

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



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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Travel and Tourism: Scotland (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 Award Specification and Course Arrangements
- ◆ the Course Support Notes
- ◆ 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

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.

Learners who complete this Unit will be able to:

- 1 Carry out an investigation of travel and tourism in Scotland.
- 2 Meet customer holiday needs.

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

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.

Learners may find it useful to be able to classify tourist resorts into broad areas — scenic, activity/special interest, tourist town/city and coastal/island. The range and variety of attractions which might be present in these destinations could be investigated. The learners may be able to recognise sustainable and responsible development in tourism. This could be looked at within the contexts of benefits or advantages and problems or disadvantages in the development of travel and tourism.

Destinations could include but is not limited to:

Scenic areas:

- ◆ Cairngorms, Loch Lomond and the Trossachs, North West Highlands.

Activity/Special Interest:

- ◆ St Andrews, Scottish Borders, Fort William.

Towns/Cities:

- ◆ Glasgow, Edinburgh, Aberdeen, Dundee, Stirling and Inverness.

Coastal/Island:

- ◆ Inner and Outer Hebrides, Orkney and Shetland Islands, Firth of Clyde, Angus, Fife and East Lothian.

The advantages and disadvantages of various modes of travel, such as rail, road, ferry and air, for a customer's journey to the chosen destinations could be explored.

Many tourist facilities are gaining awards for sustainable/responsible tourism. It could be useful for learners to gain knowledge of these through research. The development of tourism can have a dramatic effect on tourist destinations and result in many positive and negative consequences. It might be useful for the learners to investigate a variety of these.

In Outcome 2, learners will be able to build on the skills and knowledge developed in Outcome 1 by responding to customers' needs. Learners will be asked to demonstrate that the knowledge and skills developed through Outcome 1 can enable them to:

- ◆ recommend suitable destinations for customers
- ◆ provide information and advice about each destination
- ◆ recommend accommodation
- ◆ recommend activities
- ◆ recommend attractions
- ◆ recommend amenities
- ◆ produce a travel itinerary

Other skills which will be addressed within a variety of contexts but not directly assessed within this Unit will include Citizenship and Health and Wellbeing.

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: Scotland (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 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:

- ◆ Travel and Tourism: Scotland (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 to allow for opportunities to develop and assess a wide range of skills for life, skills for learning and skills for work.

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.

Enquiry exercises would be useful to help the learner investigate tourist destinations and could incorporate a range of learning and teaching approaches:

- ◆ Teacher/tutor presentations
- ◆ Independent learning activities, eg experience of personal holidays, trips and excursions
- ◆ 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 tourist attractions
- ◆ Visits to travel agents
- ◆ Visits to bus and rail stations, ferry ports, airports, etc
- ◆ Visits to Tourist Information Offices
- ◆ Visiting speakers from local tourist services/attractions

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

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

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

In addition practical activities and appropriate tasks could place an importance on the development of further employability skills. Learners should 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 and presentations
- ◆ Presentation skills
- ◆ Self-review and evaluation skills

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 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. 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

These skills could be further developed through the learner's research into his/her chosen holiday destinations and tourist attractions

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).

4 Employability, enterprise and citizenship

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

Working with other learners in the classroom and also within a workplace setting would further support the development of these skills.

5 Thinking Skills

- 5.3 Applying
- 5.4 Analysing and evaluating

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 and gathering evidence

Evidence of learners' work can be produced in a variety of ways and could include but are not limited to the following:

- ◆ Independent or group activities which will demonstrate the learner's ability to gather, process and present information.
- ◆ Role-play or work shadowing or work experience could help the learner to develop and to demonstrate good working practices and skills.

Evidence may be produced in a variety of formats including, but not limited to:

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

Outcome 2 of the Unit could be assessed along with other Units of the Course:

- ◆ *Travel and Tourism: Employability* (National 4)
- ◆ *Travel and Tourism: UK and Worldwide* (National 4)
- ◆ *Travel and Tourism: Customer Service* (National 4)

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 the Units *Travel and Tourism: Customer Service* and *Travel and Tourism: Employability*.

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*.

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. The following examples are not limiting:

- ◆ 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

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**.

There should be no barriers to learning within this Unit. 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 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: NK

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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