

**The Further Education and Training Awards Council (FETAC)
was set up as a statutory body on 11 June 2001
by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999,
FETAC now has responsibility for making awards
previously made by FETAC.**



Module Descriptor

Tourism Awareness

Level 5 D20132

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Tourism Awareness
2	Module Code	D20132
3	Level	5
4	Credit Value	1 credit
5	Purpose	<p>The purpose of this module is to enable the learner to understand the fundamental concepts of national and international tourism and to appreciate its role in the Irish economy. It is intended to prepare the learner for employment or further training in a related area.</p> <p>This is a mandatory vocational module for the Level 5 Certificate in Tourism.</p>
6	Preferred Entry Level	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 understand the economic and social aspects of tourism at local, national and international level</p> <p>8.2 appreciate the geographic and ecological aspects of tourism</p> <p>8.3 understand the role of heritage in relation to tourism</p> <p>8.4 understand the role of Irish culture in relation to tourism.</p>

10.2.12 identify the current and projected trends in tourist traffic flow to Ireland and the possible effects of these trends on government policy for the tourism industry.

Unit 3 **Tourism and Heritage**

Learners should be able to:

10.3.1 identify sources of secondary data (i.e. libraries, museums, local and national bodies, genealogical and parish records)

10.3.2 explain the importance of preservation and conservation

10.3.3 identify civilisations and traditions which have had an impact on Ireland's history, tradition, culture and folklore

10.3.4 assess how those civilisations and traditions have impacted on Ireland's history, tradition, culture and folklore

10.3.5 locate, using maps, principal historic sites and present the material in a variety of forms for tourists

10.3.6 categorise key tourist attractions into particular historical or cultural periods

10.3.7 identify the significance of historic sites for tourism

10.3.8 identify local monuments, personalities, folk history, culture and tradition in terms of their contribution to and influence on successive ages

10.3.9 state the importance of specific site developments and site preservation/conservation for local tourism and the environment

10.3.10 identify occasions when local tradition and culture evolved as a result of contact with other specific civilisations and traditions

10.3.11 identify the contributions of ethnic and religious minority groups to the Irish heritage

10.3.12 outline the cultures and traditions which have been influenced by Irish people, be it through emigration, exile or missionary purposes

10.3.13 assess their influences and the opportunities this presents for Irish tourism today

- 10.3.14** outline the key aspects of the economic, social and political development of 20th century Ireland and their influence on life today
- 10.3.15** outline the history of tourism and travel in Ireland
- 10.3.16** explain the influence of Irish language on naming towns, townlands, place names and surnames
- 10.3.17** analyse the Celtic influence on the Irish language
- 10.3.18** demonstrate an appreciation of the key aspects of Irish folklore with reference to myths, legends, customs and superstitions.

Unit 4 Tourism and Irish Culture

Learners should be able to:

- 10.4.1** identify the characteristics of Irishness reflected in Irish literature
- 10.4.2** compare and contrast the image of Irishness presented in contemporary Irish writing with the image of Irishness presented in classical Irish writing
- 10.4.3** identify the values, attitudes, qualities and traditions of Irish society that are recorded in classic and contemporary literature and that attract and interest visitors to Ireland
- 10.4.4** identify the features in Irish society as revealed through Irish literature that are in contrast with the life-styles of foreign visitors
- 10.4.5** match the images of Ireland created for the tourist through contemporary Irish arts with the reality of Ireland today
- 10.4.6** identify well-known Irish classical, traditional and contemporary musicians and associated music festivals and venues of interest to tourists
- 10.4.7** state the origins of Irish dancing, step, set and ceili and of dancing costumes and identify associated tourist entertainments
- 10.4.8** identify the major Irish designers and the natural Irish fabrics and garments which appeal to the tourist
- 10.4.9** examine the images of Ireland portrayed in a range of Irish films and plays

- 10.4.10** evaluate their influences in attracting visitors to Ireland
- 10.4.11** list examples of Irish art, sculpture and design identifying locations where these may be viewed by tourists
- 10.4.12** compile a list of writers who have visited or lived in your area in the past and have written about their experiences
- 10.4.13** identify modern Irish writers who are writing in their area, e.g. Keane in Kerry, Leonard in Dublin, Friel in Donegal
- 10.4.14** list the main symbols of Ireland examining their importance to the promotion of Irish tourism.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary	Examination (Theory -Based)	50%
	Project	50%

11.1 Examination

The internal assessor will devise a theory-based examination that assesses candidates' ability to recall and apply theory and understanding, requiring responses to a range of structured questions. These questions may be answered in different media such as in writing or orally.

The examination will be based on a range of specific learning outcomes from all the units and will be 2 hours in duration.

The format of the examination will be as follows:

5 structured questions, of which candidates are required to answer 4 (25 marks each).

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate an understanding and application of tourism awareness concepts, including the economic, social, geographic and ecological aspects of tourism.

To complete the project candidates will, in consultation with the internal assessor, identify and research a tourism product or service that meets a particular consumer need.

The evidence for the project should include a project plan that describes its aims, a report of the research carried out, and conclusions.

The form in which the project is presented will allow for a number of media to be used, for example written, oral, graphic, visual or a combination of these.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 2		Tourism Awareness D20132 Project 50%
---	--	---

Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> • clear project plan including rationale for chosen topic 	10	
<ul style="list-style-type: none"> • comprehensive understanding and application of tourism awareness concepts 	30	
<ul style="list-style-type: none"> • detailed exploration of the key issues relating to the chosen topic 	30	
<ul style="list-style-type: none"> • effective use of research on the chosen topic 	15	
<ul style="list-style-type: none"> • logical project conclusions provided 	15	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	100	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

© FETAC 2001

Any part of this publication may be copied
for use within the centre.



The development of the National Qualifications Framework is funded by the Department of Education and Science with assistance from the European Social Fund as part of the National Development Plan 2000-2006.

