

## SQA Advanced Unit specification

### General information for centres

**Unit title** Foundations of Activity Tourism

**Unit code:** HV7K 47

**Unit purpose:** This Unit introduces the candidate to the evolving area of activity tourism. This Unit centres on identifying specific factors which act as significant motivators in the decision-making process of activity tourism selection.

On completion of the Unit the candidate should be able to:

- 1 Explain the broad nature of activity tourism.
- 2 Explain motivating factors influencing the activity tourism experience.
- 3 Investigate the different profiles of activity tourism clients and their possible impact upon the active and passive activity tourism experience.

**Credit points and level:** 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, candidates should have good communication skills. These may be demonstrated by the achievement of *Communication* at SCQF. It is also recommended that candidates have an NQ or SVQ/NVQ in travel, tourism, sporting or activity pursuits or a related area equivalent to SCQF level 5/6.

**Core Skills:** There are opportunities to develop the Core Skills of *Communication, Information Technology, Working with Others, and Problem Solving*, all at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is taught as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

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**Assessment:** A holistic approach to assessment is recommended with a focus on the inter-relatedness of the various component sectors of the activity tourism industry.

Outcome 1 may be assessed individually using a range of assessment methods, eg short answer questions (particularly for Outcome 1) or extended response, presentation or report.

Outcome 2 and 3 could be integrated and could take the format of a case study of types of activity tourism. Candidates will be required to produce evidence that clearly demonstrates their understanding of the diverse nature of activity tourism. The submission could be a written, oral or diagrammatic as long as all evidence tasks are completed. Candidates should be given adequate preparation time to carry out personal research to gather material for their submission.

## **SQA Advanced Unit Specification**

### **SQA Advanced Unit Specification: statement of standards**

**Unit title:** Foundation of Activity Tourism

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

#### **Outcome 1**

Explain the broad nature of activity tourism

##### **Knowledge and/or Skills**

- ◆ Conventional mass tourism
- ◆ Activity tourism market development
- ◆ Plog's allocentric and psychocentric tourist
- ◆ Activity tourism trends

##### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the growth of conventional mass tourism providing a minimum of four reasons why diversification of the tourism market is an emerging trend
- ◆ explain the development of two activity tourism trends in terms of socio economic changes, work–life balance and lifestyle choices
- ◆ explain how these two activity tourism trends have benefited from technological advances and increased access to geographical localities
- ◆ explain the difference between Plog's allocentric and psychocentric tourist and relate to the activity tourism industry

##### **Assessment Guidelines**

Outcome 1 could be assessed by extended response assessment. It is recommended that this is an open-book assessment.

#### **Outcome 2**

Explain motivating factors influencing the activity tourism experience

##### **Knowledge and/or Skills**

- ◆ Active and passive activity tourism experiences
- ◆ Motivating factors for active activity tourism
- ◆ Motivating factors for passive activity tourism

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### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ investigate and describe two emerging active and two emerging passive activity tourism experiences
- ◆ for each of these chosen four activity tourism experiences, explain four motivating factors influencing the choice of the activity tourism experience
- ◆ report back on all findings, acknowledging all research sources

### **Assessment Guidelines**

Outcome 2 could be assessed using a case study scenario with a report based submission. It is recommended that this is an open-book assessment.

Assessment for Outcomes 2 and 3 could be integrated and could take the format of a case study of types of activity tourism. Please see further details under Assessment Guidelines for Outcome 3.

## **Outcome 3**

Investigate the different profiles of activity tourism clients and their possible impact upon the active and passive activity tourism experience

### **Knowledge and/or Skills**

- ◆ Client profiling for activity tourism
- ◆ Marketing activity tourism
- ◆ Risk aversion and management

### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ produce a comprehensive client profile for one active and one passive activity tourist type
- ◆ explain how client profiles can contribute to a targeted marketing strategy providing a minimum of two examples for each active and passive activity tourism experience
- ◆ identify two active activity tourism experiences and for each explain why a knowledge of client profiles is important for safety
- ◆ identify two passive activity tourism experiences and for each explain why a knowledge of client profiles is important to ensure the appropriate tourism experience

### **Assessment Guidelines**

Outcome 3 could be assessed using a case study scenario with a report based submission. It is recommended that this is an open-book assessment.

Assessment for Outcomes 2 and 3 could be integrated and could take the format of a case study of types of activity tourism.

Candidates will be required to produce evidence that clearly demonstrates their understanding of the diverse nature of activity tourism. The submission could be a written, oral or diagrammatic as long as all evidence tasks are completed. Candidates should be given adequate preparation time to carry out personal research to gather material for their submission.

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### Administrative Information

<b>Unit code:</b>	HV7K 47
<b>Unit title:</b>	Foundations of Activity Tourism
<b>Superclass category:</b>	NK
<b>Date of publication:</b>	November 2017
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#### History of changes:

Version	Description of change	Date

**Source:** SQA

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**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### SQA Advanced Unit specification: support notes

#### Unit title: Foundations of Activity Tourism

This part of the Unit specification is offered as guidance. The support notes 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

This Unit provides necessary background and skills which are essential for other Units delivered within tourism related Group Awards. This Unit should take place early on in the delivery of the Group Award in Activity Tourism. This Unit will be a prerequisite Unit for continuation onto the SQA Advanced Diploma.

