



National Unit specification

General information

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

Unit code: H90V 46

Superclass: NK

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Unit purpose

This Unit is intended to give the learners an understanding of the principles of sustainable development and how they apply to travel and tourism. Learners will develop knowledge of the impacts that travel and tourism development and activity can have on the host environment and communities. The Unit will give learners an understanding of the negative impacts of travel and tourism in a variety of destinations as well as knowledge of the importance and value that sustainable tourism practices can bring to a destination. Learners will have the opportunity to examine strategies and practices used to manage sustainable tourism in a range of destinations.

This Unit is a mandatory Unit of the National Certificate in Travel and Tourism (SCQF level 6) and is also available as a free-standing Unit.

Outcomes

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

1. Apply the principles of sustainable development to travel and tourism activities.
2. Analyse the impact of travel and tourism activities.
3. Describe possible strategies that could be used to minimise the negative impacts of travel and tourism activities.

Credit points and level

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

National Unit specification: General information (cont)

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

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 or a Social Subject at (SCQF level 5) or above
- ◆ Geography Course or Units at National 5
- ◆ Sustainable Travel and Tourism: An Introduction (SCQF level 5)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5

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

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

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

Apply the principles of sustainable development to travel and tourism activities.

Performance Criteria

- (a) Describe accurately the principles of sustainable development.
- (b) Explain in detail the interdependence between a travel and tourism development and the natural environment.
- (c) Explain in detail the interdependence between a travel and tourism development and the human environment.
- (d) Describe accurately the role of organisations involved in sustainable tourism locally and globally.

Outcome 2

Analyse the impact of travel and tourism activities.

Performance Criteria

- (a) Compare travel and tourism developments in terms of their economic impacts.
- (b) Compare travel and tourism developments in terms of their environmental impacts.
- (c) Compare travel and tourism developments in terms of their socio-cultural impacts.

Outcome 3

Describe possible strategies that could be used to minimise the negative impacts of travel and tourism activities.

Performance Criteria

- (a) Provide a detailed explanation of the need for sustainable tourism certification schemes.
- (b) Describe accurately strategies to minimise the negative environmental impact of a travel and tourism development.
- (c) Describe accurately strategies to minimise the negative socio-cultural impact of a travel and tourism development.
- (d) Describe accurately strategies to maximise the positive economic impact of a travel and tourism development.

National Unit specification: Statement of standards (cont)

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

Evidence Requirements for this Unit

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

Outcome 1 and 2

Evidence is required in which the learner demonstrates competence in explaining the concepts of sustainable development and applying them to travel and tourism. Candidates are required to recognise and explain the interdependence between travel and tourism and the natural and human environment for a minimum of two travel and tourism developments. Candidates should carry out independent research into the impacts of two travel and tourism developments. Evidence will be presented as a report or oral presentation under open-book conditions.

Evidence must include:

- ◆ An accurate description of the principles of sustainable development.
- ◆ A detailed explanation of the interdependence between travel and tourism and the natural environment.
- ◆ A detailed explanation of the interdependence between travel and tourism and the human environment.
- ◆ An accurate description of the role of a minimum of two organisations involved in sustainable tourism, one based locally and one globally.
- ◆ A comparison of the socio cultural, economic and environmental impacts for two travel and tourism developments.

Outcome Three

Evidence is required which demonstrates that the learner has described strategies that can be used to minimise the negative impacts of a travel and tourism development. Candidates should carry out independent research into a minimum of one travel and tourism development, sustainable tourism certification schemes and strategies used to minimise negative impacts. Evidence should be presented as a report or oral presentation under open-book conditions.

Evidence must include:

- ◆ Identification of a minimum of two sustainable tourism certification schemes.
- ◆ A detailed explanation of the need for sustainable tourism certification schemes to travel and tourism developments and the industry.
- ◆ An accurate description of a minimum of three actions or practices that can use to minimise the negative environmental impacts of a travel and tourism development.
- ◆ An accurate description of a minimum of three actions or practices that can use to minimise the negative socio-cultural impacts of a travel and tourism development.
- ◆ An accurate description of a minimum of three actions or practices that can use to maximise the positive economic impacts of a travel and tourism development.



National Unit Support Notes

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

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 give the learners an understanding of the fragile nature of tourism and develop knowledge of the impacts that travel and tourism development and activity can have on the host environment and communities. Candidates will develop an understanding of the concept and issues surrounding sustainable development and how these are applied to the travel and tourism industry. Candidates should also develop an understanding of the organisations involved in sustainable tourism and the business strategies that can be used to minimise negative impacts and maximise the positive impacts of travel and tourism activities.

