

**TRAVEL AND TOURISM**  
**Higher**

**Second edition – published October 2008**

**Valid from August 2009**

## NOTE OF CHANGES TO ARRANGEMENTS SECOND EDITION PUBLISHED OCTOBER 2008

**COURSE TITLE:** Travel and Tourism (Higher)

**COURSE NUMBERS:** C217 12

### National Course Specification

Course details: N/A

### National Unit Specifications:

The content of this unit (Structure of the Travel and Tourism Industry) has been overtaken by the ever changing nature of the travel and tourism industry and this revision aims to bring it in line with industry practice.

---

### Administrative Information

**Publication date:** October 2008

**Source:** Scottish Qualifications Authority

**Version:** 2

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

## National Course Specification

### Travel and Tourism (Higher)

**COURSE CODE** C217 12

#### COURSE STRUCTURE

This course has two mandatory Units and one optional Unit.

##### Mandatory Units:

<i>F5G0 12</i>	<i>Structure of the Travel and Tourism Industry</i>	<i>1 credit (40 hours)</i>
<i>DM4R 12</i>	<i>Marketing in Travel and Tourism: An Introduction</i>	<i>1 credit (40 hours)</i>

##### Optional Units – one selected from:

<i>DM4T 12</i>	<i>The Scottish Tourism Product: an Introduction</i>	<i>1 credit (40 hours)</i>
<i>DM4N 12</i>	<i>Tourist Destinations</i>	<i>1 credit (40 hours)</i>

All courses include 40 hours over and above the 120 hours for the component Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

#### RECOMMENDED ENTRY

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

- ◆ Standard Grade English, Geography or History at grade 3 or above
- ◆ Intermediate 2 Course Travel and Tourism or its Units

---

#### Administrative Information

**Publication date:** October 2008

**Source:** Scottish Qualifications Authority

**Version:** 2

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

## National Course Specification: course details (cont)

### Travel and Tourism (Higher)

#### PROGRESSION

This course or its Units may provide progression to:

- ◆ Advanced Higher Courses
- ◆ Higher National programmes
- ◆ Higher education
- ◆ Training or employment

#### CREDIT VALUE

The Higher Course in Travel and Tourism is allocated 24 SCQF points at SCQF level 6\*.

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

#### CORE SKILLS

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF Level 5

## National Course Specification: course details (cont)

### Travel and Tourism (Higher)

#### RATIONALE

Higher Travel and Tourism offers progression from Intermediate 2 *Travel and Tourism*, which provides a basic understanding of the nature and practices of travel and tourism. For candidates accessing the Course through other routes, it provides a starting point for the study of the travel and tourism industry at a more sophisticated level, while covering the key concepts on which development of knowledge and skills will be based. It is suitable for candidates both in schools and further education and can form part of a Scottish Group Award.

There are a number of themes common to the Courses in Travel and Tourism at all levels and this facilitates articulation/progression. At Higher level the focus is firmly on the vocational context of these themes. There are three broad themes running through this Course:

- ◆ destination/product knowledge
- ◆ consumer service/marketing
- ◆ impacts and trends

The Unit *Structure of the Travel and Tourism Industry* (Higher), provides progression from the Unit on *Travel and Tourism: An Introduction* at (Intermediate 2). The Unit at Higher continues the focus on developing knowledge of the industry by focusing on its different sectors and support organisations. The Unit on *Marketing in Travel and Tourism: An Introduction* (Higher), further develops the themes of promotion and marketing and customer service in the travel and tourism sector, which are introduced in the Intermediate 2 Unit on *Business Practices in Travel and Tourism*. The optional Units at Higher – *The Scottish Tourism Product: an Introduction* and *Tourist Destinations* provide progression from the *Tourist Destinations* Unit at Intermediate 2. The first of these Units takes an in depth look at one tourist destination while the second further extends candidate knowledge of tourist destinations around the world. Both optional Units require candidates to plot the location of tourist destinations on a map.

Travel and tourism comprises a group of economic and social activities which attract, provide for, and manage the needs and wants of tourists and their activities.

Travel and tourism is a major employer and revenue earner and is of increasing importance to the Scottish economy. Careers in travel and tourism are changing in line with the industry itself, which increasingly demands more professional skills, attitudes and expertise in an ever more sophisticated and competitive marketplace. Though career progression is not as clear cut as in some other professional areas, opportunities for advancement exist and are growing. Employment destinations may include airports, airlines, shipping, ferry and cruise companies, car rental firms, coach companies, tourist boards, tourist information centres, visitor attractions, accommodation providers, travel agencies and tour operating firms (domestic, inbound and outbound).

## National Course Specification: course details (cont)

### Travel and Tourism (Higher)

The provision of courses in travel and tourism in the curriculum responds directly to the needs of the industry for a well-trained workforce who can identify and meet the needs of visitors. The Scottish Executive's *A New Strategy for Scottish Tourism (2000)* seeks to:

- ◆ enhance skills in the tourism industry in Scotland
- ◆ recognise the important role of pre-vocational education in creating a training culture
- ◆ increase awareness of tourism careers in schools.

Higher Travel and Tourism has been designed in part to help achieve these objectives, but also to stimulate interest in outbound travel as a career.

### AIMS

The principal aim of Travel and Tourism as a subject in the curriculum is to prepare candidates for employment. The Course at Higher can either build on the knowledge and skills acquired in the Intermediate 2 Course or act as a starting point from which candidates could pursue a career in the industry. The Course may also be of interest to anyone wishing to study travel and tourism as part of general education or as a consumer wishing to gain an insight into how the industry works.

The Course enables candidates to progressively develop:

- ◆ a detailed knowledge of the travel and tourism industry in terms of the structures and functions of the different sectors and co-ordinating organisations, and the interrelationships which exist between them
- ◆ an understanding of the role of marketing and its application in travel and tourism
- ◆ an awareness of the role of sound customer service in marketing travel and tourism

Additionally, and depending on the optional Unit chosen, the Course also enables candidates to progressively develop either

- ◆ a working knowledge of the Scottish tourism product and major tourist destinations in Scotland
- or
- ◆ a working knowledge of a selection of the most popular worldwide tourist destinations

The Course demands an analytical and practical approach. This contributes to general and vocational education and the wider curriculum by:

- ◆ developing the candidate's ability to work independently
- ◆ developing expertise in written communication
- ◆ developing skills in establishing sources of information, selecting information, and presenting information
- ◆ challenging the candidate's attitudes to, and perceptions of travel and tourism, thereby raising awareness of the importance of a professional approach to the industry.

## National Course Specification: course details (cont)

### Travel and Tourism (Higher)

The Course raises awareness of links between this subject and other disciplines such as geography (in terms of the environment, climate, attractions of destinations and mapping skills), business (in terms of day to day working practices of tourism businesses, marketing and customer service), and history (in terms of heritage, culture and the attractions of destinations).

The development of this knowledge and these skills is achieved through the following Units:

- ◆ *Structure of the Travel and Tourism Industry (Higher)* - focuses on the different sectors in the travel and tourism industry, the governmental and support organisations within the industry, and the interrelationships between them
  - ◆ *Marketing in the Travel and Tourism: an Introduction (Higher)* - focuses on the role of marketing within the industry
- and either
- ◆ *The Scottish Tourism Product: An Introduction (Higher)* – focuses on developing sufficient knowledge of the Scottish Tourism Product to be able to provide specific advice to customers.
- or
- ◆ *Tourist Destinations (Higher)* - focuses on developing sufficient knowledge of a selection of the most popular tourist destinations both in the British Isles and overseas, to be able to offer specific advice to customers.

