

**TRAVEL AND TOURISM**  
**Intermediate 2**

**Third edition – October 2007**

**NOTE OF CHANGES TO ARRANGEMENTS  
THIRD EDITION PUBLISHED OCTOBER 2007**



**COURSE TITLE:** Travel and Tourism (Intermediate 2)

**COURSE NUMBER:** C217 11

**National Course Specification:**

Course Details: No changes.

**National Unit Specification:**

*DM4L 11 Travel and Tourism:  
An Introduction* No changes

*DM4M 11 Business Practices in  
Travel and Tourism* No changes

*DM4N 11 Tourist Destinations* Changes have been made to Appendix 1  
There is a reduction in the number of destinations  
candidates must study.  
The amount of information candidates must know  
about each destination studied.

## National Course Specification

### Travel and Tourism (Intermediate 2)

**COURSE CODE** C217 11

#### COURSE STRUCTURE

This Course has three mandatory Units

<i>DM4L 11</i>	<i>Travel and Tourism: An Introduction</i>	<i>1 credit(40 hours)</i>
<i>DM4M 11</i>	<i>Business Practices in Travel and Tourism</i>	<i>1 credit(40 hours)</i>
<i>DM4N 11</i>	<i>Tourist Destinations</i>	<i>1 credit(40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the 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:

- ◆ Standard Grade English at General level or above
- ◆ Intermediate 1 Travel and Tourism or its Units
- ◆ Intermediate 1 Geography or its Units
- ◆ Standard Grade in a Social Subject at General level or above

#### PROGRESSION

This course or its component units may provide progression to:

- ◆ Higher Travel and Tourism
- ◆ further education
- ◆ training or employment

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#### Administrative Information

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## **National Course Specification (cont)**

### **Travel and Tourism (Intermediate 2)**

#### **CREDIT VALUE**

The Intermediate 2 Course in Travel and Tourism is allocated 24 SCQF points at SCQF level 5\*.

*\*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**

There is no automatic certification of Core Skills or Core Skills components in this Course

## National Course Specification: course details

### Travel and Tourism (Intermediate 2)

#### RATIONALE

The Intermediate 2 Travel and Tourism Course builds on the Intermediate 1 Course in Travel and Tourism. It may also be undertaken by candidates who have studied another social subject.

The achievement of a Course award at this level is a preparation for those candidates who wish to progress to study the subject at Higher level.

There are a number of themes common to the Course at this level and at Intermediate 1 and Higher which facilitate progression between the levels. The Unit *Travel and Tourism: An Introduction* (Intermediate 2) relates to the impact of tourists and tourism which is covered in the Unit *Holiday Issues* (Intermediate 1). It also provides a basis for the study of the Unit *Structure of the Travel and Tourism Industry* (Higher). The Unit *Business Practices in the Travel and Tourism Industry* (Intermediate 2) provides progression from *Holiday Issues* (Intermediate 1) and to *Marketing in Travel and Tourism: An Introduction* (Higher). Consumer service and marketing are a focus for each of these Units. At all levels there are Units on holiday/ tourist destinations. At Intermediate 2, the context is widened from Intermediate 1 and candidates are expected to research and provide further information about a range of tourist destinations.

Tourism is changing constantly and forms an increasingly important part of the people's lives. As the working week diminishes and leisure time and disposable income increase, radical changes in travel technologies and communication technologies make ever greater demands on both the consumer's and the professional's understanding of travel and tourism. The industry and the consumer will both benefit if each is more knowledgeable about the possibilities that are available. The Course provides a sound broad-based foundation in the vocational aspects of travel and tourism in a variety of contexts. It is designed in a flexible way to allow changes affecting the industry to be incorporated when they occur.

There are a number of themes at all levels of the subject. At Intermediate 2, the emphasis moves from the consumer orientated focus at Intermediate 1 to the progressively more vocational context at this level and beyond. The three broad themes are:

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

The Course at Intermediate 2 is designed to introduce candidates to basic skills, knowledge and understanding relating to a range of occupations in travel and tourism. The Course provides a sound broad-based foundation in travel and tourism by examining the development and growth of various sectors of the industry as well as the impact that the industry has on people and places. Facilities and services provided by the local travel and tourism industry are investigated with a strong emphasis on the key functions of promotion, customer service and technology. Finally there is also the opportunity to examine popular travel and tourism destinations.

## National Course Specification: course details (cont)

### Travel and Tourism (Intermediate 2)

Careers in travel and tourism are changing in line with the industry which unceasingly demands more and more professional skills, attitudes and expertise in an increasingly 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, call centres, conference centres and organisers, coach companies, tourist boards or their equivalent, tourist information centres, visitor attractions, accommodation providers, travel agencies and tour operating firms (domestic, inbound and outbound).

