

TOURISM
Higher

Third edition – published December 1999

NOTE OF CHANGES TO ARRANGEMENTS - CD-ROM DECEMBER 1999

COURSE TITLE: Tourism (Higher)

COURSE NUMBER: C076 12

National Course Specification

Course Content: Core skills statements expanded

Details of the Instruments
for External Assessment: All sections now closed book

Grade Descriptions: Minor Amendments to reflect change to full closed book
format for examination paper

National Unit Specification:

All Units: Core skills statements expanded

National Course Specification

TOURISM (Higher)

COURSE NUMBER C076 12

COURSE STRUCTURE

This course has two mandatory units and two optional units.

Mandatory unit

D442 12	<i>Structure of the Travel and Tourism Industry (H)</i>	<i>1 credit (40 hours)</i>
D443 12	<i>Marketing of Visitor Attractions and Services: An Introduction (H)</i>	<i>1 credit (40 hours)</i>

Optional units

D444 12	<i>The Scottish Tourism Product: An Introduction (H)</i>	<i>1 credit (40 hours)</i>
	<i>or</i>	
D445 12	<i>Planning Customer Care Programmes in Travel and Tourism (H)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

Administrative Information

Superclass:	NK
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National Course Specification (cont)

COURSE Tourism (Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade English, Geography or History at grade 3 or above
- Course or units in Travel and Tourism (H).

CORE SKILLS

This course gives automatic certification of the following:

Either

if the optional unit *D444 12 The Scottish Tourism Product: An Introduction (H)* is chosen

Complete core skills for the course	None
Core skills components for the course	Critical Thinking H Planning and Organising H

Or

if the optional unit *D445 12 Planning Customer Care Programmes in Travel and Tourism (H)* is chosen

Complete core skills for the course	Problem Solving H
Additional core skills components for the course	None

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details (cont)

COURSE Tourism (Higher)

RATIONALE

Careers in tourism have changed in line with the industry itself, which increasingly demands more professional skills, attitudes and expertise in an ever more sophisticated and competitive marketplace. Though career progression is not as clear cut as in some other professional areas, opportunities for advancement exist and are growing. Employment destinations may include airports, airlines, shipping, ferry and cruise companies, car rental firms, coach companies, tourist boards, tourist information centres, visitor attractions, accommodation providers, travel agencies and tour operating firms (domestic, inbound and outbound).

Tourism is a major employer and revenue earner, and is of increasing importance to the Scottish economy. The provision of courses in travel and tourism in the curriculum directly responds to the needs of the industry for a well-trained workforce who can identify and meet the needs of visitors. The Tourism Training Scotland initiative has developed a strategy for enhancing skills in the tourism industry, recognises the important role of pre-vocational education in creating a training culture, and seeks to increase awareness of tourism careers in schools. Higher Tourism is one of a suite of courses from Intermediate 1 to Advanced Higher level designed to help achieve these objectives.

Higher Tourism offers progression from Intermediate 2 Travel and Tourism which provides a basic understanding of the nature and practices of travel and tourism. For candidates accessing the course through other routes, the course allows a starting point for the study of the tourism industry, at a more sophisticated level, while covering the key concepts on which development of knowledge and skills will be based. It is suitable for candidates both in schools and further education and can form part of a Scottish Group Award.

The course content will enable the candidate to:

- develop a detailed understanding of the tourism industry in terms of the structures and functions of the different sectors and co-ordinating organisations, and the interrelationships which exist between them
- gain an insight into the day-to-day working practices of tourism businesses in order to attract and service the needs of visitors
- understand the underlying thinking behind these current business practices

and, depending on the option chosen, either:

- develop her or his product knowledge of Scotland as a tourist destination
- or
- develop awareness of the visitor care process.

National Course Specification: course details (cont)

COURSE Tourism (Higher)

The course demands an analytical, investigative and practical approach, and as such will:

- develop the candidate's ability to work independently
- introduce time and project-management skills
- develop expertise in oral, written and visual communications
- develop skills in establishing the source of, selecting, drawing conclusions from and presenting information
- challenge the candidate's attitudes to and perceptions of tourism and thereby raise awareness of the importance of a professional approach to the industry.

COURSE CONTENT

Higher Tourism offers progression from Intermediate 2 Travel and Tourism, which provides a basic understanding of the nature and practices of the travel and tourism sector. The course consists of two mandatory 40-hour units and a choice of one from two optional 40-hour units, plus a further 40 hours flexible time.

To gain a course award, candidates must have passed all component units and the external assessment. All the course content will be subject to sampling in the external assessment. The course award will add value beyond the achievement of the individual component units by:

- ensuring a broader and more integrated understanding of the subject content
- extending awareness of contexts and perspectives through opportunities to investigate and experience industry operations and decision-making processes
- offering opportunities to transfer knowledge and understanding across units
- practising skills in new contexts and more complex contexts.

Achievement of the course award should, therefore, be of benefit to the candidate seeking to progress to further or higher education or to employment, as it is likely to have a higher currency with both educational establishments and employers than achieving the component units alone.

The main elements of the course are listed below:

Structure of the Travel and Tourism Industry (H)

This unit provides the candidate with an understanding of the different sectors involved and the role of the various agencies which operate in and have an influence on the tourism industry in the United Kingdom. Main elements of the unit include:

- Structure of the travel and tourism industry: the range of definitions relating to travel and tourism; the chain of distribution; core and peripheral sectors; wholly and partially involved sectors. Structural analysis should focus on vertical and horizontal integration and diversification and should make reference to various sectors and organisations, including: producers (hospitality, transportation, attractions); wholesalers (tour operators); retailers (travel agents, tour operators, travel organisers); consumers (tourists, private and public sector facilitators).

