

**TRAVEL AND TOURISM**  
**Intermediate 1**

**First edition – published 2005**

## National Course Specification

### Travel and Tourism (Intermediate 1)

**COURSE CODE** C217 10

#### COURSE STRUCTURE

This course has three mandatory Units.

<b>DM4E 10</b>	<b><i>Holiday Planning (Intermediate 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>DM4G 10</b>	<b><i>Holiday Issues (Intermediate 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>DM4J 10</b>	<b><i>Holiday Destinations (Intermediate 1)</i></b>	<b><i>1 credit (40 hours)</i></b>

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 or equivalent:

- ◆ Standard Grade English at Foundation Level
- ◆ Standard Grade in a Social Subject at Foundation Level
- ◆ Access 3 Cluster or Units in Social Subjects

#### PROGRESSION

This course or its Units may provide progression to:

- ◆ Intermediate 2 Travel and Tourism
- ◆ Intermediate 2 Geography
- ◆ training or employment

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#### Administrative Information

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

### **Travel and Tourism (Intermediate 1)**

#### **CREDIT VALUE**

The Intermediate 1 Course in Travel and Tourism is allocated 24 SCQF points at SCQF level 4\*.

*\*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 (cont)

### Travel and Tourism (Intermediate 1)

#### RATIONALE

The Intermediate 1 Course in Travel and Tourism has been introduced primarily in response to demands from centres for provision in Travel and Tourism at that level. It is a general interest Course for the consumer and is designed to be non-vocationally orientated. Candidates can progress to the Course in Travel and Tourism at Intermediate 2, which is designed to introduce candidates to basic skills, knowledge and understanding relating to a range of occupations in the industry. There are a number of themes common to the Intermediate 1 and Intermediate 2 Courses which facilitate progression/articulation - for example, the Unit *Holiday Issues* (Intermediate 1) relates to the impact of tourism and elements of customer care which are covered in the *Travel and Tourism: an Introduction* and the *Business Practices in Travel and Tourism* Units at Intermediate 2. There is a Unit on holiday / tourist destinations at both levels.

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 full range of travel and tourism available to the consumer in a variety of geographical 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 that will be explored at most levels of the subject. At Intermediate 1, the emphasis will be on exploring these topics as a consumer, with the focus being progressively more vocational at Intermediate 2 and Higher. The three broad themes are:

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

The consumer has to be aware of the full range of travel options which are available and to be familiar with the rules and procedures which are involved in their use. These include the use of, for example, airports, airlines, shipping, ferry and cruise companies, ports, railway stations, railway companies, car rental firms, coach companies, road networks, travel agencies and tour operating firms. Emphasis is placed on the consumer making as much use as possible of the available facilities of the chosen tourist destinations using a variety of agencies, tourist boards or their equivalent, tourist information centres, visitor attractions and accommodation providers. This will provide an introduction, from the consumer's viewpoint, to what is taught about service provision at Intermediate 2 level. Differences in time available, budgets and consumer interests have to be considered when consumers make decisions about tourism options.

## National Course Specification: course details (cont)

### Travel and Tourism (Intermediate 1)

#### AIMS

The principal aim of the Intermediate 1 Course in Travel and Tourism is to prepare candidates to be informed consumers of travel and tourism products. The Intermediate 1 Course will aid the candidate/consumer to make informed choices when making decisions about a holiday.

The Course enables candidates to progressively develop:

- ◆ an understanding of the possible attractions which are available to tourists in a variety of locations
- ◆ an awareness of the main concepts and developments in travel and tourism
- ◆ a practical understanding and experience of how to book a holiday
- ◆ an awareness of other essential arrangements necessary for a holiday
- ◆ an introduction to the principal tourist destinations in the British Isles and abroad
- ◆ an understanding of how to deal with issues before, during and after a holiday
- ◆ a local perspective on the use of travel and tourism facilities and the positive and negative aspects of their use
- ◆ an awareness of the concept of responsible tourism on the part of the tourist

In addition, the consumer focused approach to this Course enables candidates to enhance a range of life skills associated with decision making, sourcing information, problem solving and working with others.

