

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Tourism Studies.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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MODULE TOU2010: TOURISM EVENTS

Level: Intermediate

Theme: Nature of the Industry

Prerequisite: None

Module Description: Students plan, organize, facilitate and evaluate a tourism event in the school or community.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe different types of tourism events, and discuss the purposes of such events develop a project plan for a tourism event in the school or community, and facilitate that event develop interpersonal skills of teamwork and leadership, by working with others to facilitate an event evaluate the success of the project plan and tourism event 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of the different types of tourism events and their purposes. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU2010–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	10
	<ul style="list-style-type: none"> a portfolio consisting of: <ul style="list-style-type: none"> a project plan for a tourism event (see Specific Learner Expectations [SLEs]) facilitation of a tourism event a report (e.g., written, minimum 300 words/oral, 5–10 minutes in length) evaluating the event and making recommendations for future events. <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU2010–4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	80

MODULE TOU2010: TOURISM EVENTS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observation of quality guest service, teamwork and leadership skills throughout the project process. <p><i>Assessment Tool</i> <i>Tourism Studies Quality Guest Service Observation Checklist, TOUQGS</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Tourism Events</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify and describe different types of tourism events across sectors of the industry: <ul style="list-style-type: none"> foods travel accommodation attractions describe the purposes of different tourism events from the perspective of participants and organizers describe a variety of tourism events in the community, including school, and discuss the purposes of these events analyze school or community needs that could be met with a tourism event and briefly describe a number of different events to meet the need. 	<p>A tourism event is interpreted broadly and includes school and community events.</p>

MODULE TOU2010: TOURISM EVENTS (continued)

Concept	Specific Learner Expectations	Notes
Event Planning	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the importance of careful planning to the success of an event • describe the importance of teamwork in planning and delivering an event • select a school or community tourism event to fulfill a need and develop a project plan for the event including: <ul style="list-style-type: none"> – goals – specific objectives – theme – needs and wants of target audience – evaluation plan and criteria • prepare an organizational structure to facilitate the development and staging of an event: <ul style="list-style-type: none"> – organizing group structure – responsibilities of each member • evaluate and select available resources that support the plan and the event: <ul style="list-style-type: none"> – facility – expertise of individuals – funding alternatives – community support • prepare an action plan for staging the event: <ul style="list-style-type: none"> – activities and target dates – budget – program – booking facilities – advertising/invitations – marketing plan – public relations strategies – registration/admission – decorations – contingency plan – individual needs of participants – safety and security. 	<p>The student should be able to work with other students, teachers, industry members and the public to achieve the goals of the event.</p>

MODULE TOU2010: TOURISM EVENTS (continued)

Concept	Specific Learner Expectations	Notes
Staging Events	<p><i>The student should:</i></p> <ul style="list-style-type: none">• organize and deliver the tourism event in the school or community using the project plan• demonstrate responsibility, problem-solving and decision-making skills in planning and delivering an event• evaluate the success of the tourism event from the perspective of participants and organizers• prepare a summary report of the event including evaluation and recommendations for future events.	

MODULE TOU2040: FOOD FUNCTIONS

Level: Intermediate

Theme: Food

Prerequisite: None

Module Description: Students demonstrate the knowledge and skills of serving food for a food function that they have planned in order to meet the needs of a client.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">demonstrate knowledge of menu and banquet terms and of food safetydevelop a menu and a function plan to meet the needs of a client	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">a minimum achievement of 65% on a test designed to evaluate the student's knowledge of menu and banquet terms and food safetya portfolio consisting of a function plan that includes:<ul style="list-style-type: none">the occasion, number of peopleseating arrangements, protocolindividual requirementstheme, menuservice and table settingtime plan, budgetevaluation criteria. <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU2040-4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	10 70

MODULE TOU2040: FOOD FUNCTIONS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • facilitate the food function, and evaluate the success of the function plan • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • observation of responsibility, problem-solving and decision-making skills and quality guest service during the event. <p><i>Assessment Tool</i> <i>Tourism Studies General Observation Checklist, TOUGOC</i> <i>Tourism Studies Quality Guest Service Observation Checklist, TOUQGS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p style="text-align: center;">20</p> <p style="text-align: right;">Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Food Sanitation and Hygiene</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify potentially dangerous foods by their composition • distinguish between the main types of micro-organisms, describe their source, and explain the conditions necessary for them to reproduce • distinguish between harmful and harmless micro-organisms • list the common causes of food-borne illnesses and the characteristics of each • explain and demonstrate procedures to prevent and control the incidence of food-borne illnesses • describe the implementation of quality food assurance programs. 	<p>Note: Specific learner expectations in Food Sanitation and Hygiene are consistent with the Alberta Health, Food, Sanitation and Hygiene Education Program.</p>

