



## **National Unit specification**

### **General information**

**Unit title:** Travel and Tourism: Preparation for HN (SCQF level 6)

**Unit code:** H93N 46

**Superclass:** HC

**Publication date:** May 2015

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Unit purpose**

The Unit is intended for those undertaking a National Certificate in Travel and Tourism and will be of particular benefit to those progressing on to an HNC/HND in Travel and Tourism. The Unit is intended to allow learners to demonstrate retention and application of skills and/or knowledge in a selection of Travel and Tourism areas under time constraints. The Unit will allow integration of Knowledge and/or Skills and their application in new contexts.

### **Outcomes**

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

- 1 Analyse a given travel and tourism topic and apply critical thinking skills.
- 2 Recall and apply knowledge of selected travel and tourism subjects.

### **Credit points and level**

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

### **Recommended entry to the Unit**

While entry is at the discretion of the centre learners should have completed a range of travel and tourism related subjects from which topics can be selected.

## **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.

### **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](http://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**

Analyse a given travel and tourism topic and apply critical thinking skills.

#### **Performance Criteria**

- (a) Research materials/information/resources relevant to the topic.
- (b) Analyse researched materials/information/resources relevant to the topic.
- (c) Demonstrate knowledge and understanding of the topic using critical and analytical thinking skills.

### **Outcome 2**

Recall and apply knowledge of selected travel and tourism subjects.

#### **Performance Criteria**

- (a) Demonstrate knowledge and skills in different situations.
- (b) Apply knowledge and skills of travel and tourism subjects under time constraints.

### **Evidence Requirements for this Unit**

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

#### **Outcome 1**

Evidence is required which demonstrates that the learner can research and analyse materials/information/resources relevant to a travel and tourism topic. Learners must research three topics in total.

Learners in groups should investigate two topics of their own choice from a range of travel and tourism related subjects. A third topic will be selected by the tutor and will form the basis of the final assessment. Learners will be required to demonstrate knowledge and understanding of the topics using critical and analytical thinking skills.

#### **Outcome 2**

Evidence is required which demonstrates the learner has developed a detailed knowledge and understanding of the concepts and terms used in the travel and tourism industry. Learners are required to produce evidence that demonstrates their knowledge of current industry practices. The Outcome should focus on testing knowledge under closed-book internal exam conditions or a combination of closed-book exam conditions and open supervised conditions as appropriate to the subject. For example access to industry resources may be required for assessments related to travel agency practice. Evidence should be produced under time constraints. This should be a minimum of one hour, maximum two hours.



## **National Unit Support Notes**

**Unit title:** Travel and Tourism: Preparation for HN (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 provide evidence that learners are ready to progress to the next stage of their learning. Learners will demonstrate retention and application of skills and/or knowledge in a selection of travel and tourism areas. Learners will be able to further develop an understanding of the travel and tourism industry and current business practices. Learners will also develop research, analytical and critical thinking skills which should make them reflective learners confident in working with information and ideas.

Outcome 1 should develop creativity. Learners should determine the types of information they will need and develop preliminary research skills. Collaborative learning should be encouraged to allow learners to work together towards a shared objective. Such an approach should promote the exchange of ideas within groups which not only increases interest but also encourages critical thinking. Learners should determine where and how to obtain appropriate information, essential steps necessary for learners to gain useful research skills. Through examining and comparing research and applying reason and logic to establish the quality of opinions, learners should improve their analytical and critical thinking skills.

Outcome 2 should enhance the student's educational growth. Learners should be encouraged to identify their own learning gaps and to develop study skills. Learners should learn to apply knowledge rather than memorise material. Centres should select the travel and tourism related subjects from which the assessment topics can be chosen.

### **Guidance on approaches to delivery of this Unit**

The Outcomes of this Unit do not require to be delivered and assessed in sequence. Centres may prefer to deliver Outcome 2 before Outcome 1 as Outcome 2 will allow the learner to build upon their understanding of the industry and current practices and approach Outcome 1 with underpinning knowledge. A good grasp of the industry should enable the learner to work more confidently with tourism relevant information and ideas associated with Outcome 1. The learning and teaching should be student-centred to allow learners the opportunity to address their learning needs, manage learning activities, participate in discussions and explore topics that interest them.

