

# **Selling Overseas Tourist Destinations Intermediate 2 C03T 11**

## *Extended Case Study*

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# 1. Extended case study overview

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

For the extended case study candidates research and then respond to a given case study scenario. Candidates choose a scenario from those provided in the project specification. Candidates should research and compare at least two-real life points of view/cases identified in relation to the scenario. Candidates are expected to use the knowledge gained from their research to interpret, analyse and respond to the selected scenario. Candidates are required to put forward recommendations for follow-up action.

The extended case study is designed to emphasise skills relating to interpreting and gathering information, analysing, decision-making and action planning.

Candidates are expected to produce evidence relating to:

- interpreting the initial scenario
- identifying and researching cases and associated issues
- consulting relevant individuals, organisations and agencies
- developing the outline scenario from two points of view
- analysing and comparing responses to the outline scenario in relation to contemporary issues
- recommending action
- evaluating the extended case study

Evidence requirements are as follows:

- a plan of action
- a research based report and a case study report with conclusions which compare the holiday destinations and make recommendations
- evidence showing evaluation/review of the extended case study

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 specifications should always be used in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document lays down the overall requirements for project-based Courses for the given SGA.

This specification forms part of Section F of the above *Arrangements* document.

## 2. Recommended entry

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

- National Course in Travel and Tourism at Intermediate 1
- and
- Standard Grade English – Grade 3 or above (or equivalent)

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

### 3. Case study scenarios

Candidates should choose one of the following three case studies for their project.

Candidates should be directed towards the selection of two suitable destinations using at least two real-life tour operator brochures to meet the requirements of the case study scenario they have chosen. Candidates should make their choice in consultation with their teacher/tutor. One destination must be from a longhaul brochure and one from a European and Mediterranean brochure and must be in line with evidence requirements from the Course Units. Electronic brochures/websites can be used as an alternative to paper brochures.

The methods of research should be discussed and agreed with the teacher/lecturer. The research will form the basis of the evidence for research-based report. 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. However, the final decision on the most suitable approach lies with candidates and their teachers/lecturers.

#### What candidates need to do:

1. Collect information on tourist destinations from at least two current tour operator brochures and/or websites
2. From this material candidates should:
  - locate and identify the longhaul destinations and physical features
  - locate and identify European and Mediterranean area destinations and physical features
  - Compile information on different types of destinations within:
    - the longhaul area
    - the European and Mediterranean area

(research-based report, 500–1,000 words)
3. From the selected case study scenario:
  - identify the needs of the customer
  - present two holidays which meet the customer's requirements
  - outline the role of the sales person in the selling process
  - describe the processes involved in making the sale

(case study report, 1,000 words)
4. Draw conclusions which compare the holiday destinations and make recommendations  

(500 words)

## **Case Study 1**

The Kemp family, consisting of Mr and Mrs Kemp and their two children James (aged nine) and Susan (aged six), are planning their summer holiday. They would like a two week holiday in July departing from their local Scottish airport if possible. They have been on holiday to Majorca and Florida in the past and would like to try somewhere new this year. Susan enjoys joining in with other children and is a particularly good swimmer. James enjoys windsurfing and sailing with his father. Mrs Kemp would like a relaxing holiday where she can enjoy some beauty treatments and not do any cooking. Mr Kemp is interested in scuba diving and whale watching.

or

## **Case Study 2**

Darren and Michelle are getting married in June; they would like to get married abroad. They can both be away for 16 days on their holiday and would like to leave from any London airport. Darren works for a computer company and spends a great deal of time in North America, he would prefer not to spend his honeymoon in the United States. Michelle has been on holiday to the Canary Islands and the Costa del Sol and would like to visit somewhere special for her wedding. They would prefer a two centre holiday spending the first week at the beach relaxing and the second week experiencing some of the local history and culture. Michelle is interested in art history and Darren is a keen photographer.

or

## **Case Study 3**

Mr and Mrs Donaldson are planning a winter break in February to celebrate their 10th wedding anniversary. They would like a two week holiday departing from Manchester if possible. They are both keen skiers. Mrs Donaldson is a beginner and Mr Donaldson is an intermediate skier and would like to try snow boarding this year. Mrs Donaldson enjoys hill walking, mountain biking and likes to keep herself fit; she is looking for a range of sporting activities as she will not ski for the whole holiday. They are both vegetarians and enjoy good food and wine when on holiday.

or

## **Case Study 4**

John and Elizabeth Anderson usually have a summer holiday and an Easter holiday but this year have decided that they would like to have an extra holiday in October for their Silver Wedding.

