SQA Advanced Unit Specification

General information for centres

This Graded Unit has been validated as part of the SQA Advanced Diploma in Travel and Tourism. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Travel and Tourism: Graded Unit 2

Graded Unit code: HP5E 48

Type of Graded Unit: Project

Assessment Instrument: Investigation

Unit purpose

This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the SQA Advanced Diploma in Travel and Tourism:

♦ Provide a basis for future career and personal development.
♦ Develop organisational, research and investigative skills. The SQA Advanced Diploma will develop skills in planning and organising and require candidates to investigate in depth problems and issues.
♦ Develop ability to manage and absorb large amounts of information.
♦ Develop transferable skills.
♦ Develop ability to be flexible and work cooperatively with others.
♦ Develop the ability to take responsibility for one's own learning.
♦ Develop key skills and knowledge in marketing, economics and customer service applied to the travel and tourism sector.
♦ Provide scope for an in depth look at the key issue of sustainability.
♦ Develop managerial competences in the meaningful travel and tourism context of tour operations and retail travel.

Recommended prior knowledge and skills

It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

HP73 47   *Creating a Culture of Customer Care*
HP58 47   *Applying Marketing Principles to Travel and Tourism*
HP50 48   *Tour Operations*
HP56 48   *Marketing Planning in Travel and Tourism*
HP55 48   *Planning and Sustainable Development in Tourism*
HP57 46   *International Tourist Destinations*
HP59 48   *Air Travel: Advanced*
HP5C 47   *Retail Travel Practice*
HP6P 48   *Economics 1: Micro and Macro Theory and Application*
HP72 48   *Economics 2: The World Economy*

Credit points and level

2 SQA Advanced Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Assessment

This Graded Unit will be assessed by the use of an investigation. The developed investigation should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

The Assessment Exemplar for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment exemplar to ensure a comparable standard. Assessment Exemplars are available on SQA's secure website.

SQA Advanced Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Travel and Tourism: Graded Unit 2

Conditions of assessment

The candidate should be given a date for completion of the Investigation. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of SQA Advanced Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to SQA Advanced Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a SQA Advanced Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to SQA Advanced Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

At this level, candidates should work independently. It is up to centres to take responsible steps to ensure that the project is the work of candidates. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc is

carried out in other establishments or under supervision of others that the candidate does not receive undue assistance.

To ensure authentication of work it is advisable for candidates to complete a log or diary recording progress and tasks completed. There should be regular meetings between the tutor and candidate to review progress, these meetings should be recorded. The final evaluation must be completed under open-book test conditions.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

♦   variables which are complex or unfamiliar
♦   relationships which need to be clarified
♦   a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

♦   analyse the task and decide on a course of action for undertaking the project
♦   plan and organise work and carry it through to completion
♦   reflect on what has been done and draw conclusions for the future
♦   produce evidence of meeting the aims which this Graded Unit has been designed to cover

The project will be based on the investigation of a business issue relating to an organisation or a topical issue in the Travel and Tourism sector of the economy. The issue selected should focus on at least one of the main aims of the course, and should involve an investigation which provides a solution to an identified issue. The investigation should allow the candidate to demonstrate creative solutions in response to the changing needs of the organisation or the Travel and Tourism Industry. Customer care, marketing, management would all be acceptable topics for this depth of investigation.

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the table below.

