

**Unit title:** Travel and Tourism: Employability (National 5)

**Unit code:** H2Y1 75

**Superclass:** HC

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**Version:** 2.0 (May 2017)

## Unit purpose

This unit has been designed as a mandatory unit of the National 5 Travel and Tourism Skills for Work 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 the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will prepare for employment in a particular sector of the travel and tourism industry and gain an understanding of skills and qualities identified as employers as being most important.

## Outcomes

Learners who complete this unit will be able to:

- 1 Investigate different careers from across the travel and tourism industry.
- 2 Evaluate employability skills and attitudes during 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 5: (6 SCQF credit points at SCQF level 5)

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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](http://www.sqa.org.uk/assessmentarrangements)

# National unit specification: Statement of standards

**Unit title:** Travel and Tourism: Employability (National 5)

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 careers from across the travel and tourism.

### Performance criteria

- (a) Gather detailed information on different careers from across the travel and tourism industry.
- (b) Describe in detail a range of careers in the travel and tourism industry.

## Outcome 2

Evaluate employability skills and attitudes during a work-related practical activity.

### Performance criteria

- (a) Carry out a work-related practical activity.
- (b) Review own employability skills and attitude throughout the activity.
- (c) Identify any areas for improvement in light of the review.

## Outcome 3

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

### Performance criteria

- (a) Carry out a detailed investigation of a job role of personal interest within the travel and tourism industry.
- (b) Carry out detailed investigation into the expectations of employers for the selected job.
- (c) Review own skills and qualities in relation to the selected job.
- (d) Identify action points to enable progress towards the selected 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 minimum 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**

The information gathered on different careers from across the travel and tourism industry should be retained and could be kept in a folio. The evidence must include a detailed description of the careers available. This should cover:

- ◆ the job roles
- ◆ key responsibilities of the roles
- ◆ brief description of training or qualifications relevant to the job roles
- ◆ possible career path from each job role identified

A minimum of three different careers must be gathered.

### **Outcome 2 — performance and/or oral evidence**

Performance evidence which shows that the learner carried out a work-related practical activity. This could be a work placement or a simulated work environment.

Written and/or orally recorded evidence of a learner evaluation covering:

- ◆ a review of own employability skills and attitudes such as 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
- ◆ areas for improvement in relation to own employability skills and attitudes

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 detailed investigation of a travel and tourism job of personal interest
- ◆ a detailed investigation into the expectations of employers for the selected job
- ◆ a review of own skills and qualities, relevant to the job of personal interest
- ◆ identification of detailed 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 (ICT)

## **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

## Unit title: Travel and Tourism: Employability (National 5)

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 an understanding of the employment opportunities available within the travel and tourism industry. It has also been designed to 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 within them 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.

#### 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 detailed 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
- ◆ Chalet Hosts
- ◆ Resort Representatives
- ◆ Travel Journalist

Learners will also be asked to demonstrate that they have gathered information on the key roles and responsibilities of a minimum of three different careers from across travel and tourism industry. Learners should outline the skills and qualities necessary for each job and any training or qualifications required. Evidence should also be provided that they have gathered information on the possible career paths for each job identified. Independent and group activities will demonstrate the learner's ability to gather, process and present information.

## **Outcome 2**

Focuses on transferable employability skills and attitudes. Learners must carry out a work-related activity such as an actual or simulated work experience. This activity must allow them the opportunity to develop employability skills and attitudes such as:

- ◆ good timekeeping
- ◆ good attendance
- ◆ appropriate appearance
- ◆ a willingness to seek advice and help from others
- ◆ positive attitude to learning and constructive advice

Throughout the activity learners should review their employability skills and attitudes, identifying any areas for improvement.

## **Outcome 3**

Focuses on the skills and attributes required for employment in a specific job role of the learner's choice by gathering information the job description and the company standards of a relevant organisation. Learners could be encouraged to gather information on employee attitude, appearance and presentation, customer service standards and product knowledge. Learners could also evaluate their own strengths and weaknesses and identify areas for improvement to work on throughout the unit and identify them in a detailed action plan. The areas the learner should be identifying 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 5 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 employability skills and employment knowledge.

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.

The unit is intended to help the learner develop a deeper understanding of the employment opportunities and job roles within travel and tourism; however they are also intended to gain knowledge of the skills and attributes that contribute to success in the employment and recruitment process. It is therefore advised that an equal amount of the time allocated to the unit is spent on the three outcomes. Learners progressing from *Travel and Tourism: Employability* (National 4) could be given the option to build upon and add to their existing folio of evidence.

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
- ◆ interviewing industry members

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 an opportunity to deliver this aspect of the Course in conjunction with *Travel and Tourism: Customer Service* (National 5).

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 throughout the unit 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 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.

Where this unit is taken as part of the National 5 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 5)
- ◆ *Travel and Tourism: UK and Worldwide* (National 5)
- ◆ *Travel and Tourism: Customer Service* (National 5)

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 complete 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](http://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 5)

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 you will be able to:

- ◆ Investigate different careers 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:

- ◆ *Travel and Tourism: UK and Worldwide* (National 5)
- ◆ other units in the National 5 Travel and Tourism Skills for Work Course
- ◆ NC Travel and Tourism (SCQF level 5)
- ◆ other travel and tourism units and/or courses
- ◆ employment, further education or training

# Administrative information

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**Superclass:** HC

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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. Minor clarifications in evidence requirements	25/05/2017

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the unit Specification.

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