

# National 5 Travel and Tourism Skills for Work Course Specification (C776 75)

**Valid from August 2013**

This edition: May 2017, version 2.0

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 Course Specification can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)

Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

# Course outline

**Course title:** National 5 Travel and Tourism Skills for Work

**SCQF credit points:** 24 SCQF credit points

**Course code:** C776 75

## Mandatory Units

The Course comprises the following mandatory Units:

<b>H2Y1 75</b>	<b>Travel and Tourism: Employability (National 5)</b>	<b>6 SCQF credit points</b>
<b>H2Y2 75</b>	<b>Travel and Tourism: Customer Service (National 5)</b>	<b>6 SCQF credit points</b>
<b>H2Y3 75</b>	<b>Travel and Tourism: UK and Worldwide (National 5)</b>	<b>6 SCQF credit points</b>
<b>H2Y4 75</b>	<b>Travel and Tourism: Scotland (National 5)</b>	<b>6 SCQF credit points</b>

## Recommended entry

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

## Progression

This course or its components may provide progression to:

- ◆ other SQA programmes or units in travel and tourism
- ◆ further study, employment and/or training

## **Core Skills**

Achievement of this course gives automatic certification of the following:

Complete Core Skill                      Communication at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this course specification.

## **Links to National Occupational Standards**

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The National 5 Travel and Tourism Skills for Work Course has been designed to link broadly to National Occupational Standards in the travel and tourism sector.

## **Equality and inclusion**

This course 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).

## **Common rationale for Skills for Work courses**

Skills for Work courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on experiential learning. This means learning through practical experience and learning by reflecting on experience.

### **Learning through practical experience**

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### **Learning through reflecting at all stages of the experience**

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work courses are also designed to provide candidates with opportunities for developing Core Skills, and skills for learning, skills for life and skills for work with a focus on enhancing skills and attitudes for employability.

## **Core Skills**

### **The five Core Skills are:**

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

## **Employability**

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning

- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge
- ◆ course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, skills for learning, skills for life, skills for work and Core Skills in these courses contribute to meeting these aspirations.

# Course rationale for National 5 Travel and Tourism Skills for Work

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and skills for learning, skills for life and skills for work, with a strong focus on enhancing skills and attitudes for employability.

The National 5 Travel and Tourism Skills for Work Course is designed to provide a more appropriate introductory qualification in travel and tourism than the National 4 Travel and Tourism Skills for Work Course for some learners. In some cases, it could provide a progression route from the National 4 Travel and Tourism Skills for Work Course. This course will build on the initial skills required for the travel and tourism industry. The course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

## Purposes and aims of the course

This course is designed to provide introductory qualification in travel and tourism than the National 4 Travel and Tourism Skills for Course for some learners. This course will build on the initial skills required for the travel and tourism industry. The course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

The general aims of this course are to:

- ◆ provide learners with a broad introduction to the travel and tourism industry
- ◆ allow learners to experience a range of work related activities in relation to travel and tourism industry
- ◆ encourage learners to develop skills for learning and life as well as work
- ◆ build learners' confidence
- ◆ encourage learners to take greater responsibility for their own learning and development
- ◆ prepare learners for progression to further education, training or employment

The specific aims of the course are to:

- ◆ prepare learners for work in the travel and tourism industry
- ◆ develop customer care skills
- ◆ understanding the importance of personal presentation
- ◆ develop skills to become effective job-seekers and employees in the travel and tourism industry.
- ◆ develop a positive and responsible attitude to work and an understanding of the workplace
- ◆ develop communication skills

- ◆ develop detailed product knowledge and skills to deal effectively with customer enquiries
- ◆ develop skills in reviewing and evaluating and planning for the future
- ◆ prepare candidates for further learning, study and training opportunities in the travel and tourism industry

In this way it is hoped that the learners who undertake the course will develop a wide range of skills which will add to their overall broad general education. Specifically, it is hoped that they will gain an awareness and capability to become an effective employee in the travel and tourism Industry and also gain a broader range of transferrable skills.