Tourism is a major employer and revenue earner and is of increasing importance to the Scottish economy. The provision of Courses in travel and tourism in the curriculum directly responds 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, recognises the important role of pre-vocational education in creating a training culture, and seeks to increase awareness of tourism careers in schools. Intermediate 2 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 Courses is to prepare candidates for employment and the Course at Intermediate 2 acts 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:

- ◆ an understanding of concepts and terms used in the industry
- ◆ an awareness of the main historical developments and recent changes in travel and tourism
- ◆ a knowledge of the positive and negative effects of travel and tourism
- ◆ a local perspective on providers and users of travel and tourism services and facilities
- ◆ an understanding of the importance of promotion, customer service and information and communication technology (ICT) in travel and tourism
- ◆ a knowledge of a selection of popular tourist destinations.

In addition, the Course raises awareness of links between this subject and other disciplines such as geography (in terms of the environment, climate and attractions of destinations), business (in terms of marketing and economics), communication and interpersonal skills (in terms of promotion and customer service) and history (in terms of heritage, culture and the attractions of destinations).

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

### **Travel and Tourism (Intermediate 2)**

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

- ◆ *Travel and Tourism: An Introduction* (Intermediate 2) – this focuses on the development of the industry and the economic issues associated with this
- ◆ *Business Practices in Travel and Tourism* (Intermediate 2) – this focuses on structural and operational aspects of the industry together with the role of communications technology and the importance of customer service
- ◆ *Tourist Destinations* (Intermediate 2) – this focuses on improving knowledge about a wide range of tourist destinations and providing information for customers about these.

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

### **Travel and Tourism (Intermediate 2)**

#### **COURSE CONTENT**

This Course combines an introduction to the nature of the travel and tourism sector with an investigation of travel and tourism practices in the local area and a study of popular tourist destinations.

A summary of the content of the three mandatory Units is given below:

#### ***Travel and Tourism: An Introduction (Intermediate 2)***

This Unit introduces the candidate to terminology used in the travel and tourism industry. It looks at how and why the industry has developed and is currently changing. Candidates are also given the opportunity to examine the economic, social and environmental impact of travel and tourism activities. More detailed information can be found in the Unit specification.

#### ***Business Practices in Travel and Tourism (Intermediate 2)***

In this Unit the candidate investigates the main participants in the travel and tourism industry with a focus on business functions involving promotion, customer service and information and communication technologies. An investigation of business practices in the local area is recommended, although a library based investigation is acceptable where this is not possible. More detailed information can be found in the Unit specification.

#### ***Tourist Destinations (Intermediate 2)***

This Unit develops the candidate's knowledge of a selection of the most popular tourist destinations. Physical features, attractions and popular touring areas are identified on maps and candidates will be able to provide information on their tourist appeal. More detailed information can be found in the Unit specification.



## National Course Specification: course details (cont)

### Travel and Tourism (Intermediate 2)

#### 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:

- ◆ an understanding of concepts and terms used in the industry
- ◆ an awareness of the main historical developments and recent changes in travel and tourism
- ◆ a knowledge of the positive and negative effects of travel and tourism
- ◆ a local perspective on providers and users of travel and tourism services and facilities
- ◆ an understanding of the importance of promotion, customer service and information and communication technology (ICT) in travel and tourism
- ◆ a knowledge of a selection of popular tourist destinations.

These, therefore, represent the key objectives for the assessment of the Course. These key objectives 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.

#### Travel and Tourism: An Introduction (Intermediate 2).

The Unit assessment will be made up of short answer and restricted response questions and will last no longer than one hour.

#### Travel and Tourism: Business Practices (Intermediate 2)

Candidates will be required to produce a folio.

#### Tourist Destinations (Intermediate 2)

The Unit assessment will be made up of short answer and restricted response questions and will last no more than 50 minutes.

Further details about Unit assessment are given in the National Assessment Bank items and the Unit specifications.

#### Course Assessment

The Intermediate 2 Course assessment is a question paper which will last **1 hour and 45 minutes** and have a total of 100 marks available. The whole paper will be mandatory and all questions must be answered, although, on occasions, there may be small sections of some questions where an option will be offered.

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

### **Travel and Tourism (Intermediate 2)**

#### **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 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
- ◆ offering opportunities to transfer knowledge and understanding across Units
- ◆ practising skills in new contexts
- ◆ reinforcing and retaining knowledge and skills in the long term.

