

National Course Assessment

Marketing the Scottish Tourism Product Higher C03V 12

Practical Assignment

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1. Practical Assignment overview

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

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- interpreting the brief
- gathering information to clarify the brief
- deciding on a product, or activity/event, or performance to develop
- selecting and managing materials/resources
- producing the product, or organising the activity/event or delivering the performance
- evaluating the product or activity/event or performance (through feedback)

Evidence requirements are as follows:

- a plan of action
- evidence of a product or an organised activity/event or a performance
- evidence which documents the processes underpinning the practical hands-on activity
- evidence showing an extended evaluation of the Practical Assignment

Copies of Units are available from the SQA Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail sales@sqa.org.uk

The Scottish Qualifications Authority Helpdesk is available on 0141-242 2214.

Note:

Please note that individual project specifications should be read in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document provides an overview of the Project-based National Courses for the given SQA. The guidance document, *Project-based national Courses: procedural guide for centres*, which gives full details of operational procedures, must also be used.

This specification forms part of Section F of the *Arrangements* document. It can be used until such a time that SQA advises centres that a new or revised version is available and should be used in its place.

2. Recommended entry

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

- National Course in Travel and Tourism at Intermediate 2 (C075 11), including Interacting with Customers (D441 11) as the chosen optional Unit, plus the Unit (not part of the Course) in Selling Skills at Intermediate 2 (D0SF 11)

and/or

- National Units:
From National Course in Tourism at Higher (C076 12):
 - Marketing of Visitor Attractions and Services: An Introduction at Higher (D443 12)
 - The Structure of the Travel and Tourism Industry at Higher (D442 12)with
 - Selling Skills at Intermediate 2 (D0SF 11)

and/or

- occupational or other experience equivalent to the general competencies for the Units in this National Course in Marketing the Scottish Tourism Product

Candidates selecting brief 1 may benefit from having studied the Unit in Event Organisation (D673 12), a component Unit of National Course in Event Planning at Higher (C03W 12) and of National Courses in Travel and Tourism at Higher (G5B2 12).

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

3. Practical Assignment briefs

Candidates must choose from one of the following briefs. Each brief has five common elements:

- researching the market for an aspect of the Scottish tourism product in one or more overseas countries and selection of a market appropriate to the scenario given in the brief
- selecting and/or producing appropriate sales/promotional/display materials
- a practical element which will be one of the following:
 - participation in a simulated tourism exhibition
 - making a detailed oral presentation
 - participation in a simulated sales situation
- production of a draft proposal for a three day familiarisation visit for potential clients as appropriate to the chosen brief, to be used as a sample during the exhibition/presentation/sales visit
- task management

Brief 1

Contribute to the organisation of, and participate in, a Scottish tourism exhibition in a specific and appropriate overseas market of the candidate's own choice. Candidates should represent an ATB area of their choice.

Note:

For reasons of practicality, brief 1 will work best as a group activity involving all, or the majority of, the candidates in a centre. Mounting such an event requires considerable internal organisation in terms of venue/accommodation within the centre, access to display materials etc. Selection of briefs could therefore be decided after discussion with all candidates.

Brief 2

The candidate works for a tourism consultancy firm which has been commissioned to research the market for a tourism business which is considering marketing overseas. The research should cover 3 overseas countries. As a result of the research, the candidate should select one country that they think the business should target initially. The candidate then makes an oral presentation to the company of the results of the research and makes proposals for a marketing strategy.

Candidates may choose from one of the following company types:

- consortium of country house hotels
- chain of independent hostels/budget accommodation
- consortium of attractions
- an incoming tour operator
- conference organiser
- specialist incentive operator

Brief 3

Company X is a specialist activity operator which is considering marketing overseas. Research appropriate markets for this tourism product and represent the company on a sales trip to an appropriate overseas country in a (simulated) one-to-one sales situation.

Candidates may choose from the following activity holiday types:

- golf
- fishing
- shooting and stalking
- walking/climbing
- any other special interest for which overseas marketing would be appropriate and viable

All briefs

The briefs select types of business likely to invest in overseas marketing. For example, individual visitor attractions are not included although some visitor attraction consortia may be relevant, eg distilleries, castles/historic houses. The briefs specify situations which arise in promoting tourism products to overseas markets.

