

# MODULE CURRICULUM AND ASSESSMENT STANDARDS:

## SECTION F: ADVANCED LEVEL

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

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

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## MODULE TOU3030: FOOD SERVICE OPERATIONS

**Level:** Advanced

**Theme:** Food

**Prerequisite:** None

**Module Description:** Students relate trends and issues in food service to industry activity, design food service strategies, and present a marketing or venture plan for a food service business.

**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"> <li>identify trends and issues in food service, and relate these to industry activity</li> <li>analyze, through research, food service marketing strategies</li> <li>prepare food service business strategies to satisfy customer expectations</li> <li>identify and describe various employment and business opportunities in food service</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a <b>portfolio</b> that includes: <ul style="list-style-type: none"> <li>discussion needs in the food service sector</li> <li>an analysis of an issue or trend in the food service sector</li> <li>a marketing plan for a food service business that includes: <ul style="list-style-type: none"> <li>a description of the real or simulated business venture</li> <li>clientele</li> <li>proposed menu</li> <li>service strategies and standards.</li> </ul> </li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU3030–4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	80
	<ul style="list-style-type: none"> <li>the completion of a <b>career/business opportunity report</b> in which the student discusses, from a personal perspective, various employment and business opportunities in the food service sector.</li> </ul> <p><i>Assessment Tool</i> <i>Research Process: Career Research Project, TOU3030–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	20

**MODULE TOU3030: FOOD SERVICE OPERATIONS** (continued)

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

Concept	Specific Learner Expectations	Notes
<p>Trends and Issues in Food Service</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>explain the range of food service alternatives available</li> <li>categorize food service businesses according to type of product and service</li> <li>explain societal trends and their impact on the food service industry:               <ul style="list-style-type: none"> <li>health consciousness</li> <li>time and convenience considerations</li> <li>leisure time</li> <li>cultural awareness</li> <li>disposable income</li> <li>environmental awareness</li> </ul> </li> <li>research and describe current issues and their impact on the food service industry</li> <li>describe the impact of technological advances including:               <ul style="list-style-type: none"> <li>availability of products</li> <li>new methods of food preservation</li> <li>preparation methods</li> <li>environmental impact</li> </ul> </li> <li>identify and analyze food service innovations and their impact on the industry.</li> </ul>	

**MODULE TOU3030: FOOD SERVICE OPERATIONS (continued)**

Concept	Specific Learner Expectations	Notes
Marketing Strategies	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• provide examples of different marketing mix strategies used in food service businesses including:               <ul style="list-style-type: none"> <li>– product</li> <li>– price</li> <li>– place</li> <li>– promotion</li> </ul> </li> <li>• research and analyze marketing techniques used in the food service industry</li> <li>• explain how the menu is used to communicate to the customer and provide structure to the operation</li> <li>• describe the target market characteristics for a variety of food service businesses including:               <ul style="list-style-type: none"> <li>– geographical</li> <li>– demographical</li> <li>– psychological</li> <li>– behavioural.</li> </ul> </li> <li>• prepare a venture plan or a marketing plan for a food service business.</li> </ul>	
Customer Expectations	<ul style="list-style-type: none"> <li>• describe methods used by management to define the needs and expectations of the customer</li> <li>• explain how the needs and expectations of the customers influence different components of the business</li> <li>• analyze and compare the following aspects of two different food service operations:               <ul style="list-style-type: none"> <li>– menu</li> <li>– atmosphere</li> <li>– service</li> <li>– target market</li> <li>– marketing mix</li> </ul> </li> <li>• research and describe food service business strategies used to satisfy customer expectations:               <ul style="list-style-type: none"> <li>– service strategy</li> <li>– service standards.</li> </ul> </li> </ul>	

**MODULE TOU3030: FOOD SERVICE OPERATIONS** (continued)

Concept	Specific Learner Expectations	Notes
Employment and Business Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• name and describe the role of provincial food service regulatory agencies</li><li>• research the different types of businesses in food service and discuss the advantages and disadvantages of each</li><li>• research and analyze marketing strategies used in food service</li><li>• research and describe employment and business opportunities in the food service industry.</li></ul>	

## MODULE TOU3040: HOTEL/MOTEL OPERATIONS

**Level:** Advanced

**Theme:** Accommodation

**Prerequisite:** None

**Module Description:** Students demonstrate correct check-in and check-out procedures, research the organization of a large hotel, analyze hotel marketing strategies, and present a marketing plan for a hotel department.