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

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

#### **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 at grade C and grade A in the Course.

For an award at grade C, candidates should be able to:

- ◆ demonstrate basic knowledge and understanding of travel and tourism concepts and terminology
- ◆ identify and select information relevant to travel and tourism services and functions
- ◆ use destination knowledge to answer customer enquiries.

For an award at grade A, candidates should be able to:

- ◆ demonstrate extensive, detailed knowledge and understanding of travel and tourism concepts and terminology
- ◆ identify and select complex, detailed information relevant to travel and tourism services and functions
- ◆ use detailed destination knowledge to answer customer enquiries.

#### **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.

## National Course Specification: course details (cont)

### Travel and Tourism (Intermediate 2)

#### Appeals

To determine the suitability of evidence for appeals, centres should measure it against the Grade Descriptions.

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

- ◆ retained knowledge
- ◆ underpinning knowledge about the industry
- ◆ underpinning knowledge about business practices and structure
- ◆ understanding of the importance of communications technology
- ◆ understanding of the importance of promotion, marketing and customer service
- ◆ knowledge of a selection of popular tourist destinations.

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 a minimum "C" 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 *Business Practices in Travel and Tourism* is, if a NAB item is used, is likely to consist of evidence from the folio compiled during the Unit. This will be more convincing for appeals purposes where it is well presented and contains a clear indication of the knowledge gained by the candidate. This might be in the form of a summary written by the candidate which describes, explains and comments upon the findings of his or her research.

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

### **Travel and Tourism (Intermediate 2)**

#### **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 (Intermediate 2)

#### APPROACHES TO LEARNING AND TEACHING

This Course consists of three 40 hour Units.

<i>DM4L 11.: Travel and Tourism: An Introduction</i>	<i>(Intermediate 2)</i>	40 hours
<i>DM4M 11.: Business Practices in Travel and Tourism</i>	<i>(Intermediate 2)</i>	40 hours
<i>DM4N 11. : Tourist Destinations</i>	<i>(Intermediate 2)</i>	40 hours

An initial teaching input will be required for each of the Units. However, as far as possible thereafter, candidate-centred activities should be encouraged and used so that the candidate participates in the discovery of the content material.

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 Units
- ◆ promoting greater understanding of the interaction between industry sectors
- ◆ providing an insight into the day-to-day operations of tourism businesses.

Although a holistic approach is encouraged, it may be difficult to wholly integrate *Tourist Destinations* Units with the other two Units, especially *Business Practices in Travel and Tourism*. Therefore it is envisaged that the Units *Travel and Tourism: An Introduction* and *Business Practices in Travel and Tourism* be delivered sequentially, with *Tourist Destinations* delivered as appropriate.

#### CANDIDATES WITH DISABILITIES AND/OR 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

#### 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** Travel and Tourism: An Introduction (Intermediate 2)

**CODE** DM4L 11

**COURSE** Travel and Tourism (Intermediate 2)

### SUMMARY

This Unit is a mandatory Unit of the Travel and Tourism (Intermediate 2) Course and is also available as a free-standing Unit.

This Unit is designed as an introduction to the subject and covers underpinning knowledge and understanding required for employment in the industry, including introductory studies on the growth of travel and tourism. The Unit also creates an awareness of the economic issues associated with the development of the industry.

This Unit is one of three mandatory Units which together make up the Travel and Tourism (Intermediate 2) Course. The other two Units are *Business Practices in Travel and Tourism* and *Tourist Destinations*.

The specific aims of the Unit are to develop:

- ◆ understanding of the concept of travel and tourism
- ◆ knowledge and understanding of industry terminology
- ◆ knowledge of the development and growth of the industry from its early stages to current day trends
- ◆ knowledge and understanding of the economic, social, cultural and environmental impacts which occur as a result of travel and tourism activities

### OUTCOMES

1. Explain the concept of travel and tourism and associated industry terms.
2. Describe the main developments in the travel and tourism industry.
3. Describe the impact of travel and tourism activities.

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#### Administrative Information

**Superclass;** NK

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

**UNIT**          Travel and Tourism: An Introduction (Intermediate 2)

### **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 General level or above
- Intermediate 1 Travel and Tourism
- The Unit *Holiday Issues* (Intermediate 1).

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*)

*\*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 skills components in this Unit.

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

### **UNIT**      Travel and Tourism: An Introduction (Intermediate 2)

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**

Explain the concept of travel and tourism and associated industry terms.

##### **Performance Criteria**

- a) Explain accurately the concept of travel and tourism in terms of distance, time and purpose.
- b) Define terms clearly in accordance with standard industry practice.

