



## **Group Award Specification for:**

**National Progression Award (NPA) in Travel and  
Tourism**

**Group Award Code: GR8D 46**

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# 1 Introduction

The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

Tourism is a major employer and revenue earner of importance to the Scottish economy. It is truly national and international with opportunities in every area of the UK. It covers a wide range of businesses of all sizes from micro businesses in the remotest parts of the country to major economic hubs such as airports. The provision of qualifications in travel and tourism directly responds to the needs of the industry for a well-trained workforce who can identify and meet the needs of visitors.

Included within the qualification structure for the National Progression Award (NPA) are skills both specific to travel and tourism but also transferable including customer care, skills for employment and marketing, and although sector specific the general theory can be applied to other industries. The qualification sits within a suite of SQA qualifications in Travel and Tourism from SCQF levels 4–8 and alongside related sectors in hospitality and events.

Target groups for the qualification include young people interested in pursuing a career in the sector to more mature learners seeking to formalise relevant prior experience, upskill or retrain.

Possible areas of employment include:

- ◆ Airports
- ◆ Airlines
- ◆ Shipping, ferry and cruise companies
- ◆ Car rental firms, coach companies
- ◆ Tourist boards, tourist information centres
- ◆ Visitor attractions
- ◆ Guiding
- ◆ Accommodation providers
- ◆ Travel agencies and
- ◆ Tour operating firms (domestic, inbound and outbound)

## 2 Qualification structure

This group award is made up of 4 SQA unit credits. It comprises 24 SCQF credit points of which 18 are at SCQF level 6. A mapping of Core Skills development opportunities is available in section 5.3.

### 2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
<b>Mandatory section: 1 credit required</b>					
H90R	46	<a href="#">Travel and Tourism in the UK</a>	1	6	6
<b>Options section: 3 credits required. At least 2 credits must be at SCQF level 6</b>					
H90V	46	<a href="#">Sustainable Practices in Travel and Tourism</a>	1	6	6
F3P7	12	<a href="#">Working as Air Cabin Crew</a>	1	6	6
F3P8	12	<a href="#">Airport Ground Operations</a>	1	6	6
H90L	46	<a href="#">Leisure and Business Tourist Destinations</a>	1	6	6
H0BE	12	<a href="#">Activity Tourism: Developing Skills for Organising Activities</a>	2	12	6
H1SC	12	<a href="#">Heritage Industry in Scotland</a>	1	6	6
DM4T	12	<a href="#">The Scottish Tourism Product: An Introduction</a>	1	6	6
F3PB	12	<a href="#">Travel Industry: An Introduction</a>	1	6	6
F3P9	12	<a href="#">Selling the Travel and Tourism Product</a>	1	6	6
H90M	46	<a href="#">Travel Products and Services</a>	1	6	6
DM4R	12	<a href="#">Marketing in Travel and Tourism: An Introduction</a>	1	6	6
H90T	45	<a href="#">Sustainable Travel and Tourism: An Introduction</a>	1	6	5
F3PM	11	<a href="#">Working as Air Cabin Crew: An Introduction</a>	1	6	5
F3PK	11	<a href="#">Tour Guiding: An Introduction</a>	1	6	5
F3PH	11	<a href="#">Resort Representation: An Introduction</a>	1	6	5
F38X	11	<a href="#">Skills for Customer Care</a>	1	6	5
H90P	45	<a href="#">Accommodation and Package Holidays</a>	1	6	5
HF88	45	<a href="#">Work Placement</a>	1	6	5
F3PL	11	Or <a href="#">Travel and Tourism: Enhancing Skills for Employment</a>	1	6	5

## 3 Aims of the qualification

The main aim of the National Progression Award (NPA) in Travel and Tourism is to provide a small, flexible qualification that supports a broad range of learners wishing to enter or progress into entry-level employment in the sector or to progress to further and higher education. The NPA is also an entry point for some learners who could progress from school to the National Certificates in Travel Tourism, HNC/HND in Travel and Tourism and onto relevant degree programmes.