MODULE TOU2040: FOOD FUNCTIONS (continued)

Concept	Specific Learner Expectations	Notes
Serving Food Safely	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate procedures for handling and protecting tableware • demonstrate procedures for protecting tables, counters and linens • demonstrate knowledge of temperature requirements in serving food safely • demonstrate knowledge of safe food service procedures. 	
Planning Food Functions	<ul style="list-style-type: none"> • define the term <i>function</i> as used in the food service industry, and develop an awareness of the range of events included • explain the importance of excellent food and food service to the overall success of tourism events • list and describe different components of function menus • define common menu terminology including: <ul style="list-style-type: none"> – cooking terms; e.g., sauté – sauce terms; e.g., hollandaise – seasonings; e.g., saffron – preparation terms; e.g., florentine – meat cuts; e.g., tenderloin • describe factors to consider when planning a function menu for a client: <ul style="list-style-type: none"> – theme – cost – time – number of people – individual requirements – variety 	

MODULE TOU2040: FOOD FUNCTIONS (continued)

Concept	Specific Learner Expectations	Notes
<p>Planning Food Functions (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe factors that determine the cost of different menu items: <ul style="list-style-type: none"> – type of service – availability of food items – preparation method – food costing (recipe portions) • list the information required in developing a function plan • design the table settings and develop equipment lists for the menus and service selected • explain seating arrangements and protocol used at formal functions • prepare a number of menu alternatives for a client with a particular need • prepare the function plan for a client’s chosen menu • identify criteria for evaluating a function from the perspective of participants and organizers. 	

MODULE TOU2050: MEETINGS & CONFERENCES

Level: Intermediate

Theme: Accommodation

Prerequisite: None

Module Description: Students develop a meeting plan, facilitate and evaluate the success of the meeting plan, and investigate career opportunities in meeting and conference planning.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> explain the importance of the meeting and conference business develop an understanding of the process of meeting and conference planning develop a meeting plan, facilitate the meeting and evaluate its success 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of the meeting and convention business. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU2050-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	10
	<ul style="list-style-type: none"> a conference portfolio consisting of: <ul style="list-style-type: none"> a project plan for a conference (or three meetings) (see SLEs) facilitation of a meeting a report (e.g., written, minimum 300 words/oral, 5–10 minutes in length) evaluating the event and making recommendations for future events. <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU2050-4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	60

MODULE TOU2050: MEETINGS & CONFERENCES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify employment opportunities in conference planning demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observation of responsibility, problem-solving and decision-making skills and quality guest service during the event. <p><i>Assessment Tool</i> <i>Tourism Studies General Observation Checklist, TOUGOC</i> <i>Tourism Studies Quality Guest Service Observation Checklist, TOUQGS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> a career research project in which the student researches employment opportunity in the convention planning sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. <p><i>Assessment Tool</i> <i>Research Process: Career Research Project, TOU2050–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>20</p> <p>Integrated throughout</p>

MODULE TOU2050: MEETINGS & CONFERENCES (continued)

Concept	Specific Learner Expectations	Notes
Meeting and Convention Business	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain why meetings and conventions are an important part of the tourism industry • list various organizations/groups that hold meetings and describe different types of meetings • describe how meetings are planned and how different sectors of the industry are involved in planning • list meeting and convention facilities available locally, provincially and nationally • explain how organizational goals will influence site selection • explain how the needs and expectations of participants will influence site selection • prepare a promotional presentation or print package to market a meeting site to a group. 	
Meeting and Convention Planning	<ul style="list-style-type: none"> • explain the importance of careful planning to the success of a meeting • select a school or community meeting and develop a meeting plan including the following components: <ul style="list-style-type: none"> – purpose of the meeting – subject or theme for the meeting – target group – scope of event (closed, open, public, national) – official name for the event and date – organizing group or leader – number of participants – organizing group responsibilities • list, evaluate and select necessary resources to support the meeting including: <ul style="list-style-type: none"> – proposed budget – facility – transportation – accommodation – food service – entertainment 	<p>The student should be able to work with other students, teachers, industry members and the public to achieve the goals of the event.</p>