They would prefer to leave from a Scottish airport, if possible, for a two week holiday during the last two weeks in October. Elizabeth Anderson is a school teacher and can only travel at this time. They are both active people and do not like to go on holiday to sit on a beach. John plays a lot of golf and Elizabeth is learning to play the game, therefore they would like somewhere near golf courses and somewhere that offers lessons for Elizabeth in order to improve her golf handicap.

They would like dry warm weather in order to pursue activities and a top of the range hotel for accommodation. John is interested in visiting historical sites and wine tasting. Elizabeth likes to browse around old churches and is interested in cookery.

## 4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
European and Mediterranean Tourist Destinations	1.0	D440 11
Popular Long Haul Destinations Travel Geography	1.0	D0SA 11
Selling Skills	1.0	D0SF 11

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

### **Unit: European and Mediterranean Tourist Destinations**

1. locate and identify the main destinations and physical features within the European and Mediterranean area
2. compile information on different types of destinations within the European and Mediterranean area
3. provide tourist information on the European and Mediterranean area to satisfy client requirements

### **Unit: Popular Longhaul Destinations Travel Geography**

1. locate and identify the main longhaul destinations and their physical features
2. compile information on different types of longhaul destinations
3. provide tourist information on longhaul destinations to satisfy client requirements

### **Unit: Selling Skills**

1. outline the role of a sales person in the selling process
2. describe the processes involved in making a sale
3. identify the needs of a customer
4. present to the customer a selected range of products/services to meet identified needs

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

## 5. Subject/occupationally-related knowledge and skills

The extended case study allows candidates to further develop knowledge of:

- the major tourist destinations in Europe and the rest of the world
- the location of countries and resorts
- the use of reference sources and the presentation of information
- the identification of customer needs and matching products to needs
- organisational procedures relating to the sale of tourist destinations
- the role of the sales person in the selling process

It also allows candidates to further develop and apply skills in:

- preparing and presenting information on European and longhaul destinations
- selecting and presenting information to meet identified client needs
- evaluating possible destinations and making judgements on most suitable destinations
- organising and presenting information within a specified time
- handling realistic customer enquiries
- using real-life tour operators' products (current brochures and/or websites)

## 6. Candidate evidence requirements and allocation of marks

### General information

The three stages of the extended case study for all project-based National Courses at Intermediate 2 are:

- planning
- developing
- evaluating

Here we describe evidence requirements which apply to each of the three stages of the extended case study.

For the report writing parts of the project done under supervised rather than centre-invigilated conditions there is the possibility of over-lengthy submissions. Candidates should be aware that writing over lengthy reports is self-penalising. Put more positively, candidates should be encouraged to be concise and analytical and not to be over dependent on quotations. Where candidates significantly exceed the word count for the written research-based and case study reports, markers will mark these parts out of 80 rather than 90.

Word counts should be indicated where appropriate. If quotations have been included in a report, these should be part of the word count. Word counts should not however include any footnotes or bibliography.

### 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 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 outline:

- the rationale for selecting the cases to be researched
- the aims and objectives of the research
- the aims and objectives of candidates' responses to scenarios
- the timescales for achieving the aims and objectives

For the main body of the plan, candidates should:

- identify main issues for research
- identify research methods
- cross reference research methods to the selected cases and aims and objectives of the candidates' responses to scenarios

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 needed for each candidate on the flyleaf for the project provided by 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 was 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 are required to produce a research-based report which should include:

- a contents page
- a rationale for selecting particular cases
- a main body of researched material relating to selected cases
- written responses to tasks set relating to researched material
- a list of acknowledgements of sources and references

The research-based report should be in written form or equivalent and be between 500 and 1,000 words at Intermediate 2. The research-based report should be written up in supervised conditions over a period of time agreed between the candidate and the teacher/lecturer.

Candidates are also expected to produce a case study report which should include:

- a contents page
- responses to the set tasks relating to the case study scenario
- conclusions
- recommendations
- a list of acknowledgements of sources and references

The case study report, which includes the case study conclusions and recommendations, should be in written form and 1,500 words or equivalent in total. Candidates should be allowed to see the case study scenario at the outset of the Course. The write-up of the conclusions and recommendations for the case study should take place towards the latter part of the 40 hours (ie the 40 hours allocated to each course in addition to the 120 hours for the Units) in centre-invigilated conditions.