**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"> <li>describe the organization of a major hotel and the role of key employees</li> <li>demonstrate correct check-in and check-out procedures commonly performed by front desk staff</li> <li>identify the variety of amenities and services that hotels offer to attract guests/clients</li> <li>describe a variety of functions handled by a hotel sales department, and develop a marketing plan for a hotel department</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a written, oral and/or visual <b>presentation</b> of knowledge of hotel/motel organization and operation including different types of accommodation, major departments in a major hotel and the role and duties of key employees</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU3040-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>an <b>analysis</b> of a hotel/motel regarding its front desk procedures</li> </ul> <p><i>Assessment Tool</i> <i>Problem Solving, TOU3040-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	<p>20</p> <p>20</p>

**MODULE TOU3040: HOTEL/MOTEL OPERATIONS** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify employment and business opportunities in hotel/motel operations</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a <b>problem-solving</b> task in which the student investigates and presents the variety of functions performed by a sales department of a hotel or motel</li> <li>• a <b>problem-solving</b> task in which the student investigates the amenities and services offered by a hotel or motel and uses these to prepare and present a marketing plan.</li> </ul> <p><i>Assessment Tool</i> <i>Problem Solving, TOU3040–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>• the completion of a <b>career/business opportunity report</b> in which the student discusses, from a personal perspective, various employment and business opportunities in the accommodation sector.</li> </ul> <p><i>Assessment Tool</i> <i>Research Process: Career/Business Opportunities, TOU3040–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>• <b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>30</p> <p>20</p> <p>Integrated throughout</p>

**MODULE TOU3040: HOTEL/MOTEL OPERATIONS** (continued)

Concept	Specific Learner Expectations	Notes
Introduction to Accommodation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe the differences between various types of accommodation including:               <ul style="list-style-type: none"> <li>– hotel</li> <li>– motor inn</li> <li>– motel</li> <li>– resort</li> <li>– guest house</li> <li>– bed and breakfast</li> <li>– hostel</li> <li>– campground</li> </ul> </li> <li>• list the major departments in a large hotel and describe their functions</li> <li>• describe the role and work activities of employees including:               <ul style="list-style-type: none"> <li>– valet</li> <li>– bell captain</li> <li>– front office</li> <li>– housekeeping</li> <li>– engineering</li> <li>– security</li> <li>– switchboard</li> <li>– night auditor</li> <li>– general manager</li> </ul> </li> <li>• describe important factors that influence a quality guest experience</li> <li>• explain the various ratings or classification systems used in accommodation promotions.</li> </ul>	

**MODULE TOU3040: HOTEL/MOTEL OPERATIONS** (continued)

Concept	Specific Learner Expectations	Notes
Front Desk Operations	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• distinguish between the different types of rooms in a hotel/motel</li> <li>• explain the criteria for room rate structure</li> <li>• explain meal plan categories</li> <li>• explain how reservations are received and processed</li> <li>• define the term <i>voucher</i>, and explain the purpose of a voucher</li> <li>• complete reservation, confirmation and registration forms</li> <li>• explain basic security procedures for handling guest valuables, keys, telephone calls, etc.</li> <li>• complete folios and calculate guest bills</li> <li>• describe methods of payment and processing procedures</li> <li>• complete guest check-out forms.</li> </ul>	
Hotel Amenities and Services	<ul style="list-style-type: none"> <li>• list a variety of amenities and services that hotels offer and match these services to visitor needs and wants</li> <li>• analyze hotel selection guides or directories to identify hotel classification, room type, price, meal plan, amenities and services</li> <li>• name the employees who are most responsible for providing these services</li> <li>• describe specific situations or activities that are intended to create a difference for the hotel visitor.</li> </ul>	

