

**Unit title:** Travel and Tourism: UK and Worldwide (National 5)

**Unit code:** H2Y3 75

**Superclass:** NK

**Publication date:** February 2013

**Source:** Scottish Qualifications Authority

**Version:** 3 (October 2017)

## Unit purpose

This unit has been designed as a mandatory unit of the National 5 Travel and Tourism Skills for Work Course but can also be taken as a free-standing unit. It is suitable for learners who have no previous experience.

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom (out-with Scotland) and the rest of the world, and the skills required to meet the needs of customers.

## Outcomes

Learners who complete this unit will be able to:

- 1 Carry out an investigation of travel and tourism in the UK and rest of the world.
- 2 Meet customer travel and tourism needs.

## Credit points and level

1 National unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

## **Unit title:** Travel and Tourism: UK and Worldwide (National 5)

### **Recommended entry to the unit**

Entry to this unit is at the discretion of the centre.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

### **Context for delivery**

If this unit is delivered as part of a Course, it is recommended that it should be taught and assessed within the subject area of the Course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>)

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

# National unit specification: Statement of standards

## Unit title: Travel and Tourism: UK and Worldwide (National 5)

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

### Outcome 1

Carry out an investigation of travel and tourism in UK and rest of the world.

#### Performance criteria

- (a) Gather detailed information on travel and tourism in the UK and the rest of the world.
- (b) Describe a wide range of destinations and attractions.
- (c) Explain current travel and tourism trends based on information gathered.
- (d) Explain the positive and negative impacts of travel and tourism based on information gathered.

### Outcome 2

Meet customer travel and tourism needs.

#### Performance criteria

- (a) Recommend a suitable destination.
- (b) Provide detailed information about the destination and route.
- (c) Recommend accommodation, activities, attractions and amenities.
- (d) Produce a detailed travel itinerary.

### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

The learner will receive minimum support throughout the unit whilst generating the evidence required to achieve the national standard through each of the outcomes for this unit. This means that the teacher/lecturer should issue advice to learners to enable progress.

Evidence should be gathered at appropriate points throughout the unit under open-book conditions, ie learners should have access to their notes, books, the internet etc. Evidence could be retained in a folio.

## **Outcome 1 — performance and written and/or oral evidence**

Performance evidence indicating that detailed information was gathered from suitable sources.

Written and/or orally recorded evidence to include:

- ◆ detailed descriptions of a minimum of three destinations: one from the rest of the UK (out-with Scotland), one European and one long haul destination
- ◆ detailed descriptions of three attractions in or near each of the identified destinations
- ◆ detailed description of current world travel and tourism trends including the reasons explaining the trends
- ◆ detailed description of the positive and negative impacts of travel and tourism including the reasons explaining the impacts

## **Outcome 2 — written and/or oral evidence**

Written and/or orally recorded evidence of a destination which meets the needs of the customer and:

- ◆ identifies a suitable destination
- ◆ provides detailed information in relation to the destination and possible travel routes to get there
- ◆ provides a detailed description of accommodation, activities, attractions and amenities for each destination
- ◆ provides a detailed itinerary

Advice and guidance on possible approaches to assessment is provided in the unit support notes.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **2 Numeracy**

- 2.1 Number processes
- 2.2 Money, time and measurement
- 2.3 Information handling

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others

## **5 Thinking Skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in unit support notes.

# National unit support notes

## Unit title: Travel and Tourism: UK and Worldwide (National 5)

Unit support notes are offered as guidance and 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 main purpose of this unit is to provide learners with detailed understanding of tourism in the UK (except Scotland) and the rest of the world and improve the learner's skills in preparation for working within the industry.

#### Outcome 1

This outcome focuses on developing detailed knowledge of travel and tourism destinations and attractions in the UK and the rest of the world. Learners will develop skills in gathering this information throughout the unit and be able to explain current trends in travel and tourism. To ensure learners are able to identify current trends, it is advised that trends should be no more than three years old. There are several sources where this information can be found, for example World Travel and Tourism Council, ABTA, ITB Academy and Euromonitor International.

Learners will also be able to explain the positive and negative impacts relative to travel and tourism.

Learners may find it useful to be able to classify tourist resorts into broad areas — scenic, activity/special interest, tourist town/city and coastal/island. A wide range and variety of attractions which might be present in these destinations could be investigated. The learners may be able to explain sustainable and responsible development in tourism. This could be looked at within the contexts of benefits or advantages and problems or disadvantages in the development of travel and tourism.