National Course Specification: course details (cont)

COURSE Tourism (Higher)

- The travel sector: travel agents, tour operators, incoming tour operators, ground handling agents, tour guides and couriers, hotel booking agencies, conference and incentive organisers, airbrokers.
- The transport sector: airport and port authorities, airlines, cruise and shipping companies, coach companies, railways, car rental companies, reservation and sales staff.
- The hospitality sector: accommodation (hotels, major hotel groups and consortia, self catering, bed and breakfast, camping and caravan sites, holiday centres, timeshare); catering (restaurants, fast food outlets, takeaways, snack bars, tearooms, inns, bars).
- Visitor and leisure attractions: theatres and cinemas, nightclubs, shops, museums, art galleries, theme parks, zoos, wildlife parks, sports centres, stately homes, palaces, gardens, historic houses, heritage sites (religious, industrial, transport), other historical sites, National Trust and National Trust For Scotland properties, industrial visitor centres (for example, distilleries), countryside and scenery, country and forest parks, nature trails, craft shops and visitor centres.
- The role of government organisations: national, regional and area tourist boards, including tourist information centres; government agencies (Scottish Natural Heritage, Sports Council, Arts Council, Historic Scotland, The Forestry Commission, Scottish Museums Council, Scottish Enterprise/Highlands and Islands Enterprise, Local Enterprise companies, Scottish Tourism Co-ordinating Group, Civil Aviation Authority).
- The role of support organisations: Association of British Travel Agents (ABTA), Federation of Tour Operators (FTO), International Air Transport Association (IATA), Scottish Passenger Agency Association (SPAA), Institute of Travel and Tourism (ITT), Tourism Society, British Hospitality Association, Association of Scottish Visitor Attractions (ASVA), public and private-sector training organisations.
- The role of other facilitating bodies: travel insurance companies, brochure producers and distributors, trade press, marketing and advertising agencies, foreign exchange dealers.

Marketing of Visitor Attractions and Services: An Introduction (H)

This unit provides the candidate with a practical knowledge of the methods used in marketing visitor attractions and services. Main elements of the unit are:

- The role of marketing and its application to visitor attractions and services: definitions of marketing, comparisons with other product marketing strategies, the intangible and variable nature of the tourism product and the implications for marketing.
- Market orientation: comparison with product or sales orientation. Examples should be drawn from a range of attraction and service types such as historic and heritage sites, museums, gardens, wildlife and nature centres, visitor centres, countryside areas, guided tours, information services.
- Market research techniques: a range of techniques applied to specific and general research objectives; primary and secondary research; qualitative and quantitative research; visitor surveys, interviews, questionnaires, suggestion boxes; observation; use of data available through Tourist Boards and trade associations; internal records.
- Pricing strategies (not covered in depth): market trends in the local area and related to the target market; seasonal and demand factors; pricing policies of competitors; internal influences, overheads, and profit margins.

National Course Specification: course details (cont)

COURSE Tourism (Higher)

- Promotional techniques: (including advertising, special offers and other incentives, print, display, PR, sales promotions, exhibitions), media and materials, their application and effectiveness, the target market, marketing objectives, image, message, design, cost effectiveness, shelf life; distribution of promotional material and information through a range of outlets and mechanisms including tourist boards and tourist information centres (TICs); visitor facilities and operators, for example, accommodation providers; distribution agencies; computer information services.
- Customer service and sound office practices in marketing attractions and services: the role of the individual in marketing the organisation and the local area, sound visitor care strategies contrasted with the negative effects of poor visitor care (for example, through Investors in People, Welcome Host and Scotland's Best, visits, speakers).
- The use of a wide range of tourism print materials to demonstrate competence in setting up, classifying and using an information storage system and creating simple displays along with observation of best practice in the workplace, such as a TIC, local tour operator, travel agency or simulation in a practice office.
- The principles of effective display, including purpose, design, layout, appropriate use of available materials, colour, and text (but not the production of professional headers and graphics).
- Preparation and presentation of a simple marketing plan for a local visitor attraction or service, involving desk and fieldwork research including analysis of strengths, weaknesses, opportunities and threats, and applying knowledge and skills acquired over the unit.

The Scottish Tourism Product: An Introduction (H)

This unit is designed to enable the candidate to develop knowledge of Scotland's tourist areas and awareness of the main factors contributing to Scotland's attraction as a visitor destination.

The scope of the unit is very wide and the design length does not allow for a detailed examination of areas of particular, as opposed to general, interest. The intention, therefore, should be to provide the candidate with a broad working overview of the many aspects which contribute to the unique attraction of Scotland as a visitor destination, on which he or she may build, as appropriate, to the eventual career path. The candidate should achieve the level of competence of someone who may be called upon to provide general tourist information with the support of a range of reference materials.

Main elements of the unit include:

- The appeal of Scotland as a tourist destination based on current relevant research, statistical information and consideration of the strengths and weaknesses of the tourism product, tangible and intangible aspects of: history, heritage, the natural environment, scenery, climate, flora and fauna; language, culture, customs and traditions; food and drink; events; business and leisure facilities; accessibility; seasonality; standards and quality assurance; visitor care; value for money, and the requirements of different categories of visitor, for example, both leisure and business, domestic and overseas, and day trippers.