Outcome 1 should provide the learners with a definition of, and an understanding of the principles of sustainable development. Through an examination of the interdependence and often fragile relationship between tourism and the human and natural environment an understanding of how and why the principles of sustainable development should be applied to travel and tourism will be gained. Key organisations involved in sustainable tourism should be investigated and an understanding of their role developed. Candidates should develop a brief knowledge of the historical perspective of the development of sustainable tourism and an introduction to pivotal papers such as the Brundtland Report and Local Area Agenda 21 will aid their understanding. Governmental, global, NGO and private organisations involved in tourism should be investigated. A list of organisations and their websites have been provided in appendix 2.

A recognised industry definition of sustainable tourism should be used, eg World Tourism Organisation.

Different terminology is often used to describe sustainable tourism and the concept has many different sub categories. Candidates should be aware of the following different types/terminology used when talking about sustainable tourism.

- ◆ Responsible tourism
- ◆ Green tourism
- ◆ Community based tourism
- ◆ Ethical tourism
- ◆ Ecotourism
- ◆ Agro-tourism
- ◆ Volunteer Tourism
- ◆ Slum Tourism

Outcome 2 should firstly introduce the learner to the classification of impacts of travel and tourism. The learner should be able to distinguish between environmental, economic and socio-cultural impacts and identify if the impacts are positive or negative.

National Unit Support Notes (cont)

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

Through the examination of a selection of travel and tourism developments learners will gain an understanding of the fragility of the natural and human environment as well as the importance and value that sustainable tourism practices can bring to a destination.

Candidates should be able to compare positive and negative examples for each type of impact for a range of travel and tourism activities and developments in a range of countries:

- ◆ Mass/Package holiday tourism
- ◆ Ski/winter sports tourism
- ◆ Activity Tourism
- ◆ Ecotourism
- ◆ Cruising
- ◆ City breaks

In Outcome three, having gained an understanding of the need and concept of sustainable tourism and through the investigation of the impacts of travel and tourism activities learners should next be given the opportunity to learn about strategies used to minimise the negative impacts and maximise the positive impacts of travel and tourism developments. Candidates should be introduced to and gain knowledge of certification schemes in sustainable tourism and be able to accurately explain their significance and importance. Through research and analysis the learners should be able to present a report highlighting possible strategies that a selected travel and tourism development could use to minimise its negative environmental and socio-economic impacts while maximising its economic impacts.

Guidance on approaches to delivery of this Unit

The Outcomes of this Unit are best delivered in sequence as Outcome 1 and 2 provide the basic underpinning knowledge which is then built upon in Outcome 3.

Learning and teaching should reflect a learner-centred practical approach. However, some formal teacher/lecturer led sessions may be required to explain concepts and terminology in Outcome 1. There are many definitions and approaches to the concept of sustainable development and sustainable tourism and it is therefore recommended to use up-to-date, credible materials to establish definitions and principles, eg The World Tourism Organisation.

Teacher/lecturer led sessions should introduce the principles of sustainable development and the historical perspective of sustainable tourism as well as the classification of impacts. Candidates should develop knowledge of the reason behind and the result of both positive and negative impacts of tourism development and activities in a range of destinations. Learners should be encouraged to develop a knowledge of the impacts of tourism in different countries/destinations around the world as well as resulting from different types of tourism activity (ie winter sports, cruising, package holidays). It is strongly recommended that learners are encouraged to learn about the impacts on a range of environments ie urban, rural, ocean/sea, small communities, large cities etc. It is recommended that learners are encouraged to gather information on specific case studies or destinations.

National Unit Support Notes (cont)

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

A practical approach can be taken towards this, encouraging students to develop presentations, posters, blogs, wikis, etc on selected destinations/case studies either as group-work or independent activities. Industry resources are widely available and it is recommended that learners access the Tourism Concern webpage in particular for up-to-date relevant information on current issues. Issues current at the time of writing are outlined in appendix 1 as a guide and reference. Webpage resources are outlined in appendix 2. Extensive use of visual material (DVD/video, images, photography and virtual tours) is recommended. The use of guest speakers from the travel industry, independent travellers, volunteers, etc. will also enhance the learner experience.

Outcome 3

In preparation for learners to investigate and research a selected or proposed travel and tourism development, classification of impacts, case studies and destinations will have been covered and investigated in Outcome 1 and 2. Well-developed case study examples should be used to exemplify possible strategies and sustainable tourism certification schemes should be investigated fully. Tutor led discussion sessions could be used for the exchange of ideas and information with learners learning from each other's experiences and research findings.

