Course Support Notes

XSQA

Travel and Tourism: Skills for Work (National 4) Course Support Notes

Contents

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 4) 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 an introductory qualification in travel and tourism which reflects 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 straightforward introduction to the travel and tourism industry
♦ Allow learners to experience a range of work related skills activities in relation to the Travel and Tourism industry
♦ Encourage learners to develop skills for learning and life as well as work
♦ Encourage learners to develop a good work ethic
♦ Build learners' confidence
♦ Encourage candidates learners to take responsibility for their own learning and development
♦ Facilitate Prepare learners for progression to further education and/or study or employment

The specific aims of the Course are to:

♦ Prepare learners for work in the travel and tourism industry
♦ Develop team-working skills
♦ Develop customer care and problem-solving skills
♦ Develop Understand the importance of personal presentation skills
♦ Develop Retail/Selling and Business Enterprise Skills Promoting products
♦ Develop Skills to become effective job-seekers and employees in all employment areas and specifically in the Travel and Tourism Industry.
♦ Develop a positive and responsible attitude to work and an understanding of the workplace
♦ Develop communication skills
♦ Develop product knowledge and skills to deal effectively with customer enquiries for Domestic and Inbound Tourism and Excursions in relation to Travel and Tourism within Scotland
♦ Develop product knowledge and skills to deal effectively with customer enquiries for Outbound Tourism Destinations from Scotland to the rest of the UK, Europe and the World
♦ Encourage 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

In this way it is hoped that the learners who undertake the Course will develop skills which will add to their overall broad general education. Specifically it is hoped that they will gain awareness and a capability to become an effective employee in the Travel and Tourism Industry and also gain transferrable skills which will make them more effective candidates for employment in all other wider areas of work

Progression into this Course

Entry is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦ Literacy (SCQF level 3)
♦ Numeracy (SCQF level 3)

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 4)

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 industry. 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.

Travel and Tourism: Customer Service (National 4)

The main purpose of this Unit is to introduce learners to the importance and principles of Customer Service and to identify and develop the skills and qualities required to meet customer expectations in a travel and tourism environment. Outcome 1 focuses on establishing and responding to customer needs, dealing effectively with routine customer interactions. Outcome 2 focuses on promoting a range of travel and tourism products and/or services, identifying features and benefits and exploring different ways of promoting these to customers. In Outcome 3 the learner will use communication and problem solving skills in dealing with, and resolving, customer issues.

Travel and Tourism: Scotland (National 4)

The main purpose of this Unit is to provide learners with a basic understanding of travel and tourism in Scotland and improve the learner's skills in preparation for working within this industry. Outcome 1 focuses on the learner developing knowledge of holiday destinations and attractions in Scotland. Learners will develop skills in gathering this information throughout the Unit and be able to recognise current trends in travel and tourism along with the positive and negative impacts. In Outcome 2, learners will be able to build on the skills and knowledge developed in Outcome 1 by responding to customers' needs.

Travel and Tourism: UK and Worldwide (National 4)

The main purpose of this Unit is to provide learners with a basic understanding of travel and tourism in the United Kingdom and the rest of the world and improve the learner's skills in preparation for working within this industry. Outcome 1 focuses on the learner developing knowledge of holiday 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 recognise current trends in travel and tourism along with the positive and negative impacts. In Outcome 2, learners will be able to build on the skills and knowledge developed in Outcome 1 by responding to customers' needs.

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:

♦   Travel and Tourism Skills for Work (National 5)
♦   SQA Travel and Tourism Courses or Units at SCQF Level 5 or levels above
♦   NC Travel and Tourism (SCQF 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.

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

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.

Travel and Tourism: Customer Service (National 4)

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 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 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 products/services available from travel and tourism businesses. A range of resources, both electronic and paper, could be made available with learners.

Travel and Tourism: Scotland (National 4)

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/atlases 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 4)

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/atlases 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

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

5.3   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. 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.

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 4)

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

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

Travel and Tourism: Customer Service (National 4)

Outcome 1 requires learners to demonstrate that they can establish and respond to customer needs in a positive and helpful manner. Performance evidence will be required which demonstrates, on one occasion, that the learner has established customer needs using effective communication skills and has responded to them in an appropriate manner.

For Outcome 2 written and/or orally recorded evidence is required identifying the features and benefits of two selected products and/or services and of a further two complementary or alternative products/services. A folio of evidence could be produced by each learner.

In Outcome 3 the learner is required to deal with a customer issue. Performance evidence will be required which demonstrates, on one occasion, that the learner has dealt with an issue.

Travel and Tourism: Scotland (National 4)

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

♦ a 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, attractions, trends and impacts that they have investigated.

Outcome 2 requires learners to use their knowledge of travel and tourism within Scotland to meet a customer's holiday 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 4)

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

♦ a 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, attractions, trends and impacts that they have investigated.

Outcome 2 requires learners to use their knowledge of travel and tourism in the UK (excluding Scotland) and worldwide to meet a customer's holiday 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

Published: February 2013 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date