgow	Wednesday 3 May on the last available flight of the day.

Assume that there are seats available on all the flights you select as being the most appropriate and that you are able to confirm a Business class reservation where offered on these flights (otherwise an economy seat will have to be accepted).

Calculate the fare for this booking and issue the tickets for Mr Stonelaw today (ie 4 April) and prepare a detailed itinerary for your client's use.

Provide the following additional information for Mr Stonelaw: Elapsed Journey Time between Nairobi and Delhi and between Singapore and Athens, and the aircraft type normally operational on the flight between Nairobi and Delhi.

Your Manager decides it would be useful to encourage leisure bookings from the business clients and their families. He has asked you to suggest merchandising techniques which could be employed to boost sales of scheduled air flights either as 'stand alone' products, or could be packaged by your agency to create short break holidays.

Having reviewed your suggestions he advises he wants you to implement them.

Produce evidence of the merchandising techniques which you consider would generate interest in your products; encourage existing business clients to make their holiday flight bookings with your agency rather than go to their local travel agent; attract customers to the point of sale; encourage impulse buys.

**Note on evidence required:**

For booking 1, the telephone conversation must be evidenced by a tape recording supported by a checklist.

For booking 3, a detailed merchandising plan should be submitted with supporting documents including a checklist. Photographic evidence of a display along with the centre assessor's checklist will be required.

## 4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Air Travel: Primary	2.0	D450 12
Selling the Travel and Tourism Product	1.0	D0VK 12 (5240006)

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: Air Travel

1. provide general information on air travel
2. demonstrate basic reservation procedures
3. quote published fares for journeys within and originating in the UK
4. issue tickets and other documents for domestic and international journeys in accordance with international Air Transport Association (IATA) requirements
5. construct fares using the basic principles of the mileage system

### Unit: Selling the Travel and Tourism Product

1. evaluate the nature of the travel and tourism product
2. demonstrate selling skills appropriate to travel and tourism products or services
3. demonstrate telephone sales techniques appropriate to travel and tourism products or services
4. demonstrate basic merchandising techniques appropriate to the travel and tourism selling environment

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
- ◆ providing concise and accurate information to clients
- ◆ presenting information in a professional manner
- ◆ selling skills: eg analysing customer requirements; comparing products and their benefits for the client
- ◆ demonstrating telephone sales techniques: eg how to conduct a conversation effectively and bring a call to a satisfactory conclusion;
- ◆ demonstrating basic merchandising techniques appropriate to a travel agency
- ◆ recommending the most suitable product
- ◆ itinerary planning
- ◆ decision-making
- ◆ project planning and management

Candidates will develop and apply related knowledge of:

- ◆ air travel products
- ◆ fare calculation
- ◆ fare regulations
- ◆ travel trade practices

## 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 must always be the candidate's own. However, teachers/tutors 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/tutor 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 allowed) which they have prepared, into the room with them. They must 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

### Selling Scheduled Air Travel: planning stage

(total 40 marks)

The 500 word written plan should include:

- ◆ an introduction which must have: **10 marks**
  - a rationale for selecting the brief
  - interpretation of the brief
  - identification of the product/aims of the Practical Assignment
  - comprehensive and accurate information for the client
  - correctly completed travel documents as required
  - plan of sales strategy/telephone sales conversation/merchandising plan, as appropriate to brief selected
  - planned timescales for completion of the three stages of the assignment
  
- ◆ the body of the plan which must have: **30 marks**
  - an analysis of client requirements (objectives of the Practical Assignment)
  - a detailed summary of information needed for the client
  - procedures to be followed (detailing the stages in which the tasks should be tackled — a flow chart could be drawn up)
  - a plan of how the information will be collected (identifying information sources and materials and resources to be utilised)

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.

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.

