



## Higher National Graded Unit specification

### General information for centres

This Graded Unit has been validated as part of the HND Activity 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:** Activity Tourism: Graded Unit 2

**Graded Unit code:** F6J2 35

**Type of Graded Unit:** Project

**Assessment Instrument:** Case Study

**Credit points and level:** 1 HN credit at SCQF level 8: (8 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.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HND Activity Tourism:

- ◆ To develop a sound understanding of the applications of management in the activity tourism and recreation industries.
- ◆ To develop skills in relation to identified niche activity tourism markets.
- ◆ To further develop knowledge and understanding of sustainability issues.
- ◆ To further develop Core Skills.
- ◆ To prepare candidates for employment at supervisory levels in the activity tourism and recreation industries and for further vocational training in those industries.
- ◆ To provide the appropriate foundation for possible progression to degree programmes.
- ◆ To develop study and research skills.

## General information for centres (cont)

**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:

DK0835: Influences on the Travel and Tourism Industries

F566 35: Tourism: Sustainability and Rural Communities

F2EF35: Rural Business Diversification

D4WG35: Managing an Event

DV5M34: Web Design: An Introduction

**Core Skills:** There are opportunities to develop the Core Skills of *Problem Solving*, *Numeracy*, and *Communication*, all at SCQF level 6, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**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 principal aims of the Graded Unit that it covers.

## Administrative Information

**Graded Unit code:** F6J2 35  
**Graded Unit title:** Activity Tourism: Graded Unit 2  
**Original date of publication:** October 2009  
**Version:** 02

### History of changes:

Version	Description of change	Date
02	Update of Conditions of Assessment	07/08/18

**Source:** SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 0345 279 1000.

# Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

## Graded Unit title: Activity Tourism: Graded Unit 2

### 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.

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 Higher National 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 Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National 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 Higher National 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.

### Instructions for designing the assessment task

The assessment task is a case study. This case study project to be 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

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

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 provided by the centre which will relate to a potential customer/client or an organisation, such as an activity tourism operator. The candidate will be required to provide evidence in response to the brief which displays his/her knowledge of the activity tourism product, sustainability issues for tourism, the activity tourism market and event promotion, organisation's financial and legal issues. The need to be responsive to the particular requirements of the client should also be addressed within the report. All candidates will be assessed using a predetermined set of parameters designed to meet the evidence requirements.

The given brief must ask the candidates to investigate:

- ◆ Current trends
- ◆ Potential future impacts
- ◆ Key rural economic factors
- ◆ Key rural social factors
- ◆ Alternative activities

Feasibility of alternatives

- ◆ Markets for niche products
- ◆ Marketing plan

Requirements for finance, skills, current legislation

- ◆ Sustainable development

Community involvement and initiatives

- ◆ SWOT and PEST

The candidates should also be required to produce an evaluation report which is a personal account of how they approached the task, what resources were used, how any problems were overcome. It should make reference to the planning and development stages (ie action plan and case study report) and fulfil the Minimum Evidence Requirements.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

### 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 following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ includes comprehensive evidence for each of the three essential phase of the project that is produced to a high standard and is clearly inter-related.</li> <li>◆ demonstrates an accurate and insightful interpretation of the project brief.</li> <li>◆ provides an initial project timetable containing a comprehensive list of project activities as well as milestones to be reached</li> <li>◆ demonstrates clear evidence of an original and innovative approach to the case study</li> <li>◆ is clear and well structured throughout with language of a high standard in terms of level, accuracy and technical content used.</li> <li>◆ effectively consolidates and integrates required knowledge and skills</li> <li>◆ demonstrates a thorough and comprehensive use of research materials and tools by the candidate</li> <li>◆ demonstrates a high level of self motivation throughout the case study by the candidate who completes the stages of the project with minimal tutor support</li> <li>◆ clearly articulates possible future areas for improvement or modification across all stages of the project</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ provides sufficient evidence of the three essential phases of the project.</li> <li>◆ demonstrates an acceptable interpretation of the project brief</li> <li>◆ provides project timetable containing the essential project activities and milestones</li> <li>◆ demonstrates some evidence of originality and innovation</li> <li>◆ is structured using appropriate language in terms of level, accuracy and technical content used.</li> <li>◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> <li>◆ demonstrates the use of research materials and tools</li> <li>◆ demonstrates a level of self motivation throughout the project by the candidate but where significant tutor affirmation has been sought to keep the investigation on track</li> <li>◆ contains some areas for improvement or modification</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.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