## **National Course Specification: course details (cont)**

### **Travel and Tourism (Higher)**

#### **COURSE CONTENT**

This Course combines a study of the structure the travel and tourism industry with the development of basic marketing skills as applied in the industry. Candidates also have the opportunity to develop destination product knowledge.

There are two mandatory and two optional Units in the Course:

Detailed information about the content of these Units is provided in the Unit Specifications.

A summary of the content is given below:

#### **Mandatory Units:**

##### ***The Structure of Travel and Tourism Industry (Higher)***

In this Unit the candidate analyses the different sectors of the travel and tourism industry and how they inter-relate. More detailed information can be found in the Unit specification.

##### ***Marketing in Travel and Tourism: An Introduction (Higher)***

This Unit develops knowledge and practical understanding of concepts and techniques in travel and tourism marketing with a focus on the role customer service and marketing planning.

#### **Optional Units, Either:**

##### ***The Scottish Tourism Product: An Introduction (Higher)***

This Unit develops knowledge of what makes Scotland attractive to visitors. The candidate learns about Scotland's touring areas and products and by the end of the Unit should be able to provide accurate general information to deal with enquiries from domestic or inbound tourists.

*or*

##### ***Tourist Destinations (Higher)***

This Unit develops a broad knowledge of popular travel destinations outside Scotland. Physical features, attractions and popular touring areas are plotted and identified on maps and candidates will be able to provide information on their tourist appeal.



## **National Course Specification: course details (cont)**

### **Travel and Tourism (Higher)**

#### **ASSESSMENT**

To achieve the Course award, the candidate must pass the Units as well as the Course assessment. The candidate's grade will be based on the Course assessment.

The key elements of the Course are:

- ◆ a detailed knowledge of the travel and tourism industry in terms of the structures and functions of the different sectors and co-ordinating organisations, and the interrelationships which exist between them
- ◆ an understanding of the role of marketing and its application in travel and tourism
- ◆ an awareness of the role of sound customer service in marketing travel and tourism

and either

- a working knowledge of the Scottish tourism product and major tourist destinations in Scotland
- or
- a working knowledge of a selection of the most popular worldwide tourist destinations

These represent the key objectives for the assessment of the Course, which will be addressed in both the Unit and Course assessment.

#### **Unit assessment**

Unit assessment consists of a variety of approaches to meet the needs of the different types of content within them.

#### **Structure of the Travel and Tourism Industry (Higher)**

The assessment for this Unit will consist of restricted response questions related to practical/analytical work. It will be a single closed book assessment completed under supervised conditions within one hour.

#### **Marketing in Travel and Tourism: An Introduction (Higher)**

Evidence for this Unit will be provided in the form of a report providing an analysis of marketing in a travel and tourism business or organisation.

#### **The Scottish Tourism Product: An Introduction (Higher)**

The assessment for Outcome 1 of this Unit will consist of short answer/restricted response questions. The evidence for this Outcome will be produced under closed book, supervised conditions in no more than 45 minutes.

## National Course Specification: course details (cont)

### Travel and Tourism (Higher)

For Outcomes 2 and 3 candidates will complete a total of two case studies. These will be open-book, completed under supervised conditions and presented in a business format.

#### Tourist Destinations

The assessment for Outcome 1 of this Unit will consist of short answer/restricted response questions. The evidence for this Outcome will be produced under closed book, supervised conditions in no more than 45 minutes.

For Outcome 2 candidates will complete two case studies. These will be open-book, completed under supervised conditions and presented in a business format

#### Course Assessment

The Higher Course assessment will be a Question Paper which will sample from the content and Outcomes of the Units.

The Question Paper will consist of three sections, lasting **2 hours and 30 minutes** and have a total of **100 marks** available.

#### Section A

Candidates answer **four compulsory** questions:

Question 1 and 2 based on topics in the Unit *Structure of the Travel and Tourism Industry*

Question 3 and 4 based on topics in the Unit *Marketing in Travel and Tourism: An Introduction*

Section A will be out of **64 marks**

#### Sections B and C

Candidates will answer all the questions in **either** Section B **or** Section C.

In both sections questions will require a mix of short answer, restricted and extended responses.

**Section B** - "*The Scottish Tourism Product: An Introduction*"

**Section C** - "*Tourist Destinations*"

The questions in each section will be out of a total of **36 marks**

The total mark allocation for the paper will be **100**.

## **National Course Specification: course details (cont)**

### **Travel and Tourism (Higher)**

#### **Links between Unit and Course Assessment and the added value of the Course**

Completion of the Course at this level demands more of candidates than is required to complete the three Units. The Course requires candidates to show the ability to integrate, contextualise and retain their knowledge over a longer period of time.

The Course award will add value beyond the achievement of the individual Units by:

- ◆ ensuring a broader and more integrated understanding of the subject content
- ◆ extending awareness of contexts and perspectives through opportunities to investigate and experience industry operations and decision-making processes
- ◆ offering opportunities to transfer knowledge and understanding across Units
- ◆ practising skills in new contexts and more complex contexts.
- ◆ reinforcing and retaining knowledge and skills in the long term

This will be demonstrated by a greater level of demand in some of the questions in the Question Paper.

Achievement of the Course award should therefore be of benefit to the candidate seeking to progress to further or higher education or to employment, as it is likely to have a higher currency with both educational establishments and employers than achieving the Units alone.

Further details about assessment for this Course can be found in the Course Assessment Specification and Specimen Question Paper.

## **National Course Specification: course details (cont)**

### **Travel and Tourism (Higher)**

#### **GRADE DESCRIPTIONS**

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of the achievement required for the award of a Grade C and Grade A in the Course.

For an award at Grade C

Candidates should be able to:

- ◆ Select and apply knowledge and understanding of the nature and operations of travel and tourism in a practical context
- ◆ Draw logical conclusions
- ◆ Make basic valid recommendations for action where necessary
- ◆ Integrate basic skills and knowledge across the Units in a vocationally authentic context.

For an award at Grade A Candidates should be able to:

- ◆ Select, apply and integrate knowledge and understanding of the nature and operations of travel and tourism in a practical context
- ◆ Draw logical and well reasoned conclusions
- ◆ Make valid recommendations for action where necessary
- ◆ Integrate skills and knowledge across the Units in a vocationally authentic context.

#### **ESTIMATES AND APPEALS**

##### **Estimates**

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

##### **Appeals**

Centre should base their appeals on the following criteria. There should be evidence of:

- ◆ retained knowledge
- ◆ detailed knowledge of the structure and functions of the different sectors, government and support organizations and their interrelationships
- ◆ an understanding of the role of marketing and its application in travel and tourism
- ◆ an awareness of the role of sound customer service in marketing travel and tourism

either:

- ◆ a working knowledge of the Scottish tourism product and major tourist destinations in Scotland
- or
- ◆ a working knowledge of a selection of the most popular worldwide tourist destinations

## National Course Specification: course details (cont)

### Travel and Tourism (Higher)

Where the evidence is gathered in such a way that the candidates are able to demonstrate appropriate ability for all these criteria, for example by means of a prelim exam, this can form the basis of an appeal. Ideally, if a prelim is used, it should replicate the style, time, difficulty and overall mark of the SQA Question Paper.

