

Travel and Tourism: Skills for Work (National 5) Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Travel and Tourism: Skills for Work (National 5) Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, and the Unit Specifications and Unit Support Notes for the constituent Units of the Course.

General guidance on the Course

Aims

This Course is designed to provide introductory qualification in travel and tourism than the National 4 Course for some learners. This Course will build on the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

The general aims of this Course are to:

- ◆ Provide learners with a broad introduction to the travel and tourism industry
- ◆ Allow learners to experience a range of work related activities in relation to Travel and Tourism industry
- ◆ Encourage learners to develop skills for learning and life as well as work
- ◆ Build learners' confidence
- ◆ Encourage learners to take greater responsibility for their own learning and development
- ◆ Prepare learners for progression to further education, training or employment

The specific aims of the Course are to:

- ◆ Prepare learners for work in the travel and tourism industry
- ◆ Develop customer care skills
- ◆ Understanding the importance of personal presentation
- ◆ Develop Skills to become effective job-seekers and employees in the Travel and Tourism Industry
- ◆ Develop a positive and responsible attitude to work and an understanding of the workplace
- ◆ Develop communication skills
- ◆ Develop detailed product knowledge and skills to deal effectively with customer enquiries
- ◆ Develop skills in reviewing and evaluating and planning for the future
- ◆ Prepare candidates for further learning, study and training opportunities in the Travel and Tourism industry

Progression into this Course

Entry to this Course is at the discretion of the centre. However, it may provide suitable progression for learners who have completed:

- ◆ The Skills for Work: Travel and Tourism Course at National 4
- ◆ any other Units in Travel and Tourism at level 4
- ◆ Literacy (SCQF level 4)
- ◆ Numeracy (SCQF level 4)

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

There are four Units in the Course:

Travel and Tourism: Employability (National 5)

The main purpose of this Unit is to provide learners with an understanding basic understanding of the employment opportunities with in travel and tourism and improve the learner's skills in preparation for working within the industry. Outcome 1 focuses on building up knowledge of the travel and tourism industry and the wide range of employment opportunities in it while Outcome 2 focuses on preparing the learner for employment through examining transferable employment skills and attitudes. Outcome 3 requires the learner to evaluate their own potential for employment in a specific job role reviewing their skills and qualities and identifying action points to enable progression into employment.

Travel and Tourism: Customer Service (National5)

The main purpose of this Unit is to enable learners to understand the importance and principles of Customer Service and to develop the skills and qualities required to meet customer expectations in a travel and tourism environment. Outcome 1 focuses on establishing and responding to detailed customer needs, dealing effectively with customer interactions which may involve detailed enquiries and seeking opportunities to exceed customer expectations. Outcome 2 focuses on promoting a wide range of travel and tourism products and/or services, identifying features and benefits, complementary or alternative products and exploring different ways of promoting these to customers, including the rationale for these methods of promotion. In Outcome 3 the learner will explore the importance of effective complaint handling and further develop communication and problem solving skills in dealing with, and resolving, customer issues in line with organisational procedures.

Travel and Tourism: Scotland (National5)

The main purpose of this Unit is to provide learners with detailed understanding of tourism in Scotland and improve the learner's skills in preparation for working within the industry. Outcome 1 focuses on the learner developing detailed knowledge of travel and tourism destinations and attractions in Scotland. Learners will develop skills in gathering this information throughout the Unit and be able to explain current trends in travel and tourism. Learners will also be able to explain the positive and negative impacts relative to travel and tourism. The learner should be aware of the requirements of Business Tourism in this Unit.

Travel and Tourism: UK and Worldwide (National5)

The main purpose of this Unit is to provide learners with detailed understanding of tourism in the UK and the rest of the world and improve the learner's skills in preparation for working within the industry. Outcome 1 focuses on the learner developing detailed knowledge of travel and tourism destinations and attractions in the UK and the rest of the world. Learners will develop skills in gathering this information throughout the Unit and be able to explain current trends in travel and tourism. Learners will also be able to explain the positive and negative impacts relative to travel and tourism. The learner should be aware of the requirements of Business Tourism in this Unit.

More detailed information about the skills, knowledge and understanding covered by each of the four constituent Units of the Course are contained in the relevant section of each of Support Notes for the individual Units.