Each brief will involve the candidates in stages that businesses have to consider when taking marketing decisions, eg:

- considering the product and its marketing mix
- relating the product to its appeal in different markets
- researching overseas markets and marketing opportunities
- interpreting the product for the market
- personal presentation either in a sales/promotion context or making an oral presentation
- producing and/or selecting appropriate support materials*
- displaying/presenting promotional literature/sales material

Note:

* As facilities (and candidate access to these) vary from centre to centre, the emphasis should be on the content and visual effectiveness of promotional materials. Materials produced by candidates for display/presentation (eg headers, labelling, printed itineraries) need not be to professional standards, but should be word processed, accurate and well presented.

4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Overseas Marketing	1.0	D6DL 12 (D0XY 12, 6260077)
The Scottish Tourism Product: An Introduction	1.0	D444 12
Selling the Travel and Tourism Product	1.0	D0VK 12 (5240006)

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

Brief 1 and Brief 3

Unit: The Scottish Tourism Product, An Introduction

1. analyse the appeal of Scotland as a tourist destination
2. identify key geographical and physical features and tourist areas and centres in Scotland
3. explain the nature of the tourism product of major tourist destinations within Scotland
4. advise on the main activity and special interest pursuits enjoyed by visitors to Scotland

Unit: Overseas Marketing

1. outline the rationale for developing overseas marketing activities
3. outline the factors to be considered when making marketing mix decisions for the overseas market

Unit: Selling the Travel and Tourism Product

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

Brief 2

Unit: The Scottish Tourism Product, An Introduction

1. analyse the appeal of Scotland as a tourist destination
2. identify key geographical and physical features and tourist areas and centres in Scotland
3. explain the nature of the tourism product of major tourist destinations within Scotland

Unit: Overseas Marketing

1. outline the rationale for developing overseas marketing activities
3. outline the factors to be considered when making marketing mix decisions for the overseas market

Unit: Selling the Travel and Tourism Product

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

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

5. Subject/occupationally-related knowledge and skills

The Practical Assignment allows candidates to further develop and apply skills in:

- sourcing and applying relevant market research information
- decision making in the context of specific marketing objectives
- personal presentation in one of three contexts:
 - making a presentation
 - manning an exhibition stand
 - making a face-to-face sales call
- personal selling
- merchandising/display techniques
- itinerary/programme planning
- project planning and management

They will also further develop and apply related knowledge of:

- the appeal of Scotland as a tourist destination to overseas visitors
- the nature of the tourism product in a specific area of Scotland and/or appropriate tourist destinations in Scotland for clients with specific requirements/interests
- the market for travel and tourism in a range of overseas countries
- market profiles (eg holiday-taking patterns, preferences)
- the selling process
- merchandising/display techniques
- the practicalities of implementing an overseas marketing campaign

Candidates will benefit from the opportunity to apply their knowledge of the Scottish tourism product and the role of selling and the principles of overseas marketing in an integrated and practical context. Specific applications will allow the candidate to:

- demonstrate ability to apply theory in a practical context
- select market research materials, methods and sources of market intelligence appropriate to tourism businesses
- identify relevant markets for given tourism products or industry sectors
- demonstrate selling skills in an area which the candidate has researched him/herself
- select aspects of the tourism product, marketing and selling most relevant to a given situation
- take advantage of any opportunities which may arise to work with a tourism business on a 'live' project

6. Candidate evidence requirements and allocation of marks

General information

The three stages of the Practical Assignment for all Project-based National Courses at Higher are:

- planning
- developing
- evaluating

Here we describe evidence requirements which apply to each of the three stages of the Practical Assignment for all Project-based National Courses at Higher. Where there are any specific evidence requirements relating to this Course, these are given later in this section.

Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates have, or are taught, the necessary skills to devise their own plan before they start the project.