If using a prelim, some centres may set this early on in the Course when it would not be possible to sample from all areas of it. In this case additional evidence covering parts of the Course not examined in the prelim (which could be from Unit assessment NABs) should be submitted. Evidence generated later in the Course may be more representative of a candidate's final level of attainment.

Centres gathering evidence for estimates and appeals sometimes draw heavily on past SQA papers for their questions. For reliability, it is important that the assessment being used for evidence is an unseen assessment carried out under controlled and supervised conditions. Centres should note that a single past paper or SQA specimen paper, in its entirety, will not be accepted as evidence to support an appeal. However, it is acceptable for centres to use a selection of individual questions drawn from a range of past papers, suitably adapted, to make up a prelim paper. This gives a degree of uniqueness to the assessment.

Centres may use evidence generated from NAB items / Unit assessments to contribute toward appeals. However, the achievement of a pass in each of the Units does not demonstrate achievement of all of the elements of the performance required to achieve Course award.

In Units where a pass is achieved by scoring 50% of the marks available *it is unlikely that a marginal pass within the range of 50% to 60 % will be a good indicator of achievement in the Course assessment.* Evidence from the Unit on "*Marketing in Travel and Tourism: An Introduction*", if a NAB item is used, will consist of a report which covers the outcomes and performance criteria of the Unit. A well presented report which describes and analyses the marketing function of a business clearly is likely to lend weight to evidence for estimates and appeals. For further information refer to *Estimates, Absentees and External Assessment Appeals: guidance on evidence requirements* (BA0992/3, April 2004).

### QUALITY ASSURANCE

All National Courses are subject to external marking and /or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards. SQA is currently seeking to assist centres by preparing exemplification of standards materials in a number of subject areas. These will be rolled out to all subjects in due course.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure the national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor and a PA report is published for all subjects.

## National Course Specification: course details (cont)

### Travel and Tourism (Higher)

#### APPROACHES TO LEARNING AND TEACHING

This course has two mandatory Units and one optional Units.

##### Mandatory Units:

<i>F5G0 12</i>	<i>Structure of the Travel and Tourism Industry</i>	<i>1 credit (40 hours)</i>
<i>DM4R 12</i>	<i>Marketing in Travel and Tourism: An Introduction</i>	<i>1 credit (40 hours)</i>

##### Optional Units – one selected from:

<i>DM4T 12</i>	<i>The Scottish Tourism Product: an Introduction</i>	<i>1 credit (40 hours)</i>
<i>DM4N 12</i>	<i>Tourist Destinations</i>	<i>1 credit (40 hours)</i>

Consideration should also be given to using part of the additional 40 hours to conduct industry visits or organise talks from industry representatives. Such an approach will contribute to the overall effectiveness of the learning/teaching process by:

- ◆ demonstrating the application in the workplace of skills and knowledge developed in the classroom and reinforcing the vocational value of the Course content
- ◆ consolidating learning and encouraging integration across Course Units
- ◆ promoting greater understanding of the interaction between industry sectors.

A practical approach which encourages learner autonomy and provides access to tutor support will equip candidates for the Course award, and is the preferred route to achieving the objectives outlined in the Course rationale. Where industry visits are not feasible, case studies backed up with authentic materials, video, or multimedia packages may be used. Therefore, in addition to commercial texts, it is necessary to provide a wide range of up-to-date print material from providers in all industry sectors to illustrate functions, activity and promotional techniques and for use in practical work. Such materials will include brochures, leaflets, maps, guidebooks, historical and cultural references, travel trade directories and timetables. Other provisions should include research and statistical information, storage and filing systems both for classroom resources and practical work.

Candidates should receive clear Course/Unit plans and study guides at induction to introduce them to the structure of the course and clarify aims, objectives and expectations. The Units within the Course are best delivered sequentially commencing with *Structure of the Travel and Tourism Industry* and ending with the chosen optional Units.

There are opportunities for integrating the two mandatory Units.

##### ***Time***

The structure of the Course offers guidance as to the allocation of time to be given to different parts of the Course, but the decision of the teacher/lecturer will also be influenced by the needs, abilities and interests of the class.

## **National Course Specification: course details (cont)**

### **Travel and Tourism (Higher)**

#### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

#### **TRAVEL AND TOURISM IN A BROADER CONTEXT**

A number of national initiatives and programmes have been designed to promote cross-curricular themes such as education for citizenship and enterprise in education that are important to contemporary society. These themes contribute to individual subjects and courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these cross-curricular themes.

The National Improvement Framework, specifically the National Priorities and their outcomes are important general reference points. A local authority's education improvement objectives are the reflection of these priorities and outcomes. These provide an important set of detailed reference points for school and departmental development planning.

## National Unit Specification: general information

**UNIT** Structure of the Travel and Tourism Industry (Higher)

**CODE** F5G0 12

**COURSE** Travel and Tourism (Higher)

### SUMMARY

This Unit is a mandatory Unit of the Travel and Tourism (Higher) Course and is also available as a free-standing Unit.

This Unit is designed to enable candidates to explain the structure of the travel and tourism industry in the United Kingdom and the role of its sectors and support organisations. It is designed to meet the needs of candidates wishing to pursue a career in the travel and tourism industry, and those with an interest in the subject area.

The specific aims of the Unit are to develop:

- ◆ an understanding of the various activities within the sectors of the travel and tourism industry
- ◆ an understanding of the ways in which the various sectors can be classified and how they interact
- ◆ an understanding of the changes, trends and developments in the travel and tourism industry

It is expected that candidates will also further develop skills in establishing sources of information and the handling of information.

Appendix 1 contains the skills and content which will be covered in this Unit and will be sampled to provide the evidence required for this Unit.

### OUTCOMES

1. Explain the activities of various sectors of the travel and tourism industry.
2. Explain the role and function of public and private organisations in the travel and tourism industry.
3. Analyse the structure of the travel and tourism industry.

---

### Administrative Information

**Superclass:** NK

**Publication date:** October 2008

**Source:** Scottish Qualifications Authority

**Version:** 1

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)



## **National Unit Specification: general information (cont)**

**UNIT**            Structure of the Travel and Tourism Industry (Higher)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates will normally be expected to have attained some of the following:

- ◆ Standard Grade English at grade 2 or above
- ◆ Intermediate 2 Travel and Tourism or its Units

### **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.*

## **National Unit Specification: statement of standards**

### **UNIT        Structure of the Travel and Tourism Industry (Higher)**

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 this statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain the activities of various sectors of the travel and tourism industry.

##### **Performance Criteria**

- a) Explain the activities of the travel and transport sector.
- b) Explain the activities of the hospitality sector.
- c) Explain the visitor and leisure attractions sector.
- d) Explain the changes and trends within the travel and tourism industry.

#### **OUTCOME 2**

Explain the role and function of key public and private organisations in the travel and tourism industry.

##### **Performance Criteria**

- a) Identify a range of organisations from the different sectors of the industry.
- b) Explain the roles of these key public and private organisations in the travel and tourism industry.
- c) Describe the function and membership of selected organisations.

