



Higher National Unit specification

General information

Unit title: Influences on the Travel and Tourism Industry
(SCQF level 8)

Unit code: DK08 35

Superclass: NK

Publication date: August 2004

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is intended for learners interested in pursuing a career in the travel and tourism industry and is mandatory on the HND Travel and Tourism Group Award.

This Unit is designed to provide the learner with an understanding of the role of tourism facilitators and also of other factors that have impact on the travel and tourism industry. It examines the role of governments within the industry, and in addition explains how various organisations and agencies in the public, private and voluntary sectors have influence in delivering the travel and tourism product. Furthermore an insight will be given into the political, economic, socio-cultural, environmental and technological factors affecting the future of the industry.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Analyse government involvement in tourism.
- 2 Review the range and role of sector support organisations.
- 3 Investigate current trends and their potential impact on the future of the travel and tourism industry.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However it would be useful if learners had communication skills and a reasonable knowledge of the travel and tourism industry.

This may be achieved by possession of Higher English (at grade C or above) or the National Unit in *Communication* at SCQF level 6 and the HN Unit *Structure of the Travel and Tourism Industry* at SCQF level 7.

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

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. 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.

Higher 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.

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. Learners 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

Analyse government involvement in tourism.

Knowledge and/or Skills

- ◆ Reasons for government involvement
- ◆ Nature and extent of government involvement in different countries
- ◆ Range and roles of public sector organisations in the UK travel and tourism industry

Outcome 2

Review the range and role of sector support organisations.

Knowledge and/or Skills

- ◆ Range and roles of UK private support organisations
- ◆ Range and roles UK voluntary support organisations
- ◆ Range and roles of international support organisations

Outcome 3

Investigate current trends and their potential impact on the future of the travel and tourism industry.

Knowledge and/or Skills

- ◆ Political factors affecting the industry
- ◆ Economic factors affecting the industry
- ◆ Environmental factors affecting the industry
- ◆ Social and cultural factors affecting the industry
- ◆ Technological factors affecting the industry
- ◆ Current trends

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

- ◆ Explain a minimum of two reasons why governments may wish to involve themselves in the tourism industry, to include one economic and a minimum of one other reason.
- ◆ Demonstrate an understanding of how governments involve themselves in different ways and to different extents.
- ◆ Identify three different UK public sector organisations and provide a description of their roles.

Outcome 2

- ◆ Identify one example of each of the following types organisations that provide support to the travel and tourism industry:
 - private
 - voluntary
 - international
- ◆ Analyse the role of each organisation identified.

Outcome 3

- ◆ Analyse the potential impact of political, economic, environmental, social and/or cultural and technological factors on the travel and tourism industry and discuss two current trends for each.



Higher 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

This Unit is designed to provide learners with an understanding of the factors that have an influence on the travel and tourism industry.

The following reference to organisations, legislation, etc. was accurate at the time of publication. As this can change over time, staff within centres should keep up to date with current developments.

Outcome 1 could cover the following:

- ◆ Why governments may wish to involve themselves in the tourism industry, ie income and employment generation, balance of payments, law and order, nurture growth of industry, improve image of country, etc.
- ◆ The nature and extent of government involvement in the industry in developed/developing countries and established/non-established tourist destinations.
- ◆ Significant legislation and strategies for the industry, eg The Development of Tourism Act 1969, Tourism 2020 Framework.
- ◆ Current UK government policies affecting travel and tourism industry.
- ◆ Public sector organisations directly/indirectly involved in tourism, eg national tourism organisations (eg VisitScotland), visitor information centres, Local Authorities, Scottish Natural Heritage (SNH), sportscotland, Creative Scotland, Historic Scotland, Forestry Commission, Civil Aviation Authority, Museums Galleries Scotland, EventScotland, Convention Scotland, Scottish Enterprise, Highlands and Islands Enterprise, local enterprise networks, etc.

Higher National Unit Support Notes (cont)

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Outcome 2 could cover the following:

- ◆ Private sector support organisations involved in travel and tourism, eg Association of British Travel Agents (ABTA), British Hospitality Association (BHA), Association of Scottish Visitor Attractions (ASVA), Association of Independent Tour Operators (AITO), Airport Operators Association (AOA), Association of Professional Tourist Guides (APTG), British Air Transport Association (BATA), Scottish Tourist Guides Associations (STGA), Federation of Tour Operators (FTO), Global Business Travel Association (GBTA), Institute of Travel & Meeting (ITM), The Tourism Society, Institute of Travel and Tourism (ITT), travel insurance companies, private training companies, foreign exchange dealers, ground handling agents, marketing and advertising agencies, etc.
- ◆ Voluntary sector organisations involved in tourism, eg National Trust for Scotland, Tourism Concern, Royal Society for the Protection of Birds (RSPB), The Woodland Trust, etc.
- ◆ International/worldwide tourism organisations, eg United National World Tourism Organisation (UNWTO), International Air Transport Association (IATA), Pacific Asia Travel Association (PATA), American Society of Travel Agents (ASTA), etc.
- ◆ Independent trade bodies such as Scottish Tourism Alliance (STA).
- ◆ Sector Skills Council People 1st.

Outcome 3 should cover

- ◆ PEST factors affecting the industry:
 - Political (terrorism, security requirements, taxation, Equality Act 2010, EU legislation etc.)
 - Economic (public spending, interest rates, exchange rates, unemployment levels, income levels, cost of long haul flights, etc.)
 - Environmental (increase in environmental awareness, sustainability, more places destroyed, few left untouched by tourism, etc.)
 - Social (demographic changes, eg aging population, non-traditional family units, effects on holiday demand, etc.).
 - Cultural (lifestyle trends, eg health and fitness, use of social media, more leisure time, increased interest in eco-tourism, long haul and short breaks).
 - Technological (mobile apps, variety of booking options for customers, use of social media such as Facebook and Instagram, virtual tours/experiences, developments in transport, etc.).

