

Unit title: Travel and Tourism: Employability (National 4)

Unit code: H2Y1 74

Superclass: HC

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Unit purpose

This unit has been designed as a mandatory unit of the National 4 Travel and Tourism Course but can also be taken as a free-standing unit. It is suitable for learners who have no previous experience.

The general aim of this unit is to enable learners to develop the skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to different sectors of the travel and tourism industry, job roles and responsibilities. Learners will prepare for employment in a particular sector of the travel and tourism industry and gain an understanding of skills and qualities identified by employers as being most important.

Outcomes

On successful completion of the unit the learner 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.

Credit points and level

1 National unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

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Recommended entry to the unit

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

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 Course, it is recommended that it should be taught and assessed within the subject area of the Course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. 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

Investigate different job roles from across the travel and tourism industry.

Performance Criteria

- (a) Gather straightforward information on different jobs from across the travel and tourism industry.
- (b) Describe a range of job roles in the travel and tourism industry.

Outcome 2

Demonstrate employability skills and attitudes in a work-related practical activity.

Performance criteria

- (a) Demonstrate good timekeeping and attendance.
- (b) Demonstrate an awareness of the importance of having an appropriate appearance.
- (c) Demonstrate a willingness to seek advice and help from others.
- (d) Demonstrate a positive attitude to learning and constructive advice.

Outcome 3

Evaluate own potential for employment for a chosen job role in the travel and tourism industry.

Performance criteria

- (a) Investigate a travel and tourism job of personal interest.
- (b) Identify own skills and qualities relevant to the selected job.
- (c) Identify action points to enable progress towards the identified job.

Evidence requirements for this unit

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

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

The learner will receive support throughout the unit whilst generating the evidence required to achieve the national standard through each of the outcomes for this unit. This means that the teacher/lecturer should issue advice to learners to enable progress.

Evidence should be gathered at appropriate points throughout the unit under open-book conditions, ie learners should have access to their notes, books, the internet etc. Evidence could be retained in a folio.

Outcome 1 — written and/or oral evidence

Evidence for outcome 1 will be gathered in open-book conditions at appropriate points throughout the unit.

The information gathered on the different jobs from across the travel and tourism industry should be retained in a candidate folio. The evidence must include a straightforward description of the types of jobs available. This should cover:

- ◆ the job roles
- ◆ the key responsibilities of the roles

A minimum of three different jobs must be gathered.

Outcome 2 — performance and written and/or oral evidence

Performance evidence showing that the learner demonstrated:

- ◆ good timekeeping and attendance
- ◆ an awareness of the importance of appropriate personal appearance
- ◆ a positive attitude to learning
- ◆ a willingness to seek help and advice when required
- ◆ the ability to accept advice constructively

This outcome should be carried out through a work-related activity such as carrying out a task in a work placement or a simulated working environment. Observations of performance could be recorded on an assessor checklist or an employer checklist if undertaking a work placement.

Outcome 3 — written and/or oral evidence

Evidence for outcome 3 will be gathered in open-book conditions at appropriate points throughout the unit. Evidence must include:

- ◆ a travel and tourism job of personal interest
- ◆ a straightforward description of the skills relevant to the identified job
- ◆ own skills and qualities, relevant to the job
- ◆ action points to enable progress towards the job. This should cover skills, training, qualities, experience, training and qualifications

To avoid duplication, it would be more advantageous for the evidence for the job of personal interest to be different from those chosen in outcome 1.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and wellbeing

- 3.1 Personal Learning

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.2 Information and communication technology

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the unit support notes.

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 main purpose of this unit is to provide learners with a basic understanding of the employment opportunities within 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. 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.

Outcome 1

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 the 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

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 that 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

Guidance on approaches to delivery of this unit

Where this unit is delivered as part of the National 4 Travel and Tourism Skills for Work Course it is recommended that delivery is integrated with other units in the Course to 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.

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.

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 National 4 Travel and Tourism Skills for Work Course, 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.

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 skills

There is no automatic certification of core skills or core skill components in this unit. The completion of this unit will highlight, through self-reflection, the learner's progress against all of the core and essential skills.

Communication

The delivery and assessment of this unit may offer opportunities to develop this core skill. Oral Communication involves using vocabulary and a range of spoken language structures appropriate to purpose and audience. This can be demonstrated in outcome 2 where learners are required to demonstrate employability skills and attitudes in a work related practical activity.

Information Communication Technology

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Accessing Information involves carrying out straightforward searches, or one sustained search, for information using appropriate ICT. This can be demonstrated in outcome 1 where learners will be required to investigate different job roles from across the travel and tourism industry.

Working Co-operatively with Others

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Working Co-operatively with Others involves actively providing relevant and appropriate support to others. This can be demonstrated in outcome 2 where learners are required to demonstrate employability skills and attitudes in a work related practical activity.

General information for learners

Unit title: Travel and Tourism: Employability (National 4)

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 created to help you explore potential career options in the travel and tourism industry. It has been designed to enable you to develop skills to become effective job seekers and employees in travel and tourism industries.

After you complete this unit will be able to:

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

This unit also gives you the chance to look at your achievements and experiences so far, helping you to work on the skills you need to help you find and apply for a job.

You will be introduced to different sectors of the travel and tourism industry, job roles and responsibilities. You will prepare for employment in a particular sector of the travel and tourism industry and gain an understanding of skills and qualities identified by employers as being most important. You will also review the skills you already have and those which will be required in the workplace.

To complete the unit successfully you must show that you have thought about and completed a number of steps that will develop your employability skills. These things will help prepare you better for entering the workplace.

You will do this by completing assessment activities which will/could include:

- ◆ investigating different job roles from across the travel and tourism industry
- ◆ participation in a work-related activity
- ◆ describing the skills you already have
- ◆ showing some of the skills you need to help you apply for jobs, eg filling in applications forms, making telephone enquiries
- ◆ role play
- ◆ verbal/written questions from your tutor
- ◆ observation and recording of you by your tutor to demonstrate skills during group work and/or role play or work related activity
- ◆ listening, watching and obtaining information from a visual source eg video

You may have the opportunity to progress to:

- ◆ other travel and tourism units and/or qualifications
- ◆ employment
- ◆ further education or training

Administrative information

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History of changes to National unit Specification

Version	Description of change	Date
2.0	Unit moved into a new template. No change to unit content.	24/05/2017

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