The Course raises awareness of links between this subject and other disciplines such as geography (in terms of environment, climate, transport, settlement, and attractions of destinations), business (in terms of consumer awareness and marketing forces), communication and interpersonal skills (in terms of the receipt information-receipt and consumer enquiry) and history (in terms of heritage, culture and attractiveness of destinations).

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

- ◆ *Holiday Planning* (Intermediate 1) – this focuses on broadening knowledge of types of holiday destinations, methods of travel, understanding of the elements which are involved in a brochure holiday, aspects of booking brochure holidays.
- ◆ *Holiday Issues* (Intermediate 1) – this focuses on personal issues involved in planning and taking a holiday abroad, problems which the holidaymaker may have to deal with before, during and after a holiday and a study of the impact of tourists and tourism on the host area.
- ◆ *Holiday Destinations* (Intermediate 1) – this focuses on expanding knowledge about selected tourist destinations both in the British Isles and abroad by being able to identify where they are and source information about these destinations.

The successful candidate will be a well-informed consumer of the tourism product.

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

### **Travel and Tourism (Intermediate 1)**

#### **COURSE CONTENT**

The Course introduces the candidate to the step-by-step procedures involved in the preparations which are necessary to be a successful and well-prepared tourist.

A summary of the content of each of the mandatory Units is given below.

#### ***Holiday Planning (Intermediate 1)***

This Unit introduces the candidate to a variety of factors which influence the choice of different holiday destinations, in a range of contexts and scales: local, British, abroad. It introduces the candidate to the sourcing of holiday information. The candidate will plan his/her own holiday as part of a family, a group or alone.

The Unit also introduces the candidate to the issues which need to be considered when planning a holiday. The range of possibilities within each issue is set out and this will allow informed choices to be made. The Unit includes a practical exercise covering all budgeting and costing based on the prices in a brochure.

The Unit introduces the candidate to the sometimes complex procedures involved in completing a holiday booking and arriving at an accurate final cost. It looks at ways of reducing these costs. The Unit will make the candidate aware that these complex issues exist but does involve detailed calculation.

#### ***Holiday Issues (Intermediate 1)***

This Unit introduces the candidate to the sometimes complex procedures, which need to be followed before a holiday abroad.

The Unit will also prepare the candidate for situations where things can go wrong and for how to cope calmly and effectively with them. It will also make the candidate aware of the need to communicate effectively with travel and tourism professionals in distant offices and in face-to-face situations before, during and after a holiday.

It introduces the candidate to the concept that tourism can provide many benefits to the host area, but that these are accompanied by disadvantages which may have a detrimental effect on the environment and many of the important traditions of the area.

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

### **Travel and Tourism (Intermediate 1)**

#### ***Holiday Destinations (Intermediate 1)***

This Unit develops the candidate's consumer knowledge of tourist destinations within the United Kingdom of Great Britain and Northern Ireland, Channel Islands, Isle of Man and the Republic of Ireland. It also develops the candidate's consumer knowledge of tourist destinations outside the British Isles.

## National Course Specification: course details (cont)

### Travel and Tourism (Intermediate 1)

#### 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 the possible attractions which are available to tourists in a variety of locations
- ◆ an awareness of the main concepts and developments in travel and tourism
- ◆ a practical understanding and experience of how to book a holiday
- ◆ an awareness of other essential arrangements necessary for a holiday
- ◆ an introduction to the principal tourist destinations in the British Isles and abroad
- ◆ an understanding of how to deal with issues before, during and after a holiday
- ◆ a local perspective on the use of travel and tourism facilities and the positive and negative aspects of their use
- ◆ awareness of the concept of responsible tourism on the part of the tourist

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

Each Unit assessment is a holistic assessment lasting no longer than 50 minutes. These must be taken under closed-book, supervised conditions although the use of a senior school atlas or its equivalent is permitted.

Further details about Unit assessment for their Course can be found in the National Assessment Bank materials and the Unit specifications.

