



National Unit Specification: general information

UNIT Travel Industry: An Introduction (SCQF level 6)

CODE F3PB 12

SUMMARY

This Unit is designed to enable the candidate to demonstrate knowledge of the travel industry. It will also allow candidates to demonstrate an understanding of the structure of the travel industry and the operation of the sectors within it. It involves a more in depth look at the travel sector than the Unit *Travel and Tourism: An Introduction*. On completion of this Unit candidates could progress onto further education or training in this industry.

OUTCOMES

- 1 Describe the structure of the travel industry.
- 2 Explain the role and functions of travel agents.
- 3 Explain the role and operations of tour operators.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard grade English at Credit level
- ◆ Communications at Intermediate 2 level
- ◆ Units in Travel and Tourism at Intermediate 2

Administrative Information

Superclass: NK

Publication date: May 2008

Source: Scottish Qualifications Authority

Version: 01

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CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

**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 Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in the *Guidance on Learning and Teaching Approaches for this Unit*.

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.

OUTCOME 1

Describe the structure of the travel industry.

Performance Criteria

- (a) The sectors of the travel industry are identified fully.
- (b) The chain of distribution is illustrated comprehensively.
- (c) The main travel organisations are identified correctly.

OUTCOME 2

Explain the role and functions of travel agents.

Performance Criteria

- (a) The role of the travel agent is explained clearly.
- (b) The functions of the travel agent are described comprehensively.
- (c) The revenue earning aspects of travel agencies are explained clearly.
- (d) The types of jobs and skills in travel agencies are described comprehensively.
- (e) Legal aspects of travel retailing are correctly identified.

OUTCOME 3

Explain the role and operations of tour operators.

Performance Criteria

- (a) The role of the tour operator is explained clearly.
- (b) The product range of a tour operator is described accurately.
- (c) The roles and duties of tour operator's staff are identified and described accurately.
- (d) Legal aspects of tour operations are identified accurately.
- (e) The basic planning aspects of tour operating are described accurately.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence should be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

Outcome 1 — evidence must be produced under closed-book conditions and responses should include named examples.

Outcome 2 — evidence must cover the types of travel agents, agency agreements, contracts with customers, travel agents services and products which generate revenue, types of jobs and skills required to work in travel agents, and legal aspects.

Outcome 3 — evidence must cover types of tour operator and product ranges, the roles and duties of tour operator's staff (resort and head office), legal aspects of tour operations, and the basic planning aspects of tour operations (research, sales promotion, brochure production, and contracting).

National Unit Specification: support notes

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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 should be seen in the context of providing underpinning knowledge for the candidate undertaking a programme of specialist travel Units. Whilst it may be taken in isolation, it provides an opportunity for integration with specialist Units such as: *Travel Agency Practice*, *Selling the Travel and Tourism Product*, *Surface Travel*. It should be delivered within the context of current information and reference should be made to travel trade press and latest editions of text books. This Unit is an ‘introduction’ to the travel industry and it is intended that an awareness level should be achieved.

This Unit contains the following key elements:

- ◆ The Structure of the Travel Industry — identification of the core and peripheral sectors of the industry; the chain of distribution — producers, wholesalers, retailers; the main travel organisations — ABTA, IATA, CAA.
- ◆ The Role and Functions of Travel Agents — types of travel agent, agent/principal relationship and agreements, agent/customer relationship and contracts, confidentiality/data protection, services and products, commission, incentive schemes, main revenue earning activities, discounts and special offers, staffing — requirements, technical skills, knowledge and qualifications, trades description, consumer protection, licensing agreements/codes of conduct, etc.
- ◆ The Role and Operations of Tour Operators — types of tour operator, product range, planning process — research, contracting, brochure production, roles of tour operators staff (head office and in resort), sales and reservations, legal aspects of tour operations — health and safety, contract, trade descriptions, package holidays, consumer protection.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is recommended that a candidate centred, resource based learning approach is used supported by explanation of the key points. The inclusion of guest speakers, visits and work experience may provide an opportunity to gather evidence. The Unit should be delivered within the context of current information and trade practice.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The learning and assessment practices in this Unit may provide the opportunity to provide evidence towards the Core Skill of *Communication*.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Outcome 1 — involves nine closed-book restricted response questions. Three questions on PC (a), three questions on PC (b) and three questions on PC (c), the candidate must answer six questions correctly with no more than one incorrect answer in each section.

Outcome 2 — the evidence could be based on an assignment where the candidate produces an outline report on the role and functions of travel agents, using a checklist to ensure the main areas are included.

Outcome 3 — the evidence could be based on an assignment where the candidate produces an outline report on the role and operations of tour operators, using a checklist to ensure the main areas are included.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).