

National Unit Specification: general information

UNIT	Dealing with Holiday Problem Situations (Intermediate 1)
NUMBER	D03W 10
COURSE	Travel and Tourism (Intermediate 1)

This is a component unit of Intermediate 1 Travel and Tourism.

SUMMARY

This unit will prepare the candidate for situations where things can go wrong before, during and after the holiday and how to cope calmly and effectively with them. It should also help them to develop the skills necessary to interact effectively with those who work in the travel and tourism industry.

OUTCOME

Deal effectively with typical holiday problem situations.

RECOMMENDED ENTRY

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

- Standard Grade English at Foundation level or above
- Standard Grade Geography at Foundation level or above
- course or units at Access 3 Geography

Administrative Information

Superclass:	NK
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National Unit Specification: general information (cont)

UNIT Dealing with Holiday Problem Situations (Intermediate 1)

CREDIT VALUE

0.5 credit at Intermediate 1.

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 Dealing with Holiday Problem Situations (Intermediate 1)

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

Deal effectively with typical holiday problem situations.

Performance criteria

- (a) Typical holiday problems are identified.
- (b) Approaches for handling typical holiday problems are appropriate to the situation.
- (c) Required information is conveyed effectively and in an appropriate manner.

Evidence requirements

Produce evidence across the performance criteria for 3 typical holiday situations which may require attention before, during and after a holiday.

At least one of the three responses should be oral.

National Unit Specification: support notes

UNIT Dealing with Holiday Problem Situations (Intermediate 1)

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 20 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The unit is one of five mandatory and two optional units which make up the course in Intermediate 1 Travel and Tourism. This unit is an optional unit. The remaining units are listed in the course specification.

This unit will prepare the candidate for situations where things can go wrong and how to cope calmly and effectively with them. It will also make them aware of the need to communicate effectively with travel and tourism professionals in distant offices and in face-to-face situations before during and after the holiday.

It includes the following key elements:

- dealing with common problem situations which may arise eg changes to booking details (by customer and by company), excursion booking request or accommodation complaint for courier or hotel reception, post-holiday compensation and insurance claims, holiday questionnaire. Includes case study approach which ensures enquiry/complaint is properly directed
- methods of effective behaviour for personal interaction by telephone or in face-to-face situations: for example, giving details and answering questions, making enquiries and asking for details and directions, emotionally charged situations (making a complaint and asking for help in an emergency situation), dealing with non-English speaking third parties, insurance claims
- instruction and role-play situations reflecting 'real' situations with office staff (by telephone) and resort representatives

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

An initial teaching input will be required for this unit. Thereafter, candidate-centred activities should be encouraged and used so that the candidate participates in the discovery of the content material. The role-play items should be planned carefully in advance and video or audio playback should where possible be used to improve this skill.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of the candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary. Although an integrated approach to unit delivery is recommended, the degree to which this can be achieved is dependent on the optional unit chosen.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

This unit involves an element of one-to-one assessment.

Outcome

This may be assessed by 3 pieces of evidence which demonstrate appropriate and effective ways of dealing with holiday problem situations. Assessment evidence may be in the form of a letter to a travel agent, airline or insurance company; or a note left for a courier or hotel receptionist. The oral evidence, may be demonstrated through simulating a telephone call or attempting to deal with a problem in a role-play situation.

Evidence for the oral assessment may be recorded on an observational checklist by teacher/lecturer or by audio/video means.

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).