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Guidance on approaches to delivery of this Unit

This Unit is a mandatory on the HND programme in Travel and Tourism.

Approaches to delivery should be learner-centred with on going tutor support. The Outcomes should be achieved through investigation using both desk based research and fieldwork. Learners should be encouraged to relate the evidence they produce to current practice in the UK and abroad.

The delivery of this Unit will be greatly enhanced by the use of guest speakers and industrial visits.

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.

Outcomes 1 and 2

The assessment of these Outcomes could be combined.

Learners could produce an integrated report covering the Evidence Requirements.

Alternatively learners could produce a group portfolio/presentation/blog/wiki covering the Evidence Requirements. If group assessment is used, centres should put measures in place to authenticate each learner's work and ensure equal contribution.

Learners could also produce a report for Outcome 1 and for Outcome 2 answer restricted response questions covering the Evidence Requirements.

Outcome 3

In order to generate evidence for achievement of this Outcome, learners could produce an extended report to examine the current trends that may affect the future of travel and tourism. Examples of these influences should be drawn from the UK and abroad. Learners should select a topic (approved by the tutor), complete an investigation and produce a report detailing the findings of their investigation.

Alternatively, all 3 Outcomes could be assessed using an exam consisting of restricted response questions covering the Evidence Requirements for Outcomes 1 and 2 and extended response questions for Outcome 3.

Higher National Unit Support Notes (cont)

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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.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

The delivery of this Unit and subsequent assessment will provide candidates with the opportunity to develop the Core Skills of *Communication and Information, Communication Technology (ICT) and Problem Solving*.

Communication: Written Communication (Reading) at SCQF level 6

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Written communication (reading) at SCQF level 6 involves identifying significant information, ideas and supporting details in complex written communication of non-fiction. This would fit with the requirements for Outcomes 1 and 2 where learners will read, understand and evaluate complex written information, using a variety of textbooks, journals and on-line sources in order to investigate government involvement in the tourism industry, the range and role of UK and international support organisations and produce a report detailing their findings. In addition, for Outcome 3 learners are required to analyse complex information on political, economic, environmental, social, cultural and technological factors and report on how these may influence in the future of the tourism industry.

Communication: Written Communication (Writing) at SCQF level 6

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Written communication (writing) at SCQF level 6 involves producing well structured written communication on complex topics and drawing detailed conclusions. This would fit with the requirements for Outcomes 1, 2 and 3 if learners produce reports to detail the findings of their investigations of government involvement in the tourism industry, the range and role of UK and international support organisations and the influence that political, economic, environmental, social, cultural and technological factors may have on the future of the tourism industry.

Information and Communication Technology (ICT): Accessing Information at SCQF level 5

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Accessing information at SCQF level 5 involves making effective, independent and responsible use of ICT, carrying out searches for information using a range of digital sources and evaluating results of searches. This fits with the requirements for Outcomes 1, 2 and 3 where learners will use on-line sources to investigate government involvement in the tourism industry, the range and role of UK and international support organisations and the influence that political, economic, environmental, social, cultural and technological factors may have on the future of the tourism industry.

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Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 5

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Providing/Creating Information at SCQF level 5 involves making effective independent and responsible use of ICT, carrying out a range tasks using ICT, locating and integrating data from a range of sources and evaluating information. This would fit with the requirements for Outcomes 1, 2 and 3 where learners will produce a report to detail the findings of their investigations of government involvement in the tourism industry, the range and role of UK and international support organisations and the influence that political, economic, environmental, social, cultural and technological factors may have on the future of the tourism industry.

Problem Solving: Critical Thinking at SCQF level 5

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Critical Thinking at SCQF level 5 involves analysing a situation or issue, identifying the factors involved in the situation or issue, assessing the relevance of these factors to the situation or issue and developing an approach to deal with the situations or issues. This would fit with the requirements for Outcomes 1 and 2 where learners will investigate and evaluate government involvement in the tourism industry, the range and role of UK and international support organisations and produce a report detailing their findings. In addition, for Outcome 3 learners are required to analyse information on political, economic, environmental, social, cultural and technological factors and report on how these may influence in the future of the tourism industry.

History of changes to Unit

Version	Description of change	Date
02	Recommended entry information updated.	July 2015
	Reference to 'each candidate' removed from Evidence Requirements.	
	Outcome 1 – ERs reworded for clarity	
	Outcome 2 – ERs reworded for clarity	
	Outcome 3 – K&S and ERs reworded for clarity	
	Assessment guidance revised	
	Core Skills Signposting updated	

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General information for learners

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(SCQF level 8)

This Unit is intended for those interested in pursuing a career in the travel and tourism industry and is mandatory on the HND Travel and Tourism Group Award.

It is designed to provide you with an understanding of the many and diverse organisations that provide various types of support to the travel and tourism industry. It focuses on government involvement and also on factors that may affect the future of the travel and tourism industry.

The Unit has three Outcomes; firstly you will examine the roles that different governments have within tourism and look at why government involvement differs from one country to the next.

You will also investigate many of the organisations that provide support to the travel and tourism industry.

Lastly you will examine the current trends and factors that may affect future development of the industry. The influences that will be investigated include political, economic, environmental, social, cultural, and technological factors in the UK and abroad.