Grade-related criteria	
Grade A	**Grade C**
Is a seamless, coherent piece of work which:	Is a co-ordinated piece of work which:
♦ Has sufficient evidence for all three essential stages of the project, is produced to a high standard, and is quite clearly inter-related.	♦ Has sufficient evidence of the three essential phases of the project, is produced to an adequate standard.
♦ Is highly focused on the objectives of the investigation.	♦ Meets the objectives of the investigation but not in a consistent or fully comprehensive manner.
♦ Carefully selects information from a variety of sources to provide strong valid reasons to support points made.	♦ Uses information from a limited range of sources which does not always support reasons given.
♦ Demonstrates understanding of the concepts and issues relating to the	♦ Makes limited reference to concepts and issues relating to the travel and tourism

travel and tourism industry and uses these accurately and relevantly to support points made.	industry and may not always use these accurately or be fully relevant.
♦ Is clear and well structured throughout and language used is of a high standard in terms of level, accuracy and technical content.	♦ Is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content.
♦ Effectively consolidates and integrates required knowledge and skills.	♦ Consolidates and integrates knowledge and skills but this may lack some continuity and consistency.
♦ Critically evaluates how the use of concepts, information, issues and research have been used to inform and influence own work	♦ Demonstrates an understanding of how the concepts, information, issues and research have been used to inform and influence own work
♦ Effectively justifies each stage of the project and decisions made in a logical and coherent manner	♦ Adequately justifies each stage of the project and decisions made
♦ Includes careful and considered reflection on the investigation which is coherently related to the original aims.	♦ Has some limited reflection which does not provide a comprehensive basis for realistic recommendations
♦ Demonstrates the candidate's ability to work autonomously	♦ demonstrates independent learning with minimum support and revision during project

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70%–100%
B = 60%–69%
C = 50%–59%

NOTE: The candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

NOTE: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 20%	**An Action Plan** which includes: ♦ The title of the project. ♦ Statement of the issue to be investigated. ♦ The aims of the assessment task including research, development and evaluation. ♦ Timescale for achieving these aims. ♦ The rationale for selecting the topic to be researched ♦ Identification of the main issues for research. ♦ Identification of methods of research and sources to be used. ♦ Objectives of the project, stating *either* the anticipated benefit to organisation selected *or* the impact on the travel and tourism

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sector
♦ Reason for choice of issue, demonstrating relevance to main aims of the SQA Advanced Diploma in Travel and Tourism.
♦ Methods of investigation to be used with justification of choice.

Evidence of both the Action Plan and the project brief to be submitted at a time set by the assessor. Where revision is required, a resubmission time should be set and adhered to by the candidate.

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The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.

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Project stage	Minimum Evidence Requirements
Stage 2 — Developing 60%	**An Investigation Report** including evidence of: ♦ Collection and collation of data. ♦ Interpretation/analysis of data. ♦ Effective use of appropriate sources of information. ♦ Summary of the findings and conclusions drawn. The Report should also include: ♦ A contents page ♦ A description of the organisation or topical issue. ♦ A detailed explanation of how the issue affects the organisation selected or the travel and tourism sector. ♦ Conclusions drawn from the investigation. ♦ Specific recommendations. ♦ A list of acknowledgements of sources and references. The report should be presented in formal business report format, with introduction, findings, conclusions and recommendations.
	The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.
Stage 3 — Evaluating 20%	**An Evaluation Report** which should: ♦ Briefly outline the investigation. ♦ Review and update the action plan in light of experience. ♦ Assess the effectiveness of the research methods used. ♦ Summarise any unforeseen events and document any difficulties encountered or modifications to the chosen approach during the course of the investigation. ♦ Assess the extent to which the investigation meets its original objectives. ♦ Assess the strengths and weaknesses of the main body of the investigation report. ♦ Identify any knowledge and skills which have been gained or developed. ♦ Explain how the approach to a similar task might differ in the future. The candidate should demonstrate that they have reflected on what has happened and drawn conclusions from this reflection.
	The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.

SQA Advanced Graded Unit specification: support notes

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

This Unit is designed to assess the candidate's ability to integrate knowledge and skills, and display organisational and investigative skills to a chosen business issue relating to a business or organisation in the travel and tourism sector.

The Unit should develop skills and competences that meet the criteria of SCQF level 8 — the ability to analyse, present and evaluate arguments, information and ideas that are routine to the subjects' disciplines. Additionally, candidates should be able to develop competencies in a range of specialised areas of their choice in line with preferred career options or courses of further study.