#### Course Assessment

The Intermediate 1 Course assessment will be a Question Paper which will sample from the content of the Units. It will last **1 hour and 15 minutes** and will be closed book. The whole paper will be mandatory and all questions must be answered. On occasions, there may be small sections of some questions where an option will be offered.

The Question Paper will be sub-divided into composite restricted response questions ranging in length from 8 to 20 marks as appropriate. The total mark allocation for the paper will be **100**. The smallest sub-division in the marking instructions will be 1 mark. A senior school atlas and a calculator should be available for candidates.

Further details of the Course Assessment are given in the Course Assessment Specification and specimen Question Paper.

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

### **Travel and Tourism (Intermediate 1)**

#### **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 different consumer demands
- ◆ offering opportunities to transfer knowledge 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 some of the questions in the Question Paper.

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 (Intermediate 1)**

#### **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 holiday planning procedures
- ◆ identify and select information relevant to a holiday planning necessity
- ◆ use information in response to an issue in holiday planning

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

- ◆ demonstrate extensive knowledge and understanding of holiday planning procedures
- ◆ identify and select information relevant to a complex holiday planning necessity
- ◆ use detailed information in response to a holiday planning issue

#### **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**

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
- ◆ a range of planning procedures
- ◆ a range of issues
- ◆ a range of holiday destinations both within and outwith the British Isles.

## National Course Specification: course details (cont)

### Travel and Tourism (Intermediate 1)

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 Course Award. It is unlikely that a marginal pass in a Unit assessment will be a good indicator of achievement in the Course assessment. A better estimate of a Grade C in the Course assessment would be a Unit pass mark average of 70% or more for the three Unit assessments.

For further information please 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 (Intermediate 1)

#### APPROACHES TO LEARNING AND TEACHING

This Course consists of three mandatory Units.

<i>DM4E 10.: Holiday Planning (Intermediate 1)</i>	40 hours
<i>DM4G 10.: Holiday Issues (Intermediate 1)</i>	40 hours
<i>DM4J 10 : Holiday Destinations (Intermediate 1)</i>	40 hours

An initial teaching input will be required for each of the Units. However as far as possible thereafter, the majority of the content should be achieved by candidate-centred activities so that the candidate participates in the discovery of the content material. Maximum use should be made of authentic materials and access to the consumer situation through activities and visits, as appropriate and feasible within the limits of time and other resources. Specifically, it is recommended that part of the further 40 hours is used for this purpose. Groupwork should be encouraged when practicable.

Delivery may be sequential or integrated depending on the circumstances in individual centres.

There is scope for integration between Outcome 1 of *Holiday Planning* and the *Holiday Destinations* Unit.

With reference to individual Units:

#### ***Holiday Planning (Intermediate 1)***

An initial teaching input will be necessary for this Unit and at appropriate times within it. Group activities to generate ideas may follow an initial discussion about a family holiday or similar project. Later, teacher/lecturer input will be necessary when budgeting and costing is being considered. Many of the other issues mentioned are quite complex (for example, interest rates) and should not be introduced in any detail at this level. They should preferably be demonstrated by the teacher/lecturer

#### ***Holiday Issues (Intermediate 1)***

An initial teaching input will be necessary for this Unit and at appropriate times within it. Many of the initial issues mentioned are quite complex (for example, currency fluctuations) and should not be introduced in any detail at this level. They should preferably be demonstrated by the teacher/lecturer. Co-operative teaching is recommended for the problem-solving section of this Unit. The use of role-play should be encouraged and planned carefully in advance and should simulate the various kinds of problem situations which may arise before during and after a holiday. Video and/or audio play back should be used, where possible, to evaluate performance for both learning and assessment. The impact of tourism is a wide-ranging, open-ended topic, the content of which will be determined by the preferences of the teacher/lecturer and the experience of the candidate.

#### ***Holiday Destinations (Intermediate 1)***

An initial teaching input will be necessary for this Unit and at appropriate times within it (for example, when introducing foreign holidays). Thereafter candidate-centred activities should be encouraged and used so that the candidate is able to research the required information.