#### **OUTCOME 3**

Analyse the structure of the travel and tourism industry.

##### **Performance Criteria**

- a) Classify the various sectors and organisations within the industry.
- b) Identify the structure of the industry.
- c) Analyse the structure in terms of the interaction and interdependence of the various sectors and organisations in the industry.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**        Structure of the Travel and Tourism Industry (Higher)

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content of this Unit is given in Appendix 1.

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Evidence for this Unit will be holistic in nature and involve restricted response questions related to practical/analytical work to cover all. It will be a single closed book assessment completed under supervised conditions within 1 hour.

The assessment will sample the content and skills defined in Appendix 1 by including questions which reflect the breadth of content and skills as shown.

Achievement may be determined by the use of a cut off score.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT            Structure of the Travel and Tourism Industry (Higher)**

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 the candidate with an understanding of the different sectors involved, and the role of the various agencies which operate in and have an influence on, the tourism industry in the United Kingdom.

The skills and content for this Unit are provided in Appendix 1. The travel and tourism industry is very dynamic. This is true for all aspects of the industry. In particular this is reflected in Outcome 1, Performance Criteria d) and should also be taken account of in the content related to Outcome 3. Also the key organisations within the industry evolve and change over time. Teachers / lecturers should ensure that the current industry situation is described, explained and analysed in the delivery of the Unit and that content is revised by updating teaching materials to reflect this.

This Unit is one of the two mandatory Units which are part of the Travel and Tourism (Higher) Course. The other mandatory Unit is *Marketing in Travel and Tourism: An Introduction*. The optional Units are *The Scottish Tourism Product: An Introduction*, and *Tourist Destinations*.

This Unit at Higher builds on the work covered at Intermediate 2 level in *Travel and Tourism: An Introduction*, Outcome 1, and *Business Practices in Travel and Tourism*, Outcome 1. This Unit requires candidates to develop a more analytical approach, whereas at Intermediate 2 the emphasis is on candidates gaining a basic understanding of the nature and practices of the travel and tourism industry.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It is recommended that the Outcomes in this Unit are taught sequentially, as Outcomes 1 and 2 provide the underpinning knowledge required for the completion of Outcome 3.

Approaches should be candidate-centred and activity-based with ongoing guidance and tutor support. The Performance Criteria should be achieved through research and analysis. The Unit offers considerable scope for the use of project work and practical analysis. This necessitates the provision of a wide range of computer and/or paper based resources, augmented by guest speakers, industrial visits and field work. The Outcomes are inter-related and the Unit should be treated as a whole. The Unit can be integrated with *Marketing in Travel and Tourism: An Introduction (Higher)* and research for both Units could be carried out concurrently.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

In this unit, candidates will provide explanations about various sectors of the travel and tourism industry and explanations of roles and functions of organisations in the industry. They will analyse the structure of the industry and are also expected to develop skills in establishing sources of information.

## **National Unit Specification: support notes (cont)**

### **UNIT            Structure of the Travel and Tourism Industry (Higher)**

These may provide opportunities for developments of aspects of the following Core Skills:

- ◆        Communication
- ◆        Information and communication technology
- ◆        Problem Solving

### **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)*.

## **National Unit Specification: support notes (cont)**

**UNIT**        Structure of the Travel and Tourism Industry (Higher)

### **CANDIDATES WITH 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 Need* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: statement of standards

### UNIT Structure of the Travel and Tourism Industry (Higher)

#### Appendix 1 – Unit Content

NB: The appendix is within the statement of standards, ie the mandatory requirements of the Unit.

The skills and content which will be sampled to provide evidence required for the Unit are as follows.

An analysis of the travel and tourism industry in terms of the various sectors:

- ◆ Range of definitions and terminology.
- ◆ The travel sector: travel agents, tour operators, ground handling agents, tour guides and couriers, hotel booking agencies, conference and incentive organisers, airbrokers.
- ◆ The transport sector: airport and port authorities, airlines - scheduled, charter, low cost, cruise and shipping companies, coach companies, railways, car rental companies, reservation and sales staff.
- ◆ The hospitality sector: range of accommodation and catering providers. Quality Assurance schemes.
- ◆ Visitor and leisure attractions: performing arts, retail, sports, historic buildings, heritage sites, animal/bird/sealife facilities, museums and galleries, industrial visitor centres (for example, distilleries), scenery and countryside, festivals, events, National Trust and National Trust for Scotland properties. Quality Assurance schemes

Explain, with reference to any marketing, regulatory, licensing or supporting activities, the role and function of key public and private organisations in the travel and tourism industry.

- ◆ Public sector organisations: VisitBritain, VisitScotland and its information outlets, Scottish Natural Heritage, Historic Scotland, Sportscotland, Creative Scotland, , The Forestry Commission, Scottish Enterprise/Highlands and Islands Enterprise, Civil Aviation Authority, training organisations
- ◆ Private sector organisations: Association of British Travel Agents (ABTA), International Air Transport Association (IATA), Scottish Passenger Agents Association (SPAA), British Hospitality Association (BHA), training organisations, travel insurance companies, brochure producers and distributors, trade press, marketing and advertising agencies, foreign exchange dealers.

An analysis of the structure of the travel and tourism industry taking account of:

- ◆ The chain of distribution, core and peripheral sectors, wholly and partially involved sectors.
- ◆ Vertical and horizontal integration and diversification including mergers and takeovers. The analysis should make reference to various sectors and organisations including: producers (hospitality, transport, attractions), wholesalers (tour operators), retailers (travel agents, tour operators, travel organisers), consumers (tourists, private and public sector facilitators).

## National Unit Specification: general information

**UNIT** Marketing in Travel and Tourism: An Introduction (Higher)

**CODE** DM4R 12

**COURSE** Travel and Tourism (Higher)

### SUMMARY

This Unit is a mandatory Unit of the Travel and Tourism (Higher) Course and is also available as a free-standing Unit.

This Unit is designed to develop a practical knowledge of the application of marketing concepts and techniques in the travel and tourism industry. It is designed to meet the needs of candidate's wishing to pursue a career in the travel and tourism industry, and those with an interest in the subject area.

The specific aims of the Unit are to develop:

- ◆ an understanding of the role and importance of marketing in a travel and tourism business environment
- ◆ an understanding of the role of customer service in the marketing chain
- ◆ an understanding of the various aspects of travel and tourism businesses which are marketing orientated

### OUTCOMES

1. Explain the role of marketing and its application in travel and tourism.
2. Explain the role of customer service as a marketing tool in travel and tourism organisations.
3. Analyse the marketing function in a travel and tourism business or organisation.

---

### Administrative Information

**Superclass;** NK

**Publication date:** April 2005

**Source:** Scottish Qualifications Authority

**Version:** 1

© Scottish Qualifications Authority 2005

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).



## National Unit Specification: general information (cont)

**UNIT**            Marketing in Travel and Tourism: An Introduction (Higher)

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained some of the following:

- ◆ Standard Grade English at grade 2 or above
- ◆ Intermediate 2 Travel and Tourism or its Units

### 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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF Level 5

## **National Unit Specification: statement of standards (cont)**

### **UNIT           Marketing in Travel and Tourism: An Introduction (Higher)**

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 this statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain the role of marketing and its application in travel and tourism.