National Course Specification: course details (cont)

COURSE Tourism (Higher)

- The key geographical and physical features, tourist areas (such as the Trossachs, Burns Country, Royal Deeside, Wester Ross) and centres (such as Pitlochry, Braemar, Aviemore, Peebles, Turnberry, Gleneagles, Stirling, Oban, Fort William, Crieff, Nairn, Inverness, Dumfries, Moffat) in Scotland of practical and general interest to the visitor, for example, location, size, population, centres of population, climate; the location of physical features such as main mountain ranges, rivers, lochs, nature reserves, forest and country parks and countryside and scenic areas; gateway points such as ports and airports serving domestic and international services. Emphasis should be on the candidate's familiarity with place and ability to locate the above confidently and accurately on a map.
- The nature of the tourism product at major destinations within Scotland, using current tourist literature and materials to develop knowledge and understanding of the attraction of major areas and centres in different categories, broadly, leisure and business, and for a range of purposes; accessibility (detailed timetable work is not required) but use of Tourist Board main guides and other support materials should be achieved.
- A range of visitor attraction categories (site and event; natural and built; historic and contemporary, for example, castles, abbeys, stately homes, heritage centres, visitor centres, industrial heritage sites, leisure centres, arts centres, archaeological sites, distilleries, mills, museums, wildlife parks, mountain areas, forest and country parks, gardens, cultural and traditional events both local and national).
- Amenity categories should be considered, such as accommodation, conference and exhibition centres, theatres and other entertainments, shops, restaurants, and information services; appropriateness for client type (leisure and business; families, individuals, groups) and flexibility to fulfil different functions for different client types (visitor attractions as conference and meeting venues; historic houses as venues for incentive and corporate events).
- Quality assurance schemes in operation to guide and reassure visitors on standards of visitor facilities.
- Main activity and special interest pursuits participated in by visitors: outdoor activities (such as fishing, shooting and stalking, skiing, walking and climbing, watersports, birdwatching, golfing); special interest pursuits (such as photography, archaeology, curling); special interest holiday courses (such as painting, weaving, Gaelic, pony trekking, farm holidays). A general awareness only, of the range of current special interest pursuits is required, plus the ability to identify these in source materials.

National Course Specification: course details (cont)

COURSE Tourism (Higher)

Planning Customer Care Programmes in Travel and Tourism (H)

This unit introduces the candidate to systems for operating customer care programmes in travel and tourism.

Main elements of the unit include:

- Customer perspectives of travel or tourism organisations, preferably by a case study of an organisation where a lack of understanding of customer needs is clearly exhibited and where the organisation creates a bad impression because of: a poor physical environment (layout and design are poor, information stocks low, shelves empty, an unkempt, dirty appearance and obvious health, safety and security hazards); staff (absent, scruffy appearance, offhand behaviour, abrupt, rude, uninterested and unfriendly, unwelcoming body language, poor personal hygiene, unsatisfactory questioning and listening, poor product knowledge; customer dissatisfied, complaints ignored).
- Developing, planning and evaluating a customer care programme by reviewing company procedures and programmes for customer care and how they operate, deciding on reasons for system change to ensure customer needs are met (information and stock control systems of the desired standard, signs, directions, displays, placement of shelves, knowledge of promotional methods); timing to ensure information is available on demand and reflects seasonal variations; staff scheduling; staff development programme (personal presentation and personal skills, tolerance, questioning and answering skills); health, hygiene, safety and security systems; post visit services, evaluation of effectiveness and quality assurance.
- Promotion of a customer care programme.
- Reflection on current performance of customer services. Explanation of the problems and why the devised system is necessary. Presentation of blueprint or manual outlining improvements. How the customer will be affected and benefits.
- Amendments negotiated following feedback. Clear accurate conclusions drawn about future action.

ASSESSMENT

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievements beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment is provided in the paper *Assessment*, published in May 1996.

National Course Specification: course details (cont)

COURSE Tourism (Higher)

All the course content will be subject to sampling in the course assessment. The course award will add value beyond the achievement of the individual component units by:

- ensuring a broader and more integrated understanding of the subject content
- extending awareness of contexts and perspectives through opportunities to investigate and experience industry operations and decision-making processes
- offering opportunities to transfer knowledge and understanding across units
- practising skills in new contexts and more complex contexts.

Achievement of the course award should therefore be of benefit to the candidate seeking to progress to further or higher education or to employment, as it is likely to have a higher currency with both educational establishments and employers than achieving the component units alone.

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The course assessment will be an externally devised and externally assessed question paper lasting 3 hours. The questions will require candidates to apply their knowledge and skills to a case study which will have been previously circulated to centres. Section A will assess the mandatory units and Sections B and C will assess the optional units.

The question paper will be divided as follows:

Section A:	4 extended response questions (no choice)	(80 marks)
Sections B and C:	2 extended response questions (no choice)	(40 marks)

All questions will carry equal weighting. All sections will be closed book.

The emphasis throughout is on integration across the units studied.

The course award will be dependent on the candidate achieving all component unit assessments and the course assessment. The external assessment will sample across the performance criteria of the unit outcomes. A pass in the course assessment will be of the same standard as a pass in individual unit outcomes, but in addition, candidates will be required to demonstrate:

- ability to retain knowledge over a longer period of time
- ability to integrate knowledge, understanding and other skills acquired across the component units, and to apply these in contexts other than those in which they were originally considered.

National Course Specification: course details (cont)

COURSE Tourism (Higher)

GRADE DESCRIPTIONS

GRADE C	GRADE A
Select and apply knowledge and understanding of the nature and operations of travel and tourism in a practical context.	Select, apply and integrate knowledge and understanding of the nature and operations of travel and tourism in a practical context.
Draw logical conclusions.	Draw logical and well reasoned conclusions.
Make basic valid recommendations for action where necessary.	Make valid recommendations for action where necessary.
Integrate basic skills and knowledge across the units in a vocationally authentic context.	Integrate skills and knowledge across the units in a vocationally authentic context.

APPROACHES TO LEARNING AND TEACHING

Across the units, an integrated and candidate-centred approach should be adopted. Maximum use should be made of authentic materials and access to industry specialists, placements and site visits, as appropriate, and feasible within the limits of time and other centre resources. Specifically, it is recommended that part of the additional 40 hours is used for this purpose.