MODULE TOU2050: MEETINGS & CONFERENCES (continued)

Concept	Specific Learner Expectations	Notes
<p>Meeting and Convention Planning (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> – companion activities – individual needs of participants – safety and security • prepare an agenda or program for the meeting: <ul style="list-style-type: none"> – program or outline – topics and speakers – coffee breaks and meals – entertainment/social opportunities • prepare a marketing plan for the meeting: <ul style="list-style-type: none"> – target group – registration materials – advertising – sponsors – promotion/public relations • prepare a meeting plan for the organizers including: <ul style="list-style-type: none"> – registration of participants – room arrangement – audio-visual equipment and meeting materials – food and beverage service – schedule • prepare a finalized budget for the meeting • organize and facilitate the meeting using the plan developed • prepare criteria for evaluating the success of a meeting from the perspective of the participants and organizers • demonstrate responsibility, the skills of problem solving and decision making, and standards of quality guest service in facilitating the event. 	

MODULE TOU2050: MEETINGS & CONFERENCES (continued)

Concept	Specific Learner Expectations	Notes
Employment Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none">• research employment opportunities in the area of meeting and convention planning at different levels• research sources of further education and training for employment in the area of meeting and convention planning• identify personal characteristics and skills needed to be successful in a meeting and convention planning career• relate personal values, interests and abilities to an employment opportunity in the area of convention planning.	

MODULE TOU2060: TOURISM DESTINATIONS 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a problem-solving task in which the student prepares and presents a travel information package to meet a client's needs for a destination outside North America. <p><i>Assessment Tool</i> <i>Problem Solving, TOU2060–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>40</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>World Geography</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain reasons why people travel and the relationship between these and world geography define and correctly use basic terms used in geography including: <ul style="list-style-type: none"> latitude longitude meridians hemisphere continents locate on a map the continents, major bodies of water and tourism regions of the world apply knowledge of time zones to calculate the corresponding time for major centres in the world describe the characteristics of five major climatic regions and locate them on a world map describe characteristics of major geographic regions and locate them on a world map define the term cultural geography and describe how the culture of a region influences tourism. 	

MODULE TOU2060: TOURISM DESTINATIONS 1 (continued)

Concept	Specific Learner Expectations	Notes
Travel Patterns	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain demographic factors that influence travel • describe the factors that influence travel patterns • describe the positive and negative impacts of tourism on the host nation including: <ul style="list-style-type: none"> – financial – cultural – environmental. 	
Tourism Regions	<ul style="list-style-type: none"> • demonstrate basic tourism geography knowledge of North America and two other regions selected from the list below: <ul style="list-style-type: none"> – Central America and the Caribbean – South America – Europe – Eastern Europe – Mediterranean and the Middle East – Africa – Asia – East Asia – Australia – South Pacific • describe the major geographical features of the tourism region including: <ul style="list-style-type: none"> – climate – landforms – culture (language, religion, race) – political system – economic development • describe the major tourism characteristics of the region that are important to the traveller including: <ul style="list-style-type: none"> – food – festivals – customs • list, locate on a map and describe the major tourism destinations and attractions in the region • research regional destinations and attractions to match with visitor expectations. 	

MODULE TOU2060: TOURISM DESTINATIONS 1 (continued)

Concept	Specific Learner Expectations	Notes
Providing World Travel Information	<p><i>The student should:</i></p> <ul style="list-style-type: none">• create and present travel promotion packages to meet a client's needs including:<ul style="list-style-type: none">– needs or desires of the client– three possible world destinations– travel information for each destination including:<ul style="list-style-type: none">• destinations/attractions• climate• geography• culture• other important travel information.	