### **Information about typical learners who might do the course**

This course is appropriate for a wide range of learners including those who wish to achieve a greater understanding of the travel and tourism industry and their place in it as well as learners who wish to progress to training or further study or employment.

The primary target group for the course is S4 pupils and above from mainstream schools and other educational establishments.

The course may also be suitable for:

- ◆ learners from mainstream schools or other education establishments who wish to develop their skills and knowledge in relation to travel and tourism
- ◆ learners participating in 16+ programmes
- ◆ college students wishing to develop their skills and knowledge in relation to travel and tourism
- ◆ trainees participating in preparation for entering employment
- ◆ adults returning to education
- ◆ individuals involved in voluntary activities

It is anticipated that the course will build on existing partnerships between schools, colleges of further education, employers and other training providers. Such partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

The knowledge, skills and experience acquired by the learners will not only enable learners to prepare for employment in the travel and tourism industry but will also develop transferable skills.

# Course structure and conditions of award

## Summary of course content

This course is the base-level vocational course in travel and tourism. It is designed to enable a learner who has little or no experience of travel and tourism to gain the basic skills for work, as an introduction to employment in the industry. Specific employability skills are experienced in the *Travel and Tourism: Employability* (National 5) unit. All other units have been designed to include skills which are essential for employment in the travel and tourism industry. Customer care and enterprise skills related to selling are included in a second unit *Travel and Tourism: Customer Service* (National 5). Product knowledge relating to dealing with customer enquiries feature in the remaining two units: *Travel and Tourism: Scotland* (National 5) and *Travel and Tourism: UK and Worldwide* (National 5).

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways; however Skills for Work units are designed to provide an experiential learning process.

### **Travel and Tourism: Employability (National 5)**

The general aim of this unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will gain an understanding of the skills and qualities identified by employers as being the most important in the travel and tourism industry. Learners who complete this unit will be able to investigate different careers from across the travel and tourism industry. They will also be able to demonstrate employability skills and plan for employment in a particular travel and tourism job.

### **Travel and Tourism: Customer Service (National 5)**

The general aim of this unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.

Learners who complete this unit will be able to establish and respond to customer needs and promote a range of products and/or services from the travel and tourism industry. Learners will also be able to deal with a customer issue in a travel and tourism environment.

### **Travel and Tourism: Scotland (National 5)**

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. Learners who complete this unit will be able to carry out an investigation of travel and tourism in Scotland and meet customer holiday needs.



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

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers. Learners who complete this unit will be able to carry out an investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs.

The National 5 Travel and Tourism: Skills for Work Course has a course structure which is consistent with the course structure of the National 4 Travel and Tourism: Skills for Work Course. Both courses form a suite of courses.

## **Conditions of award**

To achieve the award of National 5 Travel and Tourism Skills for Work Course, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work courses are not graded.

## **Assessment**

### **Assessment objectives**

Assessment across the units of this course will allow learners to demonstrate:

- ◆ understanding of the workplace and the employee's responsibilities, for example good time keeping, attendance, awareness of importance of personal appearance, health and safety, customer care
- ◆ self-evaluation skills
- ◆ develop customer care and problem-solving skills
- ◆ develop skills in relation to promoting products and services
- ◆ develop skills to become effective job-seekers and employees in the travel and tourism industry
- ◆ a positive and responsible attitude to work and an understanding of the workplace
- ◆ developing communication skills

## **Unit assessment**

The assessment of units in this course will be as follows:

### **Travel and Tourism: Employability (National 5)**

The learner will be required to produce evidence of:

- ◆ a minimum of three different job roles
- ◆ key responsibilities of a minimum of three different job roles
- ◆ brief description of training or qualifications relevant to the job roles
- ◆ possible career paths from each job role identified
- ◆ a review of own employability skills and attitudes such as good timekeeping and attendance; an awareness of the importance of appropriate personal appearance; a positive attitude to learning; a willingness to seek help and advice when required; the ability to accept advice constructively
- ◆ areas for improvement in relation to own employability skills and attitudes
- ◆ skills
- ◆ qualities
- ◆ training
- ◆ experience