Activity tourism is a broad area encompassing both active and less active activities. Whilst activity tourism may conjure up images of vigorous exercise such as canoeing, climbing, skiing and mountaineering not all activity holidays need involve strenuous physical exercise. Other less active holidays such as nature watching and food tourism, following food trails, can legitimately be called activities. Other activities are primarily cognitive or affective, for example exploring local culture and heritage. This Unit provides an overview of three aspects that are important in understanding activity tourism. It is recommended that evidence should be produced where possible using secondary research techniques.

#### Outcome 1

- ◆ **Conventional mass tourism:** Plog's psychocentric tourist. Development of mass tourism venues. Main sector of tourism market.
- ◆ **Development of activity tourism** could be: Tourist may be traditionally active but with socio-economic changes there is a greater market for activity tourism, though not necessarily active, lifestyle, wellbeing, realisation of lack of activity in their life, work-life balance, a combination of active and passive **Plog's allocentric tourist.**
- ◆ **Activity tourism trends** could be: technology, new geographical areas, increased accessibility, cheaper travel.

#### Outcome 2

- ◆ **Active and passive activity tourism experiences** could be: outdoor activities, eg mountain biking, rafting, hill walking; nature based activities, eg bird watching, cetacean watching, conservation breaks; cultural based activities, eg participative festivals, archaeology breaks, historical tours, food trails, heritage tours..
- ◆ **Motivating factors** could be: *Active:* lifestyle choices, physical, sub-cultural association, trends and fashion, wellbeing, health. *Passive:* aesthetic appreciation, cultural experience, cognitive enhancement, escapism

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### Outcome 3

- ◆ **Client profiling for activity tourism** could be: Active and passive profiles, greater economic accessibility, prior tourism experiences, work-life balance — time rich/money poor versus time poor/money rich.
- ◆ **Marketing activity tourism** could include: promotion, networking, knowledge of product, knowledge of client expectations, matching product with client expectations.
- ◆ **Risk aversion/management** could be: identification of level of activity in relation to skills and experience required; identify the pre-requisite level of skill/experience required by the client in order to experience the activity safely, identification of the level of activity in relation to ability required to ensure that the client gets the experience that they expect; meeting needs and expectations.

### Guidance on the delivery and assessment of this Unit

The candidates' experience could be enhanced by opportunities for off site visits and exposure to examples of current activity tourism provision, including visiting speakers.

Outcome 1 could take the format of an extended response assessment. The candidate will be required to provide evidence of the diverse nature of the activity tourism market and how it relates to conventional mass tourism.

Outcomes 2 and 3 could be integrated and could take the format of a case study of types of activity tourism. Candidates will be required to produce evidence that clearly demonstrates their understanding of the diverse nature of activity tourism. The submission could be a written, oral or diagrammatic as long as all evidence tasks are completed. Candidates could be encouraged to carry out personal research to gather material for their submission.

#### *Opportunities for developing Core Skills*

There are opportunities to develop the Core Skills of *Communication*, *Information Technology*, *Working with Others* and *Problem Solving*, all at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

The opportunities to develop Core Skills may occur if candidates research or provide evidence as follows:

- ◆ Information Technology — using secondary research, using the web
- ◆ Communication — submitting evidence in an oral or written submission
- ◆ Working with Others — if carrying out group work, class tasks, peer evaluation
- ◆ Problem Solving — research, solutions, class tasks, group work

### Open learning

Open, flexible learning is technically possible especially if supported by a Virtual Learning Environment (VLE) platform and blended learning techniques. The open learning candidate may not benefit from the interaction of the group situation or be able to share experiences from visits, so some group sessions could be agreed at key stages.

## **SQA Advanced Unit Specification**

### **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).



### General information for candidates

#### Unit title: Foundations of Activity Tourism

This Unit introduces you to the evolving area of activity tourism. Activity tourism is a broad area encompassing both active and less active activities. Whilst activity tourism may conjure up images of vigorous exercise such as canoeing, climbing, skiing and mountaineering not all activity holidays need involve strenuous physical exercise. You will see how other less active holidays such as nature watching and following food trails can legitimately be called activities. Other activities followed are primarily cognitive or affective, for example exploring local culture and heritage. The Unit centres on identifying specific factors which you will recognise as acting as significant motivators in the decision making process of activity tourism selection.

On completion of the Unit you should be able to explain the broad nature of activity tourism, investigate the activity tourism experience and investigate the profile of activity tourists.

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving*, all at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

The opportunities to develop Core Skills may occur if you research or provide evidence as follows:

- ◆ Information Technology — using secondary research, using the web
- ◆ Communication — submitting evidence in an oral or written submission
- ◆ Working with Others — if carrying out group work, class tasks, peer evaluation
- ◆ Problem Solving — research, solutions, class tasks, group work