MODULE TOU2070: TOURISM DESTINATIONS 2

Level: Intermediate

Theme: Travel

Prerequisite: TOU2060 Tourism Destinations 1

Module Description: Students demonstrate knowledge of world tourism geography, by presenting travel information about at least four major tourism regions of the world.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> present specific knowledge of the physical geography, culture and economy of selected tourism destinations demonstrate basic research skills, transferable to travel counselling activities communicate, in travel counsellor situations, information about the major attractions and regions of the world 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of four world tourism regions including geographical features, cultural characteristics (e.g., food, festivals, customs), economy and tourism attractions. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU2070–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	30
	<ul style="list-style-type: none"> a problem-solving task in which the student prepares and presents a travel information package to meet three separate clients' needs; e.g., senior, family with children, business person, for destinations outside North America. <p><i>Assessment Tool</i> <i>Problem Solving, TOU2070–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	70

MODULE TOU2070: TOURISM DESTINATIONS 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Tourism Regions</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe at least four major tourism regions of the world listed below: <ul style="list-style-type: none"> Central America and the Caribbean South America Europe Eastern Europe Mediterranean and the Middle East Africa Asia East Asia Australia South Pacific describe the major geographical features of the tourism region including: <ul style="list-style-type: none"> climate landforms culture (language, religion, race) political system economic development describe the major tourism characteristics of the region that are important to the traveller including: <ul style="list-style-type: none"> food festivals customs list, locate on a map and describe the major tourism destinations and attractions in the region demonstrate research skills by proposing regional destinations and attractions to match with visitor expectations. 	

MODULE TOU2070: TOURISM DESTINATIONS 2 (continued)

Concept	Specific Learner Expectations	Notes
<p>Providing World Travel Information</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • create and present travel promotion packages to meet a client’s needs including: <ul style="list-style-type: none"> – needs or desires of the client – three possible world destinations – travel information for each destination including: <ul style="list-style-type: none"> • destinations/attractions • climate • geography • culture • other important travel information. 	<p>Problem-solving tasks should encourage the student to make complex decisions depending on the client’s special requirements.</p>

MODULE TOU2080: TRAVEL PLANNING

Level: Intermediate

Theme: Travel

Prerequisite: None

Module Description: Students create and evaluate an Alberta tour package and an international travel package, including itinerary, tour and attractions information, and traveller information.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">• identify the range of travel planning activities, from day trips to escorted group tours• describe how an itinerary is organized and describe what goes into one• prepare itineraries to meet the needs of various clients• identify employment opportunities in travel planning	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">• a written, oral and/or visual presentation demonstrating knowledge of travel plans, travel planning factors (provincial and international) different types of travel plans and preparation of a basic itinerary. <i>Assessment Tool</i> <i>Presentations/Reports, TOU2080–1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i>	20
	<ul style="list-style-type: none">• a problem-solving task in which the student prepares and presents one Alberta travel or tour package and one international travel package to meet the needs of a client. <i>Assessment Tool</i> <i>Problem Solving, TOU2080–2</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i>	60

MODULE TOU2080: TRAVEL PLANNING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a career research project in which the student researches employment opportunity in the travel planning sector including a job profile, wages, education and training, opportunity for advancement, personal relevance and other topics as identified by the teacher. <p><i>Assessment Tool</i> <i>Research Process: Career Research Project, TOU2080–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Travel Planning</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the advantages and disadvantages of commercial travel planning and tour packages list various agencies that provide travel planning services in the community describe the different types of travel plans and tours available to the traveller: <ul style="list-style-type: none"> – trip plans – day trips – site tours – foreign independent tours – inclusive tour charters – special-interest group tours. 	

MODULE TOU2080: TRAVEL PLANNING (continued)

Concept	Specific Learner Expectations	Notes
<p>Alberta Travel Planning</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list the different components of a complete package tour • list the factors that a travel planner will consider when planning a tour including: <ul style="list-style-type: none"> – age, needs and desires of client – budget – season – time/distance – accommodation – attractions – geography • describe the factors that influence customer satisfaction with different travel plans and tours • describe strategies travel planners use to ensure customer satisfaction • plan a tour of the community complete with advertising brochure and commentary • create Alberta travel packages, including itineraries, to meet the needs of various clients including: <ul style="list-style-type: none"> – families – seniors – school groups – special needs – season – budget • identify criteria to evaluate travel plans and tours. 	<p>Student must complete one Alberta AND one international tour package.</p>

MODULE TOU2080: TRAVEL PLANNING (continued)

