



Higher National Unit specification

General information

Unit title: Applying Marketing Principles in Travel and Tourism
(SCQF level 7)

Unit code: DK0E 34

Superclass: BA

Publication date: August 2004

Source: Scottish Qualifications Authority

Version: 03 (December 2023)

Unit purpose

This Unit is designed to enable learners to demonstrate an understanding of the basic principles of marketing within the context of the travel and tourism industry. It is intended for learners interested in pursuing a career in the travel and tourism industry. It provides an introduction to the main theories and activities associated with marketing in the travel and tourism industry.

This Unit focuses on the way in which the particular nature of the tourism product impacts on the marketing activities of travel and tourism businesses. Learners will investigate the dynamic nature of the travel and tourism industry and consider methods that can be used to understand and identify existing and potential customers. This will include a study of consumer behaviour, as well as identification of the factors which influence demand for the travel and tourism product.

The Unit also provides learners with a basis for progression to the SCQF level 8 Unit *Marketing Planning in Travel and Tourism*.

Although designed with a clear emphasis on the travel and tourism sector, the Unit could also be applied to other service orientated sectors such as hospitality.

Outcomes

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

- 1 Explain the concept of the marketing mix in travel and tourism.
- 2 Examine the role of marketing and its application in travel and tourism.
- 3 Evaluate market research techniques used in the travel and tourism sector to identify target markets.

Higher National Unit specification: General information (cont)

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Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Whilst no prior knowledge of marketing is assumed, it would be beneficial if learners had completed the following Units:

- ◆ *Marketing in Travel and Tourism: An Introduction* at SCQF level 6
- ◆ *The Structure of the Travel and Tourism Industry* at SCQF level 7

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.

Higher 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.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the concept of the marketing mix in travel and tourism.

Knowledge and/or Skills

- ◆ The elements of the marketing mix
- ◆ The components of the tourism product
- ◆ How the elements of the marketing mix interact

Outcome 2

Examine the role of marketing and its application in travel and tourism.

Knowledge and/or Skills

- ◆ The importance of adopting a marketing orientated approach for travel and tourism businesses
- ◆ The special nature of the travel and tourism product (perishability, intangibility, seasonality) and its impact on marketing practices
- ◆ Factors influencing demand for travel and tourism

Outcome 3

Evaluate market research techniques used in the travel and tourism sector to identify target markets.

Knowledge and/or Skills

- ◆ The types and sources of information available to travel and tourism businesses
- ◆ The methods used to evaluate consumer behaviour
- ◆ Identification of target markets

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

For all Outcomes, evidence should be based on learners' investigation of a real or fictitious travel and tourism business in a specific area.

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

- ◆ Explain what the marketing mix is and how the elements of the marketing mix must balance and complement each other.
- ◆ Describe the components of the product offered by a travel and tourism business.
- ◆ Suggest changes that could be made to the marketing mix in order to improve business.

Evidence should include a comprehensive description of the travel and tourism product.

Outcome 2

- ◆ Describe the special nature of the travel and tourism product.
- ◆ Analyse the impacts of perishability, intangibility and seasonality on marketing practices within a travel and tourism business.
- ◆ Investigate the extent to which a travel and tourism business has adopted a marketing orientated approach.
- ◆ Analyse the factors that are currently influencing levels of demand for the travel and tourism product in an area.

The investigative elements of this Outcome may be carried out in groups but each learner must produce evidence detailing their own findings of the investigation. Centres should put measures in place to ensure authenticity of each learner's work.

Definitions of marketing must be appropriate to the special nature of the travel and tourism product. The benefits of adopting a marketing orientated approach must be appropriate to the business investigated.

Outcome 3

- ◆ Explain the importance of good quality information to facilitate the marketing process.
- ◆ Identify the types and sources of information that travel and tourism businesses could use in the marketing process.
- ◆ Evaluate methods of researching consumer behaviour in the travel and tourism sector.
- ◆ Identify markets targeted by a travel and tourism business and provide an example of each.