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

### **Travel and Tourism (Intermediate 1)**

Given the consumer oriented nature of this Course, it is strongly recommended that consideration be given to using part of the additional 40 hours to make visits to local travel agencies and to a variety of local leisure and tourist attractions. Illustrated talks by 'tourists' with an opportunity for a question and answer session would also be of value. This approach will enhance the learning and teaching process by:

- ◆ providing an insight into the procedures involved in using the services provided by tourism businesses
- ◆ promoting a better understanding of the procedures involved in tourist situations yet to be experienced
- ◆ consolidating learning and encouraging integration across Units
- ◆ demonstrating the application of a local experience to similar situations within a larger areal context.

### **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

<b>UNIT</b>	Holiday Planning (Intermediate 1)
<b>CODE</b>	DM4E 10
<b>COURSE</b>	Travel and Tourism (Intermediate 1)

### SUMMARY

This is a mandatory Unit of the Travel and Tourism Intermediate 1 Course and is also available as a free-standing Unit.

The Unit has an emphasis on exploring topics as a consumer.

It is designed to enable candidates to demonstrate knowledge of different holidays, holiday destinations and methods of travel. It will also allow candidates to demonstrate the skills required to obtain holiday information from a variety of sources to suit personal requirements.

The specific aims of the Unit are to develop:

- ◆ knowledge and understanding of the range of holiday destinations
- ◆ knowledge and understanding of the range of travel related source material
- ◆ practical understanding and experience of how to book a holiday
- ◆ an understanding of how to compare the relative costs of different holidays

### OUTCOMES

1. Identify holiday destination types and methods of travel.
2. Demonstrate an understanding of brochure holidays.
3. Select and book a holiday using travel and tourism resources.
4. Demonstrate knowledge of complex booking issues.

### 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 Foundation Level
- ◆ Standard Grade in a Social Subject at Foundation Level
- ◆ Access 3 Cluster or Units in Social Subjects

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### Administrative Information

**Superclass** NK

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

**UNIT**            Holiday Planning (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*)

*\*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**            Holiday Planning (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Identify holiday destination types and methods of travel.

##### **Performance Criteria**

- a) Identify different types of holiday destination.
- b) Select a holiday destination to meet specified needs.
- c) Identify suitable methods of travel to the selected holiday destination.

#### **OUTCOME 2**

Demonstrate an understanding of brochure holidays.

##### **Performance Criteria**

- a) Identify the components of a brochure holiday.
- b) Explain the range of possibilities for each component of a brochure holiday.
- c) Produce a personal holiday specification from a brochure.

#### **OUTCOME 3**

Select and book a holiday using travel and tourism resources.

##### **Performance Criteria**

- a) Gather holiday information from a variety of sources to meet the personal holiday specification.
- b) Select a holiday to meet the personal holiday specification and provide details.
- c) Accurately record requirements on a holiday booking form.

#### **OUTCOME 4**

Demonstrate knowledge of complex booking issues.

- a) Identify a variety of methods for booking and paying for a holiday.
- b) Identify reasons for differing holiday costs and charges.

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

### **UNIT**            Holiday Planning (Intermediate 1)

#### **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 of the Outcomes and Performance Criteria.

This Unit should be assessed holistically using short answer and restricted response questions. There will be one instrument of assessment of 50 minutes duration. It will be a closed book assessment completed under supervised conditions. Responses can be written and/or recorded oral.

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

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 Holiday Planning (Intermediate 1)

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 skills and content for this Unit are given in Appendix One.

This Unit introduces the candidate to a variety of factors which influence the choice of different holiday destinations, in a range of contexts and scales: local, British and abroad, and it also introduces the candidate to the sourcing of holiday information. The candidate is planning his/her own holiday as part of a family, a group or alone.

The Unit also introduces the candidate to the components of the holiday which need to be considered at the planning stage, and the range of possibilities within each component, which will then allow informed choices to be made. A practical exercise covering all budgeting and cost considerations should be carried out based on brochure prices.

