



National Unit specification

General information

Unit title: Sustainable Travel and Tourism: An Introduction
(SCQF level 5)

Unit code: H90T 45

Superclass: NK

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Unit purpose

This Unit is primarily intended to give the learners an understanding of the many impacts that travel and tourism development and activity can have on the environment and host communities. The Unit will give learners an understanding of the negative impacts of travel and tourism in a variety of destinations as well as knowledge of the importance and value that sustainable tourism practices can bring to a destination.

This Unit is a mandatory Unit of the National Certificate in Travel and Tourism (level 5) and is also available as a free-standing Unit.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the concept of sustainable tourism using associated industry terminology.
- 2 Describe the impacts of travel and tourism activities.
- 3 Identify examples of good practice in sustainable tourism locally and globally.

Credit points and level

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

National Unit specification: General information (cont)

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Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally be expected to have attained one of the following or equivalent.

- ◆ English or a Social Subject at SCQF level 4
- ◆ Geography at SCQF level 4
- ◆ Travel and Tourism Units at SCQF level 4

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 Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. 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.

National Unit specification: Statement of standards

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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

Explain the concept of sustainable tourism using associated industry terminology.

Performance Criteria

- (a) Provide a definition of sustainable travel and tourism
- (b) Define characteristics of sustainable travel and tourism

Outcome 2

Describe the impacts of travel and tourism activities.

Performance Criteria

- (a) Describe the economic impact of a range of travel and tourism activities
- (b) Describe the socio-cultural impact of a range of travel and tourism activities
- (c) Describe the environmental impact of a range of travel and tourism activities

Outcome 3

Identify examples of good practice in sustainable tourism locally and globally.

Performance Criteria

- (a) Locate examples of good practice in sustainable tourism locally and globally
- (b) Describe examples of good practice in sustainable tourism locally
- (c) Describe examples of good practice in sustainable tourism in a less economically developed country
- (d) Describe examples of good practice in sustainable tourism in a more economically developed country (outside of the UK)

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

Evidence is required in which the learners demonstrates competence in explaining the concept of sustainable tourism using industry terminology. Candidates are also required to describe the economic, socio-cultural and environmental impacts (both negative and positive) of travel and tourism activities. Candidates are required to identify, locate and describe examples of good practice in sustainable tourism both locally and globally.

Outcomes 1 and 2

Written and/or oral recorded evidence will be produced under supervised closed-book conditions.

Evidence must include:

- ◆ A recognised industry definition of sustainable tourism
- ◆ A minimum of three characteristics of sustainable tourism
- ◆ A definition of a minimum of three sustainable travel and tourism terms from the following, in accordance with standard industry practice:
 - Responsible tourism
 - Green tourism
 - Community based tourism
 - Ethical tourism
 - Ecotourism
 - Agri-tourism
 - Volunteer Tourism
 - Slum Tourism
- ◆ A description of one positive and one negative environmental impact for a minimum of two of the following categories:
 - Mass/Package holiday tourism
 - Ski/winter sports tourism
 - Activity Tourism
 - Ecotourism
 - Cruising
 - City breaks
- ◆ A description of one positive and one negative economic impact for a minimum of two of the following categories:
 - Mass/Package holiday tourism
 - Ski/winter sports tourism
 - Activity Tourism
 - Ecotourism
 - Cruising
 - City breaks

National Unit specification: Statement of standards (cont)

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- ◆ A description of one positive and one negative socio-cultural impact for a minimum of two of the following categories:
 - Mass/Package holiday tourism
 - Ski/winter sports tourism
 - Activity Tourism
 - Ecotourism
 - Cruising
 - City breaks

Outcome 3

Written and/or oral recorded evidence should be produced under open-book conditions.

Evidence must include:

- ◆ A description and location of a minimum of one local example of good practice in sustainable tourism
- ◆ A description and location of a minimum of one example of good practice in sustainable tourism from a less economically developed country
- ◆ A description and location of a minimum of one example of good practice in sustainable tourism in a more economically developed country (out with the UK)



National Unit Support Notes

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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 aim of this Unit is to give the learners an understanding of the fragile nature of tourism and develop knowledge of the impacts that travel and tourism development and activity can have on the host environment and communities. Candidate's will develop an understanding of the concept and issues surrounding sustainable tourism and be able to explain what sustainable tourism is using industry terminology.

Outcome 1 and 2 should provide the learners with a definition of what sustainable tourism is, they should also be introduced to the importance/demand of sustainable tourism and the characteristics of the concept. This knowledge can be gained through the examination of the impacts of tourism on a range of destinations.

A recognised industry definition of sustainable tourism should be provided, eg World Tourism Organisation.