For the introduction of the plan, candidates should:

- provide a rationale for selecting a particular brief
- interpret the brief
- gather information to clarify the brief
- define the aims and objectives of the Practical Assignment

For the main body of the plan, candidates should:

- identify information sources
- identify materials and resources
- establish timescales for completion of stages of the Practical Assignment

The plan of action should be produced in a supervised environment although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, 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 given to each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, if the level of support and intervention given 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 lecturer is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

Developing

Candidates must provide evidence that:

- testifies to the quality of the hands-on practical activity
- documents the processes underpinning the activity

Specific evidence requirements for this Course are given later in this section.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

Evaluating

Candidates must produce an extended evaluation report which should:

- provide a brief summary of what the assignment was about
- review and update the action plan in the light of experience
- assess the effectiveness of the action plan
- summarise any unforeseen events and how they were handled
- identify knowledge and skills which have been gained and/or developed
- assess the strengths, weaknesses and quality of any hands-on activity
- assess the effectiveness of the research methods used
- determine to what extent the assignment met the original brief

The extended evaluation report should be 1,000 words (or equivalent) at Higher. Candidates may carry out the preparation for the report beforehand.

Candidates at Higher should be allowed up to three hours to complete an extended evaluation (including the summary). This is a generous time allowance and some candidates may require considerably less time — two hours should generally be sufficient.

Candidates should be allowed to take one side of an A4 page of notes (maximum 200 words or equivalent) 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 Practical Assignment for Marketing the Scottish Tourism Product at Higher

This practical assignment is subject to type 1 visiting assessment.

Planning	
Evidence:	Plan of action. 500 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Supervised
Who assesses it?	Centre and SQA*

Developing	
Evidence:	<p>For hands-on activity:</p> <p>Performance evidence according to brief (for exhibition/presentation/simulated sales visit), eg video</p> <p>Checklists for all briefs</p> <p>For processes underpinning the activity:</p> <ul style="list-style-type: none"> • logbook • report <p>(120 marks in total for this stage)</p>
Conditions of National Course assessment:	Supervised
Who assesses it?	<p>Logbook and report</p> <p>Hands-on activity/performance</p> <p>This will be subject to type 1 visiting assessment*</p>

Evaluating	
Evidence	Extended evaluation report — including summary. 1000 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Centre-invigilated
Who assesses it?	Centre and SQA*

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

- * Centres should refer to *Project-based National Courses: procedural guide for centres* for full procedural details of type 1 visiting assessment. Note that plans and evaluation reports for sample of candidates to be sent to SQA for marking.

Specific additional information and requirements

Marketing the Scottish Tourism Product: planning stage

Evidence should include:

- evidence to demonstrate the candidate's understanding of the rationale for, and anticipated benefits of, participation in tourism exhibitions targeting overseas markets, or overseas sales trips or other overseas marketing activities
- identification of tourism organisations/support agencies which would be key contacts for tourism businesses considering overseas marketing activities
- identification of key publications to facilitate the decision making process in targeting appropriate markets

Marketing the Scottish Tourism Product: developing stage

Evidence should include:

Written evidence

- logbook of individual work and progress (this is particularly important where brief 1 is selected and the exhibition is being set up as group project). Copies of any letters written to/from information sources and any promotional items produced for the activity should be appended to the logbook
- a report of 3,000 words to include:
 - a rationale for the selection of the overseas market
 - evidence of research
 - recommendation of an appropriate overseas market/marketing strategy as appropriate to the chosen brief
 - evidence of understanding of the range of marketing techniques and activities used by businesses marketing Scottish tourism products overseas
 - evidence to demonstrate understanding of the promotional year in terms of appropriate timing of events
 - draft itinerary for a three day familiarisation visit for potential clients as appropriate to the chosen brief, to be used as a sample during the exhibition/presentation/sales visit
 - a bibliography and acknowledgements showing sources referred to in carrying out the research for the project

10 marks

60 marks

While much of the evidence will be generated independently, writing up should be carried out under supervision. Three hours should be allowed for final writing up of reports, and candidates should have access to their notes and other information sources in the course of their research.

Performance evidence

In accordance with the selected brief, this will be either:

- participation in all aspects of a tourism exhibition
or
- a formal presentation of research findings and marketing proposals
or
- simulation of a sales visit to an overseas travel organiser

50 marks

Total for development stage: 120 marks

In each case, evidence must be presented of the candidate's ability to select, produce and present sales promotional and merchandising/display materials appropriate to the chosen brief.