With reference to individual units:

A practical approach which encourages learner autonomy and provides access to tutor support will equip candidates for the course award, and is the preferred route to achieving the objectives outlined in the course rationale. Where industry visits are not feasible, case studies backed up with authentic materials, video, or multimedia packages may be used. Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

National Course Specification: course details (cont)

COURSE Tourism (Higher)

Structure of the Travel and Tourism Industry (H)

Approaches should be candidate-centred and activity-based with ongoing guidance and tutor support. The performance criteria should be achieved through investigation. This necessitates the provision of a wide range of computer and/or paper-based resources, augmented by guest speakers, industrial visits and fieldwork.

Marketing of Visitor Attractions and Services: An Introduction (H)

Emphasis throughout should be placed on actual business practice, and case studies, examples, promotional materials, etc. should be gathered from a wide range of providers in the field. Maximum benefit will be achieved through a practical approach and by taking advantage of opportunities for visits to and talks from practitioners in visitor attraction marketing in the local area, field trips to promotional events, and so on. Candidate-centred activities should be used to encourage the candidate to participate in the collection, discovery, evaluation and organising of the content material.

Group work incorporating discussions and diagnosis should be encouraged in outcome 1. Visits to tourist servicing areas, eg, a TIC, local tour operator, travel agency or similar, where candidates will be able to observe best practice in display and information storage in the workplace, is recommended as an appropriate teaching/learning aid for outcome 2. Practical work in the classroom will require the candidates to have access to display and equipment and filing systems. In outcome 3, after initial consultation with the tutor, the approach should be to allow the candidate a large degree of autonomy in the research and formulation of the marketing plan, with ongoing tutorial support provided as appropriate. Both desk research and fieldwork will be necessary. While the subject area is applicable to any visitor attraction or service, centres may find it most suitable to concentrate on tourism activity in the local area.

The Scottish Tourism Product: An Introduction (H)

A candidate-centred, resource-based and practical approach should be adopted to encourage expertise in the use of source materials and to develop the skills required in the workplace. The emphasis throughout should be on the practical application of knowledge of the tourism product. Delivery of the unit should make maximum use of tourism materials in current use in the industry, and access to a wide range of up-to-date source materials – maps, brochures, guidebooks, trade publications, research – is essential for the design and implementation of classroom-based activities and for the candidate to develop the breadth of knowledge required of the unit. In outcome 2, map-plotting and route-planning exercises should be used to ensure familiarity with the places which tourists may wish to visit in Scotland. Access to video or other visual sources is also recommended and the ability of centres to arrange visits to tourism facilities would enhance the candidate's learning experience.

This unit could be satisfactorily delivered by means of a candidate-centred flexible learning package.

Planning Customer Care Programmes in Travel and Tourism (H)

The underpinning knowledge of customer care programmes will be acquired through tutor/trainer exposition and candidate-centred learning. Ideally, candidates should identify real situations, but if this is not possible, the tutor should design case studies. An integrated approach across outcomes 1–3 is encouraged and a plan should emerge from candidate-centred activities with ongoing tutor support. Outcome 4 involves role-play, observation and group discussion and a video recording of the presentation is advisable both for teaching purposes and as a means of storing assessment evidence. The unit offers scope for learning through work placement, visiting speakers and industrial visits.

National Course Specification: course details (cont)

COURSE Tourism (Higher)

Use of additional 40 hours

Given the nature of the vocational area, it is strongly suggested that consideration be given to using part of the additional 40 hours to conduct industry visits or organise talks from industry representatives. Such an approach will contribute to the overall effectiveness of the learning/teaching process by:

- demonstrating the application in the workplace of skills and knowledge developed in the classroom and reinforcing the vocational value of the course content
- consolidating learning and encouraging integration across course units
- promoting greater understanding of the interaction between industry sectors
- providing an insight into the day-to-day operations of tourism businesses.

The rest of the time may be used for preparing project work for external assessment (using advance information provided), and the opportunity for further visits to study businesses to achieve this.

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements Documents has been produced by Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs.

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Structure of the Travel and Tourism Industry (Higher)
NUMBER	D442 12
COURSE	Tourism (Higher)

This is a component unit of Higher Tourism.

SUMMARY

This unit is designed to enable candidates to explain the structure of the travel and tourism industry in the United Kingdom and the role of its component sectors and support organisations.

OUTCOMES

- 1 Explain the structure of the travel and tourism industry.
- 2 Analyse the travel and transport sectors of the travel and tourism industry.
- 3 Analyse the hospitality sector of the travel and tourism industry.
- 4 Analyse the provision of visitor and leisure attractions.
- 5 Explain the role of governmental and support organisations in the travel and tourism industry.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained some of the following:

- Standard Grade English, Geography or History at grade 3 or above
- Course or units in Travel and Tourism (Int 2), in particular Travel and Tourism: An Introduction.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Structure of the Travel and Tourism Industry (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Structure of the Travel and Tourism Industry (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Explain the structure of the travel and tourism industry.

Performance criteria

- (a) Definitions of the travel and tourism industry are acceptable in terms of current thinking and practices within related sectors.
- (b) A structure for the travel and tourism industry is clearly and accurately identified.
- (c) The various sectors and organisations are accurately classified in terms of accepted categories.
- (d) Structural analysis makes reference to and explains the interaction and interdependence of the various sectors and organisations.

Evidence requirements

Evidence to demonstrate that the candidate can explain the structure of the travel and tourism industry, and how the various sectors and organisations interact.

OUTCOME 2

Analyse the travel and transport sectors of the travel and tourism industry.

Performance criteria

- (a) Classification of travel and transport employment opportunities reflects current activities in the sector.
- (b) Description of travel and transport sector activities is comprehensive in terms of the purpose of the various functional areas.
- (c) The interrelationship between travel and transport and other producers and support services in the travel and tourism industry is analysed in terms of their interdependence.

Evidence requirements

Evidence to demonstrate that the candidate can analyse the role and function of the main employment areas in the travel and transport sector of the travel and tourism industry, and explain their relationship with other sectors of the travel and tourism industry.