### 3.1 General aims of the qualification

- 1 Provide the learner with the skills and knowledge required to progress in employment, training and/or study.
- 2 Provide the learner with a recognised, relevant and up-to-date qualification.
- 3 To enable progression within the SCQF.
- 4 Develop the transferrable skills required to progress in employment.
- 5 Motivate learners to develop a positive attitude to their own learning.

### 3.2 Specific aims of the qualification

- 1 Develop a detailed knowledge of the travel and tourism industry at a national level.
- 2 Develop knowledge of the travel and tourism industry and its impact at a local level.
- 3 Gain an awareness of current trends and practices in travel and tourism.
- 4 Provide the opportunity to study units covering key broad areas relevant to the sector for example sustainable practices/customer care/marketing/destinations knowledge/employability skills and those relevant to specific sectors, for example retail travel, airline operations, activity tourism, guiding.
- 5 Provide progression to the National Certificates in Travel and Tourism at SCQF level 5/6

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ English at National 5 (SCQF level 5) or above
- ◆ Travel and Tourism units at SCQF level 5
- ◆ Social Subject at National 5 (SCQF level 5) or above
- ◆ Relevant work/life experience

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	5	Communicating with customers, role-play activities, presenting information
Numeracy	4	Costings and calculations for customers
Information and Communication Technology (ICT)	4	Using internet to research destinations, using suitable ICT packages to build portfolio of evidence
Problem Solving	4	Resolving customer complaints
Working with Others	4	Interact with team members in a positive manner

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to units

Code	Unit title	Aims (Specific)				
		1	2	3	4	5
H90R 46	Travel and Tourism in the UK		X	X		X
H90V 46	Sustainable Practices in Travel and Tourism			X	X	X
DM4R 12	Marketing in Travel and Tourism: An Introduction			X	X	X
F38X 11	Skills for Customer Care				X	X
F3P7 12	Working as Air Cabin Crew				X	X
F3P8 12	Airport Ground Operations				X	X
H90L 46	Leisure and Business Tourist Destinations				X	X
H0BE 12	Activity Tourism: Developing Skills for Organising Activities				X	X
H1SC 12	Heritage Industry in Scotland	X			X	X
DM4T12	The Scottish Tourism Product: An Introduction	X			X	X
F3PB 12	Travel Industry: An Introduction	X			X	X
F3P9 12	Selling the Travel and Tourism Product				X	X
H90T 45	Sustainable Travel and Tourism: An Introduction			X	X	X
F3PM 11	Working as Air Cabin Crew: An Introduction				X	X
F3PK 11	Tour Guiding: An Introduction				X	X
F3PH 11	Resort Representation: An Introduction				X	X
H90P 45	Accommodation and Package Holidays				X	X
HF88 45	Work Placement			X	X	X
F3PL 11	Travel and Tourism: Enhancing Skills for Employment			X	X	X
H90M 46	Travel Products and Services				X	X

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

National Occupational Standards (NOS) describe the performance required of an individual for an occupation in the workplace. They are developed for employers by employers through the relevant standards setting body. NOS have different uses, and for example, employers can use them to develop job specifications or in-house training programmes. One of the main applications of NOS is to inform the development and content of qualifications. The content of the NPA broadly align to a range of the National Occupational Standards (NOS) in travel services outlined below.