Progression from this Course

Learners who undertake this Course could expect to progress to:

- ◆ SQA Travel and Tourism Courses or Units at SCQF level 6 or levels above.
- ◆ NC Travel and Tourism (SCQF level 6)
- ◆ Other Travel and Tourism Units and/or Courses
- ◆ Employment
- ◆ Further education or training

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

The Travel and Tourism: Skills for Work Course at National 5 has a Course structure which is consistent with the Course structure of The Travel and Tourism: Skills for Work Course at National 4. Both Courses form a suite of Courses.

The Units have been written in a hierarchical format, to facilitate multi-level delivery, to allow learners to achieve at their highest level, and to allow for achievement at a lower level if necessary. There is considerable flexibility of topics and contexts in all of the Units to facilitate personalisation and choice for learners and centres and to allow new and stimulating contexts for learning to be built into the Course.

Learning should be progressive and not repetitive as learners progress through the levels. Course planning may involve returning to concepts or themes developed at a lower level in order to develop knowledge and understanding and skills in greater depth. However, it is important that any content in a Course at one particular SCQF level is not repeated excessively if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Different learners develop at different speeds. Hence it is important that the learner is given the possibility to achieve at the highest level. The hierarchical nature of the Units and the Course means that individual learners can be assessed within the same context, at the appropriate level for them at that time. Learners should be given the opportunity to be assessed at the highest level of which they are capable. The profile of an individual learner may consist of Unit awards at more than one level, with some at a higher level than the overall Course award.

Approaches to learning and teaching

It is recommended that the main approaches to learning in the Course should be experiential and learner centred. It is suggested that a range of learning and teaching approaches are employed. Centres could adopt an entirely learner-centred approach and delivery could focus on the needs of individual learners. Enquiry exercises would be useful to help the learner investigate and could incorporate a range of learning and teaching approaches. This may include but is not limited to:

- ◆ Teacher/tutor presentations
- ◆ Independent learning activities
- ◆ Group work/activities
- ◆ Discussions
- ◆ Use of DVD/CD ROMs
- ◆ Use of print and broadcast media such as documentaries, magazines, reality TV series
- ◆ Use of Internet
- ◆ Visits to Career Advisors
- ◆ Work Experience or Simulated Work Environment
- ◆ Visits to tourist/visitor attractions and accommodation providers
- ◆ Visits to travel agents and tour operators
- ◆ Visits to bus and rail stations, ferry ports, airports, etc
- ◆ Visits to Tourist Information Offices
- ◆ Visiting speakers from local tourist services/attractions
- ◆ Guest speakers from the travel and tourism industry
- ◆ Case studies
- ◆ Role play
- ◆ Video
- ◆ Self and peer review

It may be useful for centres to take a partnership approach and work closely with travel and tourism industry representatives to deliver work-experience or work shadowing opportunities. Learners could also be given the opportunity to visit travel and tourism locations in order to experience the work environment/setting as both a customer and from the role of the employee. Learners may use these visits as an opportunity to develop planning skills and participate in the development of class outings.

Travel and Tourism: Employability (National 5)

Outcome 1 of this Unit involves the investigation of jobs within the travel and tourism industry. This initial investigation into employment opportunities in the travel and tourism industry will provide the learner with a breadth of knowledge about the industry and help them identify a specific area they are interested in. It is this specific job role that the learners will further investigate to identify employment standards and devise an action plan for progression into employment in Outcome 3. It is therefore recommended that learners undertake Outcome 1 before progressing onto Outcome 3. Outcome 2 requires the learner to demonstrate employability skills and attitudes in a practical activity, as this may take the format of work experience or shadowing in a job role of interest to the learner it should follow on from Outcome 1.

Travel and Tourism: Customer Service (National 5)

Outcomes 1 and 3 of this Unit involve the development of practical skills in customer service within the travel and tourism industry, interacting with customers and providing appropriate responses/solutions to meet detailed customer requirements. With this focus on practical skills, it is desirable that learners are provided with a realistic environment within which to practice skills and where they will experience workplace conditions, deal with colleagues and customers, learn about working as part of a team and generally develop a good work ethic. This may be achieved through a partnership approach with local businesses enabling learners to gain practical work experience or work shadowing within a travel/tourism environment. Alternatively, and/or in addition, learners may, with minimal tutor guidance, set up their own simulated customer service environment. This would enable learners to develop skills in establishing the physical environment to support the delivery of customer service and, as a group activity, provide opportunities for cooperative working, innovation and creativity.