The evidence should include a comparison of at least three different types of travel employment areas and three different types of transport operations.

National Unit Specification: statement of standards (cont)

UNIT Structure of the Travel and Tourism Industry (Higher)

OUTCOME 3

Analyse the hospitality sector of the travel and tourism industry.

Performance criteria

- (a) Classification of hospitality employment opportunities reflects current activities in the sector.
- (b) Description of hospitality sector activities is comprehensive in terms of the purpose of the various functional areas.
- (c) The interrelationship between hospitality and other producers and support services in the travel and tourism industry is analysed in terms of their interdependence.

Evidence requirements

Evidence which indicates that the candidate has identified the different types of facilities and services which together comprise the travel and tourism product and the consumer groups which use them. Where possible, activity should focus on the local area.

OUTCOME 4

Analyse visitor and leisure attractions.

Performance criteria

- (a) Visitor and leisure attractions are analysed in terms of employment opportunities available.
- (b) Description of attractions is comprehensive in terms of the variety available.
- (c) The interrelationship between visitor and leisure attractions and other producers and support services in the travel and tourism industry is analysed in terms of their interdependence.

Note on range for the outcome

Visitor and leisure attractions: natural; man made – leisure, entertainment, historic, cultural and industrial.

Evidence requirements

Evidence to demonstrate that the candidate can analyse the role and function of the main employment areas in visitor and leisure attractions and explain their relationship with the other sectors of the travel and tourism industry. Evidence should include an analysis of one example from each of the classes listed in the range statement.

National Unit Specification: statement of standards (cont)

UNIT Structure of the Travel and Tourism Industry (Higher)

OUTCOME 5

Explain the role of governmental and support organisations in the travel and tourism industry.

Performance criteria

- (a) Explanation of the roles is accurate in terms of the co-ordinating, regulatory, licensing and/or influencing functions.
- (b) The range of organisations examined is comprehensive in relation to the different sectors of the travel and tourism industry.
- (c) The structure and membership of selected organisations is correct according to current practice.

Evidence requirements

Evidence of the performance criteria in relation to the role and function of at least five government organisations and five non-governmental support organisations.

National Unit Specification: support notes

UNIT Structure of the Travel and Tourism Industry (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The travel and tourism industry in the UK is extremely diverse and it is not envisaged that the candidate will cover all aspects of its organisation. Scottish examples of firms and organisations are likely to be particularly appropriate and candidates should be given strong encouragement to relate their local situation to the national and international framework within which the travel and tourism industry operates. The main sectors and the most important employment areas are covered in the course specification.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches should be candidate-centred and activity-based with ongoing guidance and tutor support. The unit offers considerable scope for the use of project work and practical investigations, as well as visits to travel and tourism organisations and the use of visiting speakers. The outcomes are interrelated and the unit should be treated as a whole. It is recommended that outcome 1 be dealt with first as this sets the context. The unit can be integrated with Introduction to the Marketing of Visitor Attractions and Services (H) and research for both units could be carried out concurrently. Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary. Further guidance on learning and teaching approaches can be found in the Subject Guides.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Instruments of assessment for this unit could take a variety of forms, but a holistic approach to assessment is recommended, with a focus on the inter-relatedness of the various component sectors of the travel and tourism industry. Evidence for assessment could be gathered by using an integrated project covering outcomes 1–5. The candidate could investigate the structure of the travel and tourism industry in the UK and Scotland. The project would include diagram(s) illustrating the interaction and interdependence of the various sectors of the industry and would concentrate on the activities of the major sectors of the industry: travel, transport, hospitality and attractions. It would also examine organisations which have co-ordinating, regulatory and/or influential roles.

Please refer to the National Assessment Bank for full assessment items and marking schemes for this unit.

National Unit Specification: support notes (cont)

UNIT Structure of the Travel and Tourism Industry (Higher)

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Marketing of Visitor Attractions and Services (Higher)
NUMBER	D443 12
COURSE	Tourism (Higher)

This is a component unit of Higher Tourism.

SUMMARY

This unit is designed to enable candidates to develop a practical knowledge of the application of marketing concepts and techniques in the visitor attraction and services sector.

OUTCOMES

- 1 Explain the role of marketing and its application to visitor attractions and services.
- 2 Explain the role of customer service and apply sound office practices in the marketing of visitor attractions and services.
- 3 Prepare and present a simple marketing plan for a local visitor attraction or service.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade English at grade 3 or above
- Course or units in Travel and Tourism (Int 2), in particular Travel and Tourism: An Introduction.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Marketing of Visitor Attractions and Services (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking H Planning and Organising H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Marketing of Visitor Attractions and Services (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Explain the role of marketing and its application to visitor attractions and services.

Performance criteria

- (a) Explanation of the concept of marketing is correct.
- (b) Explanation of the importance of marketing and market orientation is correct in terms of visitor attractions and services.
- (c) The component elements of the marketing mix are correctly identified and described in terms of visitor attractions and services.
- (d) Market research techniques used by visitor attractions and services are described in terms of methods and purpose.
- (e) Basic factors contributing to pricing strategies of attractions and services are identified with reference to the current business environment.
- (f) The effectiveness of the main promotional techniques used in marketing visitor attractions and services is evaluated in terms of business objectives.

Evidence requirements

Evidence to demonstrate the candidate's understanding of the role of marketing in the context of business planning, and the application of marketing tools and activity to business practice in visitor attractions and services.

National Unit Specification: statement of standards (cont)

UNIT Marketing of Visitor Attractions and Services (Higher)

OUTCOME 2

Explain the role of customer service and apply sound office practices in the marketing of visitor attractions and services.

Performance criteria

- (a) The business benefits of good visitor care are explained correctly in terms of the objectives of attractions and services, and current industry initiatives.
- (b) The classification, storage and retrieval of visitor information is effective and reflects current business practice.
- (c) Display of information is effective in terms of business objectives.