#### **OUTCOME 2**

Describe the main developments in the travel and tourism industry.

##### **Performance Criteria**

- a) Describe briefly, with chronological accuracy, the main developments in travel and tourism.
- b) Identify the reasons for the growth of travel and tourism.
- c) Identify current trends in tourist activities and patterns of employment in the travel and tourism industry.

#### **OUTCOME 3**

Describe the impact of travel and tourism activities.

##### **Performance Criteria**

- a) Describe accurately the contribution of travel and tourism to the economy in terms of employment and income.
- b) Describe accurately the social and cultural impacts of travel and tourism activities.
- c) Describe accurately the environmental impact of travel and tourism activities.



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

### **UNIT**      Travel and Tourism: An Introduction (Intermediate 2)

#### **EVIDENCE REQUIREMENTS FOR THE 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.

The Unit will be assessed by one instrument of assessment made up of short answer and restricted response questions. It will be a closed book assessment of 1 hour duration, completed under supervised conditions.

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

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

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 Travel and Tourism: An Introduction (Intermediate 2)

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

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

It is envisaged that the content of this Unit should be broad enough to give candidates an introduction to the diversity of the industry. The focus should be on knowledge and understanding, and not on an analysis of the industry. See Appendix 1 for specific content to be covered.

This Unit provides the opportunity for candidates who studied the Intermediate 1 Unit, *Holiday Issues*, to build on knowledge gained regarding the development and impact of tourism on destinations both at home and abroad. It also provides an introduction to the travel and tourism industry for those wishing to progress to the Higher Unit, *Structure of the Travel and Tourism Industry*.

This Unit is one of three mandatory Units which together make up the Travel and Tourism (Intermediate 2) Course. The other two Units are *Business Practices in Travel and Tourism* and *Tourist Destinations*.

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

The Outcomes in this Unit are probably best taught in sequence as Outcome 1 provides basic underpinning knowledge which is then built on Outcomes 2 and 3.

##### ◆ Outcomes 1 and 2

The content of these two Outcomes is factual and requires imaginative delivery to stimulate and maintain initial interest. There should be no long opening explanations, rather delivery should be as practical as possible with emphasis being placed on student centred activity.

In Outcome 2 emphasis should be placed on current trends and patterns of employment rather than historical background, where only a brief examination of key points should be covered.

##### ◆ Outcome 3

Candidates should focus on tourism in the local area or research well known overseas examples. A well documented case study is perhaps the best approach, in which candidates examine the impact of tourism in the local area with reference to such factors as infrastructure, superstructure, capacity for tourists, volume and value of tourism, conservation and preservation and the local community. This can be supplemented where necessary with examples from other areas. Knowledge and understanding of the main impacts of travel and tourism can be enhanced through tutor-led group discussion, debates and task sheets. Videos and selected texts can be used to draw the candidate's attention to global issues.

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

### **UNIT**      Travel and Tourism: An Introduction (Intermediate 2)

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

Opportunities for further study (if this Unit is being delivered as part of the Course), remediation and consolidation, should be built into this Unit, how this is organised will depend on the teaching approach.

Assessment should be conducted at an appropriate time, normally at the end of the Unit. 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 DISABILITIES AND/OR 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## National Unit Specification: statement of standards

### UNIT Travel and Tourism: An Introduction (Intermediate 2)

#### Appendix 1 – Unit Content

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

- ◆ Travel and Tourism terminology, including:
  - modern definitions of tourism
  - the complexity of definitions and overlap with other disciplines such as leisure and recreation and hospitality
  
- ◆ In particular, candidates should be familiar with the following terms:
  - tourism
  - travel and tourism
  - tourist
  - excursionist/travel and tourism product
  - domestic tourism
  - incoming tourism
  - outbound tourism
  - tourist trip
  - tourist nights
  - visiting friends and relatives (VFR)
  - incentive travel
  - business tourism
  - mass tourism
  - long haul destination
  - tour operator
  - identikit destination
  - charter flight
  - “no frills”/low cost airline
  
- ◆ The concept of tourism
  - as one use of leisure time
  - the act of travelling
  - temporary stay
  - activities undertaken at the destination
  
- ◆ The history of travel and tourism, including:
  - the growth of spas and seaside resorts
  - the Grand Tour
  - the Industrial Revolution and the development of railways and steamships
  - the part played by Thomas Cook
  - relevant government acts in relation to bank holidays, holidays with pay etc
  - increasing personal mobility, such as the impact of increased car ownership
  - the development of holiday camps
  - the impact of World Wars, jet aircraft, tour operators, package holidays, travel agencies, purpose built resorts and specific attractions

