



Higher National Unit specification

General information

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Unit code: DK02 35

Superclass: NK

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Unit purpose

This Unit is designed to enable learners to understand the concept of planning and sustainable development in tourism. It examines sources of funding for tourism development in the UK. Taking account of the need to adopt policies, strategies and practices within planning, learners will consider the sustainable use of natural and built resources, and the economic and socio-cultural well-being of the local community.

This Unit is relevant to anyone working in, or interested in working, in the tourism industry as it gives them an understanding of planning systems and a vital insight into both positive and negative impacts arising from tourism development.

This is a mandatory Unit in the HND Travel and Tourism Group Award.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Investigate sources of funding available for tourism development in the UK.
- 2 Explain the tourism development planning process.
- 3 Analyse the concept of sustainability and its application within tourism planning and development.
- 4 Comment on the positive and negative impacts of tourism development and suggest sustainable solutions.
- 5 Analyse the tourism industry's response to current sustainability issues.

Higher National Unit specification: General information (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

Learners should have good communication skills. This may be demonstrated by the achievement of Core Skills in *Communication* at SCQF level 6, the National Course in English at SCQF level 6, an appropriate HN Communication Unit at SCQF level 7 or equivalent.

It is not necessary for learners to have prior knowledge of the subject area, although it would be beneficial if they had completed the Unit *Sustainable Practices in Travel and Tourism* at SCQF level 6. A basic understanding of the tourism planning system would also be useful; this may be demonstrated by the achievement of the HN Unit *Structure of the Travel and Tourism Industry* at SCQF level 7. It would also be useful for learners to have achieved the HN Unit *Applying Marketing Principles in Travel and Tourism* at SCQF level 7.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Higher National Unit specification: Statement of standards

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate sources of funding available for tourism development in the UK.

Knowledge and/or Skills

- ◆ Sources of funding tourism development by both private and public sectors, including direct and indirect support
- ◆ Public sector funding available from the various organisations involved in Scottish tourism
- ◆ European funding opportunities for UK developments
- ◆ Private sector funding for tourism development
- ◆ Voluntary sector funding for tourism development

Outcome 2

Explain the tourism development planning process.

Knowledge and/or Skills

- ◆ Objectives of the planning system in the UK, with particular reference to Scotland
- ◆ Different types of tourism development
- ◆ The different stages involved in the tourism development planning process
- ◆ Legislation relating to different types of applications and plans

Outcome 3

Analyse the concept of sustainability and its application within tourism planning and development.

Knowledge and/or Skills

- ◆ The concept of sustainability
- ◆ Interdependent relationships between the physical and socio-cultural environment and tourism
- ◆ Global issues and problems due to unsustainable development practices
- ◆ Current theories and principles of sustainable tourism development

Higher National Unit specification: Statement of standards (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Outcome 4

Comment on the positive and negative impacts of tourism development and suggest sustainable solutions.

Knowledge and/or Skills

- ◆ Current environmental impacts associated with tourism development
- ◆ Current socio-cultural impacts associated with tourism development
- ◆ Current economic impacts associated with tourism development
- ◆ The importance of protecting ecosystems and biodiversity
- ◆ Visitor management techniques used to overcome or minimise negative impacts from tourism development

Outcome 5

Analyse the tourism industry's response to current sustainability issues.

Knowledge and/or Skills

- ◆ Sustainable tourism accreditation schemes
- ◆ Sustainable tourism business practices
- ◆ The role of tourism organisations in effective promotion of environmental responsibilities
- ◆ Education on sustainable practice for tourism suppliers, tour operators and visitors

Higher National Unit specification: Statement of standards (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

For Outcome 1:

- ◆ Describe the various sources of funding available to support tourism development (this should include examples from public, private, voluntary and European organisations).
- ◆ Explain the difference between direct and indirect funding.
- ◆ Recommend appropriate sources of funding for selected tourism developments.
- ◆ Identify a minimum of one advantage and a minimum of one disadvantage of the following sources of funding:
 - Public sector organisations
 - Voluntary sector organisations
 - European Union

For Outcome 2:

- ◆ Explain the objectives of the planning system in the UK, with particular reference to Scotland.
- ◆ Identify the legislation involved within the different types of applications and plans.
- ◆ Describe the different stages of the planning process for tourism developments.