##### **Performance Criteria**

- a) Explain the concept and importance of marketing and market orientation.
- b) Describe methods of market research and the reasons for selecting them.
- c) Describe the elements of the marketing mix.

#### **OUTCOME 2**

Explain the role of customer service as a marketing tool in travel and tourism organisations.

##### **Performance Criteria**

- a) Explain the principles of customer service.
- b) Describe the business benefits of good customer service.
- c) Explain how quality customer service contributes to competitive advantage in a travel and tourism organisation.

#### **OUTCOME 3**

Analyse the marketing function in a travel and tourism business or organisation.

##### **Performance Criteria**

- a) Identify the aims and objectives of the travel and tourism business or organisation
- b) Produce a SWOT analysis for the business or organisation selected.
- c) Evaluate the marketing mix for the business or organisation selected.

## **National Unit Specification: statement of standards (cont)**

### **UNIT           Marketing in Travel and Tourism: An Introduction (Higher)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content of this Unit is given in Appendix 1.

Evidence is required which demonstrates that candidates have achieved all the Outcomes and Performance Criteria.

Evidence for this Unit will be in the form of a report based on work produced throughout the Unit, which provides an analysis of marketing in a travel and tourism business or organisation.

This analysis should clearly identify the elements of the marketing mix and customer service in relation to the business or organisation being studied. Candidates should also demonstrate how relevant they are to the tourist business or organisation being studied. Recommendations made about the marketing strategy should relate to the content of the analysis.

The evidence gathered to produce this report is likely to be obtained at different stages in the teaching of the Unit. The report should be produced under supervised conditions.

Candidates may have access to their work during the assessment.

The assessment will sample the content and skills listed in Appendix 1.

Candidates should demonstrate competence in all PCs. Reassessment can be carried out by re-working tasks within the same set of evidence.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Marketing in Travel and Tourism: An Introduction (Higher)

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 is intended as a first step in understanding the concepts and practices of marketing in travel and tourism. The emphasis is on the practical application of marketing techniques and resources rather than on marketing theory. However, a simple outline of concepts is covered in Outcome 1, as is marketing in the context of travel and tourism businesses and organisations. Emphasis throughout should be placed on actual business practice, and case studies, examples, promotional materials etc, should be gathered from a range of attractions and service providers. Centres will find it helpful to concentrate on provision in the local area, comparing and contrasting different approaches. The role of the individual in marketing, both within organisations and as part of the marketing of the wider local area, should be highlighted, as it is important that new entrants to the industry have an awareness of the importance of their own contribution to, and impact on, the tourism activity of the area.

This Unit at Higher builds on the work covered at Intermediate 2 level in the Unit *Business Practices in Travel and Tourism*. This Unit requires candidates to develop a deeper understanding of the concepts of marketing, in particular the role of customer service, and their use in a business environment.

This Unit is one of the two mandatory Units that form part of the Travel and Tourism (Higher) Course. The other mandatory Unit is *Structure of the Travel and Tourism Industry*. The optional Units are *The Scottish Tourism Product: An Introduction* and *Tourist Destinations*.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Outcomes should be taught sequentially as Outcomes 1 and 2 provide the essential knowledge and understanding for the completion of the analysis in Outcome 3.

Candidate centred activities and group work should be used to encourage the candidate to participate in the collection, selection, evaluation and organising of the content material.

Maximum benefit will be achieved through a practical approach, eg by taking advantage of opportunities for visits to, and talks from, practitioners in travel and tourism marketing in the local area, field trips to promotional events. Group work incorporating discussions and diagnosis should be encouraged in Outcome 1.

Visits to travel and tourist businesses and organisations (eg a Tourist Information Centre (TIC) local tour operator, travel agency or similar), where candidates will be able to observe best practice are recommended as an appropriate teaching/learning aid. Candidates will also be able to observe customer service in practice.

## National Unit Specification: support notes (cont)

### UNIT Marketing in Travel and Tourism, an Introduction (Higher)

Practical work in the classroom will require the candidates to have access to display sources and equipment. After initial consultation with the tutor, the approach should be to allow the candidate a large degree of autonomy in the analysis, with ongoing support provided as appropriate. Both desk research and fieldwork will be necessary. While the subject area is applicable to any travel and tourism business or organisation, centres may find it useful to concentrate on activity in their local area.

The analysis could be enhanced if candidates identify the marketing plan for a business or organisation they are studying. Candidates might then benefit from producing an actual marketing plan for another business or organisation.

If being delivered as part of a Course and if the candidate group has not previously completed *Travel and Tourism: An Introduction* (Intermediate 2) and has no previous industry experience, this Unit should be delivered either after or concurrently with the other mandatory Unit *Structure of the Travel and Tourism Industry* (Higher). This is important as an awareness of the organisations and structures involved in the tourism industry is necessary for the successful completion of the Unit.

#### **GUIDANCE ON THE APPROACH TO ASSESSMENT FOR THIS UNIT**

To meet the evidence requirements for this Unit the candidate should compile a folio of work integrating the content of each Outcome. This could be managed through an investigation specifically related to Outcome 3. Such a folio could then become the basis for the report which contains the required evidence. This evidence should demonstrate that the candidate can analyse marketing in a selected travel and tourism business or organisation. Evidence should also include a demonstration of the candidate's understanding of the role of marketing in the context of business planning, and the application of marketing tools, including customer service, to business practice in travel and tourism.

The findings relating to the Performance Criteria for Outcome 1 form the introduction to the recommended marketing strategy and may highlight, for example best practice in similar organisations as a comparison with the chosen business or organisation.

#### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

## APPENDIX ONE

### National Unit Specification: statement of standards

#### UNIT Marketing in Travel and Tourism: An Introduction (Higher)

##### Appendix 1 - Unit Content

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

The skills and content which will be sampled to provide the evidence for the Unit are as follows.

- ◆ the role of marketing and marketing concepts, definitions, market orientation versus product orientation
- ◆ the purpose of market research, different types and methods – primary and secondary research, qualitative and quantitative research, use of data obtained through tourist organisations and trade associations, internal records
- ◆ the marketing mix - product, price, promotion and place: its use by, and importance to, tourism businesses
- ◆ factors which affect pricing : length and intensity of visit, any USP (Unique Selling Point), the range of services provided, costs and overheads, competitors' prices, seasonal variations, target market/s, life cycle of the attraction/business, what the market will bear, image
- ◆ promotional techniques and their effectiveness including print and electronic, advertising, exhibitions, public relations and special promotions
- ◆ the principles of customer service and its importance to the tourism industry
- ◆ benefits of good customer service to the employee, the organisation, the local community and the tourism industry in general in Scotland
- ◆ current industry initiatives, e.g. Welcome Host, Scotland's Best
- ◆ setting aims for tourism businesses and organisations
- ◆ SWOT analysis production - strengths, weaknesses, opportunities and threats. The use and importance of a SWOT analysis
- ◆ setting appropriate objectives for a tourism business/organisation - realistic, specific, achievable, measurable
- ◆ monitoring mechanisms including: visitor surveys, mystery shopper, observation, suggestions box, staff meetings and appraisals, checklists for daily tasks and procedures, quantitative methods eg monitoring phone calls answered, lost, waiting times
- ◆ evaluation mechanisms including: improvement/lack of improvement in staff relations - timekeeping, retention, absence, uptake of training, morale, motivation, increase/decrease in positive/negative feedback, increase/decrease in revenue from entrance fees, merchandise, catering, increase/decrease in visitor numbers, increase/decrease in bookings, improvement/lack of improvement in appearance of premises.