**MODULE TOU3040: HOTEL/MOTEL OPERATIONS** (continued)

Concept	Specific Learner Expectations	Notes
Sales and Marketing Department	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe the role and work activities of employees in the sales department</li> <li>• list a variety of clients and functions handled by the sales department</li> <li>• describe the administrative activities designed to control costs in hotel departments</li> <li>• describe and compare marketing strategies used by hotels to attract clients/visitors</li> <li>• create a marketing plan for a hotel department including:               <ul style="list-style-type: none"> <li>– market research methods</li> <li>– target group description</li> <li>– objectives</li> <li>– description of marketing activities</li> <li>– sample advertising and promotion items</li> <li>– evaluation techniques.</li> </ul> </li> </ul>	
Employment and Business Opportunities	<ul style="list-style-type: none"> <li>• research different types of hotels/motels and discuss their similarities and differences</li> <li>• research and analyze marketing strategies used in the accommodations sector</li> <li>• research, provide information and explain employment and business opportunities in the accommodations sector</li> <li>• identify and discuss trends and issues in the hotel/motel industry.</li> </ul>	



## MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS

**Level:** Advanced

**Theme:** Accommodation

**Prerequisite:** None

**Module Description:** Students research and discuss issues related to alternative accommodations, develop a service strategy and standards, and present a marketing or venture plan for an alternative accommodation business.

**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"> <li>identify the types of alternative accommodations available in Alberta, and describe their economic impact on the tourism industry</li> <li>identify development issues, and establish operating policies and service standards for a selected alternative accommodation</li> <li>develop a marketing or venture plan for a selected alternative accommodation business</li> <li>identify employment and business opportunities in alternative accommodations</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a written, oral and/or visual <b>presentation</b> demonstrating knowledge of alternative accommodations (e.g., bed and breakfast, guest ranch, basic cabin lodge, campground) and issues and development operations policies in this area.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU3050-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	20
	<ul style="list-style-type: none"> <li>a <b>portfolio</b> consisting of: <ul style="list-style-type: none"> <li>an analysis of three marketing strategies used to promote alternative accommodations</li> <li>a marketing plan for a selected alternative accommodation, including: <ul style="list-style-type: none"> <li>products and services offered</li> <li>target market (clientele/guest)</li> <li>pricing strategy</li> <li>promotion plan</li> </ul> </li> <li>description of real or simulated business.</li> </ul> </li> </ul>	60

**MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU3050–4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>the completion of a <b>career/business opportunity report</b> in which the student discusses, from a personal perspective, various employment and business opportunities in alternative accommodations.</li> </ul> <p><i>Assessment Tool</i> <i>Research Process: Career/Business Opportunities, TOU3050–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li><b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <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>Introduction to Alternative Accommodations</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>define and describe the different types of alternative accommodations available including: <ul style="list-style-type: none"> <li>bed and breakfast</li> <li>guest ranch</li> <li>country vacation</li> <li>full-service lodge</li> <li>basic cabin lodge</li> <li>camp</li> <li>campground</li> <li>transitional camp</li> </ul> </li> </ul>	

**MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS (continued)**

Concept	Specific Learner Expectations	Notes
Introduction to Alternative Accommodations (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain the visitor appeal of different types of alternative accommodations</li> <li>• research and describe the economic impact of the privately operated accommodation business in Alberta.</li> </ul>	
Planning an Alternative Accommodation Business	<ul style="list-style-type: none"> <li>• explain the advantages and disadvantages of owning and/or operating an alternative accommodation facility</li> <li>• explain the importance of providing the visitor with a quality experience as an owner and member of the Alberta tourism industry</li> <li>• describe some of the personal issues to be considered before starting the business development process including:               <ul style="list-style-type: none"> <li>– location</li> <li>– time</li> <li>– start-up costs</li> <li>– possible lack of privacy</li> <li>– dealing with guest expectations</li> <li>– liability</li> </ul> </li> <li>• research the minimum standards for a selected alternative accommodation facility/venture</li> <li>• describe environmental standards for waste management and energy</li> <li>• explain the procedures for obtaining and the benefits of having approved status in the accommodations guide</li> <li>• name and describe the role of regulatory agencies for alternative accommodation businesses</li> <li>• prepare a marketing plan for a selected alternative accommodation property.</li> </ul>	