The investigative elements may be carried out in groups but each learner must produce evidence detailing their own findings of the investigation. Centre: place to ensure authenticity of each learner's work.



Higher 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

This Unit is mandatory on the HNC and HND programmes in Travel and Tourism. It is designed to introduce learners to marketing and its application in a travel and tourism context as well as providing the basis for progression to SCQF level 8 Unit *Marketing Planning in Travel and Tourism*.

This Unit gives the learner the opportunity to apply the principles of marketing in the context of the travel and tourism sector. It focuses on the way in which the particular nature of the tourism product impacts on the marketing activities of travel and tourism businesses.

The emphasis should be on the practical application of marketing principles in the travel and tourism sector rather than on marketing theory, however, in addition to the knowledge and skills listed in the statement of standards section a definition of the term marketing, the benefits of marketing, segmentation and identification of target markets should be covered.

One of the principal tools of marketing is the concept of the marketing mix. This concept should be explored in a travel and tourism context. The importance of blending the elements should be stressed in order to ensure consistent marketing decisions.

Channels or distribution commonly used in travel and tourism, factors that should be taken into account when setting prices and methods of promotion used in travel and tourism (advertising, public relations, sales promotion) should be covered.

Possible business orientations should be explored and the benefits of adopting a marketing orientated approach for travel and tourism businesses discussed. Learners are asked to consider methods that can be used to understand and identify existing and potential customers. This includes a study of consumer behaviour and the identification of the factors which influence demand for the travel and tourism product.

Guidance on approaches to delivery of this Unit

Although introductory in nature, delivery should avoid focusing too heavily on the theory alone and introduce practical applications in a travel and tourism context which will allow the learner to develop a sense of the key issues in marketing in travel and tourism.

Learners should research and investigate a travel and tourism business in a specific area in order to collect, evaluate and organise relevant information and materials.

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Evidence should be submitted in stages so that learner progress can be monitored and errors corrected before progressing to the next stage.

Case studies, visits to travel and tourism businesses, trips to promotional events, guest lectures from travel and tourism professionals, promotional material from a variety of different travel and tourism businesses should be used to give learners an awareness of the scope of services offered in the travel and tourism sector and the different approaches taken to marketing.

Where possible learners should be encouraged to gather resources by themselves as this will bring them into contact with the industry and will ensure that the materials they are using are always up-to-date. However, investigative elements may be carried out in small groups but each learner must produce evidence detailing their own findings of the investigation.

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.

A holistic approach to assessment is recommended as this best reflects 'real life' situations and affords learners the opportunity to demonstrate their grasp of the total concept of marketing. A case study could form the basis of one integrated instrument of assessment covering all three Outcomes. The case study should be based on a travel and tourism business in the local area so that learners will be able to carry out research and gather resources to facilitate the completion of the assessment. Centres should put measures in place to ensure authenticity of each learner's work.

For Outcome 1 learners are required to explain what the marketing mix is and how each element interacts with the other. They will then be required to put this theory into practice by describing the marketing mix in the context of a travel and tourism business and making recommendations for changes that could improve business. This could involve them visiting the business in order to see the product first hand and investigating what channels of distribution are used, what prices are being charged and what promotional activities are being undertaken.

For Outcome 2 learners must describe the special nature of the travel and tourism product. They will also investigate to what extent the travel and tourism business has adopted a marketing orientated approach. To analyse this, it will be necessary for learners to investigate the marketing practices adopted (or not) by the business and describe their findings, eg does the business carry out research to find out what the customers want? Do they use secondary data provided by organisations such as VisitScotland? Are they actively involved in industry recognised training programmes? Does the business adopt a product orientation rather than a marketing orientation?

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Evidence of the impacts of perishability, intangibility and seasonality on marketing practices should be described. The factors that are currently influencing levels of demand for the travel and tourism product in the area should be also investigated.

For Outcome 3 learners are required to evaluate market research techniques used in the travel and tourism sector in order to identify target markets. This should include an explanation of the importance of good quality information to support effective marketing, identifying the sources of information that could be used for marketing purposes, outlining how this information could be used and identifying target markets.