Note on range for the outcome

Visitor information: maps, leaflets, brochures and timetables relating to visitor attractions and services in Scotland.

Evidence requirements

Evidence demonstrate the candidate's understanding of the implications on businesses of standards of visitor care as stated in PC (a).

Evidence of actual performance is required to show that the candidate can effectively apply sound business practice as stated in PCs (b) and (c).

Evidence relating to PC (b) should demonstrate the candidate's ability to manage information which should be representative of the range of tourist literature available to visitors.

Evidence relating to PC (c) should demonstrate the candidate's ability to select appropriate items and create a simple interior display of tourist information on a given theme.

National Unit Specification: statement of standards (cont)

UNIT Marketing of Visitor Attractions and Services (Higher)

OUTCOME 3

Prepare and present a simple marketing plan for a local visitor attraction or service.

Performance criteria

- (a) The organisational aims of the visitor attraction or service are identified.
- (b) Analysis of the marketing mix is correct in terms of the business selected.
- (c) SWOT analysis is valid in terms of the business selected.
- (d) Marketing objectives are realistic and appropriate in terms of resources and current market trends.
- (e) Promotional and sales strategy is appropriate to the aims and objectives, and takes account of marketing opportunities afforded by support organisations.
- (f) Proposals for the implementation of the marketing plan are valid in terms of timescale and organisational resources.
- (g) Mechanisms for monitoring and evaluating the effectiveness of the marketing plan are appropriate in terms of operational factors.

Evidence requirements

Evidence to demonstrate that the candidate can prepare and present a simple but valid marketing plan for a selected visitor attraction or service.

National Unit Specification: support notes

UNIT Marketing of Visitor Attractions and Services (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is intended as a first step in understanding the principles and practices of marketing in tourism. The emphasis is on the practical application of marketing techniques and resources rather than on marketing theory, although a simple outline of concepts is covered in outcome 1, and on marketing in the context of individual businesses in the attractions and services sector rather than on destination marketing. Emphasis throughout should be placed on actual business practice, and case studies, examples, promotional materials, etc. should be gathered from a range of attractions and service providers. Centres will find it helpful to concentrate on provision in the local area, comparing and contrasting different approaches. The role of the individual in marketing, both within organisations and as part of the marketing of the wider local area, should be highlighted, as it is important that new entrants to the industry have an awareness of the importance of their own contribution to, and impact on, the tourism activity of the area.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

If the candidate group has not previously completed Introduction to Travel and Tourism (Int 2), and has no previous industry experience, this unit should be delivered either after or concurrently with the other mandatory unit in the Higher Tourism course, Structure of the Travel and Tourism Industry, as an awareness of the organisations and structures involved in the tourism industry is necessary for the successful completion of the unit.

A practical approach is recommended with maximum exposure to actual business practice. The availability to the candidate of a wide range of tourism materials and examples of marketing activities will be key to the successful delivery of the unit and maximum benefit will be achieved by taking advantage of opportunities for visits to and talks from practitioners in visitor attraction marketing in the local area, field trips to promotional events, etc. It is strongly recommended, therefore, that such activities be incorporated into the learning/teaching approach. Candidate-centred activities and group work should be used to encourage the candidate to participate in the collection, selection, evaluation and organising of the content material.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary. Further guidance on learning and teaching approaches can be found in the Subject Guides.

National Unit Specification: support notes (cont)

UNIT Marketing of Visitor Attractions and Services (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Instruments of assessment for this unit could take a variety of forms. Although a holistic approach to assessment could be adopted, such an approach may be rather daunting for the candidate at this level. Furthermore, as the unit develops, a mix of knowledge and practical skills, integration of assessment across the outcomes is not always appropriate, and attempts to manufacture an integrated assessment might result in a rather artificial and unwieldy assessment task which could be complicated and confusing for the candidate, and difficult for the tutor to manage and assess. In the main therefore, an outcome by outcome approach is suggested, with the exception of outcome 2 PC (a) which can be logically incorporated into the project for outcome 3. If the suggested approach is adopted, assessment could be set as follows:

Outcome 1

Restricted response questions.

Outcome 2 PC (b) and (c)

2 practical exercises.

Outcome 2 PC (a), and Outcome 3

Project.

Should a holistic approach be preferred, and felt appropriate for the candidate group, this could be managed through an investigation specifically related to the outcome 3 project. The candidate may compile a portfolio of work integrating the content of each outcome as follows:

Outcome 1

Findings may form the introduction to the recommended marketing strategy and may highlight, for example, good practice in similar organisations as a comparison with the selected attraction or service.

Outcome 2

PC (a) may be incorporated as above. Display may be based on the chosen organisation, and may be used as a visual aid in the presentation of the marketing plan.

National Unit Specification: support notes (cont)

UNIT Marketing of Visitor Attractions and Services (Higher)

Outcome 3

May form the main section of the folio, relating the experience gathered through the other two outcomes to the specific marketing recommendations required in outcome 3.

An additional assessment instrument would, therefore, be required only for outcome 2 PC (b), which may be an ongoing project throughout the unit, and based both on materials collected by the candidates and provided by the tutor. This may be an individual or group project. If the former, the candidate could collect, collate, categorise and keep a file of reference materials for submission at the end of the unit. If a group project is preferred, candidates should keep a log of their own individual contribution to the work of the group and should be asked individually to demonstrate use of the system and to explain the rationale behind it.

Please refer to the National Assessment Bank for full assessment items and marking schemes for this unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	The Scottish Tourism Product: An Introduction (Higher)
NUMBER	D444 12
COURSE	Tourism (Higher)

This is a component unit of Higher 2 Travel and Tourism.