### 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% of the marks)	An <b>Action Plan</b> which includes: <ul style="list-style-type: none"> <li>◆ aims of the case study</li> <li>◆ the identification and justification of the tasks to be undertaken</li> <li>◆ identification of research requirements (policies, issues, trends)</li> <li>◆ identification of materials and resources required and how they will be accessed</li> <li>◆ identification of the stages (milestones) involved in the case study and the timescales for completion of each stage</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing (60% of the marks)	A <b>Case Study Report</b> which includes evidence of: <ul style="list-style-type: none"> <li>◆ analysis of the case study brief and responses to be included in the report</li> <li>◆ identification of constraints</li> <li>◆ analysis of data collected</li> <li>◆ presentation of evidence to justify recommendations</li> <li>◆ consideration of any financial and legal implications</li> <li>◆ rationale and justification for the recommendations</li> <li>◆ drawing conclusions</li> </ul> <p>The case study report must include the following headings:</p> <ul style="list-style-type: none"> <li>◆ contents page</li> <li>◆ review of current up to date literature relevant to the case study</li> <li>◆ identification, and collation of data for the case study</li> <li>◆ recommendations</li> <li>◆ conclusions drawn from analysis of the data</li> <li>◆ a list of acknowledgements of sources and references</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating (20% of the marks)	<p>An <b>Evaluation Report</b> which should:</p> <ul style="list-style-type: none"> <li>◆ reflect on the outcomes of Stage 1 and 2 and the case study experience</li> <li>◆ critically evaluate the Case Study progress compared to the time line action plan</li> <li>◆ critically evaluate the Case Study outcome against the objectives</li> <li>◆ document any difficulties encountered during the course of the case study</li> <li>◆ identify any areas for improvement</li> <li>◆ identify any knowledge and skills which have been gained or developed</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>



## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

### **Support notes**

This Graded Unit could be based on a case study of an activity tourism organisation. It is suggested that this case study is run in the final term of the academic year, to allow candidates the opportunity to study the underpinning skills over a significant proportion of the year. It is suggested that the scenario consists of a description of a set of circumstances, usually in the form of text and website information. This is followed by a series of instructions that prompt the candidate to gather information. The candidates will then visit the selected organisation and this visit will be followed up by support sessions with the tutor and possibly the manager of the organisation. The candidates will then use their information to interpret, analyse and respond to the scenario. They then have to put forward recommendations for future action. Candidates should also look at the strengths and opportunities for the organisation, and review the weaknesses and threats, and compare the organisation with published benchmark standards.

The case study is divided into three distinct stages and these should form the basis of the action plan, a case study report which details the conclusions and recommendations, and an evaluation report which is a self-assessment indicating the strengths and weaknesses of the action plan and case study report.

Candidates should work independently within the context of a typical working environment. It is possible for candidates to co-operate, for example, in the collection of data, but the planning, development and evaluation should be undertaken and evidence submitted individually.

The reports should be appropriately structured, presented and referenced. The evaluation report may be given as a presentation. The presentation could take the form of an oral and graphical submission which displays the use of IT applications, web design ideas, oral and written communication and numerical skills.

### **Equality and inclusion**

This graded 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)

## General information for candidates

This is a single credit Graded Unit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

The assessment of this Graded Unit is a project which takes the form of a case study, and is designed so that it may be completed towards the end of your HND course. It is designed to assess your ability to integrate and apply knowledge and understanding from the mandatory Units in order to meet the principal aims of the HND Activity Tourism award.

You will be given a scenario based on an organisation involved in the activity tourism and recreation sector. You will be given time to read over the details of the organisation and access its website and marketing information prior to a visit. You will be given a set of instructions to help you to start gathering information. Your tutor and the manager of the organisation will support you in your project. You will start by producing a project plan which will outline the milestones for your work on the case study scenario, along with the types of information you need to source.

You will gather information to interpret, analyse and respond to the scenario. Then you will put forward your recommendations for the future actions of the organisation. You will undertake a SWOT analysis (strengths, weaknesses, opportunities and threats), as well as looking at background issues by using PESTLE analysis (political, economic, social, technical, legal, and environmental). You will compare the organisation with published benchmark standards and reference information in order to draw your own conclusions and recommendations for the organisation.

Your case study report may be between 2,000 and 3,000 words in length and contain relevant diagrams and tables which analyse and resolve a problem faced by the client or organisation involved in the activity tourism and recreation sector. You will draw conclusions from your research and present recommendations for the future.

Your evaluation report should reflect on your initial project plan, your case study report and the skills and techniques which you have developed during the course of the case study, outlining any strengths and weaknesses.

There are opportunities to develop the Core Skills of *Problem Solving*, *Numeracy*, *Information and Communication Technology* and *Communication*, all at SCQF level 6, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

If you fail the project overall or wish to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new case study. In this case, your grade will be based on the achievement in the re-assessment, if this results in a higher grade.