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.

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Opportunities for developing Core and other essential skills

The delivery of this Unit and subsequent assessment will provide learners with the opportunity to develop the Core Skills of *Communication, Information and Communication Technology (ICT) and Problem Solving*

Communication: Written Communication (Reading) at SCQF level 6

This Core Skills component will be developed in the work for Outcomes 1, 2 and 3. Written communication (reading) at SCQF 6 involves identifying significant information, ideas and supporting details in complex written communication of non-fiction. This would fit with the requirements for Outcome 1 where learners will read and evaluate complex written information, using a variety of textbooks, journals and on-line sources in order to gain an understanding of the basic theory of marketing and apply this by describing the marketing mix in a travel and tourism context. This Core Skills component will be further developed in Outcomes 2 and 3 where learners will investigate the extent to which travel and tourism businesses adopt a marketing orientated approach, the factors influencing demand for travel and tourism products, consumer behaviour and target markets

Communication: Written Communication (Writing) at SCQF level 5

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Written communication (writing) at SCQF 5 involves presenting all essential information and supporting detail in a logical and effective order. This would fit with the requirements for Outcome 1 if learners produce a report to detail their understanding of basic marketing theory and the application of the marketing mix in a travel and tourism context. This Core Skills component will be further developed in Outcomes 2 and 3 where learners will produce a report/present information detailing the findings of their investigations into the extent to which travel and tourism businesses adopt a marketing orientated approach, the factors influencing demand for travel and tourism products, consumer behaviour and target markets.

Information and Communication Technology (ICT): Accessing Information at SCQF level 5

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Accessing information at SCQF 5 involves making effective, independent and responsible use of ICT, carrying out searches for information using a range of digital sources and evaluating results of searches. This fits with the requirements for Outcomes 1, 2 and 3 where learners will use on-line sources to investigate basic marketing theory and its application in a travel and tourism context.

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 5

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Providing/Creating Information at SCQF 5 involves making effective independent and responsible use of ICT, carrying out a range tasks using ICT, locating and integrating data from a range of sources and evaluating information. This would fit with the requirements for Outcomes 1, 2 and 3 where learners will produce reports/present information to detail the findings of their investigations into basic marketing theory and its application in a travel and tourism context.

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Problem Solving: Critical Thinking at SCQF level 5

This Core Skills component could be developed in the work for Outcomes 1, 2 and 3. Critical Thinking at SCQF 5 involves analysing a situation or issue, identifying the factors involved in the situation or issue, assessing the relevance of these factors to the situation or issue and developing an approach to deal with the situations or issues. This would fit with the requirements for Outcome 1 where learners will investigate the products offered by a travel and tourism business, evaluate how the business is applying the marketing mix and suggest changes that could be made to the marketing mix. This Core Skills component will be further developed in Outcomes 2 and 3 where learners will investigate the marketing orientation adopted by travel and tourism businesses, analyse the factors influencing demand for travel and tourism products, evaluate consumer behaviour, identify target markets and draw conclusions.

History of changes to Unit

Version	Description of change	Date
03	Removal of “The produce life” from the beginning of paragraph 7 on page 5.	December 2023
02	<p>Transferred to current Unit template</p> <p>Recommended entry information updated.</p> <p>Outcome 1: Heterogeneity and Inseparability removed from Knowledge and/or Skills and Evidence Requirements Reference to ‘each candidate’ removed from Evidence Requirements</p> <p>Outcome 2: 2nd and 3rd Evidence Requirements combined. 5th and 6th Evidence Requirements removed (Suggestions of possible new market segments to be targeted, Explanations of possible methods businesses might use to enhance their understanding of their customers) Reference to ‘writing up of the report’ removed from Evidence Requirements.</p> <p>Outcome 3: Reference to ‘case study’ removed from Evidence Requirements. 3rd and 4th Evidence Requirements points re-wor- ded.</p> <p>Core Skills signposting added.</p>	July 2015

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General information for learners

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