SUMMARY

This unit is designed to provide the candidate with a broad understanding of the main factors which combine to make Scotland attractive as a possible visitor destination and of what is provided to satisfy the needs of the many different categories of visitor who make use of facilities in the destination. This unit introduces key elements of knowledge required for employment in the domestic and incoming tourism industry.

OUTCOMES

- 1 Analyse the appeal of Scotland as a tourist destination.
- 2 Identify key geographical and physical features, 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 in Scotland.

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National Unit Specification: general information (cont)

UNIT The Scottish Tourism Product: An Introduction (Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade English, Geography or History at grade 3 or above
- Course or units in Travel and Tourism (Int 2), particularly Travel and Tourism: An Introduction and British Isles Tourist Destinations
- Appropriate courses in History, Geography or Business Education.

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT The Scottish Tourism Product: An Introduction (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Analyse the appeal of Scotland as a tourist destination.

Performance criteria

- (a) Assessment of the key factors contributing to Scotland's appeal as a visitor destination is valid in terms of visitor motivation and industry provision.
- (b) The strengths and weaknesses of the Scottish tourism product are evaluated according to the perceptions of domestic and overseas visitors.

Note on range for the outcome

Visitor: business and leisure; domestic and overseas.

Evidence requirements

Evidence to demonstrate the candidate's understanding of the key elements which make up the Scottish tourism product and ability to evaluate how these elements are perceived by potential and actual visitors.

National Unit Specification: statement of standards (cont)

UNIT The Scottish Tourism Product: An Introduction (Higher)

OUTCOME 2

Identify key geographical and physical features, tourist areas and centres in Scotland.

Performance criteria

- (a) The geographical features of Scotland are correctly described.
- (b) The main physical features of Scotland are accurately identified and located.
- (c) The main islands and island groups are accurately identified and located.
- (d) The main domestic and international gateway points are accurately identified and located.
- (e) Major tourist areas and centres are accurately identified and located.

Note on range for the outcome

Geographical features: location; size; population (actual and trends); centres of population; climate.

Physical features: main mountain ranges; main rivers, lochs and waterways; nature reserves; forest parks; countryside areas.

Gateway points: ports and airports serving national and international carriers; island services.

Tourist areas: Area Tourist Board areas, distinct touring areas, major resorts, touring centres.

Evidence requirements

Evidence to demonstrate that the candidate can identify the key features or tourist areas as indicated in the range.

National Unit Specification: statement of standards (cont)

UNIT The Scottish Tourism Product: An Introduction (Higher)

OUTCOME 3

Explain the nature of the tourism product of major tourist destinations within Scotland.

Performance criteria

- (a) Major tourist areas and centres are described in terms of their principal appeal to the visitor.
- (b) Accessibility to major destinations within Scotland is accurately described.
- (c) Visitor attractions are correctly identified in terms of type, facilities and usage.
- (d) Visitor amenities are correctly identified in terms of type, facilities and usage.

Note on range for the outcome

Accessibility: road, rail, ferry and air networks; distance and journey times.

Visitor attractions: site attractions both natural and built; event attractions.

Evidence requirements

Evidence to demonstrate that the candidate can explain the appeal of tourist destinations in Scotland and identify an appropriate range of travel and visitor facilities to satisfy specific visitor needs.

OUTCOME 4

Advise on the main activity and special interest pursuits enjoyed by visitors in Scotland.

Performance criteria

- (a) The main outdoor activities enjoyed by visitors in Scotland are identified correctly in terms of current market trends.
- (b) The main areas where visitors may participate in a range of outdoor activities are accurately identified.
- (c) Key factors to be taken into consideration in the organisation of activity holidays are explained correctly and as appropriate to the activity.
- (d) Opportunities for special interest holidays are correctly identified in terms of provision and sources of information.

Note on range for the outcome

Key factors: rules and regulations, codes of conduct, seasons.

Evidence requirements

Evidence to demonstrate that the candidate understands and can advise on the range of outdoor activities and other special interest pursuits participated in by visitors to Scotland.

National Unit Specification: support notes (cont)

UNIT The Scottish Tourism Product: An Introduction (Higher)

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed to enable the candidate to develop knowledge of Scotland's tourist areas, and awareness of the main factors contributing to Scotland's attraction as a visitor destination.

The scope of the unit is very wide and the design length does not allow for a detailed examination of areas of particular, as opposed to general, interest. The intention, therefore, should be to provide the candidate with a broad working overview of the many aspects which contribute to the unique attraction of Scotland as a visitor destination, on which he or she may build as appropriate to the eventual career path. Care should be taken to consider the tourism product in the context of different categories of visitor, and that recommendations made are appropriate to client type, for example, leisure and business, domestic and overseas, day trippers.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Delivery of the unit should make maximum use of tourism materials in current use in the industry and the emphasis throughout should be on the practical application of knowledge of the tourism product. The candidate should achieve the level of competence of someone who may be called upon to provide general tourist information with the support of a range of reference materials.

A candidate-centred, resource-based and practical approach should be adopted, to encourage expertise in the use of source materials and to develop the skills required in the workplace. Access to a wide range of up-to-date source materials – maps, brochures, guidebooks, trade publications, research – is essential for the design and implementation of classroom-based activities, and for the candidate to develop the breadth of knowledge required of the unit. Access to video or other visual sources is also recommended, and the ability of centres to arrange visits to tourism facilities would enhance the candidate's learning experience.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

This unit could be satisfactorily delivered by means of a candidate-centred flexible learning package. Further guidance on learning and teaching approaches can be found in the Subject Guides.

National Unit Specification: support notes (cont)

UNIT The Scottish Tourism Product: An Introduction (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As all the outcomes require the candidate to apply knowledge in a vocational context, a practical approach to assessment is recommended.

Outcome 1

This may be assessed in the form of extended response questions or a short assignment, which will demonstrate the candidate's ability to present his analysis in a practical context.