**MODULE TOU3050: ALTERNATIVE ACCOMMODATIONS (continued)**

Concept	Specific Learner Expectations	Notes
Alternative Accommodation Operations	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe common operating policies for alternative accommodation properties including:               <ul style="list-style-type: none"> <li>– rates</li> <li>– deposit/cancellation/refund policy</li> <li>– long distance calls</li> <li>– reservations</li> <li>– deposits/reservation confirmation</li> <li>– tracking reservations</li> </ul> </li> <li>• identify a service strategy for a selected alternative accommodation property/venture</li> <li>• identify service standards for a selected alternative accommodation property/venture including:               <ul style="list-style-type: none"> <li>– welcome and check-in</li> <li>– food service</li> <li>– housekeeping</li> <li>– general sanitation</li> <li>– check-out.</li> </ul> </li> </ul>	
Employment and Business Opportunities	<ul style="list-style-type: none"> <li>• list and describe the role of industry associations and support agencies for alternative accommodation business owners in the region</li> <li>• research and analyze marketing strategies used by alternative accommodation properties</li> <li>• research and describe employment and business opportunities in alternative accommodations</li> <li>• identify trends and issues in alternative accommodations.</li> </ul>	

## MODULE TOU3060: TRAVEL AGENCY OPERATIONS

**Level:** Advanced

**Theme:** Travel

**Prerequisite:** None

**Module Description:** Students research the operation of a travel agency and the role and work activities of a travel agent. Students also present a marketing plan for a travel agency.

**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.

**Supporting Module:** TOU2080 Travel Planning

### 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"> <li>list and describe services provided to clients by different types of travel agencies</li> <li>describe the relationship between travel agency, client and supplier in the tourism industry</li> <li>develop a marketing plan for a specialty travel agency</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a written, oral and/or visual <b>presentation</b> demonstrating knowledge of travel agency operations including distribution systems, travel trends, types of agencies, travel documentation and regulations.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU3060–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	20
	<ul style="list-style-type: none"> <li>a <b>marketing plan</b> for a specialty travel agency; including: <ul style="list-style-type: none"> <li>products and services offered</li> <li>target market (clientele/guest)</li> <li>pricing strategy</li> <li>promotion plan</li> <li>description of real or simulated business.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU3060–4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	60



**MODULE TOU3060: TRAVEL AGENCY OPERATIONS (continued)**

Concept	Specific Learner Expectations	Notes
<p>Role of Travel Agencies (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain factors that influence retail travel including:               <ul style="list-style-type: none"> <li>– economics</li> <li>– demographics</li> <li>– deregulation</li> <li>– automation</li> <li>– world politics</li> <li>– health and safety issues</li> <li>– natural occurrences.</li> </ul> </li> </ul>	
<p>Types of Travel Agencies and Services</p>	<ul style="list-style-type: none"> <li>• list the most common services provided by a travel agency including:               <ul style="list-style-type: none"> <li>– travel reservation and ticketing</li> <li>– itinerary or travel planning</li> <li>– sale of package tours and cruises</li> <li>– accommodation reservation</li> <li>– booking sightseeing and other activities</li> </ul> </li> <li>• define and compare the following forms of business ownership in travel agencies:               <ul style="list-style-type: none"> <li>– mega-agencies</li> <li>– consortia</li> <li>– franchises</li> <li>– independents</li> </ul> </li> <li>• research the products and services provided by specialized travel agencies:               <ul style="list-style-type: none"> <li>– corporate</li> <li>– adventure</li> <li>– cruise</li> <li>– ethnic</li> <li>– religious</li> </ul> </li> <li>• describe the purpose of and procedures in acquiring travel documentation including:               <ul style="list-style-type: none"> <li>– passport</li> <li>– visa</li> <li>– proof of citizenship</li> <li>– tourist cards</li> <li>– vaccination certificates</li> <li>– notarized permissions in special circumstances such as for children travelling with one parent</li> </ul> </li> </ul>	