- ◆ qualifications
- ◆ employee attitude
- ◆ employee appearance and presentation
- ◆ customer service standards

### **Travel and Tourism: Customer Service (National 5)**

The learner will be required to produce evidence of:

- ◆ opening the interaction with a positive and helpful manner while adhering to guidelines
- ◆ using appropriate questioning techniques and listening techniques to establish detailed customer needs
- ◆ providing a range of suitable information about products and/or services relevant to the customer's needs
- ◆ identifying and respond to any non-verbal clues given by the customer
- ◆ acting upon opportunities to exceed customer expectations
- ◆ concluding the interaction positively while adhering to guidelines
- ◆ describing in detail the features and benefits of three products and/or services available
- ◆ explaining in detail how the features and benefits of a further three products or services complement or provide an alternative to each of those previously selected
- ◆ performance, product or written and/or orally record evidence demonstrating a suitable method of promoting the products and/or services selected
- ◆ written and/or orally recorded evidence explaining in detail why the methods of promotional activity are suitable
- ◆ identifying the nature of a specific issue
- ◆ establishing the reasons why the issue has arisen and confirm this with the customer
- ◆ outlining the organisational procedures for dealing with an issue of this nature
- ◆ explaining the actions they are going to take to resolve the customer's specific issue
- ◆ maintaining a positive attitude and manner throughout the interaction

### **Travel and Tourism: Scotland (National 5)**

The learner will be required to produce evidence of:

- ◆ detailed descriptions of a minimum of three destinations in Scotland
- ◆ detailed descriptions of a minimum of three tourist attractions in each of the chosen destinations
- ◆ a detailed description of current travel and tourism trends in Scotland including the reasons explaining the trends
- ◆ a detailed description of the positive and negative impacts of travel and tourism including the reasons explaining the impacts
- ◆ identifying a suitable destination
- ◆ providing detailed information in relation to the destination and possible travel route
- ◆ providing a detailed description of accommodation, activities, attractions and amenities
- ◆ providing a detailed itinerary

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

The learner will be required to produce evidence of:

- ◆ detailed descriptions of a minimum of three destinations: one from the rest of the UK, one European and one long haul destination
- ◆ detailed descriptions of three attractions in or near each of the identified destinations
- ◆ a detailed description of current world travel and tourism trends including the reasons explaining the trends
- ◆ a detailed description of the positive and negative impacts of travel and tourism including the reasons explaining the impacts
- ◆ identifying a suitable destination
- ◆ providing detailed information in relation to the destination and possible travel route to get there
- ◆ providing a detailed description of accommodation, activities, attractions and amenities for each destination
- ◆ providing a detailed itinerary

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

### **Quality Assurance**

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

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

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course 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

## **3 Health and Wellbeing**

- 3.1 Personal Learning

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

- 4.1 Employability
- 4.2 Information and communication technology
- 4.3 Working with others
- 4.4 Enterprise

## **5 Thinking skills**

- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating.
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

## Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

<i>Travel and Tourism: Employability</i> (National 5)	= A
<i>Travel and Tourism: Customer Service</i> (National 5)	= B
<i>Travel and Tourism: Scotland</i> (National 5)	= C
<i>Travel and Tourism: UK and Worldwide</i> (National 5)	= D

Employability skill/attitude	Evidence
♦ ability to follow instructions	A,B,C,D
♦ appropriate appearance	A
♦ awareness of health and safety at work	A
♦ awareness of the importance of good timekeeping and attendance	A
♦ customer care skills	A,B,C,D
♦ efficient use of time and resources	A,B,C,D
♦ flexibility and adaptability	A,B
♦ listening and talking skills	A,B
♦ planning and organisational skills	A,B,C,D
♦ positive attitude to workplace and learning	A,B
♦ problem solving	B,C,D
♦ seek advice / feedback from others	A
♦ self-respect and showing respect and consideration of others	A,B
♦ information and communication technology	A,B,C,D
♦ self-evaluation / review	A
♦ willingness to accept constructive advice	A

### Assessment evidence in all units:

A = Performance evidence and written and/or oral evidence

B = Performance evidence and written and/or oral evidence

C = Performance evidence and written and/or oral evidence

D = Performance evidence and written and/or oral evidence

Evidence requirements are highlighted in each of the unit specifications.

## Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

## Guidance on approaches to delivery and assessment for this course

### Sequencing/integration of units

There are opportunities in the course to generate assessment evidence for more than one unit at the same time. The opportunities will arise where the learner will be placed in real or simulated situations where interactions with customers will occur.

A work placement in the context of the *Travel and Tourism: Customer Service* (National 5) unit might also provide opportunities for evidence to be generated for outcome 2 of the *Travel and Tourism: Employability* (National 5) unit.

Where this placement takes place in a travel agency there may be opportunities to gather evidence for outcome 2 of *Travel and Tourism: Scotland* (National 5) unit and outcome 2 of the *Travel and Tourism: UK and Worldwide* (National 5) unit.

### Guidance on approaches to delivery

It is recommended that the main approaches to learning in the course should be experiential and learner centred. It is suggested that a range of learning and teaching approaches are employed. Centres could adopt an entirely learner-centred approach and delivery could focus on the needs of individual learners. Enquiry exercises would be useful to help the learner investigate and could incorporate a range of learning and teaching approaches. This may include but is not limited to:

- ◆ teacher/tutor presentations
- ◆ independent learning activities
- ◆ group work/activities
- ◆ discussions
- ◆ use of DVD/CD ROMs
- ◆ use of print and broadcast media such as documentaries, magazines, reality TV series
- ◆ use of Internet
- ◆ visits to career advisors
- ◆ work experience or simulated work environment
- ◆ visits to tourist/visitor attractions and accommodation providers
- ◆ visits to travel agents and tour operators
- ◆ visits to bus and rail stations, ferry ports, airports, etc
- ◆ visits to Tourist Information offices
- ◆ visiting speakers from local tourist services/attractions
- ◆ guest speakers from the travel and tourism industry
- ◆ case studies
- ◆ role play
- ◆ video
- ◆ self and peer review

It may be useful for centres to take a partnership approach and work closely with travel and tourism industry representatives to deliver work-experience or work shadowing opportunities. Learners could also be given the opportunity to visit travel and tourism locations in order to experience the work environment/setting as both a customer and from the role of the employee. Learners may use these visits as an opportunity to develop planning skills and participate in the development of class outings.

### **Travel and Tourism: Employability (National 5)**

Outcome 1 of this unit involves the investigation of jobs within the travel and tourism industry. This initial investigation into employment opportunities in the travel and tourism industry will provide the learner with a breadth of knowledge about the industry and help them identify a specific area they are interested in. It is this specific job role that the learners will further investigate to identify employment standards and devise an action plan for progression into employment in outcome 3. It is therefore recommended that learners undertake outcome 1 before progressing onto outcome 3. Outcome 2 requires the learner to demonstrate employability skills and attitudes in a practical activity, as this may take the format of work experience or shadowing in a job role of interest to the learner it should follow on from outcome 1.

### **Travel and Tourism: Customer Service (National 5)**

Outcomes 1 and 3 of this unit involve the development of practical skills in customer service within the travel and tourism industry, interacting with customers and providing appropriate responses/solutions to meet detailed customer requirements. With this focus on practical skills, it is desirable that learners are provided with a realistic environment within which to practice skills and where they will experience workplace conditions, deal with colleagues and customers, learn about working as part of a team and generally develop a good work ethic. This may be achieved through a partnership approach with local businesses enabling learners to gain practical work experience or work shadowing within a travel/tourism environment. Alternatively, and/or in addition, learners may, with minimal tutor guidance, set up their own simulated customer service environment. This would enable learners to develop skills in establishing the physical environment to support the delivery of customer service and, as a group activity, provide opportunities for cooperative working, innovation and creativity.