Candidates should select a topic which must be discussed and agreed with the lecturer. Where a topic relates to more than one Unit, candidates may choose a combination of mandatory Units, provided all the Units are part of the programme of study followed by the candidate for this Group Award. When choosing a topic, candidates should make sure that it will be a sufficient basis for an investigation which meets all the requirements of this Graded Unit.

The Unit is designed to build upon previously acquired transferable skills which can be best developed through application to an issue identified by the candidate in relation to an organisation or the travel and tourism sector. This approach will facilitate the contextualisation of the knowledge and skills from the Group Award and promote the importance and understanding of integration of the knowledge of business topics and concepts and the development of transferable skills including planning, organisation, time management, research techniques, problem solving, evaluation and presentation. Using this approach candidates will be able to develop their knowledge and understanding of the key competencies and will be provided the opportunity to apply innovative and creative approaches to issues pertinent to their chosen topic.

The investigation requires the candidate to demonstrate required knowledge and skills through the assessment of a challenging business or topical issue. The issue should test the breadth and application of the candidate's knowledge and understanding of the specific aspects of the mandatory section of the Group Award. This should enable the candidate to demonstrate their depth of knowledge in specific areas of these Units and provide innovative and creative problem solving approaches and evaluation of a challenging issue in a business environment.

The Unit should be delivered and assessed over an extended period of the SQA Advanced Diploma course programme to enable candidates to have completed or be in the process of completing the mandatory Units prior to embarking upon the Graded Unit. It is strongly recommended that a centre utilises the appropriate SQA exemplar material and support documentation that exist to support the validity and reliability of assessment evidence. Staff delivering and assessing this Unit would be advised to discuss examples of Outcomes from within the mandatory Units of the Award that would make suitable topics for an investigation of this nature. It is expected this will facilitate the negotiation of a suitable topic for the project between the lecturer and candidate.

It is best practice for a centre to ensure that all the staff involved in the delivery of the course programme and in particular, those involved in the delivery of the mandatory Units of

recommended prior knowledge and skills are made aware of the requirements of the Graded Unit. Whilst there is no one best way to deliver and assess the Unit, many instances of good practice have been noted where subject experts discuss possible options for investigation with the candidates. Centres should be aware that the scheduling of mandatory Units within the course programme will have an impact upon the choice of suitable topics and the development of chosen topics. Candidates are likely to have studied, or be in the processes of studying topics on which they base their investigation.

It is recommended that candidates discuss the feasibility of possible investigations with their tutor and negotiate appropriate resources, including time that should be utilised and managed throughout the course of the investigation. Candidates must keep a record of their experience through the planning and development stages to facilitate and support the evaluation process. This could be done through some form of reflective log, diary or blog.

The tutor should provide a mentor/support role and facilitate a candidate-led investigation. The importance of planning, SMART objectives, time management, organisation and evaluation should be discussed and reinforced on a regular basis by the tutor. In addition, examples of good practice in terms of assessment verification have existed where second marking or cross marking has taken place to satisfy the requirements of internal and external quality processes.

Centres may wish to use previous investigation topics as a useful stimulus for candidates to assist them in their choice of issue. This can in turn provide an opportunity for delivery staff to provide reflective feedback and promote constructive discussion. In general terms, the more specific the topic chosen for the investigation, the more manageable the investigation shall be for candidates and staff alike. This will facilitate the formulation of SMART objectives which in turn provide focus and structure for the candidate investigation.

Candidates should be encouraged to research a range of primary and secondary sources of information to ensure appropriate data is available for the investigation. The methodologies chosen for investigation should be clearly explained and justified by the candidate. The sources of information and research methodologies should be consistent with objectives identified by the candidate and should enable them to identify source material as the basis of explanation, evaluation, analysis and recommendation.