The Unit introduces the candidate to a general awareness of the sometimes complex procedures involved in arriving at an accurate final cost and completing a holiday booking form. It looks at ways of reducing costs.

At this level the candidate should be made aware that these complex issues/procedures exist, and they should be tackled as information rather than involving detailed calculation.

This Unit helps candidates develop their research skills, and this knowledge would be very relevant for candidates wishing to progress to the Intermediate 2 Course in Travel and Tourism.

This Unit is one of the three mandatory Units which together make up the Travel and Tourism Intermediate 1 Course. The other two Units are *Holiday Issues* (Intermediate 1) and *Holiday Destinations* (Intermediate 1).

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

An initial teaching input will be necessary for this Unit and at appropriate times within it. The majority of the content should be achieved by candidate-centred activities, as far as possible, so that the candidate participates in the discovery of the content material. Visits and field trips should be incorporated whenever possible and group work should be encouraged where practicable.

If being delivered as part of the Intermediate 1 Course, it is suggested that the Unit should be delivered before the other two Units.

There is, however, scope for integration between Outcome 1 of this Unit and the Unit *Holiday Destinations* (Intermediate 1).

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

### **UNIT**            Holiday Planning (Intermediate 1)

#### **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 carried out 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 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 Holiday Planning (Intermediate 1)

#### 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 produce the evidence required for the Unit are as follows:

- ◆ identifying types of locations of holiday destinations; including coastal, rural, city and island
- ◆ identifying the variety of qualities of destinations;
  - attractions - scenery, climate, activity, relaxation, culture, history, event, special interest
  - amenities - shopping, entertainment, sporting facilities, accommodation, catering
- ◆ identifying the limitations imposed by time available and season of the year, methods of travel (private and hired car, coach, train, boat, aeroplane), cost, distance and suitability
- ◆ identifying the components of a brochure holiday – duration; time of year; budget; methods and time of travel; range of available accommodation; meal options; range of amenities and attractions; facilities for activities; excursions and events
- ◆ compilation of a list of components which will demonstrate how the holidaymaker's optimum requirements relate to choices made and costs incurred (as itemised in the brochure)
- ◆ identifying sources of general and specific holiday information
- ◆ using specific methods to source holiday information - travel agency visit; phonecall to a travel company; writing to a travel company or Local Tourist Organisation or Tourist Information Centre; advertisements; response using a coupon; use of an information technology source such as teletext or the Internet; or any other method
- ◆ given an available budget, a time of year and a set holiday period for each candidate - using the personal holiday specification to identify an appropriate brochure and select a particular holiday which meets the client's holiday requirements and budget limitations
- ◆ completion of booking forms for a variety of different types of holiday
- ◆ identification and relative merits of the different methods of paying for holidays and their relationship with insurances and cancellation charges
- ◆ alternative bookings and arrangements which alter costs such as - different companies; different departure times; low/medium season; late availability
- ◆ additional costs – insurance; annual insurance; accommodation supplements (single room, under occupancy, sea view balcony etc); travel supplements (airport taxes, transfer costs, flight, ferry, car-hire car insurance, motorail); equipment hire; currency fluctuations; airport car parking; overnight accommodation

## National Unit Specification: general information

<b>UNIT</b>	Holiday Issues (Intermediate 1)
<b>CODE</b>	DM4G 10
<b>COURSE</b>	Travel and Tourism (Intermediate 1)

### SUMMARY

This is a mandatory Unit of the Travel and Tourism Intermediate 1 Course and is also available as a free-standing Unit.

It has an emphasis on exploring topics as a consumer.

This Unit is designed to develop a candidate's awareness of a variety of holiday issues which affect the tourist and the tourist area. This is done by looking at the pre-holiday checks which need to be done by the tourist and by considering the various problem situations which can occur before, during and after a holiday. The Unit also looks at the positive effects and negative impacts of tourism on holiday areas.

