

# **National Unit Specification: general information**

**UNIT** Surface Travel (Higher)

NUMBER DF6L 12

**COURSE** Retail Travel (Higher)

#### **SUMMARY**

This unit is designed to provide the candidate with the underpinning knowledge and technical skills required to process customer requirements for surface travel arrangements.

## **OUTCOMES**

- 1 Process customer requirements for UK coach travel.
- 2 Provide information on UK rail travel.
- 3 Process customer requirements for car rental.
- 4 Process customer requirements for UK ferry services.

#### 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 or Geography and Mathematics at Grade 3 or above or equivalent
- Course or units in Travel and Tourism (Intermediate 2) Units in Tourism (Higher)

#### **Administrative Information**

Superclass: NK

**Publication date:** April 2004

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# **National Unit Specification: general information (cont)**

## **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*)

\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

### **CORE SKILLS**

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

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

# **National Unit Specification: statement of standards**

# **UNIT** Surface Travel (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**

Process customer requirements for UK coach travel.

#### Performance criteria

- a) Customer's coach travel requirements are identified accurately and fully.
- b) Timetable and associated information is provided correctly.
- c) Fares are quoted and calculated correctly.
- d) Reservation procedures are correctly applied or explained according to supplier's requirements.
- e) Travel documents are correctly issued.

## **Evidence requirements**

Evidence of the candidate's ability to process customer requirements for UK coach travel based on one transaction, which will involve connecting services.

### **OUTCOME 2**

Provide information on UK rail travel.

#### Performance criteria

- a) Customer's rail travel requirements are identified accurately and fully.
- b) Timetable and associated information is provided correctly.
- c) Fares are quoted and calculated correctly.
- d) Reservation procedures are correctly applied, or explained, according to supplier's requirements.

### **Evidence requirements**

Evidence of the candidate's ability to provide information on UK rail travel based on one transaction which will involve connecting services.

### **OUTCOME 3**

Process customer requirements for car rental.

### Performance criteria

- a) Customer's car rental requirements are identified accurately and fully.
- b) Tariff and associated information is provided correctly.
- c) Rates are quoted and calculated correctly.

# **National Unit Specification: statement of standards (cont)**

# **UNIT** Surface Travel (Higher)

- d) Reservation procedures are correctly applied or explained.
- e) Vouchers are issued correctly in accordance with operator's requirements.

## **Evidence requirements**

Evidence of the candidate's ability to process car rental requirements based on one customer transaction.

### **OUTCOME 4**

Process customer requirements for UK ferry services.

### Performance criteria

- a) Customer's ferry service requirements are identified accurately and fully.
- b) Product and service information is provided correctly.
- c) Rates are quoted and calculated correctly.
- d) Reservation procedures are correctly applied or explained in accordance with supplier's procedures.
- e) Travel itinerary and fare details are presented correctly.

## **Evidence requirements**

Evidence of the candidate's ability to process customer requirements for car carrying services based on one customer transaction.

# **National Unit Specification: support notes**

# **UNIT** Surface Travel (Higher)

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

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

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This unit should be seen in the context of providing knowledge and technical skills necessary to service basic client requirements. It is recommended that preparation for the unit takes account of current industry specifications and requirements.

This unit contains the following key elements:

- UK coach travel, including major coach operators, using manuals and Viewdata/CRS/GDS (timetable/service, routes, features, codes and symbols, through and connecting services), fares structures (fares, ticket types, discounts child, infant and other), reservations, booking conditions and document issue (tickets or exchange documents), in accordance with operator requirements.
- UK rail travel, including the UK rail network using timetables, fare manuals and Viewdata/CRS/GDS, timetables/through and connecting services, routes, fares, ticket types, discounts (child, infant, other), service features, codes and symbols, booking conditions and advice on reservation procedures.
- Car rental, including international, national and local car rental operators, Viewdata/CRS/GDS, reservations and issue vouchers, different rental schemes, car groups, rates/tariffs, terminology, conditions of rental, insurance.
- UK car ferry services, major operators, Viewdata/CRS/GDS, schedules and service information (routes, features and facilities), tariff structures (adults, children, vehicles, towed vehicles, passenger accommodation), ticket types, conditions, reservation procedures, itinerary and fares presentation in accordance with operator requirements, motorists' requirements.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is recommended that the resources and environment of a model travel agency are made available, including trade manuals, reference material and documentation. Access to appropriate computer reservation systems will also be required. Access to industry specialists, placements, and site visits are all highly desirable.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

National Assessment Bank Instruments of Assessment are available, however, centres may use the instruments of assessment, which are considered by tutors/trainers to be most appropriate. Alternative assessments to those included in the NAB may be submitted to SQA for moderation/approval prior to use.

# National Unit Specification: support notes (cont)

# **UNIT** Surface Travel (Higher)

#### **Outcome 1**

The candidate could be set one case study for a connecting service, based on requirements of a party which includes children, or other special category of passenger.

#### Outcome 2

The candidate could be set a practical exercise based on customer requirements, including preparation of an itinerary, and fare quotation.

#### Outcome 3

The candidate could be set one practical exercise, based on customer requirements, with additional short-answer questions where necessary.

#### **Outcome 4**

The candidate could be set one practical exercise, based on customer requirements, with additional short-answer questions where necessary.

## **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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).