Outcome 2 involves learners in researching a wide range of products/services available in the travel and tourism industry and creating ideas for suitable promotional activities. Learners should be encouraged to consult a wide range of resources. The information sourced could be retained in a folio and could be used in responding to customer needs to meet the requirements of outcomes 1 and 3. Learners progressing from *Travel and Tourism: Customer Service* (National 4) unit could be given the option to build upon and add to their existing folio of evidence. There is significant scope for exploring different promotional activities which might include creating leaflets or posters, designing advertisements and copy, internet, video, radio, direct mail, etc. Learners will be expected to explain the suitability of selected methods of promotion which might include reference to budget, resources and expertise, relevance to target market, relevance to product selected, etc.

### **Travel and Tourism: Scotland (National 5)**

Outcome 1 of this unit involves the investigation of travel and tourism within Scotland. This initial investigation of tourist destinations is intended to provide the learner with an overview of the industry within a Scottish 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.

Learners could be encouraged to research holiday destinations in Scotland through a variety of media and 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 travel and tourism providers will help place learning in context but should not limit the learners experience if certain aspects of travel and tourism are not available in the local area.

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

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 within the three areal contexts. 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.

Learners could be encouraged to research holiday destinations in the *Travel and Tourism: Scotland* (National 5) unit and the *Travel and Tourism: UK and Worldwide* (National 5) unit through a variety of media. 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 in a simulated travel agency may provide the learners with the opportunity to develop further employability skills such as planning, communication and presentation skills.

Centres could incorporate diverse and interesting topics or areas of travel and tourism to investigate and should allow the learners to participate in agreeing the areas of the industry to be covered. Concentrating on local travel and tourism providers will help place learning in context but should not limit the learners experience if certain aspects of travel and tourism are not available in the local area.

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



## **Guidance on approaches to assessment**

To achieve the award of National 5 Travel and Tourism Skills for Work Course, learners must pass all of the required units. The assessment requirements of each of the units are shown below.

The learner will receive minimum support whilst generating the evidence required to achieve the national standard through each of the units for the course at SCQF level 5. This means that the teacher/lecturer may respond to specific questions from the learner to enable progress.

Where evidence is generated by a learner throughout particular units in the form of a folio it could be generated in a variety or range of formats which suits them best including but not limited to:

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

Performance evidence could take the form of a role play within a simulated environment or be evidenced under supervision in a realistic working environment. Performance could be recorded on an audio or visual format or on an assessor observation checklist. If necessary, questioning may be used to supplement performance evidence if this does not fully cover the requirements of the outcomes. This should be recorded and retained as evidence.

### **Travel and Tourism: Employability (National 5)**

For outcome 1 a folio of evidence could be produced by each learner. Evidence for the folio could be gathered as learners complete relevant activities.

Outcome 2 focuses on the development of employability skills and attitudes. Performance evidence of carrying out a work-related practical activity could be recorded on a tutor checklist. A learner evaluation, which includes a review of their employability skills and attitudes as well any areas for improvement, could be written or orally recorded.

In outcome 3 the learner is required to identify action points to enable progress relevant to their chosen job role. In order to identify these action points, learners could produce review sheets based on personal skills, qualities and training and qualifications. It may be appropriate that this review be taken towards the end of the unit once the learner has gathered information on the job role or had the opportunity to do work shadowing or experience in the chosen role.

### **Travel and Tourism: Customer Service (National 5)**

Outcome 1 requires learners to demonstrate that they can establish customer needs using effective communication skills and respond to these in an appropriate manner. Performance evidence is required which demonstrates, on one occasion, that the learner has used appropriate questioning techniques and listening techniques to establish detailed customer needs and has provided a range of suitable relevant information, has identified and responded to non-verbal clues provided by the customer and has identified and acted on opportunities to exceed customer expectations.