For Outcome 3:

- ◆ Explain the concept of sustainability.
- ◆ Analyse the inter-dependence of tourism and the economic, social, cultural and physical environments.
- ◆ Explain the fragility of the natural, built and cultural resources that tourism depends on and the need to preserve these.
- ◆ Refer to relevant reports, policies and strategies.

For Outcome 4:

- ◆ Evaluate the current economic, socio-cultural and environmental impacts of tourism development and activities.
- ◆ Discuss the importance of protecting ecosystems and biodiversity.
- ◆ Identify examples of impacts that can occur both during the tourism development stages and after development has been completed.
- ◆ Describe visitor management techniques used to overcome or minimise negative impacts from tourism development.

Higher National Unit specification: Statement of standards (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

For Outcome 5:

- ◆ Identify four key sustainable tourism accreditation schemes and explain the criteria for membership.
- ◆ Identify two tourism organisations from different sectors and analyse how they promote their environmental responsibilities.
- ◆ Describe methods that could be used to educate tourism suppliers, tour operators and visitors on sustainable practice.
- ◆ Explain ways in which tourism organisations could encourage staff and visitors to adopt sustainable practices.



Higher National Unit Support Notes

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this Unit

The Unit is primarily intended to give the learners an understanding of the concept of planning and sustainable development in tourism. It examines sources of funding for tourism development in the UK, as well as taking account of the need to adopt policies, strategies and practices within planning, that take account of the sustainable use of natural and built resources, and the economic and socio-cultural well-being of the local community.

This Unit is relevant for those working in, or interested in working in, the tourism industry as it gives them a vital insight into what damage can be done if sustainable principles are not adopted in tourism planning, development and management. It also introduces learners to possible solutions for existing tourism development problems.

The Unit would be of benefit to learners intending to progress to the third year of a tourism degree. In particular, this Unit provides a basis for further study in topics such as heritage and the environment, tourism planning and development and environmental management.

In Outcome 1 learners should be introduced to the various sources of funding available to support different types of tourism developments across the UK. This should give the learners the knowledge to be able to recommend appropriate sources of finance for selected tourism development(s). Learners should be made aware of:

- ◆ The roles of public sector organisations such as Scottish Enterprise, Local Authorities, Scottish Natural Heritage, Historic Scotland, Museum Galleries Scotland, Creative Scotland, VisitScotland, etc in the funding process for tourism development: highlighting the interest of these organisations in the economic, social and/or environmental improvements that may be obtained from tourism development projects. The form that the funding takes, ie in the form of grants or loans, provision of infrastructure or superstructure, training sponsorship, rent free premises, tax concessions, assistance with marketing, market research.
- ◆ Sources of funding available for private sector tourism developments including venture capital, grants and loans from public sector funding organisations, membership fees, bank loans, private investment, leasing and renting, hire purchase, sale and leaseback, training sponsorship, franchising and concessions, sponsorship, National Lottery funding, etc.

Higher National Unit Support Notes (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

- ◆ Fundraising events, donations, entrance fee, grants from central and local government.
- ◆ Criteria for National Lottery funding.
- ◆ European Structural Funds, the European Regional Development Fund (ERDF), the European Social Fund (ESF) — including LEADER funds, the European Agricultural Fund for Rural Development (EAFRD) and the European Investment Bank (EIB). The form that the funding takes should also be covered, eg grants for specific projects, assistance with superstructure, etc.

For Outcome 2 learners should examine the different stages of the planning process, with full consideration given to the legislation that controls planning and developments and with particular reference to the UK and Scotland. The learners should also be encouraged to consider the different objectives and the roles of national and local government bodies, voluntary agencies and private sector organisations involved in tourism planning and development. Consideration should be given to the benefits that can be gained from partnership and collaborative initiatives and ventures between private and public sector organisations, especially in terms of good sustainable development practice. Learners should be introduced to:

- ◆ Different types of tourism developments, recognising the consequences of adopting an unplanned, non-legislative and uncontrolled approach to tourism development.
- ◆ The need for national development plans, structure plans, local plans, the application process, application types, planning legislation.
- ◆ The sequential stages involved in the tourism planning process using Inskip (1991) eight stage model approach for the public sector and the five stage model approach for commercial tourism enterprises. Planning control techniques, including Gantt Charts and Critical Path Analysis at the relevant stages.
- ◆ The need for control mechanisms. Legislation within the tourism planning process, including National Government and Local Authority planning laws, eg Town and Country Planning (Scotland) Act 1997, planning permission and consent, building warrant application, change of use permission, listed building consent, disabled access laws, Environmental Impact Assessment UK (EIA).
- ◆ The roles that various organisations involved in tourism play in formulating sustainable tourism plans. Consideration should be given to the benefits that can be gained from partnership and collaborative initiatives and ventures between the private and public sector organisations. Organisations should include: Scottish Natural Heritage, Forestry Commission, Local Authorities, Scottish Land and Estates, National Trust for Scotland, Historic Scotland, Scottish Enterprise, Highlands and Islands Enterprise, Scottish Historic Building Trust, Scottish Wildlife Trust, World Wildlife Fund, Friends of the Earth, Royal Society for the Protection of Birds. Consideration should also be given to the conflicting aims of the various organisations, exploring the problems that conflicts of interests can lead to.
- ◆ Benefits from using sustainable development principles when planning a tourism development, this should include the need to consider and respect the integrity of cultures and communities as well as protecting the natural and built environments.
- ◆ Opportunities and constraints of developing tourism.

Higher National Unit Support Notes (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

For Outcome 3 learners should be introduced to the concepts and issues of sustainability and its application within tourism planning and development. The historical perspective of the concept of sustainable development should be examined through analysing the findings of the issues raised in the Manila Declaration. Evaluation of the policies, strategies and the commitment given by worldwide governments at various Earth Summits should also be covered, for example:

- ◆ Sustainable Development Earth Summits in Rio de Janeiro, Stockholm and South Africa
- ◆ The Charter for Sustainable Tourism
- ◆ Agenda 21 and Local Agenda 21
- ◆ Principles for Sustainable Tourism Development
- ◆ Current theories and principles of sustainable tourism
- ◆ Potential future tourism strategies based on current sustainability issues and concepts

For Outcome 4 learners should consider the positive and negative impacts from tourism development, examining both urban and rural issues, and suggesting sustainable solutions for any negative impacts identified. They should be encouraged to look at the different methods of controlling the negative impacts from tourism, with particular reference to recognised visitor management techniques and tourism management programmes. Learners should be made aware of:

- ◆ The benefits and problems associated with tourism development, in terms of impacts, economic values and benefits the UK receives from tourism as well as the possible negative economic impacts from tourism in terms of employment, Gross National Product (GNP), Balance of Payments, Rate of Exchange, investment, economic linkages and leakages, as well as the multiplier effect. Positive and negative socio-cultural impacts from tourism on the host-guest relationship, using examples gathered from research, positive impacts on traditional culture, food, dress and language, music and dance, including revival or degradation and trivialisation of culture through tourism activities, with particular reference to, staged culture, different social values.
- ◆ The importance of protecting biodiversity and ecosystems.
- ◆ Different responses by governments and inter-governmental agencies as well as private and voluntary sectors, to the negative impacts associated with tourism development, at both global and national levels.
- ◆ Tools being used to mitigate negative impacts and maximise the benefits from tourism development, with reference to visitor management techniques and/or tourism management programmes, using global and Scottish examples.

Higher National Unit Support Notes (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

For Outcome 5 learners should be introduced to World Travel and Tourism Council guidelines for sustainable tourism and encouraged to evaluate the practices adopted by tourism business to promote current 'green'/sustainability issues and trends. The following should also be explored:

- ◆ The tourism industry's response to visitors' needs in relation to the concept of sustainability.
- ◆ The role of various organisations, such as Resource Efficient Scotland, in the promotion of environmental responsibilities and their effectiveness. This could be demonstrated through the use of case studies.
- ◆ Sustainable tourism accreditation schemes such as Scotland's Green Tourism Business Scheme, Blue Flag, the Green Globe Certification, etc. and their criteria for membership.
- ◆ Examples of educational techniques used to illustrate the principles of sustainability, through the use of codes of conduct, codes of ethics, professional guidelines, as well as interpretation techniques.

Guidance on approaches to delivery of this Unit

This Unit is primarily intended to form part of a Group Award that is designed to provide candidates with the professional knowledge and skills required to work in the tourism industry.