Different terminology is often used to describe sustainable tourism and the concept has many different sub categories. Candidates should be introduced to and be able to provide a definition for the following types/terminology:

- ◆ Responsible tourism
- ◆ Green tourism
- ◆ Community based tourism
- ◆ Ethical tourism
- ◆ Ecotourism
- ◆ Agri-tourism
- ◆ Volunteer Tourism
- ◆ Slum Tourism

Outcome 2 should introduce the learner to the classification of impacts of travel and tourism. The learner should be able to distinguish between environmental, economic and socio-cultural impacts and identify if the impacts are positive or negative. Through the examination of a number of destinations learners will gain an understanding of the fragility of the natural and human environment as well as the importance and value that sustainable tourism practices can bring to a destination.

National Unit Support Notes (cont)

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Candidates should examine positive and negative examples for each type of impact for a range of travel and tourism activities and developments, in a range of countries:

- ◆ Mass/Package holiday tourism
- ◆ Ski/winter sports tourism
- ◆ Activity Tourism
- ◆ Ecotourism
- ◆ Cruising
- ◆ City breaks

Candidates should be encouraged to look at case study examples from within their local area. If this is not possible examples for the rest of the UK should be investigated.

Candidates should be able to locate and describe examples of good practice in the management and development of tourism activities both locally and globally. Teacher/lecturer led sessions should exemplify what constitutes good practice examples in sustainable tourism and the following practices could be examined:

- ◆ Green Hotels
- ◆ Responsible Tour Operators
- ◆ Eco-tours
- ◆ Eco-lodges
- ◆ Green cruising
- ◆ Voluntours
- ◆ Community Based Tourism initiatives
- ◆ Green Certification Schemes
- ◆ Sustainable Transportation

Guidance on approaches to delivery of this Unit

The Outcomes of this Unit are best delivered in sequence as Outcome 1 and 2 provide the basic underpinning knowledge which is then built upon in Outcome 3.

Outcome 1 and 2

Learning and teaching should reflect a learners-centred practical approach. However, some formal teacher/lecturer led sessions may be required to explain concepts and terminology in Outcome 1. There are many definitions and approaches to the concept of sustainable tourism and it is therefore recommended to use up-to-date, credible tourism materials to establish definitions and principles, eg The World Tourism Organisation.

Teacher/lecturer led sessions should introduce the classification of impacts as well as the concepts of less economically and more economically developed countries and which countries fall into these categories. Candidates should develop knowledge of the reason behind and the result of both positive and negative impacts of tourism development and activities in a range of destinations. Learners should be encouraged to develop knowledge of the impacts of tourism in different countries/destinations around the world as well as resulting from different types of tourism activity (ie winter sports, cruising, package holidays).

National Unit Support Notes (cont)

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It is strongly recommended that learners are encouraged to learn about the impacts on a range of environments, ie urban, rural, ocean/sea, small communities, large cities, etc. It is recommended that learners are encouraged to gather information on specific case studies or destinations. A practical approach can be taken towards this, encouraging students to develop presentations, posters, blogs, wikis, etc. on selected destinations/case studies either as group-work or independent activities. Industry resources are widely available and it is recommended that learners access the Tourism Concern webpage in particular for up-to-date relevant information on current issues. Issues current at the time of writing are outlined in appendix 1 as a guide and reference. Webpage resources are outlined in appendix 2. Extensive use of visual material (DVD/video, images, photography and virtual tours) is recommended. The use of guest speakers from the travel industry, independent travellers, volunteers, etc. will also enhance the learner experience.

Outcome 3

In preparation for learners to investigate and research destinations of their choice, classification of impacts, case studies and destinations will have been covered and investigated in Outcome 1 and 2. Well-developed case study examples should be used to exemplify what constitutes good practice examples in sustainable tourism. Tutor led discussion sessions could be used for the exchange of ideas and information with learners learning from each other's experiences and research findings.

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.

The following approaches to assessment are suggested:

Outcome 1 and 2

The assessment for Outcomes 1 and 2 should be conducted at an appropriate time, normally at the end of Outcome 2 or at the end of Unit delivery. The assessment could consist of short answer and restricted response questions to be produced under closed-book supervised conditions.

Outcome 3

The assessment for Outcome 3 could involve the completion of a tourism brochure or presentation covering all Performance Criteria. Time should be allocated to allow learners to carry out research within allocated class contact time; however the tourism brochure/presentation will probably require work to be carried out by the learners in their own time. Assessments should be submitted by an agreed date and to industry standards. Evidence must include the identification, location and description of a local example of good practice in sustainable tourism and two examples from outside of the UK one in a more economically developed country and one in a less economically developed country.

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.

The Assessment Support Pack for this Unit provides sample assessment material.

National Unit Support Notes (cont)

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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.