Code	Unit title	National Occupational Standard	National Occupational Standard Code
DM4R 12	Marketing in Travel and Tourism: An Introduction	Set up and maintain promotional displays	PPLTT05
F38X 11	Skills for Customer Care	Monitor and solve repeated customer service problems	PPLTT24
F3P7 12	Working as Air Cabin Crew	Ensure the health and safety of air passengers Provide assistance, advice and information to ensure the comfort of passengers Provide and sell products on board aircraft	GSKCC01 PPLCC08 GSKCC04
F3P8 12	Airport Ground Operations	Check in aviation passengers and baggage Handle reports of lost or damaged baggage	PPLAOG23 PPLAOG25
F3PL 11	Travel and Tourism: Enhancing Skills for Employment	Develop and maintain your effectiveness at work	PPL TT10
H90L 46	Leisure and Business Tourist Destinations	Research travel and destination information	PPL TT08
F3PM 11	Working as Air Cabin Crew: An Introduction	Provide assistance, advice and information to ensure the comfort of passengers Deliver quality customer service to airline passengers Provide a trolley Service on board an aircraft Serve drinks on board an aircraft	PPLCC08 GSKCC01 PPLCC20 PPLCC21



<b>Code</b>	<b>Unit title</b>	<b>National Occupational Standard</b>	<b>National Occupational Standard Code</b>
H90P 45	Accommodation and Package Holidays	Help customers to choose and book travel services Arrange travel itineraries Identify and provide travel and tourism related information and advice Arrange travel itineraries	PPLTT19 PPLTT14 PPLTT20
H90M 46	Travel Products and Services	Help customers to choose and book travel services Identify and provide travel and tourism related information and advice Arrange travel itineraries	PPLTT19 PPLTT14 PPLTT20
F3P9 12	Selling the Travel and Tourism Product	Sell tourism-related products and services	PPLTT13
F3PK 11	Tour Guiding: An Introduction	Identify and provide travel and tourism related information and advice Research travel and destination information Make sure your own actions reduce risks to health and safety	PPLTT14 PPL TT08 PPL TT07
F3PH 11	Resort Representation: An Introduction	Identify and provide travel and tourism related information and advice Research travel and destination information Sell tourism-related products and services Make sure your own actions reduce risks to health and safety	PPLTT14 PPL TT08 PPLTT13 PPLTT07

### 5.3 Mapping of Core Skills development opportunities across the qualification

The following grid indicates Core Skills coverage across the NPA: E = embedded within the unit, which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate. S = signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		W (R)	W (W)	O	UN	UGI	AI	PCI	CT	PO	RE	WCO	RCC
H90R 46	Travel and Tourism in the UK	S	S	S			S	S	S	S		S	
H90V 46	Sustainable Practices in Travel and Tourism	S	S	S		S	S	S	E	S	S		
DM4R 12	Marketing in Travel and Tourism: An Introduction								E				
F38X 11	Skills for Customer Care	S	S	S					S	S	S		
F3P7 12	Working as Air Cabin Crew			S								S	S
F3P8 12	Airport Ground Operations			S								S	S
H90L 46	Leisure and Business Tourist Destinations	S	S	S			S	S	E	E			
H0BE 12	Activity Tourism: Developing Skills for Organising Activities	S	S	S	S			S		E		S	
H1SC 12	Heritage Industry in Scotland	S	S	S			S	S	E			S	S
DM4T12	The Scottish Tourism Product: An Introduction								E				
F3PB 12	Travel Industry: An Introduction	S	S	S									
F3P9 12	Selling the Travel and Tourism Product	S	S	S	S		S	S	S	S		S	

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		W (R)	W (W)	O	UN	UGI	AI	PCI	CT	PO	RE	WCO	RCC
H90M 46	Travel Products and Services	S	S	S	S		E	S	E	S		S	
H90T 45	Sustainable Travel and Tourism: An Introduction	S	S	S		S	S	S	S	S	S	S	
F3PL 11	Travel and Tourism: Enhancing Skills for Employment	S	S	S								S	S
F3PM 11	Working as Air Cabin Crew: An Introduction			S								S	S
F3PK 11	Tour Guiding: An Introduction			S			S	S	S	S		S	S
F3PH 11	Resort Representation: An Introduction	S	S	S								S	S
H90P 45	Accommodation and Package Holidays	S			S	S	S	S	S	S			
HF88 45	Work Placement	S	S	S	S		S	S	E	E	E	E	E