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

### **UNIT          Travel and Tourism: An Introduction (Intermediate 2)**

#### **Appendix 1 (continued)**

- ◆ The scale of the industry today including
  - long haul flights
  - second holidays
  - short breaks
  - growth in independent travel
  - environmentalism
  - the nature of employment in tourism related industries
  - main job roles and progression within the industry
  
- ◆ The impact of travel and tourism in relation to:
  - its direct and indirect contribution to the economy
  - host-tourist relationships
  - damage caused by people pressure and tourist traffic
  - conservation and improvement of the natural and built environment
  - the balance of payments
  - development potential
  - e tourism
  - low cost airlines
  - green tourism
  - eco tourism

## National Unit Specification: general information

**UNIT** Business Practices in Travel and Tourism (Intermediate 2)

**CODE** DM4M 11

**COURSE** Travel and Tourism (Intermediate 2)

### SUMMARY

This Unit is a mandatory Unit of the Travel and Tourism (Intermediate 2) Course and is also available as a free-standing Unit.

This Unit introduces essential underpinning knowledge and understanding about the industry, and certain business practices related to the structure and operational aspects of travel and tourism. In particular, the importance of information and communication technology, promotion and customer service are studied.

This Unit is one of the three mandatory Units which together make up the Travel and Tourism (Intermediate 2) Course. The other two Units are *Travel and Tourism: An Introduction* and *Tourist Destinations*.

The specific aims of the Unit are to develop:

- ◆ a local perspective on providers and users of travel and tourism services and facilities
- ◆ an understanding of the importance and relative merits of types of promotion in the travel and tourism industry
- ◆ an understanding of the importance of customer service in the travel and tourism industry
- ◆ knowledge and understanding of the increasing use and importance of information and communication technology within the travel and tourism industry

### OUTCOMES

1. Describe providers and users of travel and tourism services and facilities.
2. Explain the purpose of promotion in travel and tourism.
3. Explain the importance of customer service provision in travel and tourism.
4. Demonstrate knowledge of the use of information and communication technology in travel and tourism.

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### Administrative Information

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

**UNIT**            Business Practices in Travel and Tourism (Intermediate 2)

### **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 General level or above
- ◆ Intermediate 1 Travel and Tourism or its Units

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*)

*\*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 skills components in this Unit.

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

### **UNIT Business Practices in Travel and Tourism (Intermediate 2)**

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**

Describe providers and users of travel and tourism services and facilities.

##### **Performance Criteria**

- a) Identify the types and functions of providers of tourism services and facilities.
- b) Describe recognised consumer groups of users of services and facilities.
- c) Match the use of services and facilities to consumer groups.

#### **OUTCOME 2**

Explain the purpose of promotion in travel and tourism.

##### **Performance Criteria**

- a) Explain the purpose of promotion in terms of basic marketing theory.
- b) Describe methods of promotional activity used in travel and tourism.
- c) Evaluate the effectiveness of promotional materials used in travel and tourism.

#### **OUTCOME 3**

Explain the importance of customer service provision in travel and tourism.

##### **Performance Criteria**

- a) Describe accurately the principles of customer service and their application in travel and tourism.
- b) Explain the benefits of practicing good customer service in travel and tourism.



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

### **UNIT Business Practices in Travel and Tourism (Intermediate 2)**

#### **OUTCOME 4**

Demonstrate knowledge of the use of information and communication technology in travel and tourism.

#### **Performance Criteria**

- a) Identify travel and tourism providers that make use of information and communication technology.
- b) Describe accurately current industry practice in the use of information and communication technology.

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

The content of this Unit is given in Appendix One.

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

Evidence for this Unit will be a folio which demonstrates the attainment of each of the PC's. Evidence should arise naturally as candidates progress through the Outcomes. This evidence should be produced under controlled conditions.

The assessment will sample the content and skills given in Appendix One.

The standard to be applied and the breadth of coverage are illustrated in The National Assessment Bank item 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 Business Practices in Travel and Tourism (Intermediate 2)**

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

While the exact time allocated to the 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 meet the needs of those candidates wishing to pursue a career in the travel and tourism industry and those with a general interest in the subject area. Appendix 1 provides details of the specific content of this Unit.

This Unit is one of the three mandatory Units which together make up the Travel and Tourism (Intermediate 2) Course. The other two Units are *Travel and Tourism: An Introduction* and *Tourist Destinations*.

