

## 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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### Administrative Information

**Superclass:** NK

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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