



National Unit specification

General information

Unit title: Tourist Destinations (SCQF level 5)

Unit code: H90K 45

Superclass: NK

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Unit purpose

This Unit is a mandatory Unit of the National Certificate in Travel and Tourism (SCQF level 5) and is also available as a free-standing Unit. This Unit is designed to enable learners to develop working knowledge of a range of tourist destinations around the world and to provide information on their appeal to tourists. The Unit is designed to meet the needs of those learners wishing to pursue a career in the travel and tourism industry and those with a general interest in the subject area.

Outcomes

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

- 1 Locate a specified selection of tourist destinations.
- 2 Provide tourist information on a specified selection of tourist destinations.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the Unit

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

- ◆ English at SCQF level 4 or a Social Subject at SCQF level 4 or above
- ◆ Geography at SCQF level 4
- ◆ Travel and Tourism Units at SCQF level 4

National Unit specification: General information (cont)

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Core Skills

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

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

Context for delivery

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

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

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit specification: Statement of standards

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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 tourist destinations.

Performance Criteria

- (a) Identify accurately countries on maps
- (b) Identify accurately cities and resorts on maps

Outcome 2

Provide tourist information on a specified selection of tourist destinations.

Performance Criteria

- (a) Describe the main forms of access to selected destinations
- (b) Identify attractions for selected destinations
- (c) Provide accurate tourist information for selected destinations

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

Evidence will sample the content defined in Appendix 1.

The Assessment should be conducted under supervised closed-book conditions. Learners should be given no longer than 60 minutes to complete the assessment.

Outcome 1

Written and/or Oral recorded evidence will be produced under supervised closed-book conditions.

Evidence must include:

- ◆ The ability to identify 14 destinations accurately from a map to include :
 - Countries (excluding the UK) across a range of continents
 - Cities across a range of continents
 - UK tourist areas
 - European resorts
 - North America States

Outcome 2

Written and/or Oral recorded evidence will be produced under supervised closed-book conditions.

Evidence must include:

- ◆ The ability to provide 20 pieces of accurate information on the top ranking outbound tourist receiving destinations from the UK (e.g. currently France, Spain, Italy, Turkey) and popular longhaul city destinations (e.g. Bangkok, New York, Sydney). Information should include:
 - Travel times from the UK to main gateway points
 - Climates
 - Currency
 - Languages spoken
 - Appeal (in relation to longhaul city destinations)
 - Identification of popular tourist areas/resorts
 - Identification of iconic tourist attractions (these can be man-made, natural or events/festivals)



National Unit Support Notes

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

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

Guidance on the content and context for this Unit

The aim of this Unit is to develop the learner's knowledge of tourist destinations and attractions around the world. The Unit will also develop the ability of learners to provide travel information on these selected destinations.

Learners will be required to develop their travel geography knowledge and be able to identify tourist destinations on a map. For each continent key tourist countries, cities and physical features should be selected.

The destinations in Appendix 1 represent some of the highest ranking outbound tourist receiving destinations from the UK, based on statistics, and are correct at the time of writing. Learners should gain knowledge of some of the highest ranking UK outbound receiving countries and a selection of the top 10 UK outbound tourist receiving cities.

For the countries the learner should build and develop a general knowledge of the country and its appeal as a tourist destination. This knowledge should centre on accessibility and main gateway points in the country for people travelling from the UK, knowledge of journey times from the UK and general travel information regarding language, food, time difference, etc. Learners should also develop an understanding of why these countries are some of the top ranking international tourist receiving countries. They should develop an understanding of the appeal of the destination with regards to climate, particularly popular tourist areas and festival/events that attract large numbers of tourists. The learner should also be able to identify and name a number of iconic tourist destinations within the country; these can be man-made, natural or events/festivals.

Popular tourist cities have been selected to provide the learner with the opportunity to learn more specific information about key tourist destinations out with the top ranking UK outbound tourist receiving countries, broadening their knowledge of global destinations.

This knowledge should centre on accessibility and gateway points for people travelling from the UK, knowledge of journey times from the UK and general travel information regarding language, food, time difference, etc. They should develop an understanding of the appeal of the city and knowledge of tourist attractions (both man-made and natural), popular tourist areas and festival/events that attract large numbers of tourists.

National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

The Outcomes of this Unit are best taught simultaneously providing the learner with a geographical context for each of the specified destinations.

Learning and teaching should reflect a learner-centred practical approach supported by formal teacher/lecturer led sessions. Delivery of the Unit should maximise use of up to date tourism materials (maps, brochures, guidebooks, trade publications, web based resources) and extensive use of visual material (DVD/video, images, photography, virtual tours) is recommended.

It may be appropriate to tackle to the content of the Unit on a continent by continent basis and learner-centred activities can be designed around the task of identifying and gathering travel information on selected destinations. There is scope to provide information on further destinations within each continent at the discretion of the delivery centre.

A practical approach can be taken towards the Unit encouraging learners to develop presentations, posters, blogs, wikis, etc on selected destinations either as group-work or independent activities.

The use of guest speakers from the travel industry, independent travellers, travel writers, where possible, could be used to compliment class based activities and stimulate learner learning.

Guidance on approaches to assessment of this Unit

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

Outcome 1 and Outcome 2 should be assessed under supervised closed-book conditions. This assessment should cover all of the Evidence Requirements by assessing a sample of the content outlined in Appendix 1. This assessment should be completed at a suitable time at the end of the Unit. Learners should be given no longer the 60 minutes to complete the assessment.