Guidance on approaches to assessment of this Unit

Outcome 1 and 2

The assessment for Outcomes 1 and 2 should be conducted at an appropriate time, normally at the end of Outcome 2 or at the end of Unit delivery. The assessment could consist of report covering all of the Evidence Requirements. It is suggested that this report be researched and written as an open-book assessment.

Outcome 3

The assessment for Outcome 3 could involve the completion of a sustainable tourism action plan/report for the selected travel and tourism development. Time should be allocated to allow learners to carry out research within allocated class contact time; however the action plan/report will probably require work to be carried out by the learner in their own time. Assessments should be submitted by an agreed date and to industry standards.

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.

National Unit Support Notes (cont)

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

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 sustainable tourism 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. In addition, given that the Unit embraces the principles of sustainable development, broader skills development in the areas of employability, sustainable development and citizenship are integral to this curriculum area. Inevitably learners will improve these skills through completion of the Unit.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

National Unit Support Notes (cont)

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

Appendix 1 — Current issues and Destinations

This list is not comprehensive and should only be used as guidance for current case study destinations that are/have been negatively affected by tourism development. For each example listed below it is also possible to find examples of good practice where attempts have been made to overcome these negative impacts.

- ◆ *Donald Trump golf course Aberdeenshire has raised issues and concerns surrounding planning issues, development on SSSIs and the economic benefits of golf.*
- ◆ *National parks — traffic congestions, second/holiday homes, price of commodities, erosion and damage*
- ◆ *Maldives/Pacific Islands — Rising sea levels and polluted oceans are affecting low lying islands that are dependent on the oceans for food and the community's livelihood.*
- ◆ *Australia — bleaching and destruction of coral reefs*
- ◆ *Thailand — coastal communities have been displaced and moved 'inland' to make way for tourism developments.*
- ◆ *Kenya/Botswana — local and indigenous communities are being deprived access to adequate water supplies*
- ◆ *Bali - Water for golf courses depriving local communities of essential water supplies*
- ◆ *Indigenous people and tourism — indigenous groups around the world often benefit little from the tourist groups which are taken into their communities. Examples in Kenya, Australia, Brazil, Ecuador*
- ◆ *Commodification of poverty slum tourism in Mumbai, Rio de Janeiro*
- ◆ *Commodification of culture — Maasai Mara Kenya*
- ◆ *Island development/Coastal destruction — Bimini Caribbean Sea*
- ◆ *Erosion and destruction of ancient monuments/sites — Machu Picchu, Forbidden City Beijing, Great Wall of China, Angkor Wat Cambodia*

Appendix 2 – Relevant Websites

<i>Ethical Traveller</i>	www.ethicaltraveller.org
<i>Green Tourism</i>	www.green-tourism.com
<i>International Ecotourism Society</i>	www.ecotourism.org
<i>International Centre for Responsible Tourism</i>	www.icrtourism.org
<i>Responsible Travel</i>	www.responsibletravel.com
<i>Scottish Natural Heritage</i>	www.snh.org.uk
<i>Sustainable Development Commission</i>	www.sd-commission.org.uk
<i>Sustainable Tourism</i>	www.sustainabletourism.net
<i>The National Trust of Scotland Trust</i>	www.nts.org.uk
<i>Tourism Concern</i>	www.tourismconcern.org.uk
<i>Tourism For All</i>	www.tourismforall.org.uk
<i>Travel Foundation</i>	www.thetravelfoundation.org.uk
<i>Travel Mole</i>	www.travelmole.com
<i>Travel Weekly</i>	www.travelweekly.co.uk
<i>United Nations World Tourism Organisation</i>	www.unwto.org

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SQCF level 5 embedded	09/06/2015

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General information for learners

Unit title: Sustainable Practices in Travel and Tourism
(SCQF level 6)

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 an understanding of the fragile nature of tourism and develop knowledge of the impacts that travel and tourism development and activity can have on the host environment and communities. You will develop an understanding of the concept and issues surrounding sustainable development and its application to the travel and tourism industry and be able to explain business strategies that can be used to manage the impacts of travel and tourism developments.

Through the examination of a range of case study examples in different destinations you will gain an understanding of the fragility of the natural and human environment as well as the importance and value that sustainable tourism practices can bring to a destination. You will be able to describe positive and negative impacts for a range of travel and tourism activities and developments in a selection of destinations.

Through the investigation into sustainable tourism certification schemes and the impacts of travel and tourism developments you will be able to suggest possible strategies that a business could use to minimise their negative impacts while maximising on the positive impacts.

Sustainable tourism is a growing trend within the industry and this Unit will form a strong basis for future employment in the travel and tourism industry. Employability skills will be further developed through active researching, analysis and presentation of information throughout the Unit.

Successful completion of the Unit will result in gaining 1 National Unit credit at SCQF level 6.