The specific aims of the Unit are to develop:

- ◆ awareness of pre-departure arrangements necessary for a holiday
- ◆ understanding of how to deal with issues before, during and after a holiday and how to cope with them effectively
- ◆ knowledge of the skills necessary to interact effectively with those who work in the travel and tourism industry
- ◆ knowledge and understanding of the positive effects and negative impacts of tourism on holiday areas and the responsibilities of the tourist

### OUTCOMES

1. Plan pre-departure arrangements for a holiday abroad.
2. Resolve typical holiday problem situations.
3. Explain the possible impact of tourism and tourist behaviour on tourist areas.

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

### **UNIT**      Holiday Issues (Intermediate1)

#### **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 Foundation Level
- ◆ Standard Grade in a Social Subject at Foundation Level
- ◆ Cluster or Units Access 3 Social Subjects

#### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*)

*\*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      Holiday Issues (Intermediate1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Plan pre-departure arrangements for a holiday abroad.

##### **Performance Criteria**

- a) Explain a variety of options for taking and using holiday money
- b) Identify additional administrative and personal requirements.

#### **OUTCOME 2**

Resolve typical holiday problem situations.

##### **Performance Criteria**

- a) Identify typical holiday problems
- b) Demonstrate approaches appropriate to resolving holiday problem situations
- c) Communicate required information in an effective and appropriate manner.

#### **OUTCOME 3**

Explain the possible impact of tourism and tourist behaviour on tourist areas.

##### **Performance Criteria**

- a) Explain the positive and negative effects of the development of tourism on the tourist area.
- b) Explain the responsibilities of tourists in terms of how their conduct affects host populations and their environments.

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

### **UNIT**            Holiday Issues (Intermediate1)

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

The content of this Unit is given in Appendix One.

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

The Unit should be assessed holistically using short answer and restricted response questions. There will be one instrument of assessment of 50 minutes duration. It will be a closed book assessment completed under supervised conditions. Responses can be written and /or recorded oral.

The assessment will sample the content and skills defined in Appendix One by including questions which reflect the breadth of content 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 (cont)**

### **UNIT        Holiday Issues (Intermediate 1)**

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 skills and content for this Unit are given in Appendix One.

This Unit introduces the candidate to a general awareness of the sometimes complex procedures which are necessary before a holiday abroad. The Unit will also prepare the candidate for situations where things can go wrong, and will show them how to cope calmly and effectively with them. It will also make the candidate aware of the need to communicate effectively with travel and tourism professionals in distant offices and in face-to-face situations before, during and after the holiday. It introduces the candidate to the concept that tourism can provide many benefits to the host area, but that these are accompanied by disadvantages, which may have a detrimental effect on the environment and many of the important traditions of the area. This experience should be as a resident of the home tourist area or as a tourist-visitor to another area.

This would be a very relevant Unit for those candidates who wish to progress to the Intermediate 2 Units *Travel and Tourism: an Introduction* and *Business Practices in Travel and Tourism*, which contain more detail on the areas of study here.

This Unit is one of the three mandatory Units which together make up the Travel and Tourism Course at Intermediate 1. The other two Units are *Holiday Planning* and *Holiday Destinations*.

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

The Outcomes of this Unit are probably best taught in order as Outcomes 2 and 3 (resolving holiday problems and possible impacts of tourism and tourist behaviour) draw on underpinning knowledge of what is involved in planning a holiday and what various holiday destinations have to offer.

An initial teaching input will be necessary for this Unit and at appropriate times it. The majority of the content should be achieved by candidate-centred activities, as far as possible, so that the candidate participates in the discovery of the content material. Visits and fieldtrips should be incorporated whenever possible and groupwork should be encouraged where practicable.

If this Unit is being delivered as part of the Intermediate 1 Course, it is suggested that it should be delivered as the second of the three Units – after *Holiday Planning* and before *Holiday Destinations*.