Concept	Specific Learner Expectations	Notes
International Travel Planning	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate research skills necessary for using travel information sources • explain the requirements for international travel to selected destinations • prepare an international travel package, including itineraries, to meet the needs of various clients including: <ul style="list-style-type: none"> – families – seniors – school groups – special needs – season – budget • research and provide information about tours and attractions available for travellers to specific international destinations • identify criteria to evaluate an international travel package • describe the advantages and disadvantages to the traveller of: <ul style="list-style-type: none"> – flight insurance – accident/health insurance – baggage and personal possession insurance – trip cancellation insurance. 	<p>Student must complete one Alberta AND one international tour package.</p>
Employment Opportunities	<ul style="list-style-type: none"> • research employment opportunities in the area of travel planning at different levels • research sources of further education and training for employment in the travel planning field • identify personal characteristics and professional skills needed to be successful in a travel planning career such as a travel consultant, tour guide, visitor and information counsellor • relate personal values, goals, interest and abilities to an employment opportunity in travel planning. 	

MODULE TOU2090: TOURISM INTERPRETATION 1

Level: Intermediate

Theme: Attractions

Prerequisite: None

Module Description: Students evaluate the different types of interpretive media and demonstrate the basic skills of an information attendant, by conducting an interpretation program for a tourism activity.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> define the term “interpretation”, and describe opportunities for interpretation activities within the region list different interpretive media, and identify the factors that influence media selection/use develop an interpretation program for a tourism activity describe the duties of an information attendant, and practise the basic skills of information duty 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of the term interpretation, different interpretive media and their applications, the duties of an information attendant and the opportunities for interpretation activities within the region. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU2090–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> a problem-solving task in which the student creates an interpretation program for a conducted tourism activity and implements and evaluates the activity. It will be presented in a portfolio consisting of: <ul style="list-style-type: none"> the interpretation program goals and objectives selection of activities marketing and promotion evaluation strategies summary report including recommendations. 	<p>20</p> <p>60</p>

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <p><i>Assessment Tool</i> <i>Problem Solving, TOU2090–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> the observation of the student’s use of basic communication and guest service skills as an information attendant in an interpretation situation. <p><i>Assessment Tool</i> <i>Tourism Studies General Observation Checklist, TOUGOC</i> <i>Tourism Studies Quality Guest Service Observation Checklist, TOUQGS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Defining Interpretation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define the term <i>interpretation</i>, and state the three goals of interpretation: <ul style="list-style-type: none"> increase visitor awareness, appreciation and understanding accomplish management goals of thoughtful use and minimal visitor impact promote visitor understanding of the host agency describe the benefits of interpretation from the perspective of a visitor 	<p>Focus is on what is <i>interpretation</i>.</p>

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Defining Interpretation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe how visitor characteristics influence an interpretation program • analyze local tourism opportunities for interpretation in relation to the three goals of interpretation. 	
Selecting Interpretive Media	<ul style="list-style-type: none"> • briefly describe the interpretation activities used in conducted (attended) services: <ul style="list-style-type: none"> – information attendant – interpretive walk – talks to group – living interpretation and cultural demonstrations • briefly describe the interpretation activities used in nonconducted (unattended) services: <ul style="list-style-type: none"> – audio-visual devices – written material (signs, labels, publications) – self-guided activities (self-guided trails, self-guided auto tours) – exhibits (indoor/outdoor, passive, interactive) – visitor centres – off-site off-season media (media presentations) – interactive computer • list different types of interpretive media used in conducted (attended) services and nonconducted services • explain the factors that influence media selection in interpretation: <ul style="list-style-type: none"> – goals of the program – visitor characteristics – desired degree of interaction – visitor safety – visitor traffic (high/low season) – variety – resource protection – media availability and cost – maintenance – weather/location. 	Focus is on exploring and using media.

