



## National Unit Specification: general information

**UNIT** Popular Longhaul Tourist Destinations (SCQF level 5)

**CODE** F3PG 11

### SUMMARY

This Unit is designed to enable candidates to develop knowledge of the location of a selection of the most popular longhaul tourist destinations in the world and to provide information on their appeal to tourists. Candidates will also study a range of physical features that attract tourists and enhance the overall appeal of these destinations.

This Unit is designed to meet the needs of those candidates wishing to pursue a career in the travel and tourism industry, and those with a general interest in the subject area. It provides progression to Travel Geography Units that form part of the Higher (SCQF level 6) course in Travel and Tourism and relevant HNC programmes.

### OUTCOMES

- 1 Locate a specified selection of popular longhaul tourist destinations and physical features.
- 2 Provide tourist information on a specified selection of popular longhaul tourist destinations to meet client requirements.

### RECOMMENDED ENTRY

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

- ◆ Standard Grade English or a Social Subject at General level (SCQF level 4) or above
- ◆ Course or Units at Intermediate 1 Geography
- ◆ Course or Units at Intermediate 1 Travel and Tourism particularly Holiday Destinations

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#### Administrative Information

**Superclass:** NK

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

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### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*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 in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in the *Guidance on Learning and Teaching Approaches for this Unit*.

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

### **UNIT Popular Longhaul Tourist Destinations (SCQF level 5)**

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.

#### **OUTCOME 1**

Locate a specified selection of popular longhaul tourist destinations and physical features.

##### **Performance Criteria**

- (a) Locate named tourist destinations and physical features accurately using an atlas.
- (b) Describe the location of named tourist destinations and physical features accurately using an atlas.

#### **OUTCOME 2**

Provide tourist information on a specified selection of popular longhaul tourist destinations to meet client requirements.

##### **Performance Criteria**

- (a) Give reasons for the choice of destinations in relation to identified client requirements.
- (b) Describe the main forms of access to selected destinations.
- (c) Describe fully a range of attractions and amenities for selected destinations.
- (d) Provide accurate tourist information for the selected destinations to meet customer requirements.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written or oral recorded evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria. The evidence should be produced under supervised conditions to a given brief.

The candidate brief will feature a tour and should provide client profile information and a list of client requirements which will aid the candidate in selecting an appropriate range of destinations in relation to the clients' preferences.

The brief must ensure that candidates are able to demonstrate their ability to locate tourist destinations and provide tourist information on popular longhaul tourist destinations to satisfy customer requirements.

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

### **UNIT** Popular Longhaul Tourist Destinations (SCQF level 5)

The brief should ensure that the candidate provides the following for each destination in their tour:

- ◆ journey times and mileage
- ◆ accessibility
- ◆ attractions
- ◆ amenities
- ◆ reason for choice of destinations
- ◆ locate all destinations chosen on a map of the world and physical features mentioned

The tour must cover six destinations and must include no more than 2 destinations from any one country and must cover at least two continents.

The final completion of the tour information and the justification for the selected destinations should be produced under supervised conditions and should take no more than 1 hour and 30 minutes to complete. This may be produced on one assessment occasion or on more than one occasion. Candidates may have access to notes which they have collected during their research in response to the given brief.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## **National Unit Specification: support notes**

### **UNIT Popular Longhaul Tourist Destinations (SCQF level 5)**

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 delivered within the context of current information and reference should be made to current industry publications.

This Unit is an optional Unit within the National Certificates in Travel and Tourism at SCQF level 5 and 6.

The Unit is designed to develop the candidate's working knowledge of a selection of popular longhaul tourist destinations.

Appendix 1 details the full content and context of this Unit.

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

Both Outcomes could be taught simultaneously.

A candidate centred, resource-based learning approach is recommended, supported by teacher/lecturer explanation of key points, concepts and suggested strategies. Maximum use should be made of authentic materials and access to the industry through specialists, placements and site visits as appropriate and feasible within the limits of time and other resources.

The use of visual materials is recommended eg DVD/video, transparencies and/or slides produced using software packages, maps, atlases and brochures are essential given the range of information and destinations to be covered. Many candidate-centred activities can be designed around the task of identifying destinations and their physical features. Through a task orientated approach, skills in selecting and using correct information will be developed, in addition to knowledge of destinations themselves. Individual candidate activities could focus on selected case studies using brochures, travel guides, published maps and the internet. Board games, quizzes and role play may also be used effectively.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Throughout the learning, teaching and assessment of this Unit, candidates may have the opportunity to develop *Communication* skills. When candidates are producing the evidence for the Unit the material that they produce in response to the brief could be delivered either in a Written Communication (including graphical information, climate information, temperatures etc) format or presented orally. In compiling the evidence candidates will need to access a range of materials either on the internet or in brochures, books, maps, transport time tables etc. This may allow the opportunity to develop *IT* and *Numeracy* skills.

## **National Unit Specification: support notes (cont)**

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### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

#### **Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

It is recommended that an integrated approach to assessment is taken as follows:

The candidate could be provided with a case study featuring a world tour. This could provide client information and an extensive list of requirements which will aid the candidate in selecting an appropriate range of destinations in relation to client preferences.

It should be noted that the tour assessment method is not meant to be testing the candidate's tour planning skills but uses the tour as a practical and more interactive approach to assessment as well as being more vocationally relevant whilst still testing the candidate's knowledge of the European and Mediterranean area and the candidate's ability to provide relevant tourist information for a particular client type. However, the candidate's tour should follow a logical sequence.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: support notes (cont)

### UNIT Popular Longhaul Destinations (SCQF level 5)

#### Appendix 1 — Unit content

This Unit develops candidates' working knowledge of a selection of the most popular longhaul tourist destinations visited by citizens of the United Kingdom.

Identifying the main destinations including touring areas, cities, resorts and physical features listed below using atlases, maps, travel and tourism publications and technology sources.

New York	Los Angeles	Las Vegas
San Francisco	California	Miami
Florida	Grand Canyon	Niagara Falls
Toronto	Vancouver	Rio de Janeiro
Mexico	Cancun	Cozumel
South Africa	Cape Town	Kenya
Hawaii	Dubai	Beijing
Sydney	Great Barrier Reef	Tokyo
Mount Fuji	Bangkok	Singapore
Hong Kong	Goa	Uluru (Ayers Rock)
Phuket	Barbados	St Lucia
Antigua	The Caribbean	Victoria Falls
The Gold Coast	New Zealand	Bali
Buenos Aires	Chicago	The Maldives
Tanzania	Egypt	Cuba
India		

#### Accessibility

Major routes by land, sea and air, all gateway points at destination.

#### Journey times

Journey times from UK to first overseas point, then journey times to each destination thereafter.

#### Attractions

Climate, visitor attractions, scenic, beaches, excursions, local food and drink.

#### Amenities

Shopping, transport.

*Tourist information could include:*

#### Currency

Currency used at each destination, current exchange rates.

## **National Unit Specification: support notes (cont)**

### **UNIT Popular Longhaul Destinations (SCQF level 5)**

#### **Appendix 1 — Unit content (continued)**

##### **Entry requirements**

Passport and visas.

##### **Health requirements**

Vaccinations needed and advice on precautions regarding food and drink if applicable.

##### **Food and drink**

Information regarding local cuisine specialities and beverages, cost of typical meal.

##### **Language**

Language(s) spoken at destination and key phrases and translations.

##### **Shopping**

Local specialities and best buys, awareness of restricted items from certain destinations.

##### **Nightlife**

Evening activities in and around destination.

##### **Local laws and regulations**

##### **Opening hours and public holidays**