Candidates should be allowed up to two hours to write up the conclusions and recommendations (500 of the 1,500 words). They 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, as well as any diagrams or appendices they have prepared to include with the conclusions and recommendations. They should not be allowed to take a draft of the report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own.

For the write-up 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.

## **Evaluating**

Candidates must produce an evaluation report which should:

- briefly outline of what the extended case study was about
- review and update the action plan in the light of experience
- assess the effectiveness of the action plan
- comment on the suitability of the cases which were selected
- identify knowledge and skills which have been gained and/or developed
- assess the effectiveness of any research methods used
- assess the strengths and weaknesses of the main body of the case study report
- determine to what extent the responses meet the requirements of the set tasks
- include any feedback from or about the cases concerned if appropriate

The evaluation report should be 500 words, or equivalent, in length. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to 1 hour 30 minutes to produce the evaluation report. 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 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 evidence requirements and assessment arrangements for the Extended Case Study for Selling Overseas Tourist Destinations at Intermediate 2

<b>Planning</b>	
Evidence	Plan of action. 500 words <i>or</i> equivalent (40 marks)
Conditions of external assessment	Supervised
Who assesses it?	Plan to be sent to SQA for marking

<b>Developing</b>	
Evidence:	<p>A Written research-based report 500–1,000 words <i>or</i> equivalent (40 marks)</p> <p>B Written case study report 1,000 words <i>or</i> equivalent (50 marks)</p> <p>C Written conclusions and recommendations 500 words <i>or</i> equivalent (30 marks)</p>
Conditions of external assessment	<p>A Supervised</p> <p>B Supervised</p> <p>C Centre-invigilated – up to 2 hours</p>
Who assesses the evidence?	To be sent to SQA for marking

<b>Evaluating</b>	
Evidence	Evaluation report 500 words <i>or</i> equivalent (40 marks)
Conditions of external assessment	Centre-invigilated Up to 1 hour 30 minutes
Who assesses it?	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.

## 7. Marking and grading

The assessment evidence for project-based National Courses is marked externally by SQA. The total mark for the extended case study is 200, (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment). These marks will be allocated to assessment evidence from the three extended case study stages as follows in *Table A*.

*Table A*

<b>Extended Case Study Stage</b>	<b>Assessment Evidence</b>	<b>Mark Allocation</b>
Planning	Plan of action	40
Developing	Written research-based report	40
	Written case study report	50
	Written conclusions and recommendations	30
Evaluating	Evaluation report	40

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three extended case study stages is assessed. The use of such mark categories linked to broad criteria, allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* overleaf outlines the criteria to be used to assess candidate evidence. Assessors in centres will, for each of the three parts, decide firstly on the broad category of mark which is appropriate and secondly on the precise mark to be given.

Although it is possible for candidates to be given bands 7, 8 and 9 which are described as ‘fails’, no such categories will appear on candidates’ certificates. This information should help centres agree estimates of candidate performance and provide feedback to candidates for remediation purposes.

All National Courses are subject to external marking. External Markers, Visiting Examiners and Moderators will be trained by SQA to apply national standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

## Extended Case Study

*Table B*

Intermediate 2		Plan of action	Research-based report, case study report, conclusions and recommendations	Evaluation
Levels of performance: broad level-related criteria	Equivalent to:	Mark range	Mark range	Mark range
Content and scope: Treatment: appropriate for level excellent	Upper A 85%–100% (Band 1)	34–40	102–120	34–40
Content and scope: Treatment: appropriate for level consistently thorough	Lower A 70–84% (Band 2)	28–33	84–101	28–33
Content and scope: Treatment: appropriate for level thorough in parts	B 60–69% (Bands 3 & 4)	24–27	72–83	24–27
Content and scope: Treatment: appropriate for level adequate	C 50–59% (Bands 5 & 6)	20–23	60–71	20–23
Content and scope: Treatment: appropriate for level adequate only in parts OR Content and scope: Treatment: basic for level thorough	Fail 40–49% (Bands 7 & 8)	16–19	48–59	16–19
Content and scope: Treatment: appropriate for level generally poor OR Content and scope: Treatment: basic for level adequate or poor	Fail Below 40% (Band 9)	<16	<48	<16

Note:

Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification

Treatment: defined as how successfully or otherwise the candidate tackles the project

## Estimates and appeals

Although these project-based National Courses are externally assessed by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their projects, ie the grade assessors judge a candidate should be awarded, based on all the available evidence. The processes for deciding an estimate grade are similar to the processes the external assessors eg Markers use for the final assessment. The main benefit of an estimate to an individual candidate is that an appeal can be submitted against an external decision where the estimate given the candidate was at grade C or better. An appeal will not normally be considered for candidates for whom no estimate has been received. SQA will provide a form for submission of estimates.