Outcome 2 involves learners in researching a wide range of products/services available in the travel and tourism industry and creating ideas for suitable promotional activities. Learners should be encouraged to consult a wide range of resources. The information sourced could be retained in a folio and could be used in responding to customer needs to meet the requirements of Outcomes 1 and 3. Learners progressing from Travel and Tourism: Customer Service (National 4) could be given the option to build upon and add to their existing folio of evidence. There is significant scope for exploring different promotional activities which might include creating leaflets or posters, designing advertisements and copy, internet, video, radio, direct mail, etc. Learners will be expected to explain the suitability of selected methods of promotion which might include reference to budget, resources and expertise, relevance to target market, relevance to product selected, etc.

Travel and Tourism: Scotland (National 5)

Outcome 1 of this Unit involves the investigation of travel and tourism within Scotland. This initial investigation of tourist destinations is intended to provide the learner with an overview of the industry within a Scottish context. It is therefore recommended that learners undertake Outcome 1 before progressing onto Outcome 2. However an approach which allows both Outcomes to be tackled together in stages is entirely possible.

Learners could be encouraged to research holiday destinations in Scotland through a variety of media and fieldtrips. These may include use of websites, brochures, tourist leaflets and guidebooks. The use of maps to interpret and show tourist information would also be useful along with a variety of timetables. Maps/atlasses and the use of timetables, will allow learners to develop skills in route-planning. The use of a variety of timetables – ferry, train, bus – will support both Outcome 1 and 2. Similarly, the impact of tourism has been widely documented in articles and documentaries

For Outcome 2, practical exercises might be useful for the learner to practice and develop skills in meeting customer needs for particular tourist destinations. Learning activities such as role-play may provide the learners the opportunity to develop further employability skills such as planning, communication and presentation skills.

Centres could incorporate diverse areas of travel and tourism to investigate and allow the learners to participate in choosing the areas for investigation. Concentrating on local travel and tourism providers will help place learning in context but should not limit the learners experience if certain aspects of travel and tourism are not available in the local area.

Travel and Tourism: UK and Worldwide (National 5)

Outcome 1 of this Unit involves the investigation of travel and tourism in the UK, Europe and Worldwide. This initial investigation of tourist destinations is intended to provide the learner with an overview of the industry within the three areal contexts. It is therefore recommended that learners undertake Outcome 1 before progressing onto Outcome 2. However an approach which allows both Outcomes to be tackled together in stages is entirely possible.

Learners could be encouraged to research holiday destinations in the Scotland Unit and the UK and Worldwide Unit through a variety of media. These may include use of websites, brochures, tourist leaflets and guidebooks. The use of maps to interpret and show tourist information would also be useful along with a variety of timetables. Maps/atlasses and the use of timetables, will allow learners to develop skills in route-planning. The use of a variety of timetables — ferry, train, bus — will support both Outcome 1 and 2. Similarly, the impact of tourism has been widely documented in articles and documentaries.

For Outcome 2, practical exercises might be useful for the learner to practice and develop skills in meeting customer needs for particular tourist destinations. Learning activities such as role-play in a simulated travel agency may provide the learners with the opportunity to develop further employability skills such as planning, communication and presentation skills.

Centres could incorporate diverse and interesting topics or areas of travel and tourism to investigate and should allow the learners to participate in agreeing the areas of the industry to be covered. Concentrating on local travel and tourism providers will help place learning in context but should not limit the learners experience if certain aspects of travel and tourism are not available in the local area.

There should be no barriers to learners with specific needs within the classroom or wider learning contexts.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Unit Specifications* list the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit. Broad generic skills within this Unit will include employability, working with others, numeracy, literacy and citizenship.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

The generation of evidence may develop effective reading, writing and oral communication skills. Group work could be devised as part of on-going class based activities such as discussions, providing the opportunity for learners to work co-operatively and set and meet expectations as a team. Listening skills could be further developed through activities involving industry speakers and through interaction with staff during a work placement or work shadowing experience. There will be a strong focus on and the opportunity for further development in listening and talking as learners identify and practice skills in interacting with customers, listening and asking questions to determine requirements and responding verbally with appropriate information.