Opportunities for developing Core and other essential skills

Throughout this Unit learners will be gathering and presenting information on sustainable tourism providing the opportunity for learners to develop skills in researching, analysing and organising information, using information technology and both oral and written presentation skills.

As learners are working on this Unit they will be developing aspects of the Core Skills in *Communication, Information and Communication Technology (ICT) and Problem Solving*.

Employability skills will be developed through the use and familiarisation with industry materials, working with others as part of group activities and the presentation of information to industry standards. In addition, given that the Unit embraces the principles of sustainable development, broader skills development in the areas of employability, sustainable development and citizenship are integral to this curriculum area. Inevitably learners will improve these skills through completion of the Unit.

National Unit Support Notes (cont)

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Appendix 1 — Current issues and Destinations

This list is not comprehensive and should only be used as guidance for current case study destinations that are/have been negatively affected by tourism development. For each example listed below it is also possible to find examples of good practice where attempts have been made to overcome these negative impacts.

- ◆ *Donald Trump golf course Aberdeenshire has raised issues and concerns surrounding planning issues, development on SSSIs and the economic benefits of golf.*
- ◆ *National parks — traffic congestions, second/holiday homes, price of commodities, erosion and damage*
- ◆ *Maldives/Pacific Islands — Rising sea levels and polluted oceans are affecting low lying islands that are dependent on the oceans for food and the community's livelihood.*
- ◆ *Australia — bleaching and destruction of coral reefs*
- ◆ *Thailand — coastal communities have been displaced and moved 'inland' to make way for tourism developments.*
- ◆ *Kenya/Botswana — local and indigenous communities are being deprived access to adequate water supplies*
- ◆ *Bali — Water for golf courses depriving local communities of essential water supplies*
- ◆ *Indigenous people and tourism — indigenous groups around the world often benefit little from the tourist groups which are taken into their communities. Examples in Kenya, Australia, Brazil, Ecuador*
- ◆ *Commodification of poverty slum tourism in Mumbai, Rio de Janeiro*
- ◆ *Commodification of culture — Maasai Mara Kenya*
- ◆ *Island development/Coastal destruction — Bimini Caribbean Sea*
- ◆ *Erosion and destruction of ancient monuments/sites — Machu Picchu, Forbidden City Beijing, Great Wall of China, Angkor Wat Cambodia*

Appendix 2 — Relevant Websites

<i>Ethical Traveller</i>	www.ethicaltraveller.org
<i>Green Tourism</i>	www.green-tourism.com
<i>International Ecotourism Society</i>	www.ecotourism.org
<i>International Centre for Responsible Tourism</i>	www.icrtourism.org
<i>Responsible Travel</i>	www.responsibletravel.com
<i>Scottish Natural Heritage</i>	www.snh.org.uk
<i>Sustainable Development Commission</i>	www.sd-commission.org.uk
<i>Sustainable Tourism</i>	www.sustainabletourism.net
<i>The National Trust of Scotland Trust</i>	www.nts.org.uk
<i>Tourism Concern</i>	www.tourismconcern.org.uk
<i>Tourism for All</i>	www.tourismforall.org.uk
<i>Travel Foundation</i>	www.thetravelfoundation.org.uk
<i>Travel Mole</i>	www.travelmole.com
<i>Travel Weekly</i>	www.travelweekly.co.uk
<i>United Nations World Tourism Organisation</i>	www.unwto.org
<i>Vision on Sustainable Tourism</i>	www.tourism-vision.com
<i>World Travel and Tourism Council</i>	www.wttc.org

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Sustainable Travel and Tourism: An Introduction
(SCQF level 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.

This Unit has been designed to allow you to gain an understanding of the impacts that travel and tourism development and activity can have on the host environment and communities. You will develop an understanding of the concept and issues surrounding sustainable tourism and be able to explain what sustainable tourism is using industry terminology.

Different terminology is often used to describe sustainable tourism and the concept has many different sub categories. You will gain an understanding of the following types/terminology:

- ◆ Responsible tourism
- ◆ Green tourism
- ◆ Community based tourism
- ◆ Ethical tourism
- ◆ Ecotourism
- ◆ Agro-tourism
- ◆ Volunteer Tourism
- ◆ Slum Tourism

Through the examination of a number of destinations you will gain an understanding of the fragility of the natural and human environment as well as the importance and value that sustainable tourism practices can bring to a destination. You will be able to describe positive and negative impacts for a range of travel and tourism activities and developments in a range of destinations around the world.

Sustainable tourism is a growing trend within the industry and this Unit will form a strong basis for future employment in the travel and tourism industry. Employability skills will be further developed through active researching, analysis and presentation of information throughout the Unit.

Successful completion of the Unit will result in gaining 1 National Unit credit at SCQF level 5.