## National Unit Support Notes (cont)

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Outcome 1 will require tutors to enable learners to develop a range of research and information handling skills and take responsibility for their own learning. An understanding of different views regarding a topic should be explored with learners and they should then be able to discuss an industry related theme critically and analytically demonstrating their knowledge of the industry. Tutors could use formative assessment to improve subsequent summative assessment results; learners in groups should investigate two topics of their own choice from a range of travel and tourism related subjects and debate these topics. Tutors should then provide feedback to enable learners to improve upon their learning and prepare them for final summative assessment.

Outcome 2 may require tutor led sessions to ensure that learning gaps are addressed and that learners fully understand the information that will be assessed.

Tutors could prepare students for the assessment by using the straightforward model of preparing for assessment: discussing relevant assessment techniques, providing information on study skills, using past papers or alternatively tutors could introduce unique and creative approaches: sessions where students challenge one another and direct one another in completing action plans, explaining answers and finding resources to help with study skills and assessment techniques.

### 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.

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 following approaches to assessment are suggested:

#### Outcome 1

The assessment for Outcome 1 could involve the learners carrying out research within allocated class contact time and lead to a final debate at the end of the Outcome. The tutor could select a topic for debate and learners would be notified in advance. The debate would consist of two teams: a team which stands for the debate topic and a team that stands against the debate topic. The assessment would involve learners individually researching and analysing a given travel and tourism topic and presenting this information in the form of a portfolio, then using critical and analytical thinking skills to effectively collaborate with allocated team members and deliver presentations. The portfolio and notes for debate will probably require some work to be carried out by the learner in their own time.

## National Unit Support Notes (cont)

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### Outcome 2

The assessment for Outcome 2 should be carried out at the end of the Outcome and should cover a selection of topics/subjects. Typically this will be a group of three Units or alternatively individual topics within a broader range of Units if this addresses the needs of the particular learner group. The assessment could be an internal closed-book exam which will test learners on three areas of learning.

An alternative approach could consist of two parts, each part could be weighted at 50%. Part one could be a closed-book internal exam and part two could be an open exam under supervised conditions with students initially considering the questions then working collaboratively in a group discussing the questions/answers and then individually completing the exam paper.

Assessment will be under time constraints and the time allocated should reflect the nature of the topics covered, for example a longer allocation may be necessary if learners have to access resources to extract information in practical retail travel subjects. The time allocated should be a minimum of one hour, maximum two hours.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

This Unit will provide learners with the opportunity to develop aspects of Core Skills in *Communication, Information and Communication Technology (ICT) and Problem Solving*. The Unit allows learners to develop skills in researching, analysing and organising information, using information technology and both oral and written presentation skills. Learners can also develop citizenship skills and depending on which topic is chosen could also develop skills in sustainable development.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Travel and Tourism: Preparation for HN (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 demonstrate retention and application of skills and/or knowledge in a selection of travel and tourism areas. You will be able to further develop an understanding of the travel and tourism industry and current business practices. You will also learn how to apply knowledge and you will develop research, analytical and critical thinking skills to enable you to become a reflective learner confident in working with information and ideas.

The Unit has two Outcomes which will allow you to apply your knowledge and skills of travel and tourism subjects and allow you to examine and compare research. You will also develop analytical and critical thinking skills which will enable you to analyse a travel and tourism topic, apply reason and logic and establish the quality of opinions of others.

The Unit may be assessed through an internal exam, creating a portfolio and participating in a debate.

This Unit will provide you with the opportunity to develop aspects of Core Skills in *Communication, Information and Communication Technology (ICT)* and *Problem Solving*. The Unit allows you to develop skills in researching, analysing and organising information, using information technology and both oral and written presentation skills. You can also develop citizenship skills and depending on which topic is chosen you could also develop skills in sustainable development.