These skills could be further developed through the learner's research into his/her chosen holiday destinations and tourist attractions. Learners could present materials to the class in a variety of formats as part of informal assessment for the Unit.

2 Numeracy

- 2.1 Number Processes,
- 2.2 Money, time and measurement
- 2.3 Information Handling

Learners' numeracy skills could be further developed in the handling of maps, timetables and basic calculations (eg speed/distance/time).

3 Health and Wellbeing

- 3.1 Personal Learning

Personal appearance and presentation could be covered in the delivery of the Employability Unit and identified as desirable for customer facing roles within the travel and tourism industry. Emphasis could be placed on the benefits of a healthy and active lifestyle and how this can impact on personal appearance as well as behaviour.

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.2 Information and communication technology
- 4.3 Working with others
- 4.4 Enterprise

This could include some employability skills throughout the Course, and within the associated standalone Unit in this area. Learners may have the opportunity for work experience or work shadowing providing them with experience of workplace conditions, dealing with colleagues and customers and learning about working as part of a team. Working with other learners in the classroom and also within a workplace setting would further support the development of these skills. This will ensure that the learner can take their place in the world of work. Skills in innovation could be further developed through Identifying, and presenting, information, products and services to meet customer needs and identifying opportunities for sales.

5 Thinking Skills

- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Learners could be encouraged to develop key thinking skills through the application of information and the analysis and evaluation of their own skills, qualities and experiences. Learners could be encouraged to take responsibility for their learning and actively engage in the planning, sourcing of information and implementation of their evidence. As the learner's knowledge develops, they will be more able to make informed choices about travel destinations and tourist attractions to meet customer needs.

Approaches to assessment

To achieve the award of Travel and Tourism: Skills for Work Course, learners must pass all of the required Units. The assessment requirements of each of the Units are shown below.

The learner will receive minimum support whilst generating the evidence required to achieve the national standard through each of the Units for the Course at SCQF level 5. This means that the teacher/lecturer may respond to specific questions from the learner to enable progress.

Where evidence is generated by a learner throughout particular Units in the form of a folio it could be generated in a variety or range of formats which suits them best including but not limited to:

- ◆ E-portfolio
- ◆ Written
- ◆ PowerPoint presentation
- ◆ Personal blog or wiki
- ◆ Poster/display
- ◆ Video or podcast
- ◆ Talk

Performance evidence could take the form of a role play within a simulated environment or be evidenced under supervision in a realistic working environment. Performance could be recorded on an audio or visual format or on an assessor observation checklist. If necessary, questioning may be used to supplement performance evidence if this does not fully cover the requirements of the Outcomes. This should be recorded and retained as evidence.

Travel and Tourism: Employability (National 5)

For Outcome 1 a folio of evidence could be produced by each learner. Evidence for the folio could be gathered as learners complete relevant activities.

Outcome 2 focuses on the development of employability skills and attitudes. Performance evidence of carrying out a work-related practical activity could be recorded on a tutor checklist. A learner evaluation, which includes a review of their employability skills and attitudes as well any areas for improvement, could be written or orally recorded.

In Outcome 3 the learner is required to identify action points to enable progress relevant to their chosen job role. In order to identify these action points learners could produce review sheets based on personal skills, qualities and training and qualifications. It may be appropriate that this review be taken towards the end of the Unit once the learner has gathered information on the job role or had the opportunity to do work shadowing or experience in the chosen role.

Travel and Tourism: Customer Service (National 5)

Outcome 1 requires learners to demonstrate that they can establish customer needs using effective communication skills and respond to these in an appropriate manner. Performance evidence is required which demonstrates, on one occasion, that the learner has used appropriate questioning techniques and listening techniques to establish detailed customer needs and has provided a range of suitable relevant information, has identified and responded to non verbal clues provided by the customer and has identified and acted on opportunities to exceed customer expectations.

In Outcome 3 the learner is required to deal with a customer issue. Performance evidence is required which demonstrates, on one occasion, that the learner has dealt with a problem, identifying the nature of the specific problem, establishing why it has arisen, explaining organisational procedures and taking action to resolve the problem. In addition the learner is required to provide written and/or orally recorded evidence in which they explain the importance of effective complaint handling and the impact of poor customer service and badly handled complaints.

