Unit Support Notes — Travel and Tourism: Employability (National 4)

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Travel and Tourism: Employability (National 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Unit Specification
♦ the Course Specification
♦ the Course Support Notes
♦ the Course Arrangement Documents
♦ the template and guidance for Unit Assessment Exemplification

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

This Unit has been created to encourage learners to explore potential career options in the travel and tourism industry. It has been designed to enable candidates to develop skills to become effective job seekers and employees in travel and tourism industries.

Learners who complete this Unit will be able to:

1   Investigate different job roles from across the travel and tourism industry.
2   Demonstrate employability skills and attitudes in a work-related practical activity.
3   Evaluate own potential for employment for a chosen job role in the travel and tourism industry.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Skills, knowledge and understanding covered in this Unit

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

Note: teachers and lecturers should refer to the *Course Assessment Specification* (National 4 Courses and above) and the *Unit Specification* for further mandatory information about the skills, knowledge and understanding relating to this Unit.

The main purpose of this Unit is to provide learners with a basic understanding of the employment opportunities with in travel and tourism and improve the learner's skills in preparation for working within the sector. Outcome 1 focuses on building up knowledge of the sector and job roles while Outcome 2 focuses on developing the correct working practices for employment while Outcome 3 requires the learner to evaluate their own potential for employment by assessing their own skills and attitudes relevant to a specific job role of the learner's choice.

Learners will be asked to demonstrate that they have effectively researched and gathered information on the travel and tourism industry and be able to provide a brief description of the jobs available within each. Learners could be encouraged to examine a broad range of tourism related and travel related jobs which may include but are not limited to the following:

♦   Travel Agent
♦   Tour Representative
♦   Tour Operator
♦   Cabin Crew
♦   Airport Ground Crew
♦   Hotel Manager
♦   Hotel Receptionist
♦   House Keeping

- ♦ Waitress
- ♦ Chef
- ♦ Restaurant Manager
- ♦ Tour Guide
- ♦ Tourist Guide
- ♦ Visitor Attraction Receptionist
- ♦ Visitor Attraction Manager

Learners will also be asked to demonstrate that they have gathered information on the key roles and responsibilities of a minimum of three different jobs from across travel and tourism industry. Independent and group activities will demonstrate the learner's ability to gather, process and present information.

Outcome 2 focuses on the correct working practices for employment. Group work, role-play, work shadowing or work experience will help the learner develop and demonstrate good working practices and attitudes for employment such as:

- ♦ Good timekeeping
- ♦ Good attendance
- ♦ Appropriate appearance
- ♦ A willingness to seek advice and help from others
- ♦ Positive attitude to learning and constructive advice

In Outcome 3 learners could evaluate their own strengths and weaknesses and identify areas for improvement to work on throughout the Unit and towards employment in a chosen job. The areas the learner should be identifying to include in the action plan could cover skills, training, qualities, experience, and qualifications.

In addition practical activities and appropriate tasks could place an importance on the development of further employability skills. Learners could be given the opportunity to build upon practices of:

- ♦ Effective communication skills
- ♦ Working as part of a team
- ♦ Investigation skills using a variety of research methods
- ♦ Planning and preparation of tasks
- ♦ Personal Presentation
- ♦ Self-review and evaluation skills

Progression from this Unit

Learners who complete this Unit may progress to:

- ♦ Other Units in Travel and Tourism Skills for Work (National 4)
- ♦ Travel and Tourism: Employability (National 5)
- ♦ Other Units in Travel and Tourism Skills for Work (National 5)
- ♦ NC Travel and Tourism (SCQF level 5)
- ♦ 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.

It is important that any content in a Course and/or Unit at one particular SCQF level is **not repeated** 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.

This Unit sits in a hierarchy with the following Unit:

♦ Travel and Tourism: Employability (National 5)

Approaches to learning and teaching

Where this Unit is delivered as part of the *Travel and Tourism Skills for Work* Course it is recommended that delivery of the Unit is integrated with other Units in the Course at allow for opportunities to develop and assess employability skills to arise.

Outcome 1 of this Unit involves the investigation of jobs within the travel and tourism industry. This initial investigation of job roles is intended to provide the learner with an overview of the industry and help them identify a specific area they are interested in. It is this specific job role that the learners will use to evaluate their strengths and weaknesses against and identify development goals. 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.