Personal presentation at events should demonstrate appreciation of the standards accepted in the industry, in terms of mode of dress, personal grooming and interpersonal skills.

Candidate evidence should be recorded using checklists. It may be appropriate to produce video evidence of the performance for each brief or for the activity to be assessed via video conferencing for briefs 2 and 3 (presentation and sales situation).

Timing

Brief 1

The exhibition will require setting-up time. The duration of the exhibition can vary from centre to centre. However, each candidate will be expected to man their stand throughout and be assessed in their role representing their area for a maximum of 15 minutes.

In addition, candidates will be questioned for approximately five minutes on the process of researching and managing the practical assignment and on their use of resources and materials.

Brief 2

Presentations should be before an audience (minimum four) who may be fellow candidates, teachers, lecturers, industry representatives etc. The presentation should be between 10 to 15 minutes plus five minutes question and answer.

In addition candidates will be questioned for approximately five minutes on the process of researching and managing the Practical Assignment and on their use of resources and materials.

Brief 3

Candidates will be assessed in a simulated one-to-one sales situation. The assessor may take the role of the travel organiser being called on or another subject specialist may take this role, with the assessor observing the situation. Assessments will last for approximately 15 minutes.

In addition, candidates will be questioned for approximately five minutes on the process of researching and managing the Practical Assignment and on their use of resources and materials.

All briefs:

Approximately three hours in writing up written reports in the development stage as specified on the previous page.

Marketing the Scottish Tourism Product: evaluating stage

Candidates should provide evidence as specified earlier in this section.

40 marks

7. Marking and grading for Practical Assignments with visiting assessment

The assessment evidence for this Practical Assignment is subject to visiting assessment by SQA. Centres are strongly advised to read *Project-based National Courses: procedural guide for centres* for further information about the processes and procedures for visiting assessment.

Visiting assessors will be trained by SQA to apply national standards. As candidate evidence becomes available, exemplars will be issued to centres as guidance.

Centres must mark all three stages of the Practical Assignment for each individual candidate and decide on the mark, band and grade they think should be given to that candidate. SQA will provide detailed marking instructions for centres. The SQA visiting assessor will mark all three stages for a sample of candidates

As the Practical Assignment will be marked by centres, centres do not need to provide estimates for Practical Assignments with visiting assessment. Nor should there normally be any need for appeals, as the SQA visiting assessor and the centre should have negotiated and resolved any differences of opinion during the visiting assessment process.

The internal assessor uses the same processes for deciding on marks, grades and bands as any SQA visiting assessor. The final assessment decision must be based on accurate assessment of all the available candidate evidence. No candidate will be certificated for these Practical Assignments until the assessment decision is in line with national standards.

The total mark for the Practical Assignment is 200 (this makes it easier to discriminate effectively between performances of candidates across the three stages of the assessment). These marks will be allocated as follows in *Table A*.

Table A

Practical Assignment Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluating	Extended evaluation report	40

SQA will provide detailed marking instructions in addition to the information given earlier in this specification. SQA will also provide a form (Attendance Register, Form Ex 6) for submission of marks.

The internal assessors must:

- Mark each stage of the project using the marking instructions provided by the SQA.
- Maintain a detailed record of the marks given for each of the three stages (for internal moderation purposes and for SQA visiting assessor).
- Add the marks for each stage for the candidate to give a total mark out of 200.
- Divide that total mark by 2 to give a percentage.
- Convert the overall % mark for each candidate into a grade and band using *Table B*.

Table B

% Mark range	Grade	Band
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	Fail (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- Check the grade given to candidate against the grade descriptions given in *Table C*, using the grade descriptions as a touchstone. The final grade should reflect the grade descriptions.
- Provide marks, bands and grades for each candidate.

Although it is possible for a candidate to be given a band 7, 8 or 9 which would be classified as ‘fail’, this would not appear on the certificate. If a band 7 is given the centre should ensure that it gives feedback to the candidate for remediation purposes.

Grade Descriptions for a Practical Assignment at Higher

Table C

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

Additional information for grade descriptions for Marketing the Scottish Tourism Product

The following will also be taken into account in grading this external assessment.

Content:

Subject/occupational expertise in terms of identifying and analysing target markets; devising appropriate programmes for specific target markets; proposing appropriate strategies for selected overseas markets.