## National Unit Specification: general information

**UNIT** The Scottish Tourism Product: An Introduction (Higher)

**CODE** DM4T 12

**COURSE** Travel and Tourism (Higher)

### SUMMARY

This Unit is one of the optional Units of the Course in Travel and Tourism at Higher, and is also available as a free-standing Unit.

The Unit is designed to provide candidates with a broad understanding of the main factors which combine to make Scotland attractive as a possible visitor destination. The Unit also analyses what is provided to satisfy the needs of the many different categories of visitor who make use of facilities in Scotland.

The Unit is designed to meet the needs of candidates wishing to pursue a career in the travel and tourism industry, and those with an interest in the subject area.

The specific aims of the Unit are to develop:

- ◆ knowledge and skills required for employment in the domestic and incoming tourist industry
- ◆ skills in establishing sources of information, selecting information and presenting information

### OUTCOMES

1. Identify key geographical and physical features, tourist areas and centres in Scotland.
2. Explain the nature of the tourism product of Scotland and the appeal of major tourist destinations within Scotland.
3. Advise on the main activities and special interest pursuits enjoyed by visitors in Scotland.

---

### Administrative Information

**Superclass:** NK

**Publication date:** May 2008

**Source:** Scottish Qualifications Authority

**Version:** 2

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

## National Unit Specification: general information (cont)

**UNIT**        The Scottish Tourism Product: An Introduction (Higher)

### RECOMMENDED ENTRY

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

- ◆ Standard Grade English at grade 2 or above
- ◆ Intermediate 2 Travel and Tourism or its Units

### 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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF Level 5



## **National Unit Specification: statement of standards**

### **UNIT        The Scottish Tourism Product: An Introduction (Higher)**

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 are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Identify key geographical and physical features, tourist areas and centres in Scotland.

##### **Performance Criteria**

- a) Describe the geographical features of Scotland.
- b) Identify and locate the main physical features of Scotland.
- c) Identify and locate the main islands and island groups.
- d) Identify and locate the main domestic and international gateway points.
- e) Identify and locate major tourist areas and centres.

#### **OUTCOME 2**

Explain the nature of the tourism product of Scotland and the appeal of major tourist destinations within Scotland.

##### **Performance Criteria**

- a) Describe accurately the key factors contributing to Scotland's appeal as a tourist destination.
- b) Describe major tourist areas and centres in terms of their principal appeal to the visitor.
- c) Describe accurately accessibility to major destinations within Scotland.
- d) Identify visitor attractions and amenities in terms of type, facilities and usage.

#### **OUTCOME 3**

Advise on the main activities and special interest pursuits enjoyed by visitors in Scotland.

##### **Performance Criteria**

- a) Identify the main outdoor activities enjoyed by visitors in Scotland.
- b) Identify accurately the main areas where visitors may participate in a range of outdoor activities.
- c) Explain key factors to be taken into consideration in the organisation of activity holidays.
- d) Describe opportunities for special interest holidays.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        The Scottish Tourism Product: An Introduction (Higher)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content of this Unit is given in Appendix 1.

Evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria.

The assessment for Outcome 1 will be made up of short answer/restricted response questions. The evidence for this Outcome should be produced under closed book, supervised conditions within 45 minutes. Outcomes 2 and 3 will involve completion of two (one on a centre based holiday, the other a touring holiday) case studies which will arise naturally as the candidate progresses through the Unit. The case studies will be open book assessments completed under supervised conditions and presented in a business format. The case studies must show that by planning to identify and obtain resources relevant to their case studies candidates will be able to produce itineraries which satisfy client requirements. The two itineraries which are produced must involve a centre based holiday and also a touring holiday. A different area of Scotland must be used for each case study.

The assessments will sample the content and skills stated in Appendix 1.

Satisfactory performance may be determined by a cut off score for Outcome 1. For Outcomes 2 and 3 this will be determined by attainment of the performance criteria in each of the Outcomes.

The standard to be applied and breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT        The Scottish Tourism Product: An Introduction (Higher)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated for 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 enable the candidate to develop knowledge of Scotland's tourist areas, and an awareness of the main factors contributing to Scotland's attraction as a visitor destination.

The scope of the Unit is very wide and the design length does not allow for a detailed examination of areas of particular, as opposed to general, interest. The intention therefore should be to provide the candidate with a broad working overview of the many aspects which contribute to the unique attraction of Scotland as a visitor destination, on which he or she may build, as appropriate, to an eventual career path.

This Unit at Higher builds substantially on the work covered in *Tourist Destinations* at Intermediate 2 where the Scottish destinations featured are Edinburgh, Glasgow and the Highlands of Scotland. This Unit requires the candidate to develop the skill of locating destinations on a map, and to study Scotland as a tourist destination in much greater detail.

This Unit aids progression to the HN Unit *Providing Information on the Scottish Tourism Product*.

The skills and content for this Unit are provided in Appendix 1.

This Unit is one of the two optional Units which form part of the Travel and Tourism (Higher) Course. The other optional Unit is *Tourist Destinations*. The two mandatory Units are *Structure of the Travel and Tourism Industry* and *Marketing in Travel and Tourism: An Introduction*.

## **National Unit Specification: support notes (cont)**

### **UNIT        The Scottish Tourism Product: An Introduction (Higher)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The Outcomes in this Unit can be delivered sequentially or an alternative approach could be adopted by studying each recognised area within Scotland on an Outcome by Outcome basis. However, regular practice at mapping skills will be required by candidates over a period of time to ensure success in completing Outcome 1.

A candidate centred, resource based, and practical approach should be adopted to encourage expertise in the use of source materials, and to develop the skills required in the workplace. The emphasis throughout should be on the practical application of knowledge of the tourism product. Delivery of the Unit should make maximum use of tourism materials in current use in the industry, and access to a wide range of up to date source materials (maps, brochures, guidebooks, trade publications, sources of research) is essential for the design and implementation of classroom activities, and for the candidate to develop the breadth of knowledge required of the Unit. In Outcome 1, map plotting and route planning exercises should be used to ensure familiarity with the places which tourists may wish to visit in Scotland.

Access to video or other visual sources is also recommended, and the ability of centres to arrange visits to tourism facilities would enhance the candidates learning experience.

This Unit could be satisfactorily delivered by means of a candidate centred flexible learning package.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

As all the Outcomes in this Unit require the candidate to demonstrate knowledge which is likely to be in a vocational context, a practical approach to assessment is desirable. It is further recommended that the suggested instrument of assessment for Outcome 1 should be set at the end of the Unit, as these practical exercises demand a familiarity with map locations which is only acquired through time and practice.

As reassessment should only follow after further work or remediation, centres might consider it appropriate to delay this until further teaching in other Units has been undertaken.

#### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

## National Unit Specification: statement of standards

### UNIT The Scottish Tourism Product: An Introduction(Higher)

#### Appendix 1 – Unit content

NB: This appendix is within the statement of standards, ie the mandatory requirements of the Unit.