Travel and Tourism: Scotland (National 5)

Outcome 1 requires learners to investigate travel and tourism within Scotland. They will need to gather detailed information on:

- ◆ a wide range of destinations and attractions
- ◆ travel and tourism trends
- ◆ negative and positive impacts of travel and tourism

This information could be gathered by independent research, during a work experience or through group activities such as visits to destinations or attractions. It may be helpful for learners to retain the information they have gathered in a folio. Learners will be required to describe the destinations and attractions that they have investigated. Learners will also need to use the information they have gathered to explain travel and tourism trends and impacts.

Outcome 2 requires learners to use their knowledge of travel and tourism within Scotland to meet a customer's travel and tourism needs. Learners must be able to recommend suitable destinations and provide information to the customer on:

- ◆ accommodation and amenities
- ◆ activities and attractions
- ◆ travel itinerary(s)

Evidence for Outcome 2 could be gathered using case studies, through role play or from a work experience activity.

Travel and Tourism: UK and Worldwide (National 5)

Outcome 1 requires learners to investigate travel and tourism in the UK (excluding Scotland) and worldwide. They will need to gather detailed information on:

- ◆ a wide range of destinations and attractions
- ◆ travel and tourism trends
- ◆ negative and positive impacts of travel and tourism

This information could be gathered by independent research, during a work experience or through group activities such as visits to travel agencies or trips. It may be helpful for learners to retain the information they have gathered in a folio. Learners will be required to describe the destinations and attractions that they have investigated. Learners will also need to use the information they have gathered to explain travel and tourism trends and impacts.

Outcome 2 requires learners to use their knowledge of travel and tourism in the UK (excluding Scotland) and worldwide to meet a customer’s travel and tourism needs. Learners must be able to recommend suitable destinations and provide information to the customer on:

- ◆ accommodation and amenities
- ◆ activities and attractions
- ◆ travel itinerary(s)

Evidence for Outcome 2 could be gathered using case studies, through role play or from a work experience activity.

Differentiation between the Units

	National 4	National 5
The candidate will work with....	support	minimum support
The candidate will	contribute to	negotiate
Tasks and activities will be	straightforward	detailed

Combining assessment across Units

There are opportunities in the Course to generate assessment evidence for more than one Unit at the same time. The opportunities will arise where the learner will be placed in real or simulated situations where interactions with customers will occur.

A work placement in the context of the Customer Service Unit might also provide opportunities for evidence to be generated for Travel and Tourism: Employability Outcome 2.

Where this placement takes place in a Travel Agency there may be opportunities to gather evidence both Travel and Tourism: Scotland Outcome 2 and Travel and Tourism: UK and Worldwide Outcome 2.

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Centres, where appropriate, could encourage the use of ICT to both gather and present information required to cover the assessment standards. Web-based research could be used to gather information on job roles and responsibilities within the travel and tourism industry while emerging technologies; e-portfolios, blogs, wikis, could be used by the learners to present folios.

Evidence may be produced in a variety of formats. The following examples are not limiting:

- ◆ Recording of interviews
- ◆ E-portfolio
- ◆ Written records
- ◆ Photographs
- ◆ Log books
- ◆ Emails
- ◆ Podcasts/videos
- ◆ E-portfolio
- ◆ Blogs
- ◆ Assessor record of candidate responses
- ◆ Review sheets
- ◆ Electronic presentations
- ◆ Electronic journals
- ◆ Diaries

Equality and inclusion

There should be no barriers to learning within this Course. Assessments can be carried out in a variety of ways — role play, video and ICT — so that all learners can achieve the assessment at this level.

Alternative approaches to Unit assessments to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website:
www.sqa.org.uk/sqa/14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: **www.sqa.org.uk/sqa/14977.html**
- ◆ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
- ◆ *Building the Curriculum 5: A framework for assessment*
- ◆ *Course Specifications*
- ◆ Design Principles for National Courses
- ◆ *Guide to Assessment* (June 2008)
- ◆ Overview of Qualification Reports
- ◆ Principles and practice papers for curriculum areas
- ◆ *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): **www.sqa.org.uk/sqa/4595.html**
- ◆ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

Administrative information

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Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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