

## **SQA Advanced Unit specification: general information for centres**

This Graded Unit has been validated as part of the SQA Advanced Certificate 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 1

**Graded Unit code:** HV7G 47

**Type of Graded Unit:** Project

**Assessment Instrument:** Case Study

**Publication date:** August 2018

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Unit purpose**

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

- ◆ Develop research and study skills.
- ◆ Develop ability to manage and absorb large amounts of information.
- ◆ Develop the ability to take responsibility for one's own learning.
- ◆ Develop key skills and knowledge of marketing and customer service applied to the travel and tourism sector.
- ◆ Develop generic skills in ICT, communication and personal effectiveness.
- ◆ Develop an understanding of the industry, how it is structured and operates.
- ◆ Develop sound product knowledge of the home market or international destinations, and depending on options selected, relevant practical technical skills in for example itinerary preparation, fare calculations and document completion.

### 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:

- ◆ *Applying Marketing Principles in Travel and Tourism* (HP58 47)
  - ◆ *Structure of the Travel and Tourism Industry* (HV79 47)
  - ◆ *Creating a Culture of Customer Care* (HP73 47)
  - ◆ *Providing Information on the Scottish Tourism Product* (HT2E 47)
- or
- ◆ *International Tourist Destinations* (HP57 46)

Additionally, depending on the case study chosen, the candidate should also have completed or be in the process of completing relevant practical Units, eg retail travel practice, visitor attraction operations, air travel or business travel Units.

### Credit points and level

1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*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

There is no automatic certification of Core Skills or Core Skill components in this Unit. However there may be opportunities to develop the Core Skill of *Problem Solving* at level 6 in this Unit.

### Assessment

This Graded Unit will be assessed by the use of a Case Study. The developed Case Study 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 1

#### **Conditions of assessment**

The candidate should be given a date for completion of the case study. 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.

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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 and 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 candidate is to respond to a brief from a client, who may be an individual such as a tourist or a business organisation such as a tour operator. Depending on the brief chosen, the candidate will:

#### **Either**

be required to provide evidence in response to the brief which displays his or her knowledge of the Scottish tourism product, the structure of the tourist industry and marketing and is responsive to the particular needs of the client. The response will be in a written format appropriate to the client's needs.

#### **Or**

be required to provide evidence in response to the brief which displays knowledge of customer care, international tourist destinations, and appropriate technical Units, eg retail/business travel practice and is responsive to the client's needs.

The brief will require the candidate to analyse the client's needs, provide detailed information, compare products and give conclusions and recommendations. The response will be in a written format appropriate to the client's needs.

## 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
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>♦ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related</li> <li>♦ demonstrates an accurate and insightful interpretation of the project brief</li> <li>♦ is highly focused and relevant to the tasks associated with the project brief</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>♦ includes a careful and considered reflection on the case study which is coherently related to the original aims</li> <li>♦ effectively consolidates and integrates required knowledge, and skills</li> <li>♦ demonstrates the candidate's ability to work autonomously</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>♦ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard</li> <li>♦ demonstrates an acceptable interpretation of the project brief</li> <li>♦ is focused and relevant to the tasks associated with the project brief</li> <li>♦ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content</li> <li>♦ has some limited reflection but is not comprehensive</li> <li>♦ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> <li>♦ demonstrates independent learning with minimum support and revision during project</li> </ul>

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.

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Project stage	Minimum Evidence Requirements
Stage 1 — Planning  20%	<p><b>An Action Plan</b> which includes:</p> <ul style="list-style-type: none"><li>♦ an analysis of what is demanded by the client brief, identifying key points and prioritising them</li><li>♦ the aims of the assessment task including research, development and evaluation</li><li>♦ timescales for achieving these aims</li><li>♦ identification of those aspects of the task which require further research</li><li>♦ identification of the methods of research and sources to be used</li><li>♦ identification of the most appropriate means of communication for the client</li></ul>
	<p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

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Project stage	Minimum Evidence Requirements
Stage 2 — Developing       60%	<p>The Case Study will require the candidate to respond to a brief from a client which requests information. The evidence should comprise a response together with any associated appendices or research.</p> <p>A <b>Case Study Response</b> should be produced which includes evidence of:</p> <ul style="list-style-type: none"> <li>♦ a demonstration that the candidate has understood the brief, by providing an analysis of the case study scenario and summarising the main points</li> <li>♦ a response to each of the main points which is appropriate, accurate and in sufficient detail to meet the client's needs</li> <li>♦ drawing conclusions</li> <li>♦ presenting recommendations</li> <li>♦ collection and collation of any research undertaken</li> <li>♦ a covering letter, contents page or other introductory material appropriate to the means of communication chosen</li> <li>♦ a list of acknowledgements of sources and references</li> </ul> <p>Travel group case studies should also include:</p> <ul style="list-style-type: none"> <li>♦ production of appropriate travel documentation</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating       20%	<p><b>An Evaluation Report</b> which should:</p> <ul style="list-style-type: none"> <li>♦ briefly outline the case study</li> <li>♦ review and update the action plan in light of experience</li> <li>♦ assess the effectiveness of the action plan</li> <li>♦ assess the effectiveness of the research methods used</li> <li>♦ document any difficulties encountered or modifications to the chosen approach during the course of the exercise</li> <li>♦ identify any knowledge and skills which have been gained and/or developed</li> <li>♦ indicate any ways in which the candidate might approach a similar task in future</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

### 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 40 hours.

Candidates should be provided with information about the Graded Unit as early as possible but centres should ensure that candidates have all the required knowledge and skills as laid out at the beginning of this Graded Unit Specification. Candidates must work independently but must also be supported throughout the process and effective tools such as progress logs or diaries should be used to motivate and monitor the candidates' work and provide evidence of assistance given for grade consideration. An appointment system for progress interviews with candidates should be identified at an early stage of the project.

As identified within this Graded Unit Specification, projects should be assessed at each stage against Minimum Evidence Requirements and candidates should only progress to the next stage when they have met the Minimum Evidence Requirements of the previous stage. Candidates should be given a date for submission of each stage, if dates given are not met then the college's internal policy on missed deadlines will apply. At the end of each stage there should be opportunities for remediation and re-assessment on that particular stage.

### 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](http://www.sqa.org.uk/assessmentarrangements).



## History of changes to Unit

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

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

**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 1

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 Certificate 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.

Typically the Graded Unit assessment is a project which takes the form of a case study. This may be set in the context of the domestic tourism sector or the retail or business travel sector depending on the particular programme your centre operates.

The Graded Unit project is in three stages, planning, developing and evaluating. The work you produce for each stage of the project will form a portfolio of evidence.

The requirements for each stage must be met before you will be allowed to progress to the next. You will be given a deadline for the completion of each stage, please note that late submissions could be penalised in line with your centre's internal policy and could affect your grade.

The first stage is the **planning** stage. You will have to read the case study scenario and think about what you know and you will have to carry out research on the things you don't know about. You will identify the key tasks of the project and compile an action plan indicating timelines, references and sources of information.

The next stage is the **developing** stage and this is when you will detail your proposal. Your proposal should identify constraints and include a realistic plan for carrying out the project brief.

The final stage is the **evaluating** stage. For this stage 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.