The skills and content which will be sampled to provide evidence for the Unit are as follows:

- ◆ geographical features: location, size, population (actual and trends), centres of population, climate
- ◆ physical features: location of main mountain ranges, main rivers, lochs and waterways, nature reserves, forest parks, countryside areas
- ◆ tourist areas: Area Tourist Board or equivalent, distinct touring areas (such as the Trossachs, Burns Country, Royal Deeside, and Wester Ross) and centres (such as Pitlochry, Braemar, Aviemore, Peebles, Turnberry, Gleneagles, Stirling, Oban, Fort William, Crieff, Nairn, Inverness, Dumfries, Moffat), major resorts, touring centres in Scotland of practical and general interest to the visitor
- ◆ nature reserves, forest and country parks, and countryside and scenic areas
- ◆ gateway points such as ports and airports serving domestic and international services, island services.

Emphasis should be placed on the candidate's familiarity with places and their ability to locate and identify the above confidently and accurately on a map.

- ◆ The appeal of Scotland as a tourist destination and consideration of the strengths and weaknesses of the tourism product. Tangible and intangible aspects of: land and seascapes, history, heritage, language, culture, customs and traditions, food and drink, events, business and leisure facilities, accessibility, seasonality, and the requirements of different categories of visitor, for example, both leisure and business, domestic and overseas, and day trippers.
- ◆ The nature of the tourist product at major destinations within Scotland, using current tourist literature and materials to develop knowledge and understanding of the attraction of major areas and centres in different categories, broadly, leisure and business, and for a range of purposes, accessibility - road, rail, ferry and air networks, distance and journey times (detailed timetable work is not required) but use should be made of Tourist Board main guides and other support material
- ◆ A range of visitor attraction categories -site and event, natural and built, historic and contemporary, for example castles, abbeys, stately homes, heritage centres, visitor centres, industrial heritage sites, leisure centres, arts centres, archaeological sites, distilleries, mills, museums, wildlife parks, mountain areas, forest and country parks, gardens, cultural and traditional events, both local and national.

Amenity categories should be considered, such as accommodation, conference and exhibition centres, theatres and other entertainments, shops, restaurants and other catering establishments, and information services.

- ◆ Appropriateness for client type (leisure and business, families, individuals, groups) and flexibility to fulfil different functions for different client types (visitor attractions as conference and meeting venues, historic houses as venues for incentive and corporate events).

## National Unit Specification: statement of standards

### UNIT        The Scottish Tourism Product: An Introduction (Higher)

#### Appendix 1 (continued)

- ◆ Main activity and special interest pursuits participated in by visitors:
  - outdoor activities such as fishing, shooting and stalking, skiing, walking and climbing, watersports, birdwatching, golfing, cycling
  - special interest pursuits such as photography, archaeology, curling
  - special interest holiday courses such as painting weaving, Gaelic, pony trekking, farm holidays

A general awareness only, of the range of current special interest pursuits is required, as well as the ability to identify these in source materials.

- ◆ Quality Assurance schemes in operation to guide and reassure visitors on standards of visitor facilities
- ◆ Key factors: rules and regulations, codes of conduct, seasons.

The tourist product should be considered in the context of different categories of visitor, and appropriate recommendations should be made for various client types (eg leisure and business, domestic and overseas, day trippers). The candidate should achieve the level of competence of someone who may be called upon to provide general tourist information.

## National Unit Specification: general information

**UNIT** Tourist Destinations (Higher)

**CODE** DM4N 12

**COURSE** Travel and Tourism (Higher)

### SUMMARY

This Unit is one of two optional Units of the Course Travel and Tourism (Higher), and is also available as a free-standing Unit.

This is a practical Unit which involves the candidate acquiring and applying knowledge about the principal worldwide tourist destinations and attractions. The scope of the Unit is broad, with the candidate developing a working knowledge of a range of tourist destinations around the world.

The Unit is designed to meet the needs of candidates wishing to pursue a career in the travel and tourism industry, and those with an interest in the subject area.

The specific aims of the Unit are to develop:

- ◆ knowledge and skills required to provide information on key aspects of tourist destinations - including physical features and attractions
- ◆ skills in establishing sources of information, selecting information and presenting information

### OUTCOMES

1. Demonstrate knowledge of the main international tourist destinations outside the United Kingdom.
2. Provide information on the most popular international tourist destinations outside the United Kingdom to meet customer needs.

---

### Administrative Information

**Superclass:** NK

**Publication date:** April 2005

**Source:** Scottish Qualifications Authority

**Version:** 1

© Scottish Qualifications Authority 2005

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

## **National Unit Specification: general information (cont)**

### **UNIT**      Tourist Destinations (Higher)

#### **RECOMMENDED ENTRY**

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

- Standard Grade English at grade 2 or above
- Intermediate 2 Travel and Tourism or its Units particularly Tourist Destinations.

#### **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 or Core Skill components in this Unit.



## **National Unit Specification: statement of standards**

### **UNIT**      Tourist Destinations (Higher)

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 this statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate a knowledge of the main international tourist destinations outside the United Kingdom.

##### **Performance Criteria**

- a) Describe accurately the key features of the main international tourist destinations outside the United Kingdom.
- b) Describe their locations accurately.
- c) Identify from a map the most popular countries, resorts and physical features.
- d) Locate accurately on a map the most popular countries, cities, resorts and physical features.

#### **OUTCOME 2**

Provide information on the most popular international tourist destinations outside the United Kingdom to meet customer needs.

##### **Performance Criteria**

- a) Provide information appropriate to customer needs using brochures featuring inclusive arrangements.
- b) Provide supplementary information on selected destinations using trade sources other than brochures featuring inclusive arrangements.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Tourist Destinations (Higher)

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content of this Unit is given in Appendix 1.

Evidence is required to demonstrate that candidates have achieved both the Outcomes and all of the Performance Criteria.

Outcome 1 will involve short answer/restricted response questions. The evidence for this Outcome should be obtained under closed book, supervised conditions and should be assessed within 45 minutes.

Outcome 2 will involve the completion of two case studies (one on a centre based holiday and one on a touring holiday) which arise naturally as the candidate's progress through the Unit. The case studies will be open book assessments completed under supervised conditions and should be presented in a business format. The case studies must show that by planning to identify and obtain resources relevant to their case studies candidates will be able to produce itineraries which satisfy client requirements. The two itineraries which are produced must involve a centre based holiday and also a touring holiday. A different tourist destination must be used for each case study.

The assessment will sample the content and skills stated in Appendix 1.

Satisfactory performance may be determined by the use of cut-off score for Outcome 1. For Outcome 2 this will be demonstrated by attainment of the performance criteria.

The standard to be applied and breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT      Tourist Destinations (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated for 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 aims to provide the knowledge and skills required to impart information on tourist destinations and attractions, and to develop geographical skills. It is essential that preparation for this Unit takes account of current industry practice. The resources of a model travel agency are recommended for candidates undertaking the Unit.

Industry reference material including access to appropriate electronic (GDS, Internet) and audio visual (Television, radio, teletext, DVD) sources is also recommended. The candidate is required to study a range of destinations and attractions and to use a variety of reference sources in order to provide accurate information.

This Unit at Higher builds on the work covered at Intermediate 2 level in *Tourist Destinations*. This Unit requires the candidate to develop the skill of locating destinations on a map, and to study a wider range of factors which influence tourist destinations appeal. At Intermediate 2, a destination's appeal is studied under accessibility, attractions and amenities. At Higher, this is broadened out to include influences such as health and security issues, and cultural interface. The range of long haul destinations is much wider at Higher.