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Concept	Specific Learner Expectations	Notes
<p>Interpretation Program Plan</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the reasons for developing a detailed interpretation program plan • create an interpretation program plan for a tourism activity including the following steps: <ul style="list-style-type: none"> – appraisal of need – establishment of goals and objectives – delineation of areas of interest – listing alternative courses of action – gathering information – evaluation of alternatives – selection of alternatives – development of program plan – development of evaluation criteria – promotion of program – implementation of program – evaluation of program – revision/recommendations • implement and evaluate the interpretation program and plan. 	
<p>Information Attendant</p>	<ul style="list-style-type: none"> • list the goals of information attendant • describe the common job activities of an information attendant • describe the personal and professional qualities needed to be a successful information attendant • list the different sites within a destination where information attendants work • demonstrate basic skills of an information attendant: <ul style="list-style-type: none"> – answering visitor questions – anticipating the visitor needs – initiating a conversation – injecting interpretation into a conversation – handling complaints – giving directions and dispensing information aids 	<p>E.g., to provide a pleasant welcome to the visitor and to disseminate information.</p>

MODULE TOU2090: TOURISM INTERPRETATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Information Attendant (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none">• demonstrate effective use of a variety of information aids in interpretation activities:<ul style="list-style-type: none">– maps– handouts– relief models– exhibits– bulletin boards• list do's and don'ts for information attendants.	

MODULE TOU2100: TOURISM INTERPRETATION 2

Level: Intermediate

Theme: Attractions

Prerequisite: TOU2090 Tourism Interpretation 1

Module Description: Students create, implement and evaluate interpretation programs for conducted and nonconducted activities. Students also demonstrate the skills of an effective leader in a conducted activity.

Module Parameters: No specialized facilities or equipment.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• create, implement and evaluate an interpretation program for a conducted activity• create, implement and evaluate an interpretation program for a nonconducted activity• identify and perform the basic skills of an interpretation leader	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a problem-solving task in which the student creates an interpretation program for two activities—one conducted and one nonconducted—and implements and evaluates both activities. Each activity will include a portfolio consisting of:<ul style="list-style-type: none">– the program plan– the goals and objectives– selection of activities– presentation methods– promotion strategies– evaluation strategies– summary report and recommendations. <p><i>Assessment Tool</i> <i>Problem Solving, TOU2100–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	80

MODULE TOU2100: TOURISM INTERPRETATION 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> the observation of the student’s use of communication and leadership skills in the conducted interpretation activity. <p><i>Assessment Tool</i> <i>Tourism Studies General Observation Checklist, TOUGOC</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Conducted Activities</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe different types of conducted activities used in interpretation: <ul style="list-style-type: none"> – interpretive skills – guided walks – automobile, bus tours – boat, canoe and raft tours – archaeological and historical sites – cave tours – living history – animation – drama (re-enactment) identify criteria to evaluate a successful conducted activity 	<p>Focus is on implementing and evaluating the interpretation program.</p>

MODULE TOU2100: TOURISM INTERPRETATION 2 (continued)

Concept	Specific Learner Expectations	Notes
Conducted Activities (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • create a conducted interpretation activity program including the following steps: <ul style="list-style-type: none"> – develop an inventory of the area and resources – define the theme – gather the supporting information – outline the program – identify stops, information and duration – closing remarks • implement and evaluate the success of the conducted interpretative program. 	
Interpretation Leadership	<ul style="list-style-type: none"> • demonstrate the skills of an effective leader in a conducted activity: <ul style="list-style-type: none"> – stay in the lead of the group – establish and maintain group control – face group when talking – provide visibility for all participants – speak loudly and clearly – use teachable moments – incorporate all the senses – set a reasonable pace – maintain the safety of participants (head count, emergencies, dealing with individual requirements) – anticipate and monitor the needs of participants. 	
Nonconducted Activities	<ul style="list-style-type: none"> • list different types of unattended interpretive media and discuss the advantages and disadvantages of each: <ul style="list-style-type: none"> – audio-visual presentations – exhibits – self-guided trails and tours – interactive media – interpretive publications • explain the function of signs in nonconducted interpretation programs and the characteristics of effective interpretative signs 	

MODULE TOU2100: TOURISM INTERPRETATION 2 (continued)

Concept	Specific Learner Expectations	Notes
Nonconducted Activities (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain the function of interpretive publications and the characteristics of effective interpretive publications • explain the factors to consider when developing self-guided trails and tours and describe the characteristics of an effective self-guided tour • describe the different media that can be used in tourism exhibits and the advantages and disadvantages of each: <ul style="list-style-type: none"> – narrative panels – three-dimensional exhibits – dioramas – models – interactive exhibits • create an interpretation program plan for a nonconducted service, implement and evaluate the effectiveness of the program. 	