**MODULE TOU3060: TRAVEL AGENCY OPERATIONS (continued)**

Concept	Specific Learner Expectations	Notes
Types of Travel Agencies and Services (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain Canadian Customs and travel regulations important to the international travellers including:               <ul style="list-style-type: none"> <li>– duty-free purchases and duty-free shops</li> <li>– departure tax</li> <li>– forbidden and restricted purchases</li> <li>– Goods and Services Tax (GST)</li> </ul> </li> <li>• create a marketing plan for a travel agency.</li> </ul>	
Travel Agents	<ul style="list-style-type: none"> <li>• describe the role and responsibilities of a travel agent in serving clients and representing suppliers</li> <li>• list and describe the products and services that a travel agent sells to travellers</li> <li>• identify information sources used by a travel agent</li> <li>• demonstrate research skills necessary to provide travel information important to international travellers.</li> </ul>	
Employment and Business Opportunities	<ul style="list-style-type: none"> <li>• explain why travel agencies must meet provincial registration requirements</li> <li>• analyze the sources of revenue for a travel agency</li> <li>• research and describe current issues and trends that affect the retail travel market</li> <li>• research and describe marketing methods used by travel agencies</li> <li>• research and describe employment and business opportunities in retail travel.</li> </ul>	

## MODULE TOU3070: RESERVATIONS & TICKETING

**Level:** Advanced

**Theme:** Travel

**Prerequisite:** None

**Module Description:** Students process travel reservations, using a computer reservation system, develop an itinerary, and provide the traveller with information related to the itinerary/destination.

**Module Parameters:** Access to a computer, if a simulated computer reservation system is used during instruction.

**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"> <li>describe the conditions and requirements for domestic and international travel</li> <li>identify and apply terms used in travel reservations</li> <li>identify different travel arrangements, and develop an itinerary</li> <li>identify and provide the traveller with other important information related to the itinerary/destination; e.g., connections, transfers</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a written, oral and/or visual <b>presentation</b> demonstrating knowledge of travel reservations and ticketing including terminology, conditions, types of tickets and types of reservation systems for domestic and international travel.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU3070-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	20
	<ul style="list-style-type: none"> <li>a <b>problem-solving task</b> requiring development of two travel itineraries (one domestic, one international), including arrival and departure dates/times, carrier services, terminal services, transfers and travel information.</li> </ul> <p><i>Assessment Tool</i> <i>Problem Solving, TOU3070-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	60



**MODULE TOU3070: RESERVATIONS & TICKETING** (continued)

Concept	Specific Learner Expectations	Notes
<p>Background to Reservations Systems (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• list four classifications of official airlines in Canada and provide examples of each:               <ul style="list-style-type: none"> <li>– international carriers</li> <li>– national carriers</li> <li>– regional carriers</li> <li>– local and/or community airlines</li> </ul> </li> <li>• describe the common types of commercial aircraft</li> <li>• identify and describe the types of airline tickets, and the conditions related to each (e.g., seat sale, year-round open, complementary, stand-by, air miles)</li> <li>• state the common rules pertaining to commercial air travel including:               <ul style="list-style-type: none"> <li>– reservations</li> <li>– children’s fares</li> <li>– pets</li> <li>– cancellations</li> <li>– trip interruption</li> <li>– stand-by passengers</li> </ul> </li> <li>• identify and define abbreviations, codes and reference marks used in airline reservation systems (e.g., carrier codes, destination codes, baggage references)</li> <li>• list and compare some of the differences found in booking domestic and international reservations.</li> </ul>	

**MODULE TOU3070: RESERVATIONS & TICKETING** (continued)

Concept	Specific Learner Expectations	Notes
Itineraries, Reservations and Ticketing	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• use the reference sources available and develop a selection of itineraries to meet a client’s needs</li> <li>• appraise flight schedules and determine carriers, flight numbers, departure and arrival times, aircraft equipment, and meal service for any itinerary</li> <li>• describe and develop passenger reservation files – PNR (Passenger Name Record)</li> <li>• use appropriate codes and abbreviations in preparing simulated airline and accommodation reservations and transfers for an itinerary</li> <li>• prepare a plain language itinerary for a client</li> <li>• use reference sources to provide the client with simulated travel documents (e.g., tickets) to support the itinerary.</li> </ul>	<p>Suggestion: all reservations and ticketing should initially be done manually, not on computer.</p>

## MODULE TOU3080: AIR TRANSPORTATION

**Level:** Advanced

**Theme:** Travel

**Prerequisite:** None

**Module Description:** Students research and report on the organization and operation of a major airline. Students also present a marketing plan for an airline.