When constructing their own tests, centres should ensure the following minimum coverage in the test:

Outcome 1

- 1 country per continent (UK is excluded as an option from Europe)
- 1 city per continent
- 2 UK cities
- 2 UK tourist areas
- 2 European resorts
- 2 States in North America

National Unit Support Notes (cont)

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Outcome 2

2 of the following countries:

- France
- Spain
- Italy
- Turkey

Information for countries must include:

- travel times from the UK to a minimum of 1 identified main gateway point.
- minimum of 1 popular tourist areas/resorts in the country
- minimum of 3 iconic tourist attractions (these can be man-made, natural or events/festivals) in the country
- a minimum of 2 pieces of tourist information from the following for the country:
 - Climate
 - Currency
 - Language spoken
 - Time difference

A minimum of 2 of the following cities:

- Bangkok
- New York
- Sydney

Information for cities to include:

- travel times from the UK to a main gateway point for the city
- a minimum of 3 iconic tourist attractions (these can be man-made, natural or events/festivals) in the city
- a minimum of 2 pieces of tourist information from the following for the country:
 - Appeal
 - Climate
 - Currency
 - Language spoken
 - Time difference

Re-assessment of Outcome 1 should be based on a new holistic test to the same specification as the original test. For Outcome 2 learners should be allowed remediation of any areas of weakness and to be re-assessed on those areas only.

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

The Assessment Support Pack for this Unit provides sample assessment material.

National Unit Support Notes (cont)

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Opportunities for e-assessment

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

Opportunities for developing Core and other essential skills

Throughout this Unit learners will be gathering and presenting information on tourist destinations providing the opportunity for learners to develop skills in researching, analysing and organising information, using information technology and both oral and written presentation skills. As learners are working on this Unit they will be developing aspects of the Core Skills in *Communication, Information and Communication Technology (ICT)* and *Problem Solving*. Employability skills will be developed through the use and familiarisation with industry materials, working with others as part of group activities and the presentation of information to industry standards.

National Unit Support Notes (cont)

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Appendix 1 — Unit Content

Destinations to Map

Continents and Oceans

Continents: Europe, Africa, Asia, Australasia, North America, South America
Oceans: Atlantic, Pacific

UK

Cities: Glasgow, Edinburgh, London, Manchester
Tourist Areas: Lake District, Cairngorm National Park, Cornwall

Europe

Countries: France, Italy, Spain, Germany, Ireland, Turkey
Cities: Paris, Rome, Barcelona, Berlin, Dublin
Resorts: Majorca, Gran Canaria, Costa Brava, Costa del Sol

Asia

Countries: China, Thailand, Malaysia, India, Singapore, Japan
Cities: Beijing, Hong Kong, Bangkok, Tokyo, Goa

Africa

Countries: Morocco, South Africa, Egypt, Kenya
Cities: Johannesburg, Cairo, Nairobi,

Australasia

Countries: Australia, New Zealand, Fiji
Cities: Sydney, Melbourne, Perth, Cairns, Auckland, Christchurch

North America

Countries: Canada, Mexico, USA, Jamaica, Barbados
States: Florida, California, New York, Hawaii
Cities: Toronto, Vancouver, Mexico City, New York, San Francisco, Kingston

South America

Countries: Brazil, Peru, Argentina, Chile
Cities: Rio de Janeiro, Lima, Buenos Aires, Santiago

National Unit Support Notes (cont)

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Destinations

The learner should be able to provide accurate information for the following countries.

- ◆ France
- ◆ Spain
- ◆ Italy
- ◆ Turkey

Accurate travel information should consist of:

- ◆ Accessibility: Accurate travel times from the UK; main gateway points
- ◆ Appeal: Climate, holiday types on offer, popular tourist regions/areas, popular tourist cities
- ◆ Iconic attractions: be able to list iconic tourist attractions in the country, these can be man-made, natural or events/festivals
- ◆ Travel information about the country: Currency, language, food/drink, time difference

Learners should be able to provide accurate travel information on more specific tourist city destinations:

- ◆ Bangkok
- ◆ New York City
- ◆ Sydney

Accurate travel information should consist of:

- ◆ Accessibility: accurate travel times from the UK; main gateway points
- ◆ Appeal: Climate
- ◆ Iconic attractions: be able to list iconic tourist attractions in the city, these can be man-made, natural or events/festivals
- ◆ Travel information about the country: Currency, language, food/drink

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Tourist Destinations (SCQF Level 5)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit has been designed to allow you to gain a knowledge of tourist destinations around the world. It is anticipated that through independent research, group work, guest speakers and tutor/teacher lectures you will develop knowledge of what tourist destinations have to offer the tourist.

You will gain an insight into the appeal of the destinations and be able to identify tourist attractions and physical features that contribute to this appeal as well as being able to provide practical travel information for destinations.

In addition you will develop knowledge of the location of these destinations and where they are in the world.

In the Unit you will learn about the top ranking outbound tourist receiving countries and popular longhaul tourist receiving cities from the UK.

This information will form a strong basis for future employment in the industry (eg travel agency/tour operator) and employability skills will be further developed through active researching, analysis and presentation of information throughout the Unit. The Unit is assessed via one holistic assessment at the end of the Unit. Successful completion of the Unit will result in gaining 1 National Unit credit at SCQF level 5.