Destinations could include but is not limited to:

Scenic areas:

- ◆ in UK: The Cotswolds, The Peak District, Snowdonia
- ◆ in Europe: The North Italian Lakes, The Black Forest, The Dordogne
- ◆ worldwide: The Grand Canyon, Yosemite, The Himalayas, Uluru, Amazonia

Activity/special Interest:

- ◆ in UK: The Lake District, The Norfolk Broads, Newquay, The Yorkshire Dales
- ◆ in Europe: The Swiss Alps, The Danube, Monte Carlo, The Algarve
- ◆ worldwide: Orlando, Las Vegas, Masai Mara, The Andes, The Red Sea

Towns/cities:

- ◆ in UK: London, York, Cambridge, Bath
- ◆ in Europe: Dublin, Rome, Paris, Barcelona, Berlin
- ◆ worldwide: New York, Rio de Janeiro, Sydney, Hong Kong, Cape Town

Coastal/island:

- ◆ in UK: Blackpool, Cornwall, Pembrokeshire, Brighton
- ◆ in Europe: Majorca, Costa del Sol, Crete, Benidorm, Marmaris, Canary Islands
- ◆ worldwide: Florida, Caribbean, the Maldives, Phuket, Bali, Hawaii

The advantages and disadvantages of various modes of travel, such rail, road, ferry, cruise ship and air, for a customer's journey to the chosen destinations could be explored. Learners could be encouraged to gain an understanding of factors which can have a temporary, short-term or long-term effect on the demand for destinations or methods of travel such as:

- ◆ volcanic ash clouds
- ◆ wars and terrorism
- ◆ tsunami damage
- ◆ appealing climates
- ◆ the effects of recent transport accidents and changing customer attitudes

Many tourist facilities are gaining awards for sustainable/responsible tourism. It could be useful for learners to gain knowledge of these through detailed research. The development of tourism can have a dramatic effect on tourist destinations and result in many positive and negative consequences. It might be useful for the learners to investigate a variety of these. Learners could examine factors which can affect destinations and explain the positive and negative impact of tourism on destinations.

Learners could consider:

Socio-cultural effects of tourism, exploitation of indigenous populations, managing the social impacts of tourism, environmental impacts of tourism and the economic impacts of tourism.

## **Outcome 2**

Learners will be able to build on the skills and knowledge developed in outcome 1 by responding in detail to customers' needs. Learners will be asked to demonstrate that the knowledge and skills developed through outcome 1 can enable them to:

- ◆ recommend a suitable destination for a customer
- ◆ provide detailed information and travel advice about the chosen destination
- ◆ recommend accommodation suitable for the customer
- ◆ recommend a wide variety of activities suitable for the customer
- ◆ recommend a wide variety of attractions suitable for the customer
- ◆ recommend a wide variety of destination amenities
- ◆ produce a detailed travel itinerary

Other skills which will be addressed within a variety of contexts but not directly assessed within this unit will include Citizenship and Health and Wellbeing.

## **Guidance on approaches to delivery of this unit**

Where this unit is delivered as part of the National 5 Travel and Tourism Skills for Work Course, it is recommended that delivery is integrated with other units in the Course to allow for opportunities to develop and assess a wide range of skills for life, skills for learning and skills for work.

Outcome 1 of this unit involves the investigation of travel and tourism in the UK, Europe and worldwide. This initial investigation of tourist destinations is intended to provide the learner with an overview of the industry in the UK, Europe and worldwide context. It is therefore recommended that learners undertake outcome 1 before progressing onto outcome 2. However, an approach which allows both outcomes to be tackled together in stages is entirely possible.

Enquiry exercises would be useful to help the learner investigate tourist destinations and could incorporate a range of learning and teaching approaches:

- ◆ teacher/tutor presentations
- ◆ independent learning activities, eg experience of personal holidays, trips and excursions
- ◆ group work
- ◆ discussions
- ◆ use of DVD/CD ROMs
- ◆ use of print and broadcast media such as documentaries, magazines, reality TV series
- ◆ use of Internet
- ◆ visits to tourist attractions
- ◆ visits to travel agents
- ◆ visits to bus and rail stations, ferry ports, airports, etc
- ◆ visits to Tourist Information Offices
- ◆ visiting speakers from local tourist services/attractions and tour operators

Learners could be encouraged to research holiday destinations in the UK, Europe and worldwide through a variety of media and possible fieldtrips. These may include use of websites, brochures, tourist leaflets and guidebooks. The use of maps to interpret and show tourist information would also be useful along with a variety of timetables. Maps/atlasses and the use of timetables, will allow learners to develop skills in route-planning. The use of a variety of timetables — ferry, train, bus — will support both outcome 1 and 2. Similarly, the impact of tourism has been widely documented in articles and documentaries.