**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"> <li>describe the organization of the air transportation industry in Canada</li> <li>develop a marketing plan for an airline to attract and maintain business</li> <li>analyze and report on the operation of different departments in a major airline</li> <li>identify and describe trends and issues in the air transportation industry</li> <li>identify employment and business opportunities in the air transportation industry</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a written, oral and/or visual <b>presentation</b> demonstrating knowledge of airline operations including organization of Canadian airline industry, types of air service, fare structures, airport organization, and safety and security.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU3080-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>a <b>portfolio</b> consisting of: <ul style="list-style-type: none"> <li>an analysis of the marketing strategies used to promote a specific airline</li> <li>the marketing plan for an airline including: <ul style="list-style-type: none"> <li>marketing research methods</li> <li>target group description</li> <li>objective</li> <li>description of marketing activities</li> <li>sample advertising and promotion items</li> <li>evaluation techniques</li> </ul> </li> <li>a research report on one or more department(s) in a major airline including: <ul style="list-style-type: none"> <li>its function in the organization</li> <li>organizational structure</li> <li>trends and issues that have an impact on the department's work</li> </ul> </li> </ul> </li> </ul>	<p>20</p> <p>60</p>

**MODULE TOU3080: AIR TRANSPORTATION** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU3080–4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>a <b>career/business opportunity report</b> in which the student researches and discusses, from a personal perspective, various employment and business opportunities in the air transportation industry.</li> </ul> <p><i>Assessment Tool</i> <i>Research Process: Career/Business Opportunities, TOU3080–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li><b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <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>Canada's Air Transportation Industry</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe the history and development of the air transportation industry in Canada</li> <li>explain the effects of deregulation for the traveller and air transportation industry</li> <li>name the regulatory agencies and discuss their role in the industry</li> <li>describe the types of air service:               <ul style="list-style-type: none"> <li>– general aviation</li> <li>– carrier aviation</li> <li>– scheduled airlines</li> <li>– non-scheduled airlines</li> </ul> </li> <li>explain the factors used to determine the different air fares.</li> </ul>	

**MODULE TOU3080: AIR TRANSPORTATION** (continued)

Concept	Specific Learner Expectations	Notes
Air Transportation Operations	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain the difference between air carrier and general aviation airports</li> <li>• name and describe the functions of each major area in an airport</li> <li>• research and report on the range of services provided to travellers in a major airport</li> <li>• explain issues of safety and security in airports and airlines</li> <li>• identify and explain trends and issues in the airline industry.</li> </ul>	
Marketing Strategies	<ul style="list-style-type: none"> <li>• define the term <i>passenger load factor</i>, and discuss how this calculation is used by the airline marketing department</li> <li>• describe strategies used by airlines to reduce operating expenses</li> <li>• compare the special services offered to frequent flyers by airlines</li> <li>• research and describe marketing strategies used to attract pleasure and business travellers</li> <li>• create a marketing plan for an airline including:               <ul style="list-style-type: none"> <li>– market research methods</li> <li>– target group description</li> <li>– objective</li> <li>– description of marketing activities</li> <li>– sample advertising and promotion items</li> <li>– evaluation techniques.</li> </ul> </li> </ul>	

**MODULE TOU3080: AIR TRANSPORTATION** (continued)

Concept	Specific Learner Expectations	Notes
Employment and Business Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• name and briefly describe the responsibilities of the major departments in a large airline</li><li>• name and describe the work responsibilities of flight and ground crew</li><li>• research the infrastructure and related business of the air transportation industry</li><li>• research and explain employment and business opportunities in the airline industry or infrastructure.</li></ul>	

## MODULE TOU3090: SURFACE TRANSPORTATION

**Level:** Advanced

**Theme:** Travel

**Prerequisite:** None

**Module Description:** Students research the business operations and career opportunities of the rail, motor coach, auto and cruise travel industries. Students also present a variety of marketing strategies for a transportation industry.