Due to the nature of the Unit it is desirable that candidates have a good understanding of the tourism industry prior to undertaking this Unit, therefore it would be appropriate for the Unit to be delivered towards the end of the course as this will allow a better understanding of the concepts and issues involved. Examples from the tourism industry at global, national and local levels should be used where possible.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment for this Unit could be made up of separate assessments tasks using a case study based on a hypothetical, existing or proposed tourism development and/or a field trip investigation. A case study and/or field trip would be particularly relevant for assessing Outcomes 2 and 4.

If a case study is used it should be given to the candidates in advance allowing them time to produce all the relevant evidence required and show the knowledge and skills they have acquired.

Higher National Unit Support Notes (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Guidelines for case study or field trip:

Where a case study is used as part of the assessment, it should be related to the Knowledge and/or Skills and Evidence Requirements for the Outcomes.

The case study could be based on a hypothetical proposed tourism development or a development already in existence. For example a case study based on a location such as New Lanark World Heritage Site or one based on a global location such as the Annapurna Conservation Area Project (ACAP) in Nepal would be suitable. Alternatively, there are a number of on-line resources which could provide appropriate basis for case studies.

If the assessment is based on a field trip location arrangements must be put in place to ensure that learners can obtain access to the site(s). The location should cover the following criteria:

- ◆ Evidence of the positive benefits from tourism development.
- ◆ Physical and socio-cultural environments that need to be sustained.
- ◆ Visitor management techniques are being used or can be sensibly applied to the location.
- ◆ A representative of the development project/site to give relevant written or verbal information on the development/site, or written information is available for learners to examine.

Learners' individual reports/essays/marketing plans/etc. based on the case study or field trip plus any group work should provide sufficient evidence to meet all the all Evidence Requirements for each Outcome. However, this may be supplemented by additional questions to ensure coverage of all aspects of the Evidence Requirements.

Outcome 1 — The assessment task for this Unit could require learners to produce a stand-alone report or a report based on the case study/field trip investigation used for Outcomes 2 and 4.

Although the format for the report is not prescribed, it should be presented in a recognised report style and reflect SCQF level 8.

Outcome 2 — The assessment of this Outcome can be combined with Outcome 4 using a case study or field trip investigation. Please refer to the assessment guidelines for Outcome 4 for further information.

Outcome 3 — This Outcome could be assessed by an essay, which would allow candidates to demonstrate their knowledge by examining and critically analysing the theoretical concepts and issues involved.

It would be good practice for candidates to consider the global context, as well as recognising that problems can arise from unsustainable development practice.

Although the format for the essay is not prescribed, it should be presented in a recognised essay style and reflect SCQF level 8.

Alternatively, this Outcome could be assessed using short answer questions covering the Evidence Requirements.

Higher National Unit Support Notes (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Outcome 4 — This Outcome could be assessed by an investigative report based on a case study or field trip. The report may be supplemented by group work covering some aspects of the Evidence Requirements, ie samples of educational techniques like interpretation, codes of conduct, codes of ethics and professional guidelines which could be researched and compiled through group work.

Although the format for the report is not prescribed, it should be presented in a recognised report style and reflect SCQF level 8.

This Outcome could be assessed alongside Outcome 2 (and possibly Outcomes 1 and 5), using the same case study or field trip as a basis on which to produce the evidence required.

Outcome 5 — This Outcome could be assessed through a stand-alone report covering the Evidence Requirements.

Although the format for the report is not prescribed, it should be presented in a recognised report style and reflect SCQF level 8.

Alternatively, this Outcome could be assessed using short answer questions covering the Evidence Requirements.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

The delivery and assessment of this Unit will provide candidates with the opportunity to develop components of Core Skills in *Communication*, *Problem Solving* and *Information and Communication Technology (ICT)*.

Communication: Written Communication (Reading) at SCQF level 6

This Core Skills component will be developed in the work for all Outcomes. Written Communication (reading) at SCQF 6 involves identifying significant information, ideas and supporting details in complex written communication of non-fiction. This would fit with the requirements for Outcomes 1 and 2 where learners will read, analyse and evaluate complex written information, using a variety of textbooks, journals, government reports and on-line sources in order to explain the planning process for tourism developments and investigate sources of funding. In addition, for Outcomes 3, 4 and 5 as learners are required to analyse complex information on sustainability in relation to tourism developments they will be further developing this Core Skills component.