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

### **UNIT**            Holiday Issues (Intermediate 1)

#### **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 carried out 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 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 Holiday Issues (Intermediate 1)

#### 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:

- ◆ identification and relative merits of different methods of payment to holidays and their relationship with insurances and cancellation charges
- ◆ spending money (cash, credit card, cash cards, foreign currency, travellers cheques, etc), advantages and disadvantages, calculations using exchange rates
- ◆ additional administrative requirements: passport, visas, E111/health card, general health and security requirements, driving abroad.
- ◆ personal requirements: cancelling home deliveries, boarding pets, home security, etc
- ◆ dealing with common problem situations which may arise eg changes to booking details (by customer and by company); excursion booking request or accommodation complaint for courier or hotel reception; post holiday compensation and insurance claims; holiday questionnaire. Includes case study approach which ensures enquiry/complaint is properly directed.
- ◆ methods of effective behaviour for personal interactions by telephone or in face-to-face situations: for example giving details and answering questions, making enquires and asking for details and directions, emotionally charged situations (making a complaint and asking for help in an emergency situation), dealing with non-English speaking third parties, insurance claims.
- ◆ instruction and role play situations reflecting ‘real’ situations with office staff (by telephone) and resort representatives
- ◆ the impact of tourism on resorts or tourist areas and the ways in which it benefits and harms the host area (teachers/lecturers may wish to classify these – for example, social, cultural, economic, environmental, political – but the classification should not be part of the assessment). Examples: damage caused by people pressure and tourist traffic, job creation and foreign earnings, host-tourist relationships, conservation and urban development, social progress and loss of culture, etc (in a range of areal contexts)
- ◆ study of the impact of tourism in the local area (within 80 km/50 miles of the centre): provision for, and developments from, numbers of visitors, economic impact, pressure of change and ability to resist within the community
- ◆ compare with studies of areas likely to be visited with the emphasis being on the development of good tourism: for example, acting in a responsible and sensitive manner towards the people, culture and physical environment; not seeking to exploit economic advantage which might diminish the standing of the host; and leaving any place visited in as healthy a state as it was found

## National Unit Specification: general information

**UNIT** Holiday Destinations (Intermediate 1)

**CODE** DM4J 10

**COURSE** Travel and Tourism (Intermediate 1)

### SUMMARY

This is a mandatory Unit of the Travel and Tourism Intermediate 1 Course and is also available as a free-standing Unit.

It has an emphasis on exploring the topics as a consumer.

It is designed to develop knowledge of contrasting holiday opportunities and relevant tourist information for destinations both within and outside the British Isles using a variety of travel related reference material. The British Isles includes the United Kingdom of Great Britain and Northern Ireland, Channel Islands, Isle of Man and the Republic of Ireland. Outwith the British Isles includes the rest of the world.

The specific aims of the Unit are to develop:

- ◆ knowledge of a selection of tourist destinations and physical features
- ◆ understanding of the different classifications used for tourist destinations
- ◆ knowledge and understanding of the range of tourist information required to meet personal requirements
- ◆ skills in obtaining and processing information from a variety of travel related reference material.

### OUTCOMES

1. Demonstrate knowledge of tourist destinations within the British Isles.
2. Provide accurate information on tourist destinations within the British Isles for holidays of personal choice.
3. Demonstrate knowledge of tourist destinations outside the British Isles.
4. Provide accurate information on tourist destinations outside the British Isles for holidays of personal choice.

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### Administrative Information

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

### **UNIT**      Holiday Destinations (Intermediate 1)

#### **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 Foundation Level
- ◆ Standard Grade in a Social Subject at Foundation Level
- ◆ Access 3 Cluster or Units in Social Subjects

#### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*)

*\*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**      **Holiday Destinations (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge of tourist destinations within the British Isles.

##### **Performance Criteria**

- a) Identify a selection of named major tourist destinations and physical features within the British Isles.
- b) Classify accurately by type major tourist destinations within the British Isles.

#### **OUTCOME 2**

Provide accurate information on tourist destinations within the British Isles for holidays of personal choice.

##### **Performance Criteria**

- a) Identify tourist destinations within the British Isles to meet personal requirements.
- b) Describe accurately accessibility to selected tourist destinations within the British Isles.
- c) Present clear and accurate tourist information on selected destinations within the British Isles.