**Key:**

<b>Communication:</b>	W (R) = Written (Reading)	W (W) = Written (Writing)	O = Oral
<b>Numeracy:</b>	UN = Using Number	UGI = Using Graphical Information	
<b>ICT:</b>	AI = Accessing Information	PCI: Providing/Creating Information	
<b>Problem Solving:</b>	CT = Critical Thinking	PO = Planning and Organising	RE = Reviewing and Evaluating
<b>Working with Others</b>	WCO = Working Co-operatively with Others	RCC = Reviewing Co-operative Contribution	

## 5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Travel and Tourism in the UK	A closed-book multiple choice or short answer tests	Case study, open-book conditions	A closed-book multiple choice or short answer tests	
Sustainable Practices in Travel and Tourism	Report or oral presentation under open-book conditions	Report or oral presentation under open-book conditions	Report or Oral presentation under open-book conditions	
Marketing in Travel and Tourism: An Introduction	Folio, open-book conditions	Folio, open-book conditions	Folio, open-book conditions	
Skills for Customer Care	Restricted response questions. open-book controlled conditions	Practical activity, observation checklist open-book controlled conditions.	Practical activity, observation checklist open-book controlled conditions.	Restricted response questions. open-book controlled conditions
Working as Air Cabin Crew	Practical activity, controlled, supervised conditions	Written or oral short answer, controlled, supervised conditions	Practical activity, controlled, supervised conditions	
Airport Ground Operations	Practical activity, controlled, supervised conditions	Written or oral short answer closed-book test	Practical activity, controlled, supervised conditions	
Leisure and Business Tourist Destinations	Questioning, closed-book, supervised conditions	Development of business itinerary and leisure tour programme, open-book conditions	Development of business itinerary and leisure tour programme, open-book conditions	
Activity Tourism: Developing Skills for Organising Activities	Folio, open-book conditions	Folio, open-book conditions	Practical activity, observation checklist open-book controlled conditions.	Folio, open-book conditions
Heritage Industry in Scotland	Report or oral presentation under	Folio, open-book conditions	Folio, open-book conditions	Folio, open-book conditions

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
	supervised closed-book conditions			
The Scottish Tourism Product: An Introduction	Short answer/restricted response questions, closed-book, supervised conditions	Case study, open-book assessment completed under supervised conditions	Case study, open-book assessment completed under supervised conditions	
Travel Industry: An Introduction	Restricted response questions. closed-book controlled conditions	Report or oral presentation under open-book conditions	Report or Oral presentation under open-book conditions	
Selling the Travel and Tourism Product	Restricted response questions	Role-play	Case study	
Travel Products and Services	Practical exercise, supervised, controlled conditions	Practical exercise, supervised, controlled conditions	Practical exercise, supervised, controlled conditions	
Sustainable Travel and Tourism: An Introduction	Short answer and restricted response questions under closed-book supervised conditions	Short answer and restricted response questions under closed-book supervised conditions	Brochure, presentation, open-book conditions	
Travel and Tourism: Enhancing Skills for Employment	Open-book learner record	Role-play	Open-book learner evaluation	
Working as Air Cabin Crew: An Introduction	Written or oral short answer closed-book test	Practical exercise, supervised controlled conditions	Practical exercise, supervised controlled conditions	
Tour Guiding: An Introduction	Task or short-answer (written or oral) closed-book test	Performance evidence, supervised, controlled conditions	Performance evidence, supervised, controlled conditions	
Resort Representation: An Introduction	Written or oral short answer closed-book test	Written scripts and short-answer questions supervised, controlled conditions	Tutor observation, supervised controlled conditions	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Accommodation and Package Holidays	Practical exercise, supervised controlled conditions	Practical exercise, supervised controlled conditions		
Work Placement	Open-book learner record	Open-book learner record	Open-book learner evaluation	