In outcome 3 the learner is required to deal with a customer issue. Performance evidence is required which demonstrates, on one occasion, that the learner has dealt with a problem, identifying the nature of the specific problem, establishing why it has arisen, explaining organisational procedures and taking action to resolve the problem. In addition, the learner is required to provide written and/or orally recorded evidence in which they explain the importance of effective complaint handling and the impact of poor customer service and badly handled complaints.

### **Travel and Tourism: Scotland (National 5)**

Outcome 1 requires learners to investigate travel and tourism within Scotland. They will need to gather detailed information on:

- ◆ a wide range of destinations and attractions
- ◆ travel and tourism trends
- ◆ negative and positive impacts of travel and tourism

This information could be gathered by independent research, during a work experience or through group activities such as visits to destinations or attractions. It may be helpful for learners to retain the information they have gathered in a folio. Learners will be required to describe the destinations and attractions that they have investigated. Learners will also need to use the information they have gathered to explain travel and tourism trends and impacts.

Outcome 2 requires learners to use their knowledge of travel and tourism within Scotland to meet a customer's travel and tourism needs. Learners must be able to recommend suitable destinations and provide information to the customer on:

- ◆ accommodation and amenities
- ◆ activities and attractions
- ◆ travel itinerary(s)

Evidence for outcome 2 could be gathered using case studies, through role play or from a work experience activity.

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

Outcome 1 requires learners to investigate travel and tourism in the UK (excluding Scotland) and worldwide. They will need to gather detailed information on:

- ◆ a wide range of destinations and attractions
- ◆ travel and tourism trends
- ◆ negative and positive impacts of travel and tourism

This information could be gathered by independent research, during a work experience or through group activities such as visits to travel agencies or trips. It may be helpful for learners to retain the information they have gathered in a folio. Learners will be required to describe the destinations and attractions that they have investigated. Learners will also need to use the information they have gathered to explain travel and tourism trends and impacts.

Outcome 2 requires learners to use their knowledge of travel and tourism in the UK (excluding Scotland) and worldwide to meet a customer's travel and tourism needs. Learners must be able to recommend suitable destinations and provide information to the customer on:

- ◆ accommodation and amenities
- ◆ activities and attractions
- ◆ travel itinerary(s)

Evidence for outcome 2 could be gathered using case studies, through role play or from a work experience activity.

## **Opportunities for e-assessment**

E-assessment can play an important role in the design and delivery of National Courses and units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Centres, where appropriate, could encourage the use of ICT to both gather and present information required to cover the assessment standards. Web-based research could be used to gather information on job roles and responsibilities within the travel and tourism industry while emerging technologies; e-portfolios, blogs, wikis, could be used by the learners to present folios.

Evidence may be produced in a variety of formats. The following examples are not limiting:

- ◆ recording of interviews
- ◆ e-portfolio
- ◆ written records
- ◆ photographs
- ◆ log books
- ◆ e-mails
- ◆ podcasts/videos
- ◆ e-portfolio
- ◆ blogs
- ◆ assessor record of candidate responses
- ◆ review sheets
- ◆ electronic presentations
- ◆ electronic journals
- ◆ diaries
- ◆

## **Opportunities for developing Core Skills**

Learners are expected to develop broad generic skills as an integral part of their learning experience. The unit specifications list the skills for learning, skills for life and skills for work that learners should develop through this course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the unit. Broad generic skills within this unit will include employability, working with others, numeracy, literacy and citizenship.

## **Communication**

The generation of evidence may develop effective reading, writing and oral communication skills. Group work could be devised as part of on-going class based activities such as discussions, providing the opportunity for learners to work co-operatively and set and meet expectations as a team. Listening skills could be further developed through activities involving industry speakers and through interaction with staff during a work placement or work shadowing experience. There will be a strong focus on and the opportunity for further development in listening and talking as learners identify and practice skills in interacting with customers, listening and asking questions to determine requirements and responding verbally with appropriate information. These skills could be further developed through the learner's research into his/her chosen holiday destinations and tourist attractions. Learners could present materials to the class in a variety of formats as part of informal assessment for the unit.