**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"> <li>describe the significant historical developments of the rail, motor coach, auto and cruise travel industries</li> <li>explain advantages and disadvantages of each mode of surface travel</li> <li>identify trends and issues in the surface transportation sector</li> <li>develop a marketing plan aimed at meeting the needs, wants and expectations of travellers using surface transportation</li> <li>identify employment and business opportunities in the surface travel industries</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>written, oral and/or visual <b>presentation(s)</b> demonstrating knowledge of surface transportation including history and development, infrastructure, advantages and disadvantages, accommodation and services available, and reading passenger schedules for each mode of transportation.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU3090–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>a <b>portfolio</b> consisting of: <ul style="list-style-type: none"> <li>a research report identifying trends and issues in the surface transportation sector</li> <li>an analysis of the marketing strategies used for different modes of transportation</li> <li>the marketing plan for a specific transportation industry including: <ul style="list-style-type: none"> <li>marketing research methods</li> <li>target group description</li> <li>sample advertising and promotion items</li> <li>evaluation techniques.</li> </ul> </li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU3090–4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	<p>40</p> <p>40</p>

**MODULE TOU3090: SURFACE TRANSPORTATION** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a <b>career/business opportunity report</b> in which the student researches and discusses, from a personal perspective, various employment and business opportunities in the surface transportation industry.</li> </ul> <p><i>Assessment Tool</i>  <i>Research Process: Career Research Project, TOU3090–3</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li><b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <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>Rail Travel Industry</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe the history and development of passenger rail travel in Canada</li> <li>compare the Canadian rail industry with that of other developed countries</li> <li>discuss the advantages and disadvantages of rail travel from the point of view of the traveller</li> <li>describe the different types of on-board accommodation and services available to rail travellers</li> <li>demonstrate skills for reading various passenger rail schedules</li> <li>research the infrastructure and related industries of the rail industry.</li> </ul>	

**MODULE TOU3090: SURFACE TRANSPORTATION** (continued)

Concept	Specific Learner Expectations	Notes
Motor Coach Industry	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe the history and development of the motor coach industry in North America</li> <li>• identify the advantages and disadvantages of motor coach travel from the point of view of the traveller</li> <li>• describe the different types of excursions and services available to the traveller</li> <li>• demonstrate skills for reading various motor coach schedules</li> <li>• research the infrastructure and related industries for the motor coach industry.</li> </ul>	
Auto Travel Industry	<ul style="list-style-type: none"> <li>• describe the history and development of auto travel in North America</li> <li>• identify features of auto travel, its popularity and trends</li> <li>• research and describe the different types of auto travel available to the traveller</li> <li>• describe the advantages and disadvantages of auto travel from the point of view of the traveller</li> <li>• explain the contractual requirements for renting/leasing a vehicle</li> <li>• research the infrastructure and related industries for the auto travel industry.</li> </ul>	
Cruise Industry	<ul style="list-style-type: none"> <li>• describe the history and development of the cruise industry</li> <li>• identify the advantages and disadvantages of cruise travel from the point of view of the traveller</li> <li>• describe some of the popular types of cruises and destinations</li> <li>• name the main elements in a cruise program and describe some unique selling features of each</li> <li>• describe the different areas of a cruise ship and compare the different types of accommodation</li> </ul>	

**MODULE TOU3090: SURFACE TRANSPORTATION (continued)**

Concept	Specific Learner Expectations	Notes
Cruise Industry (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• explain the different factors that affect the price of a cruise</li> <li>• give examples of costs not usually included in the price of a cruise</li> <li>• research the infrastructure and related industries of the cruise industry.</li> </ul>	
Marketing Strategies	<ul style="list-style-type: none"> <li>• identify trends and issues in the surface transportation sector and how they affect marketing for the sector and employment opportunities</li> <li>• research and describe marketing strategies used by transportation companies to increase and maintain ridership</li> <li>• create a marketing plan for a selected surface travel industry including:               <ul style="list-style-type: none"> <li>– market research methods</li> <li>– target group description</li> <li>– objective</li> <li>– description of marketing activities</li> <li>– sample advertising and promotional items</li> <li>– evaluation techniques.</li> </ul> </li> </ul>	
Employment and Business Opportunities	<ul style="list-style-type: none"> <li>• describe employment opportunities in surface transportation</li> <li>• compare job profiles in two different surface transportation situations</li> <li>• describe business opportunities in surface transportation.</li> </ul>	

## MODULE TOU3100: ATTRACTIONS OPERATIONS

**Level:** Advanced

**Theme:** Attractions

**Prerequisite:** None

**Module Description:** Students analyze the economic, social, cultural and environmental impact of attractions operations. Students also present a marketing plan for an attractions development.