The skills and content for this Unit are provided in Appendix 1.

This Unit is one of the two optional Units which are part of the Travel and Tourism (Higher) Course. The other optional Unit is *The Scottish Tourism Product: An Introduction*. The two mandatory Units are *Structure of the Travel and Tourism Industry* and *Marketing in Travel and Tourism: An Introduction*.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Outcomes in this Unit should be delivered sequentially as Outcome 2 builds on the underpinning knowledge gained in Outcome 1. However, regular practice at mapping skills will be required by candidates over a period of time to ensure success in completing Outcome 1.

A candidate-centred resource based learning approach is recommended, supported by direct lecturer/lecturer explanation of key points, concepts and suggested strategies. The necessity for world wide coverage will require a broad based approach as indicated in the phrase 'general travel geography' in the Appendix. However, selection of illustrative examples will permit in-depth analysis of selected tourist destinations.

## **National Unit Specification: support notes (cont)**

### **UNIT        Tourist Destinations (Higher)**

To bring the world into the classroom, extensive use of visual materials is recommended. DVD/video, transparencies and/or slides produced using IT software, maps, atlases and brochures are essential given the range of information and destinations to be covered. Many candidate centred activities can be designed around the task of identifying destinations and physical features. Through a task orientated approach, skills in selecting and using correct information will be developed, in addition to knowledge of destinations themselves. Individual candidate activities could focus on selected case studies using brochures, travel guides, published maps and the Internet. Board games, quizzes and role play may also be used effectively.

There is a lot of information to absorb and candidates will be best prepared for assessment by sustained and consistent use of maps and brochures. In this way they have maximum time to become thoroughly familiar with the locations of the wide range of tourist destinations and physical features which they need to be able to identify

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

As both Outcomes in this Unit require the candidate to demonstrate knowledge which is likely to be in a vocational context, a practical approach to assessment is desirable. It is further recommended that the suggested instrument of assessment for Outcome 1 should normally be set towards the end of the Unit, as these practical exercises demand a familiarity with map locations which is only acquired through time and practice.

#### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

## National Unit Specification: statement of standard

### UNIT Tourist Destinations (Higher)

#### Appendix One – Unit Content

NB: This appendix is within the statement of standards ie the mandatory content of the Unit.

The Unit covers a selection of the most popular international holiday destinations, particularly long haul, visited by travellers from the United Kingdom. These have been determined using available statistics and will be reviewed when necessary.

The skills and content which will be sampled to provide evidence for the Unit are as follows:

- ◆ locating and identifying principal worldwide tourist receiving countries, principal tourist destinations and areas (see list below)
- ◆ locating and identifying principal physical features – continents, hemispheres, oceans, seas, rivers, mountains/ ranges (see list below)

#### Long haul destinations:

- ◆ Canada - Toronto (including Niagara Falls), Quebec, Nova Scotia, the Canadian Rockies (Calgary to Vancouver including Banff Springs, Lake Louise, Jasper and Whistler).
- ◆ The United States - New York, Washington, Boston area, Florida (Orlando, Miami) and California (San Francisco, Los Angeles, San Diego, Pacific Coast, Route 1, famous national parks). Candidates should also be able to plot/identify Hawaii, Las Vegas, the Grand Canyon, Denver, Aspen and Vail.
- ◆ The Caribbean - including popular cruise itineraries, with focus on Cuba, Barbados, Antigua, St Lucia, the Dominican Republic and Jamaica.
- ◆ Latin America - Mexico (Cancun, Cozumel, Acapulco, Mexico City). Ecuador (Galapagos Islands), Peru (Lima, Macchu Picchu and Lake Titicaca), Brazil (The Amazon and Rio de Janeiro), Argentina (Buenos Aires and the Iguacu Falls).
- ◆ Africa - Egypt (the River Nile, Cairo and Luxor), Kenya and Tanzania (Nairobi, Serengeti Plain, Masai Mara, Kilimanjaro, Ngorongoro Crater and Mombasa), Victoria Falls and South Africa (Johannesburg, Capetown, Cape of Good Hope, Table Mountain and Kruger National Park).
- ◆ India and Indian Ocean islands - the Golden Triangle (Delhi, Agra, Jaipur), River Ganges, Nepal (Kathmandu, Mount Everest), Goa, Sri Lanka, Mauritius, The Maldives and the Seychelles.
- ◆ The Far East - Japan, Indonesia (Bali), Malaysia (Penang) with reference to Singapore, Hong Kong and Thailand (Bangkok, Phuket).
- ◆ Australia - (Sydney, Melbourne, Perth, Great Barrier Reef, Uluru, Alice Springs, Gulf of Carpentaria) and New Zealand (Auckland, Rotorua, Wellington, Christchurch, Dunedin, Mount Cook and Fiordland National Park).

Candidates should also have a knowledge of the general travel geography of each of the above continents / sub regions (i.e. Canada, United States, Caribbean, Latin America, Africa, India & Indian Ocean Islands, Far East, Australia)

## **European destinations:**

### Physical features:

- ◆ Seas – Baltic, Black, North, Adriatic, Aegean, Ionian, Mediterranean, and Bay of Biscay.
- ◆ Mountains – Alps, Pyrenees, Appenines, Balkans, Carpathians, and Fjords.
- ◆ Rivers – Douro, Rhine and Danube.

### Countries and capitals:

- ◆ Belgium (Brussels), Ireland, Denmark (Copenhagen), Austria(Vienna), Finland (Helsinki), Sweden(Stockholm), Cyprus, Czech Republic(Prague), Hungary(Budapest), Malta, and selected other city break destinations (Bruges, Dubrovnik, Geneva, Munich, Krakow, and Oporto).
- ◆ Lakes and mountain/winter sports destinations (The Tyrol, The Bernese Oberland, Kitzbuhel, St Wolfgang, St Moritz, Klosters, and Davos).
  
- ◆ Knowledge of the use of industry reference material and sources - including maps, atlases, brochures etc as well as agents' manuals, tourist offices and tourist information centres - to examine a range of international tourist destinations (resorts, cities, areas, islands/groups).
- ◆ Descriptions of locations and destinations.
- ◆ Descriptions of key features - including climatic conditions, time zones, time differences, languages, gateways, transfer times, appeal, attractions, food/drink, souvenirs/best buys, flora/fauna, special events, culture, history.
- ◆ Knowledge of a range of the most iconic international tourist attractions (natural, man-made and events) - Pyramids, Taj Mahal, Great Wall of China, Niagara Falls, Rio de Janeiro Carnival, Great Barrier Reef, Grand Canyon, Statue of Liberty, Disneyland, Eiffel Tower, The Parthenon, The Colosseum.
- ◆ Knowledge of a range of tour operators' brochures, cruise programmes and airline packages.
- ◆ Identification of inclusive arrangements which satisfy given requirements
- ◆ Advice on: the effects of travel to, and in, chosen destinations eg jet lag, (cause and symptoms), climatic effects (strong sunlight, heat exhaustion, snow, high altitude, illness), areas where dangerous diseases are endemic, and culture shock.
- ◆ Presentation of information to clients within target timescales and to professional standards.