This Unit offers candidates an introduction to the structure and business practices used within the travel and tourism industry, and it provides relevant knowledge for those who wish to progress and study the Higher Units *Structure of the Travel and Tourism Industry* and *Marketing in Travel and Tourism: An Introduction*.

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

While Outcomes 2, 3 and 4 of the Unit could be taught in any order, it will be beneficial to the candidate to commence the Unit with Outcome 1, as this provides essential underpinning knowledge and understanding about the industry structure.

#### **Contradicts evidence requirements**

An integrative approach to the teaching and assessment of these Outcomes is desirable and an investigation into local travel and tourism is strongly recommended. Candidate guidelines, based on the Performance Criteria, might be designed to support field work by small groups. Candidates would then report back to their peers. With assistance from the teacher/lecturer, group discussion, further group visits to key services and facilities and input from visiting practitioners, each candidate can build up a folio of information to meet the evidence requirements.

##### **◆ Outcome 3**

Candidates could learn about the principles and benefits of customer service through attendance at a 'Welcome Host' awareness raising day.

Where this Unit is delivered as part of the *Travel and Tourism (Intermediate 2)* Course, it is envisaged that it be delivered after the Unit *Travel and Tourism: An Introduction*.

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

### **UNIT Business Practices in Travel and Tourism (Intermediate 2)**

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

The Unit will be assessed holistically by one instrument of assessment. An investigation in which candidates learn from real life experiences in their community is preferable, as it will enhance interest in the Unit. However, it is appreciated that some centres may have difficulty in managing field research, given the length of timetable periods and concerns about the security of candidates whilst away from the centre. In such cases, it would be possible to carry out library based investigation supplemented, where possible, by visiting speakers. Centres would have to ensure that appropriate resources are in place.

In order that the teacher/lecturer can participate effectively in group discussions he/she should investigate the local area. In an area such as Edinburgh that receives many visitors, the tutor may be overwhelmed with potential ideas - in this situation selection will be necessary. In other parts of the country facilities and services may be more difficult to find, therefore greater planning may be necessary.

The teacher /lecturer will be required to work closely with each candidate to ensure that performance criteria are being met. A checklist and referencing system should be used. The referencing system should be explained and should allow the assessor to relate the evidence to the relevant outcome and performance criteria. While some of the material collected to support this assessment may be gathered collectively, the teacher /lecturer should ensure that the information produced by the candidates is their own work.

#### **CANDIDATES WITH DISABILITIES AND/OR 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## National Unit Specification: statement of standards

**UNIT:** Business Practices in Travel and Tourism (Intermediate 2)

### 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 required for the Unit are as follows:

- ◆ Providers of travel and tourism services and facilities: private, public, voluntary.  
In Scotland this is likely to include: travel agencies, tourist information centers, international, national and local transport and termini, types of accommodation and eating places, visitor attractions - including heritage centres, leisure and entertainment centres, museums, country parks and the countryside. Desk research into types of tour operator.
- ◆ Users of travel and tourism services and facilities.  
Client groups including: adults, students, children, elderly, customers with additional support, families, school parties, business users/travelers, and non-English-speaking visitors, ethnic groups and individuals.
- ◆ Reasons for travel  
Including: pleasure, business, rest and relaxation in a different environment, social, adventure, educational, cultural, fairs, conferences and conventions, incentive travel. Activities enjoyed by tourists as well as those facilities which are considered to be lacking.
- ◆ Promotion in travel and tourism, with some reference to marketing theory and other marketing functions  
The reasons for promotion - stimulating demand and enhancement of company image. The role of different media and their appropriateness to task, audience and message. Candidates should be encouraged to suggest or design improvements where there are particular criticisms. Consideration should be given to advertising in newspapers, TV, radio, posters, billboards, brochures, and leaflets. Advertising should also be considered through public relations, exhibitions, displays in travel agencies and tourist information centres, personal selling and sales promotions.
- ◆ Principles of customer service  
Awareness of the importance of: body language, first impressions, personal presentation, communication, meeting and greeting customers, recognising customer feelings and treating customers as individuals, meeting customer needs and exceeding customer expectations, dealing effectively with complaints.  
Benefits to the organisation: good PR (related to promotion, repeat business, increased sales), job satisfaction, decreased staff-turnover, enjoyable experience, and less stress.
- ◆ Technology applications.  
Front office functions including: making reservations, selling and promotion, providing information, handling payments, ticket issue, and maintaining records.  
Back office functions including: accounting, membership, stock control.  
Personnel, marketing and publicity.  
Benefits of having a computer system and common trade systems eg. GDS and Viewdata.