Opportunities for developing Core Skills

There are no Core Skills embedded in this Unit, however it does offer opportunities for candidates to gather evidence which could help them demonstrate achievement for all Core Skills. The following gives further information on the Core Skills to which the Unit may contribute and on the opportunities which the Unit provides for Core Skills development.

Problem Solving at SCQF level 6 — Investigation and analysis of a complex problem. Planning, organising and carrying out a suggested approach using identified objectives and resources.

Analysing the problem solving activity and assessing progress, implementing remedial action where appropriate and evaluating process.

Communication at SCQF level 6 — Reading and understanding complex information relating to the vocational area, with analysis and evaluation of key concepts and terminology.

Producing a well-structured document containing complex information.

Discussing a complex issue through an interview and during discussions and negotiation with the tutor.

ICT at SCQF level 5 — Presentation of information using appropriate software packages. Accessing and communicating information using ICT facilities.

Numeracy at SCQF level 5 — Statistical analysis of organisational and/or market data. Production, analysis and presentation of graphical data

Working with Others at SCQF level 6 — Review of involvement in the presentation of evidence of the evaluation stage.

Negotiation with lecturing staff to agree suitable topics. Organisation of and participation in presentation of evaluation stage of the investigation. Seeking support of others and providing support for others through audience interaction.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

SQA Advanced Unit Specification

Administrative information

Unit code: HP5E 48

Unit title: Travel and Tourism Graded Unit 2

Date of publication: August 2018

Version: 02

Source: SQA

History of changes

Version	Description of change	Date
02	Update to Conditions of Assessment.	08/08/18

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

General information for candidates

Graded Unit title: Travel and Tourism: Graded Unit 2

This Unit will give you the opportunity to demonstrate your ability to integrate, evaluate and apply the knowledge and skills you have gained from a range of Units from the SQA Advanced Diploma in Travel and Tourism, and should therefore be completed toward the end of your course. You will be allocated a grade of A, B or C for the Unit on successful completion of the project.

While there is no new content within the Unit, you will however work with your lecturer in identifying a suitable topic for investigation and in developing the necessary techniques and approaches to enable you to use the knowledge and understanding you have already gained and apply it to a business issue in the travel and tourism sector of the economy.

To achieve this Unit you will produce an investigative project. This will be based on an organisation or topical issue relating to the travel and tourism sector which will you identify in discussion with your tutor. The choice of an appropriate investigation and SMART objectives are vital and it is strongly recommended that tutor support and mentoring is provided to ensure a realistic and manageable issue is chosen for your investigation. You must keep a record of you experience through the planning and development stages to facilitate and support the evaluation process. This could be done through some form of reflective log, diary or blog.

The investigation is divided into three stages; Planning, Development and Evaluation. Planning involves production of an action plan and this provides the basis for the subsequent stages. The Development Stage is the output of your activities as you collect and collate data, interpret and analyse information and summarise findings and draw conclusions. For the evaluation you have to look back and comment on your approach to the project, how the planning went, how the developing went and comment on how this experience was in terms of the decisions you made, positive aspects of the process and what improvements you would make should you undertake a project again.

Remember that a grade will not be given until the final stage is complete and your work can be viewed as a whole. Grades are subject to external verification by SQA.

You will be given the opportunity during tutorials and/or progress interviews to discuss your progress. Feedback will be ongoing as part of the process and you will be encouraged to use a log book which you should maintain throughout your project and take to tutorials and/or progress interviews. This is your opportunity to discuss the work you have undertaken and agree next steps.

In undertaking this project you are required to display your ability to work independently to meet the standards required. At the same time, however, you will be under supervision and may need some support from your tutor.

Arrangements for remediation and re-assessment will be in line with your centre's policy, however, if for any reason you were to be unsuccessful in the project overall, re-assessment must be on a substantially different project. It should be noted that your centre may not be able to provide the opportunity to undertake a substantially different project within the same academic year.