## 6 Guidance on approaches to delivery and assessment

Given the flexibility of the choice in the structure of these awards it is not possible, nor desirable, to have one overall approach to delivery. However, while the delivery is at the discretion of individual centres, it is suggested that when considering the approach to delivery and the framework and choice of optional units centres should take account of:

- ◆ The individual learner
- ◆ Required criteria laid down by other bodies for learner entry
- ◆ Requirements for employment
- ◆ The breadth of the sector — centres are encouraged to ensure that there is good coverage of the different sub sectors of the industry in the delivery of the qualifications.

Each individual unit specification gives detailed information on the evidence requirements and approaches to assessment for each unit and gives suggestions on different approaches to delivery.

Learning and teaching approaches could also include lectures, role-play, simulated workplace environments, individual and group work reinforced by handouts and worksheets which should incorporate problem-solving exercises. Delivery should maximise use of up-to-date travel and tourism materials (maps, brochures, guidebooks, trade publications, web based resources) and extensive use of visual material (DVD/video, images, photography, virtual/augmented reality tours etc.

Since a major part of the travel and tourism industry uses ICT and the internet daily, it is highly advisable that learners should be encouraged to use and become familiar with a wide range of sources and resources, including IT programmes.

It is recommended that suitably qualified staff with recent and relevant occupational experience deliver these awards to ensure that learning and teaching is linked to the workplace.

### 6.1 Sequencing/integration of units

Sequencing of the delivery of units will vary from centre to centre according to the programme of units offered. Some examples illustrating the possible sequencing of units for typical programmes at each level are outlined below:

#### Example 1 — Broad underpinning programme

[Travel and Tourism in the UK](#)  
[Sustainable Practices in Travel and Tourism](#)  
[Marketing in Travel and Tourism: An Introduction](#)  
[Skills for Customer Care](#)

#### Example 2 — Travel focus

[Travel and Tourism in the UK](#)  
[Selling the Travel and Tourism Product](#)  
[Leisure and Business Tourist Destinations](#)  
[Travel Products and Services](#)

**Example 3— Travel focus**

[Travel and Tourism in the UK](#)  
[Leisure and Business Tourist Destinations](#)  
[Travel Products and Services](#)  
[Travel and Tourism: Enhancing Skills for Employment](#)

**Example 4 — Travel focus**

[Travel and Tourism in the UK](#)  
[Leisure and Business Tourist Destinations](#)  
[Selling the Travel and Tourism Product](#)

[Travel Products and Services](#)

or

[Accommodation and Package Holidays](#)

**Example 5 — Cabin Crew**

[Travel and Tourism in the UK](#)  
[Working as Air Cabin Crew: An Introduction](#)  
[Working as Air Cabin Crew](#)  
[Leisure and Business Tourist Destinations](#)

**Example 6 — Aviation**

[Travel and Tourism in the UK](#)  
[Airport Ground Operations](#)  
[Working as Air Cabin Crew](#)  
[Skills for Customer Care](#)

**Example 7— Tourism focus**

[Travel and Tourism in the UK](#)  
[Sustainable Practices in Travel and Tourism](#)  
[The Scottish Tourism Product: An Introduction](#)  
[Skills for Customer Care](#)

**Example 8 — Tourism focus**

[Travel and Tourism in the UK](#)  
[The Scottish Tourism Product: An Introduction](#)  
[Tour Guiding: An Introduction](#)  
[Skills for Customer Care](#)

**Example 9 — Tourism focus**

[Travel and Tourism in the UK](#)  
[Tour Guiding: An Introduction](#)  
[Heritage Industry in Scotland](#)  
[The Scottish Tourism Product: An Introduction](#)

**Example 10 — Tourism focus**

[Travel and Tourism in the UK](#)  
[Sustainable Practices in Travel and Tourism](#)  
[Activity Tourism: Developing Skills for Organising Activities](#)