## National Unit Specification: general information

**UNIT** Tourist Destinations (Intermediate 2)

**CODE** DM4N 11

**COURSE** Travel and Tourism (Intermediate 2)

### SUMMARY

This Unit is a mandatory Unit of the Travel and Tourism (Intermediate 2) Course and is also available as a free-standing Unit.

This Unit is designed to enable candidates to develop knowledge of the location of a selection of the most popular tourist destinations in the world, and to provide information on their appeal to tourists. The selection of tourist destinations will include reference to those used by both inbound and outbound markets of the UK.

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

The specific aims of the Unit are to develop:

- ◆ a working knowledge of a selection of popular tourist destinations
- ◆ an awareness of a destination's suitability for particular tourists

### OUTCOMES

1. Identify a specified selection of popular tourist destinations and physical features.
2. Explain the appeal of a specified selection of popular tourist destinations.

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### Administrative Information

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## National Unit Specification: general information (cont)

### UNIT            Tourist Destinations (Intermediate 2)

#### 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 or a Social Subject at General level or above
- ◆ Intermediate 1 Travel and Tourism
- ◆ The Unit *Holiday Destinations* (Intermediate 1)

#### CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*)

*\*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 skills components in this Unit.

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

### **UNIT**      Tourist Destinations (Intermediate 2)

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 a specified selection of popular tourist destinations and physical features.

##### **Performance Criteria**

- a) Identify accurately countries and physical features on maps.
- b) Identify accurately touring areas, resorts and cities on maps.

#### **OUTCOME 2**

Explain the appeal of a specified selection of popular tourist destinations.

##### **Performance Criteria**

- a) Classify tourist destinations in accordance with accepted industry practice.
- b) Describe accurately the accessibility, attractions and amenities of popular tourist destinations.
- c) Identify a popular tourist destination to meet a personal holiday specification.
- d) Explain how this tourist destination is suitable for the personal holiday specification.

### **EVIDENCE REQUIREMENTS FOR THE UNIT**

The content of this Unit is given in Appendix 1.

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

Evidence is required in which the candidate demonstrates competence in identifying specified tourist destinations on maps, describing their appeal and presenting information on their accessibility, amenities and attractions.

The Unit will be assessed by one instrument of assessment. The assessment will be made up of short answer and restricted response questions. It will be a closed book assessment of 50 minutes duration.

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

Achievement may be determined by the use of a cut off score for **each** Outcome.

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 Tourist Destinations (Intermediate 2)

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

The Unit is designed to develop the candidate's working knowledge of a selection of the most popular tourist destinations in the United Kingdom, Europe, the United States and the Caribbean area. The Unit will also develop the ability to identify suitable destinations based on differing client requirements. Appendix 1 gives the content of this Unit.

This Unit is one of three mandatory Units which together make up the Travel and Tourism (Intermediate 2) Course. The other two Units are *Travel and Tourism: An Introduction* and *Business Practices in Travel and Tourism*.

This Unit builds on the knowledge and skills which can be acquired by candidates who study *Holiday Destinations* at Intermediate 1 level, but does not have the breadth of coverage of destinations which is found in the *Tourist Destinations* Unit at Higher.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES

Both Outcomes could be taught simultaneously, as the mapping skills required in Outcome 1 need regular practice before the assessment is attempted.

A candidate centred, resource-based learning approach is recommended, supported by teacher/lecturer explanation of key points, concepts and suggested strategies. Maximum use should be made of authentic materials and access to the industry through specialists, placements and site visits as appropriate and feasible within the limits of time and other resources.

To bring the world into the classroom, extensive use of visual materials is recommended. DVD/video, transparencies and/or slides produced using software packages, 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 their 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 and similar resources. In this way they have maximum time to become thoroughly familiar with the wide range of tourist destinations and physical features which they need to be able to identify.



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

### **UNIT**      Tourist Destinations (Intermediate 2)

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

Opportunities for extension (if Unit is being delivered as part of the Course), remediation and consolidation, should be built into this Unit, how this is organised will depend on the teaching approach.

Assessment should be carried out at an appropriate time, normally at the end of the Unit. However, where the Outcomes are taught separately, it is possible to assess these independently. 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 DISABILITIES AND/OR 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## National Unit Specification: statement of standards

**UNIT:** Tourist Destinations (Intermediate 2)

### Appendix 1 – Unit Content

**FINAL**

This Unit develops candidates' working knowledge of a selection of the most popular tourist destinations visited by citizens of the United Kingdom, as well as popular domestic and inbound tourist destinations within the United Kingdom.