Presentation:

Personal presentation at events should demonstrate appreciation of the standards accepted in industry, in terms of mode of dress, personal grooming and interpersonal skills.

Internal moderation

The internal moderator should:

- Oversee the internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should normally be a specialist in the subject. (It may be helpful in the first few years of these Project-based National Courses to do a cross-subject moderation of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal moderation is however not mandatory.)
- Ensure that all candidates have been fairly treated. For example, some candidates may have produced more fully integrated projects than others, but have similar overall marks/bands; this may lead to a reconsideration of marking of the individual components for some candidates.
- Oversee the finalisation of marks, bands and grades and submission of candidate evidence for sample candidates.

Note:

See *Guide to Assessment and Quality Assurance for Colleges of Further Education* or *Guide to Assessment and Quality Assurance for Secondary Schools*, SQA October 2001 for further information relating to internal moderation. A guide to good practice for internal moderation is also under development.

Submitting candidate evidence to SQA

Specific information on this part of the process is available to centres in *Project-based National Courses: procedural guide for centres*. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for this Practical Assignment for a sample of candidates:

- plan of action
- extended evaluation report

Note:

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

8. Ensuring evidence is authentic

The following methods should be used to ensure that the evidence produced by a given candidate is all their own work. These methods are for use outwith any situation where the candidate's work will be produced under supervised or invigilated conditions already stipulated by the SQA (eg the plan of action and the evaluation):

Development stage

- the logbook should document the candidate's work and progress throughout the assignment and should be verified and signed by the candidate's tutor at agreed intervals. The logbook should be accompanied by copies of any letters to/from information sources etc
- supervised writing-up of the written report relating to the development stage of the practical assignment
- questioning in-situ during the activity

9. Investigating tools

Candidates may find it helpful to make use of the following information sources during the Practical Assignment:

Information sources

- materials and resources used in Unit delivery
- relevant internet websites, eg www.world-tourism.org, www.staruk.org.uk , www.tourismtrade.org.uk
- *Opportunity Scotland (Overseas)*, visitscotland — a guide to overseas marketing opportunities
- market profiles — the British Tourist Authority (BTA) produce a range of free information sheets giving short market profiles of a range of overseas countries and covering topics such as holiday taking patterns, holiday preferences, average spend etc. Contact the library at BTA
- promotional materials — flyers, posters etc. Examples of print produced specifically for overseas travel trade/visitors would be helpful
- CD-ROMs, eg *Talkabout Scotland*
- exhibitions — field trips to tourism exhibitions if possible and feasible, to observe stands, customer contact, personal selling etc
- speaker from a tourism organisation/business which engages in overseas marketing for input on marketing decision making, research, communications, personal selling, making a sales trip, manning a stand etc
- candidates might find it helpful to review/consolidate learning by referring to some specific sections in texts, eg:
 - *Leisure and Tourism*, Kemp & Pearson
 - *Leisure & Tourism*, Youell
 - *Marketing in Travel and Tourism*, Middleton
 - *Tourism Marketing*, Holloway and Robinson

Accessing information

Personal visits to:

- information centres
- organisations such as local Area Tourist Board, visitscotland research library, companies in the chosen sector. Such visits should be co-ordinated by the project tutor/candidates and objectives agreed in advance with the organisation concerned.

Communication with individuals and agencies such as:

- meetings/interviews with practitioners in the selected tourism sector
- letters/email to relevant organisations, eg visitscotland, BTA

The methods of research may need to be discussed and agreed with the teacher/lecturer. Candidates should be realistic in the demands they may make on those they approach for information; guidance from the teacher/lecturer may be needed in this area. Centres should be aware of the need to be sensitive to the negative as well as the positive effects that telephone calls, requests for material, 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 for each individual to make a personal approach to an organisation or individual. However, the final decision on the most suitable approach lies with candidates and their lecturers.

References supplied by candidates

Please note that it is legitimate for candidates to quote from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, DE, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No17*, 1988, pp4-10.

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

It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.

10. Materials and resources

Candidates are expected to select from materials and resources as appropriate:

- see Section 9 for suggestions

11. Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other Project-based Courses, follows the planning/developing/evaluating cycle. As a result of this it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.