Higher National Unit Support Notes (cont)

Unit title: Planning and Sustainable Development in Tourism
(SCQF level 8)

Communication: Written Communication (Writing) at SCQF level 6

This Core Skills component could be developed in the work for all Outcomes. Written Communication (writing) at SCQF 6 involves producing well-structured written communication on complex topics and drawing detailed conclusions. This would fit with the requirements for Outcomes 1 and 2 if learners produce reports and/or essays to explain the planning process for tourism developments and detail the findings of their investigations into sources of funding. In addition, for Outcomes 3, 4 and 5 if learners produce reports and/or essays on their analysis of sustainability in relation to tourism developments they will be further developing this Core Skills component.

Problem Solving: Critical Thinking at SCQF level 6

This Core Skills component will be developed in the work for all Outcomes. Critical Thinking at SCQF 6 involves analysing a complex situation or issue, identifying the factors involved in the situation or issue, assessing the relevance of these factors to the situation or issue and providing and justifying an approach to deal with the situation or issue. This would fit with the requirements for Outcomes 1 and 2 where learners will analyse and evaluate complex information on the planning process and sources of funding for tourism developments and produce a report to detail their findings. In addition, for Outcomes 3, 4 and 5 as learners are required to analyse complex information on sustainability in relation to tourism developments and identify techniques for promoting awareness of sustainability issues they will be further developing this Core Skills component.

Information and Communication Technology (ICT): Accessing Information at SCQF level 6

This Core Skills component will be developed in the work for all Outcomes. Accessing information at SCQF 6 involves using ICT independently to carry out complex searches across a range of tasks. This fits with the requirements for Outcomes 1 and 2 where learners will use on-line sources to research, gather and analyse complex information on the planning process and sources of funding for tourism developments. In addition for Outcomes 3, 4 and 5 where learners are required to research, gather and analyse complex information on sustainability in relation to tourism developments they will be further developing this Core Skills component.

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 5

This Core Skills component will be developed in the work for all Outcomes. Providing/Creating Information at SCQF 5 involves making effective independent and responsible use of ICT, carrying out a range tasks using ICT, locating and integrating data from a range of sources and evaluating information. This would fit with the requirements for all Outcomes where learners will use ICT to produce reports/essays/presentations to detail the findings of their investigations into the planning process and sources of funding for tourism developments and sustainability in relation to tourism developments.

History of changes to Unit

Version	Description of change	Date
	Recommend entry requirements updated. Changes made to wording in Outcomes and Evidence Requirements to make clearer. Minor changes made to Guidance on Content and Context to bring references, etc up to date. Out of date references removed. Core Skills Sign Posting updated.	July 2015

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General information for learners

Unit title: Planning and Sustainable Development in Tourism (SCQF level 8)

This Unit is designed to prepare you for working within the tourism industry as it gives you a vital insight into the positive benefits and possible negative impacts that can come from tourism developments.

While undertaking this Unit you will investigate the basic concepts of planning and development in tourism while being encouraged to consider the reasons why tourism needs an effective planning system. You will also find out about the types of funding available for tourism development projects from Europe and the UK.

It is also designed to enable you to examine the interdependent relationships between the economic, physical and socio-cultural environments and the tourism industry. You will examine and investigate the global issues involved in sustainable tourism development practices.

You will be encouraged to become aware of the need for the adoption of appropriate policies, strategies and practices that take account of sustainable use of natural, socio-cultural and built resources, in order to maximise the benefits from tourism development, while minimising the negative impacts. This awareness should help influence your decision-making in the future, if you are a manager in a voluntary, private or public sector organisation.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance in at least two pieces of work to be assessed. Over and above undertaking an essay to demonstrate your understanding of the theories, concepts and issues with sustainability, you will be expected to use the knowledge and skills you acquire while studying this Unit and apply them to a case study or field trip investigation. This will encourage you to take a pragmatic approach to sustainable policies and practices.

The Unit would be of benefit if you are intending to progress to the third year of a tourism degree. In particular, this Unit provides a basis for further study in topics such as heritage and the environment, tourism planning and development and environmental management.