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 job roles 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
♦ 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

It may be useful for centres to take a partnership approach to the delivery of this Unit 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 a range of travel and tourism outlets; accommodation providers, visitor attractions, travel agencies etc 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. Centres could invite industry speakers to provide information to learners about working within the travel and tourism industry.

Practical exercises will be necessary for the learner to practice and develop employability skills. Learning activities such as role-play in customer service or tour guiding for example, will also provide the learners the opportunity to develop further employability skills such as planning, communication and presentation skills. There is opportunity to deliver this aspect of the Course in conjunction with *Travel and Tourism: Customer Service (National 4).*

Participating in class visits, work place visits and role plays could emphasis personal skills and qualities desired and demanded by the travel and tourism industry. Visits and role plays provide opportunity to address employability skills such as:

♦ Appropriate personal presentation
♦ Appropriate attitudes and manner
♦ Punctuality and attendance

Centres could strive to 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. It is recommended that the employment opportunities covered are relevant and interesting to the learner and their specified interest in employment within the travel and tourism sector. 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.

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 Specification* lists 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.

The Unit exists to support learners in developing practical Employability Skills for work in the travel and tourism industry. Opportunities for learners to build on *Skills for Learning, Skills for Life and Skills for Work* may be as follows:

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.

3   Health and Wellbeing

3.1   Personal Learning

Personal appearance and presentation could be covered in the delivery of the 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

This Unit is vocationally related and aimed at developing broad generic employability skills and attitudes as well as vocational skills and knowledge. Preparation and participation in a selection of work-shadowing/experience or role play activities could help the learner develop transferable skills valued by employers. The ability to use ICT and emerging technologies is an increasing demand of employment and learners could be encouraged to research, handle and process internet based information appropriately and in a safe manner.

5   Thinking Skills

5.3   Applying
5.4   Analysing and evaluating

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.

Approaches to assessment and gathering evidence

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. Evidence could be generated in a range of formats including but not limited to:

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

Outcome 2 requires the demonstration of employability skills and attitudes. Performance evidence could be recorded on a tutor checklist.

Where this Unit is taken as part of the Travel and Tourism Skills for Work Course (National 4), practical settings and opportunities for the candidate to develop and demonstrate their employability skills could be through the integration with the following Units:

♦ *Travel and Tourism: Scotland (National 4)*
♦ *Travel and Tourism: UK and Worldwide (National 4)*
♦ *Travel and Tourism: Customer Service (National 4)*

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.

Combining assessment within Units

Where this Unit is taken as part of the *Travel and Tourism Skills for Work Course,* a learner involved in a work placement for this Unit may have the opportunity to generate evidence for Outcome 2 of the Unit *Travel and Tourism: Customer Service*.

Where this placement takes place in a Travel Agency there may be opportunities to gather evidence for Outcome 2 in *Travel and Tourism: UK and Worldwide*, whereas a placement within a Tourist Information Centre or perhaps a local Visitor Attraction may present opportunities to generate evidence for Outcome 2 of the Unit *Travel and Tourism: Scotland.*

E-assessment

E-assessment can play an important role in the design and delivery of the new National Courses and Units by supporting integration and personalisation and choice for learners. While it is important not to introduce new, additional ICT skills or knowledge, 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 sector while emerging technologies; e-portfolios, blogs, wikis, could be used by the learners to present folios.

Equality and inclusion

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

It is important that centres 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 assessment arrangements section of SQA's website: **www.sqa.org.uk/sqa/14977.html.**

Alternative approaches to Unit assessment 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.

For more information on assessment arrangements and when centres should seek SQA approval for alternative assessment arrangements, go to **www.sqa.org.uk/14976.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 on SQA's website: **http://www.sqa.org.uk/sqa/14976.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

♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*

♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*

♦ *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*

♦ *Template and Guidance for Unit Assessment Exemplification*

♦ *SQA Guidelines on e-assessment for Schools*

♦ *SQA Guidelines on Online Assessment for Further Education*

♦ SQA e-assessment web page: **www.sqa.org.uk/sqa/5606.html**

Administrative information

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Superclass: HC

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date