There is scope to integrate across units, examples include: Skills for Customer Care with practical units such as cabin crew, tour guiding, resort representation and airport ground operations. Likewise, there are opportunities for integration between Selling the Travel and Tourism Product, Leisure and Business Tourist Destinations, Travel Products and Services and Accommodation and Package Holidays.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

## 6.3 Opportunities for e-assessment

The design for some units in the award requires that evidence of knowledge and understanding of key concepts and processes is obtained through a written test. This assessment process is therefore amenable to on-line assessment (or e-assessment) and centres are encouraged to adopt this approach wherever possible, e-portfolios, blogs, wikis, social media, video diaries, etc can be used for the reflective, evaluative and contextual Outcomes of the qualification. In cases where performance and product evidence is required, the usual checklists and pro forma could be substituted by electronic versions with a learner's product(s) and progress reports stored in the form of an e-portfolio. As this technology develops centres are encouraged to adopt any such arrangements that SQA may put in place for securing and authenticating this evidence.

## 6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

## 6.5 Resource requirements

The NPA includes specialist vocational units and centres will require access to relevant expertise and resources. Good access to ICT generally is required and for a number of units in retail travel where access to relevant software to simulate booking and ticketing activities would be beneficial.

It is essential that delivery takes account of current industry requirements. Simulated environments for several practical units would be beneficial for example, for cabin crew units, practical sessions should take place in a mock aircraft cabin. However, a classroom set up using chairs in an aircraft-seating configuration would suffice. A set of safety demonstration equipment comprising of a seat belt, life jacket, oxygen mask and safety card is necessary. Access to an airline service cart would be desirable although a tiered trolley would be a useful substitute. For airport ground operations, where possible, a check-in and boarding area should be created, where working practice can be simulated.

## 7 General information for centres

### Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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).

### Internal and external verification

All assessments used within this qualification should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

<b>Version Number</b>	<b>Description</b>	<b>Date</b>

## Acknowledgement

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

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## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The National Progression Award (NPA) in Travel and Tourism is designed to provide progression onto the National Certificates in Travel and Tourism at SCQF level 5 and 6.

It is typically offered in colleges or via school/college partnerships and is suitable for a wide range of learners including senior school pupils/leavers and adult returners. For entry to the NPA in Travel and Tourism it would be an advantage to have appropriate experience or qualifications, such as:

- ◆ English at National 5 (SCQF level 5) or above
- ◆ Travel and Tourism units at SCQF level 5
- ◆ Social Subject at National 5 (SCQF level 5) or above
- ◆ Relevant work/life experience

Tourism is a major employer and revenue earner of increasing importance to the Scottish economy. The provision of qualifications in travel and tourism directly responds to the needs of the industry for a well-trained workforce who can identify and meet the needs of visitors.

Possible areas of employment include:

- ◆ Airports
- ◆ Airlines
- ◆ Shipping, ferry and cruise companies
- ◆ Car rental firms, coach companies
- ◆ Tourist boards, tourist information centres
- ◆ Visitor attractions
- ◆ Guiding
- ◆ Accommodation providers
- ◆ Travel agencies and
- ◆ Tour operating firms (domestic, inbound and outbound)

The qualification is flexible in design with a single mandatory unit where you will gain an understanding of the travel and tourism sector in the UK. The NPA has a wide range of optional units that provide either a broad set of knowledge and skills suitable for the industry or you can focus on more specialist subsectors such as retail travel, cabin crew work, tour guiding, heritage tourism, etc.

The units are assessed in a variety of ways, for example by role-plays, practical activities, folio building, short answer/multiple choice questions. Some centres may offer e-assessment and most will include external visits and observation of good practice by industry providers.

The NPA also offers the opportunity for learners to progress to the National Certificates in Travel and Tourism and from there onto an HNC/HND in Travel and Tourism and relevant Degree programmes.