**Selling Scheduled Air Travel: developing stage****(total 120 marks)**

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

<b>Portfolio</b>	<b>Marks</b>
Details of possible arrangements	10
Justification for selection of arrangements deemed to be most suitable for clients	10
A detailed itinerary	10
Travel documents as appropriate ie airline tickets, MPDs.	50
Evidence of an effective telephone sales conversation (tape recording)	20
Brief 1: Evidence of an effective selling skills approach being adopted to sell air travel (documentary evidence or video evidence with checklist) <b>or</b> Briefs 2 and 3: A detailed merchandising plan and supporting documents Evidence of the creation of a positive selling environment with an appropriate display (photographic evidence and checklist)	20
<b>Total marks:</b>	<b>120</b>

**Selling Scheduled Air Travel: evaluating stage****(total 40 marks)**

As for generic evidence requirements

**Note:**

In order to promote internal standardisation of marking and ensure that candidates meet the requirements of the Practical Assignment we suggest that a folder is provided. This should contain both model answers based on the centre's reference materials and a marking scheme for all briefs tackled by the candidates. This will allow any external or internal assessor to easily check how marks have been allocated/deducted.

## Specific evidence requirements and assessment arrangements for the Practical Assignment for Selling Scheduled Air Travel

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 (120 marks in total for this stage)
Conditions of external assessment	Supervised
Who assesses it?	Subject to type 1 visiting assessment*

Evaluating	
Evidence	Extended evaluation report – including summary. 1,000 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

<b>% Mark range</b>	<b>Grade</b>	<b>Band</b>
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 C*

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

## 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. 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 material.

The following must be sent to SQA for the 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 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. Where class sets of reference materials are used research work must be carried out under supervised conditions and the lecturer must sign off the work as being the candidate's own. All travel tickets/vouchers and administrative documents should be produced under supervised conditions.

Where a group activity takes place the lecturer must testify that all candidates have participated fully. It will save a considerable amount of time and resources if this is acceptable, as setting up individual displays would be problematic in many centres.

## 9. Investigating tools

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

### Information sources

- ◆ travel guides
- ◆ OAG World Airways Guide
- ◆ IATA Ticketing Handbook
- ◆ individual airline timetables and information manuals
- ◆ BA Fares Fortnightly
- ◆ BA Air Transport
- ◆ Air Tariff
- ◆ Travel directories
- ◆ newspapers — travel sections
- ◆ technical/professional/trade journals, eg *TTG*, *Travel Weekly*, *STAN*, *ITT* and *Tourism Society Journals*
- ◆ magazine articles
- ◆ internet
- ◆ CD ROMs — OAG World Airways Guide
- ◆ TV — travel programmes
- ◆ exhibitions, eg *Holiday & Travel Show*, *SPATE*
- ◆ teaching and lecturing staff
- ◆ coursework

### Accessing information

This could be done by:

Visits to:

- ◆ libraries
- ◆ tourist information centres
- ◆ travel agencies
- ◆ airports

Communication by mail, e-mail, telephone to:

- ◆ National Tourist Offices
- ◆ Airlines
- ◆ BAA

The methods of research should 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 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. 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](http://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:

- ◆ Air Tariff
- ◆ IATA Ticketing Handbook
- ◆ simulated travel documents
- ◆ telephone with tape recording machine connected
- ◆ video recorder (if possible)
- ◆ travel agency with display shelves
- ◆ point of sales materials: posters, leaflets, timetables, brochures, art materials
- ◆ selling skills checklist
- ◆ telephone skills checklist
- ◆ travel guides
- ◆ OAG World Airways Guide
- ◆ individual airline timetables and information manuals
- ◆ BA Fares Fortnightly
- ◆ BA Air Transport
- ◆ internet

**Note:**

It is essential for the candidate to have access to the Air Tariff and the IATA Ticketing Handbook while working through the development stage of the air travel project. It is highly recommended that there is at least one copy of each available to candidates in the classroom.

Candidates should also be encouraged to have their own accurately completed handouts available for reference during the completion of the development stage.

## 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.