For the internal marking process for estimates, internal assessors are expected to:

- compare candidate evidence arising from each stage of the extended case study to the criteria outlined in *Table B* and decide on the mark category which most accurately describes it
- decide on a particular mark for the candidate, within that broad mark category for each stage, depending on how marginal was the decision
- maintain a brief record of why a certain mark was given for each of the three extended case study stages (for internal moderation purposes)
- follow the internal moderation processes within their centre (see the section on internal moderation below)
- aggregate the internally moderated marks for each candidate. That gives a total mark out of 200
- divide that total mark by 2 to give a percentage
- convert the overall % mark for each candidate into an estimate grade and band using *Table C*.

*Table C*

<b>% Mark range</b>	<b>Grade</b>	<b>Band (for estimates)</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 already given to candidates against the grade descriptions tabled below, (Table D). This is to ensure that candidates have effectively integrated each stage of the extended case study. Please use the grade descriptions as a touchstone against which grades can be checked.
- provide estimates as bands

## Grade descriptions for an Extended Case study at Intermediate 2

A	B	C
<b>Content and scope appropriate for Intermediate 2</b>		
<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>
<p><b>A case study at Grade A:</b></p> <ul style="list-style-type: none"> <li>• is a seamless, coherent piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a high standard and is quite clearly inter-related.</li> <li>• is a piece of work to which candidates have brought an accurate interpretation of the extended case study specification.</li> <li>• is focused and relevant to the content of the Units.</li> <li>• is clear and well structured throughout and language used is of a high standard in terms of level, accuracy and technical content.</li> <li>• is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units.</li> <li>• contains evidence that knowledge and skills have been applied effectively and consistently.</li> </ul>	<p><b>A case study at Grade B:</b></p> <ul style="list-style-type: none"> <li>• is a well co-ordinated piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a good standard and is inter-related, in most respects.</li> <li>• is a piece of work to which candidates have brought a fairly accurate interpretation of the extended case study specification.</li> <li>• is fairly well focused and relevant to the content of the Units.</li> <li>• is clear and well structured throughout and language used is of a good standard in terms of level, accuracy and technical content.</li> <li>• is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units.</li> <li>• contains evidence that knowledge and skills have been applied fairly effectively and consistently.</li> </ul>	<p><b>A case study at Grade C:</b></p> <ul style="list-style-type: none"> <li>• is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Extended Case Study is produced to an adequate standard and is fairly well inter-related.</li> <li>• is a piece of work to which candidates have brought an acceptable interpretation of the extended case study specification.</li> <li>• is relevant to the contents of the Units</li> <li>• is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content.</li> <li>• is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units may lack some continuity and consistency.</li> <li>• contains evidence that knowledge and skills have been applied with varying degrees of effectiveness and consistency.</li> </ul>

## Internal moderation

The internal moderator oversees:

- 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 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.)
- a consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

(See *Guide to Assessment and Quality Assurance*, SQA June 1999 for further information relating to internal moderation. A guide is good practice for internal moderation to be available from late summer 2000.)

## Submitting candidate evidence to SQA

Specific information on this part of the process will be circulated to 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 the extended case study:

- plan of action
- research-based report
- case study report conclusions and recommendations
- evaluation report

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

## 8. Investigating tools

Candidates are expected to make use of the following investigating tools during the extended case study.

### Research techniques

- the use of primary and secondary sources of information
- desk research

### Information sources

- brochures
- guide books
- CD-ROMs
- books
- magazines
- newspapers
- Internet
- videos
- TV
- teaching and lecturing staff
- Travel Agents
- Tourist Offices

### Accessing information

Candidates could visit/contact/research:

- libraries
- information centres
- travel agents

Communication with individuals and travel groups by means of:

- meetings/interviews (face-to-face or telephone)
- written correspondence
- email

## 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.**

## 9. 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.