## **Information Communication Technology**

ICT skills will be developed through the learner's research within the context of the requirements of the award eg researching into his/her chosen holiday destinations and tourist attractions or through investigating different job roles etc. Learners are also given the opportunity for personalisation and choice and can present materials to the class in a variety of formats eg PowerPoint presentation or computer generated leaflets.

## **Numeracy**

Learners' numeracy skills could be further developed in the handling of maps, timetables and basic calculations (eg speed/distance/time).

## **Working with Others**

This could include some employability skills throughout the course, and within the associated standalone unit in this area. Learners may have the opportunity for work experience or work shadowing providing them with experience of workplace conditions, dealing with colleagues and customers and learning about working as part of a team. Working with other learners in the classroom and also within a workplace setting would further support the development of these skills. This will ensure that the learner can take their place in the world of work. Skills in innovation could be further developed through Identifying, and presenting, information, products and services to meet customer needs and identifying opportunities for sales.

## **Problem Solving**

Learners could be encouraged to develop key thinking skills through the application of information and the analysis and evaluation of their own skills, qualities and experiences. Learners could be encouraged to take responsibility for their learning and actively engage in the planning, sourcing of information and implementation of their evidence. As the learner's knowledge develops, they will be more able to make informed choices about travel destinations and tourist attractions to meet customer needs.

## General information for learners

This course is designed to provide introductory qualification in travel and tourism. This course will build on the initial skills required for the travel and tourism industry. The course will enable you to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

There are four units in the course:

### **Travel and Tourism: Employability (National 5)**

The main purpose of this unit is to provide you with a basic understanding of the employment opportunities within travel and tourism and improve your skills in preparation for working within the industry. Outcome 1 focuses on building up knowledge of the travel and tourism industry and the wide range of employment opportunities in it, while outcome 2 focuses on preparing you for employment through examining transferable employment skills and attitudes. Outcome 3 requires you to evaluate your own potential for employment in a specific job role reviewing your skills and qualities and identifying action points to enable progression into employment.

### **Travel and Tourism: Customer Service (National 5)**

The main purpose of this unit is to enable you to understand the importance and principles of Customer Service and to develop the skills and qualities required to meet customer expectations in a travel and tourism environment. Outcome 1 focuses on establishing and responding to detailed customer needs, dealing effectively with customer interactions which may involve detailed enquiries and seeking opportunities to exceed customer expectations. Outcome 2 focuses on promoting a wide range of travel and tourism products and/or services, identifying features and benefits, complementary or alternative products and exploring different ways of promoting these to customers, including the rationale for these methods of promotion. In outcome 3 you will explore the importance of effective complaint handling and further develop communication and problem solving skills in dealing with, and resolving, customer issues in line with organisational procedures.

### **Travel and Tourism: Scotland (National 5)**

The main purpose of this unit is to provide you with a detailed understanding of tourism in Scotland and improve your skills in preparation for working within the industry. Outcome 1 focuses on you developing a detailed knowledge of travel and tourism destinations and attractions in Scotland. You will further develop IT skills in gathering this information throughout the unit and be able to explain current trends in travel and tourism. You will also be able to explain the positive and negative impacts relative to travel and tourism.

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

The main purpose of this unit is to provide you with a detailed understanding of tourism in the UK and the rest of the world and improve your skills in preparation for working within the industry. Outcome 1 focuses on the learner developing detailed knowledge of travel and tourism destinations and attractions in the UK and the rest of the world. You will further develop IT skills in gathering this information throughout the unit and be able to explain current trends in travel and tourism. You will also be able to explain the positive and negative impacts relative to travel and tourism.

# Administrative information

---

**Published:** February 2013

---

## History of changes to National Course Specification

Version	Description of change	Date
2.0	Transferred to revised course specification. Support notes encompassed within course specification. No change to standards.	25/05/2017

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 course Specification can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk)

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

© Scottish Qualifications Authority 2013, 2017