The skills and content which will be sampled to provide the evidence required for the assessment of the "*Travel and Tourism*" Intermediate 2 Course are as follows:

1. the ability to identify from maps the main destinations and physical features listed below:

#### **Within the United Kingdom:**

Aberdeen, Aviemore, Blackpool, Dundee, Edinburgh, Fort William, Glasgow, Inverness, London, Manchester, Newquay, Oban, St Andrews, Scarborough, York.

Rivers Severn, Spey, Tay, Thames.

Loch Ness, Lake Windermere.

Ben Nevis, Cairngorm Mountains, Clyde Coast, Cornwall, Devon, John O'Groats, Lake District, Land's End, Peak District, Snowdonia, Trossachs and Loch Lomond.

#### **Within Europe:**

Croatia, France, Germany, Greece, Italy, Netherlands, Norway, Portugal, Spain, Switzerland, Turkey. Amsterdam, Athens, Barcelona, Berlin, Dublin, Florence, Lisbon, Madrid, Naples, Nice, Paris, Prague, Rome, Venice.

Balearic Islands: Ibiza, Majorca, Minorca.

Canary Islands : Fuerteventura, Gran Canaria, Lanzarote, Tenerife.

Corfu, Crete, Cyprus, , Rhodes.

Alps, Rhine Valley, Pyrenees.

Algarve, Brittany, Costa Blanca, Costa Brava, Costa del Sol, Cote d'Azur, Italian Lakes.

#### **Within USA and the Caribbean:**

Cuba, Dominican Republic, Barbados, Jamaica.

Cancun, Chicago, Las Vegas, Los Angeles, Orlando, New York, San Francisco, Washington D.C.

Niagara Falls, , Rocky Mountains, Grand Canyon.

California, Florida.

2. the ability to classify each of the above destinations into one or more of the destination types listed below:

#### United Kingdom

City break

Coastal resort

Scenic

#### Europe

City break

Winter Sun

Summer Sun

Scenic

Winter sport

#### USA and the Caribbean

City

All year round sun

Scenic

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

**UNIT:** Tourist Destinations (Intermediate 2)

### Appendix 1 (continued)

3. A detailed knowledge (for advice on this term see a. and b. below) of:

- the following given destinations:
  - United Kingdom “city break”: Either Edinburgh **or** Glasgow **AND** London
  - European “city break”: Either Barcelona **or** Rome **AND** either Paris **or** Amsterdam
  - European “Sun (winter / summer)”: Majorca **or** Tenerife
  - USA / Caribbean “all year sun”: Florida **or** a Caribbean island

*AND*

- one example of each of the following types of destinations :
  - “Coastal resort” **or** “scenic area” in the United Kingdom
  - “Winter”<sup>1</sup> **or** “summer” sun in Europe which is different from the destination (Majorca/Tenerife) selected from the group above, ie. candidates should be able to provide detailed information on two different “sun” destinations in Europe
  - “Scenic” in Europe
  - “Winter sports” in Europe
  - “City” in USA

<sup>1</sup> European “winter sun” destinations are defined as those which appear in current package holiday brochures

The destination selected in the study of “types of destinations” noted above does not need to be drawn from those which candidates should be able to identify on maps (see number “1” above).

For all the destinations studied in detail candidates must show knowledge of the following:

- a. Accessibility:
- destinations in the Scotland : accessibility from a city in another UK country.
  - destinations in the rest of the United Kingdom: accessibility from a Scottish point of origin.

In describing accessibility reference should be made to appropriate modes of transport and journey times\* by air/ road/rail/sea, as appropriate. This should include the name(s) and proximity /convenience of arrival point(s) to the destination.

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

**UNIT:** Tourist Destinations (Intermediate 2)

### **Appendix 1 (continued)**

- destinations outwith the United Kingdom – appropriate modes of travel from any Scottish city, journey times\* for each mode of travel, an indication of directness of whole journey, the name of a suitable arrival/gateway point for destination and, proximity and convenience to the selected destination.

\* “Journey time” refers to time spent on the journey by the main modes of transport and excludes transfer times to start point and transfer times from point of arrival.

- b. Climate, local crafts/foods/drinks, places of interest within hinterland which are suitable for day visits, indoor/outdoor visitor attractions and any other relevant information appropriate to the destination chosen such as principal shopping streets or centres, main theatres/places of entertainment, special annual events or activities.
4. Candidates should have sufficient general knowledge of tourist destinations within the United Kingdom, Europe and USA & the Caribbean to be able to identify suitable destinations to meet the general needs of different client groups.