#### **OUTCOME 3**

Demonstrate knowledge of tourist destinations outside the British Isles.

##### **Performance Criteria**

- a) Identify a selection of named major tourist destinations and physical features outside the British Isles.
- b) Classify accurately major tourist destinations outside the British Isles.

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

### **UNIT**          Holiday Destinations (Intermediate 1)

#### **OUTCOME 4**

Provide accurate information on tourist destinations outside the British Isles for holidays of personal choice.

#### **Performance Criteria**

- a) Identify tourist destinations outside the British Isles to meet personal requirements.
- b) Describe accurately accessibility to selected tourist destinations outside the British Isles.
- c) Present clear and accurate tourist information on selected destinations outside the British Isles.

#### **EVIDENCE REQUIREMENTS FOR THE 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.

The Unit should be assessed holistically through short answer/restricted response questions. There will be one instrument of assessment of 50 minutes duration. Evidence must be produced under closed book and supervised conditions. However at Intermediate 1 candidates are permitted the use of a senior school atlas or its equivalent for questions relating to Outcomes 1 and 3. Evidence for Outcomes 2 and 4 must be provided from different resort classification groups. Evidence should be of a standard which would be useful for the independent tourist. Responses can be written and/or recorded oral.

The assessment will sample the content and skills defined in Appendix One by including questions which reflect the breadth of content 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 Holiday Destinations (Intermediate 1)**

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 skills and content for this Unit are given in Appendix 1.

This Unit develops the candidate's consumer knowledge of tourist destinations within the British Isles and the rest of the world. This knowledge is developed through the use of a variety of travel related reference material which will enable candidates to recognise the many features which allow locations to become successful tourist destinations. The Unit also develops the candidate's ability to match personal requirements with suitable tourist destinations.

This would be a very relevant Unit for those wishing to progress to *Tourist Destinations* at Intermediate 2.

This Unit is one of the three mandatory Units which together make up the Travel and Tourism Intermediate 1 Course. The other two Units are *Holiday Planning* (Intermediate 1) and *Holiday Issues* (Intermediate 1).

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

An initial teaching input will be necessary for this Unit and at appropriate times it. The majority of the content should be achieved by candidate centred activities as far as possible, so that the candidate participates in the discovery of the content material. Visits and field trips should be incorporated whenever possible and groupwork should be encouraged where practical.

If this Unit is being delivered as part of the Intermediate 1 Course, it is suggested that it should be delivered after the Units *Holiday Planning* and *Holiday Issues*. There is, however, scope for integration between this Unit and Outcome 1 of *Holiday Planning*.

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

### **UNIT**    Holiday Destinations (Intermediate 1)

#### **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 carried out 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 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

### National Unit Specification: statement of standards

#### UNIT Holiday Destinations (Intermediate 1)

##### 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:

- ◆ Within the British Isles
  - locating and identifying destinations and physical features using atlases, maps, travel and tourism publications and technology sources
  - classifying a selection of major destinations by type ie scenic, coastal/island, tourist town/city, activity/special interest
  - collecting and using tourist information to satisfy different personal requirements, identifying two suitable destinations from the classification groups. One destination must be either scenic or coastal/island, the other must be either town/city or activity/special interest.
  - accessibility (major routes, distance from home area, journey times from home area)
  - tourist information (accommodation, attractions amenities and climate)
  
- ◆ In the rest of the World
  - locating and identifying destinations and physical features using atlases, maps, travel and tourism publications and technology sources
  - classifying a selection of major destinations by type ie scenic, coastal/island, tourist town/city, activity/special interest
  - collecting and using tourist information to satisfy different personal requirements, identifying two suitable destinations from the classification groups. One destination must be either scenic or coastal/island, the other must be either town/city or activity/special interest.
  - accessibility to the study area (airport, or port of entry, journey details from home area)
  - tourist information about the study area (accommodation, attractions, amenities, local food and drink, and climate)
  - language information: useful words, common signs and menu items