For outcome 2, practical exercises might be useful for the learner to practice and develop skills in meeting customer needs for particular tourist destinations. Learning activities such as role-play may provide the learners the opportunity to develop further employability skills such as planning, communication and presentation skills.

Centres could incorporate diverse areas of travel and tourism to investigate and allow the learners to participate in choosing the areas for investigation. Concentrating on local out-bound travel and tourism providers may help place learning in context but should not limit the learners' experience.

In addition, practical activities and appropriate tasks could place an importance on the development of further employability skills. Learners should be given the opportunity to build upon practices of:

- ◆ effective communication skills
- ◆ working as part of a team
- ◆ investigation skills using a variety of research methods
- ◆ planning and preparation of tasks and presentations
- ◆ presentation skills
- ◆ self-review and evaluation skills



There should be no barriers to learners with specific needs within the classroom or wider learning contexts.

## Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Evidence for assessment could be generated in a variety of ways and could include but are not limited to the following:

- ◆ independent or group activities which will demonstrate the learner's ability to gather, process and present information
- ◆ role play or work shadowing or work experience could help the learner to develop and to demonstrate good working practices and skills.

Evidence may be produced in a variety of formats including, but not limited to:

- ◆ e-portfolio
- ◆ written descriptions
- ◆ PowerPoint presentation
- ◆ personal blog or wiki
- ◆ poster/display
- ◆ video or podcast
- ◆ talk

Outcome 2 of the unit could be assessed along with other units of the Course:

- ◆ *Travel and Tourism: Employability* (National 5)
- ◆ *Travel and Tourism: Scotland* (National 5)
- ◆ *Travel and Tourism: Customer Service* (National 5)

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment)

## **Opportunities for developing Core Skills**

There may be opportunities to gather evidence towards core skills, although there is no automatic certification of core skills or core skills components in this unit.

### **Communication**

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Communication skills could be further developed through the learners' research into his/her chosen destination information. This can be demonstrated in all outcomes where learners are required to demonstrate skills and knowledge to enable them to meet the needs of the customer.

### **Numeracy**

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Numeracy skills could be further developed in the handling of maps, timetables and basis calculations (eg speed/distance/time).

### **Information Communication Technology**

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Accessing Information involves carrying out straightforward searches, or one sustained search, for information using appropriate ICT. This can be demonstrated in all outcomes where learners will be required to investigate different destinations to meet the needs of customers.

### **Problem Solving**

The delivery and assessment of this unit may offer opportunities to develop the Core Skill. Problem Solving is about using analysis and reasoning to make decisions and to create and suggest ideas, courses of action and strategies. This can be demonstrated in all outcomes where learners have to respond to customer needs by identifying suitable destinations. Learners could further develop their understanding of the importance and impact of customer service, exploring and understanding customer needs and requirements and apply knowledge by matching available information, products and services to meet the identified needs of customers.

## General information for learners

### Unit title: Travel and Tourism: UK and Worldwide (National 5)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

The main purpose of this unit is to provide you with a basic understanding of travel and tourism in the UK (except Scotland) and the rest of the world, and improve your knowledge of holiday destinations in preparation for working within this industry.

There are two learning outcomes in this unit:

◆ Outcome 1

You will carry out an investigation of travel and tourism in the UK and the rest of the world. You will gather information and describe a range of holiday destinations. As well as this, you will look at current trends in the travel and tourism industry along with the positive and negative impacts that travel and tourism can bring to a destination.

◆ Outcome 2

You will respond to customer needs by recommending a suitable destination and providing appropriate tourist information relating to the destination (for example, suitable accommodation, activities, attractions and amenities). You will produce a basic travel itinerary based on the recommendations to meet the needs of a customer.

You may have the opportunity to progress to:

- ◆ other travel and tourism units and/or qualifications
- ◆ employment
- ◆ further education or training

# Administrative information

---

**Published:** February 2013

**Superclass:** NK

---

## History of changes to National Unit Specification

Version	Description of change	Date
3	Minor change in performance criteria to clarify amount of accommodation.	October 2017
2	Unit moved into a new template. No change to unit content. Minor clarification in performance criteria and evidence requirements with reference to number of destinations and itineraries.	May 2017

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this unit can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the unit Specification.

© Scottish Qualifications Authority 2013, 2017