Outcome 2

This may be assessed by oral questions, by role-play or by a combination of short-answer questions PC (a) and practical exercises requiring the candidate to locate and identify a range of places and features in Scotland covering all the performance criteria of this outcome.

Outcomes 3 and 4

These may be assessed by a combination of oral and written practical exercises, eg roleplay and case studies, which reflect the varying demands and contexts of the workplace, and which will cover all the performance criteria of this outcome.

Although all outcomes may be assessed separately the recommended approach is to integrate assessment across outcomes as far as possible, to reflect the demands of the workplace and to lessen the burden of assessment to the candidate, and thereby, allow maximum time to be devoted to the learning/teaching process. This approach is particularly recommended in relation to outcomes 2, 3 and 4 where the provision of information covering the content of these outcomes is naturally integrated in practice.

If the suggested integrated approach is adopted, outcome 1 should be assessed early in the unit, and the remaining outcomes at the end.

Please refer to the National Assessment Bank for full assessment items and marking schemes.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Planning Customer Care Programmes in Travel and Tourism (Higher)
NUMBER	D445 12
COURSE	Tourism (Higher)

This is a component unit of Higher Travel and Tourism.

SUMMARY

This unit introduces the candidate to systems for operating, improving and reviewing customer care programmes in travel and tourism, as well as providing the opportunity to plan and promote their own customer care programme.

OUTCOMES

- 1 Analyse a customer care problem in a travel and tourism organisation.
- 2 Devise a customer care programme for a travel and tourism organisation.
- 3 Plan the implementation and evaluation of a customer care programme for a travel and tourism organisation.
- 4 Promote a customer care programme for staff in a travel and tourism organisation.

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National Unit Specification: general information (cont)

UNIT Planning Customer Care Programmes in Travel and Tourism (Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade English at grade 3 or above
- Course or units in Travel and Tourism (Int 2), particularly *Travel and Tourism: An Introduction and Interacting with Customers*.

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Planning and Organising H
	Reviewing and Evaluating H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Planning Customer Care Programmes in Travel and Tourism (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Analyse a customer care problem in a travel and tourism organisation.

Performance criteria

- (a) Existing customer care problems in the organisation are clearly defined.
- (b) Factors affecting customer care problems in the organisation are identified.
- (c) An accurate assessment of the different factors affecting the problems is made.
- (d) Choice of course of action is appropriate in terms of the nature of the problems.

Evidence requirements

Evidence to demonstrate that the candidate can analyse a customer care problem in a travel and tourism organisation and suggest a course of action to improve the service.

OUTCOME 2

Devise a customer care programme for a travel and tourism organisation.

Performance criteria

- (a) Aims and objectives of the customer care programme are credible and practicable.
- (b) Factors affecting the identified problems and agreed course of action are clearly accounted for in the programme.
- (c) Activities required to implement the programme are clearly specified.

Evidence requirements

Evidence to demonstrate the candidate's ability to devise a customer care programme for a travel and tourism organisation.

National Unit Specification: statement of standards (cont)

UNIT Planning Customer Care Programmes in Travel and Tourism (Higher)

OUTCOME 3

Plan the implementation and evaluation of a customer care programme for a travel and tourism organisation.

Performance criteria

- (a) Sequence and timing of activities within the plan are feasible.
- (b) Mechanisms for monitoring the plan are clearly specified.
- (c) Mechanisms for evaluating the effectiveness of the plan are clearly specified.

Evidence requirements

Evidence to demonstrate the candidate's ability to plan the implementation and evaluation of a customer care programme for a travel and tourism organisation.

OUTCOME 4

Promote a customer care programme for staff in a travel and tourism organisation.

Performance criteria

- (a) Presentation of information about the system is clear, relevant, complete and appropriate to target audience.
- (b) Responses to questions and advice are positive and constructive.
- (c) Thoughts of others are evaluated and developed or rejected appropriately in context.
- (d) Conclusions and recommendations are appropriate and recognise comments, feedback and advice given.

Evidence requirements

Evidence to demonstrate the candidate's ability to promote a customer care programme for a travel and tourism organisation.

National Unit Specification: support notes

UNIT Planning Customer Care Programmes in Travel and Tourism (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The unit should be set in the context of a typical travel and tourism organisation where dealing with customers or visitors is the main employment activity. Examples of bad customer service in travel and tourism feature regularly in the media and could be used as case studies. A holistic approach to the unit is recommended. Details of content can be found in the course specification. Further guidance on learning and teaching approaches can be found in the Subject Guides.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The underpinning knowledge of customer care programmes will be acquired mainly through tutor exposition and candidate-centred learning. Work placement, visiting speakers and industrial visits would offer further scope for learning. Participation in Welcome Host and Scotland's Best training programmes may also enhance the candidate's learning. Further information on learning and teaching approaches is given in the course specification.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment of all outcomes could be integrated either through a study of a real situation or by means of a case study in which the candidate is required to investigate a customer care problem within a travel and tourism organisation. The candidate should determine the nature of the problem which will be affected by a number of factors discernible from the information available. The candidate would then devise a strategy for solving the problem together with a plan for implementation and evaluation. The strategy is then presented orally by the candidate at a simulated meeting of the organisation's staff and customers. The candidate will respond to questions raised by members of the audience.

In a classroom situation, this approach would necessitate the production of a number of different case studies, thereby introducing a variety of learning experiences and maintaining candidate interest levels.

National Unit Specification: support notes (cont)

UNIT Planning Customer Care Programmes in Travel and Tourism (Higher)

In carrying out an integrated assessment the candidate should retain assessment evidence relating to each of the outcomes.

Such evidence would be:

Outcome 1

Problem specification sheet.

Outcome 2

Planning sheet.

Outcome 3

Implementation schedule and evaluation sheet.

Outcome 4

Presentation script and tutor's observation checklist with comments and feedback.

Please refer to the National Assessment Bank for full assessment items and marking schemes for this unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).