**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.

**Supporting Module:** TOU1070 The Attractions Sector

### 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"> <li>describe the components of an attraction</li> <li>provide examples of trends and issues in attractions development</li> <li>identify and describe trends and issues in attractions operations</li> <li>develop a marketing plan for an attractions operation</li> <li>identify employment and business opportunities in attractions operations</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a written, oral and/or visual <b>presentation</b> demonstrating knowledge of attractions and their operation.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU3100–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	20
	<ul style="list-style-type: none"> <li>a <b>portfolio</b> consisting of: <ul style="list-style-type: none"> <li>a review of trends and issues in attractions development and operation</li> <li>an analysis of the social, cultural, economic and environmental impact of attractions development and operation</li> <li>an analysis of a variety of marketing strategies</li> <li>a marketing plan for an attractions development (simulated) as indicated in the SLEs.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU3100–4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	50

**MODULE TOU3100: ATTRACTIONS OPERATIONS (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a <b>career/business opportunity report</b> in which the student researches and discusses, from a personal perspective, various employment and business opportunities in an attractions sector.</li> </ul> <p><i>Assessment Tool</i>  <i>Research Process: Career/Business Opportunities, TOU3100-3</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li><b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>30</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Attractions Development</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe the development of an attraction and compare it to the theory of destination development</li> <li>describe factors and trends that affect the visitor demand of an attraction including: <ul style="list-style-type: none"> <li>leisure time</li> <li>income</li> <li>education</li> <li>mobility</li> <li>individual attributes such as age</li> <li>quality of experience</li> </ul> </li> <li>explain the difference between superstructure and infrastructure in attractions development</li> </ul>	

**MODULE TOU3100: ATTRACTIONS OPERATIONS (continued)**

Concept	Specific Learner Expectations	Notes
Attractions Development (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define and describe site or location factors that contribute to the visitor accessibility of an attraction including:               <ul style="list-style-type: none"> <li>– distance/transportation</li> <li>– operating times of season</li> <li>– cost of visitor experience</li> <li>– restrictions on availability.</li> </ul> </li> </ul>	
Impact of Attractions Development	<ul style="list-style-type: none"> <li>• explain the following tourism economics terms:               <ul style="list-style-type: none"> <li>– indirect and direct spending</li> <li>– tourism multiplier</li> <li>– leakage</li> </ul> </li> <li>• explain how attractions development affects employment patterns</li> <li>• describe positive and negative social/cultural impacts of attractions development</li> <li>• explain and provide an example of the demonstration effect theory</li> <li>• describe positive and negative environmental effects of an attraction development including:               <ul style="list-style-type: none"> <li>– air</li> <li>– water</li> <li>– landforms</li> <li>– soils</li> <li>– life.</li> </ul> </li> </ul>	
Issues in Attractions Operations	<ul style="list-style-type: none"> <li>• explain the difference between public and commercial attractions</li> <li>• describe the history and development of public and commercial attractions in Canada including:               <ul style="list-style-type: none"> <li>– parks</li> <li>– museums</li> <li>– interpretive sites</li> <li>– historic sites</li> </ul> </li> <li>• explain the need to balance the enjoyment of the visitor and the impact on the attraction development</li> </ul>	

**MODULE TOU3100: ATTRACTIONS OPERATIONS** (continued)

Concept	Specific Learner Expectations	Notes
Issues in Attractions Operations (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• research and report on some of the issues in public attraction operations</li> <li>• research and report on some of the current trends and issues in commercial attractions operation.</li> </ul>	
Marketing Strategies	<ul style="list-style-type: none"> <li>• describe the travel motivating factors</li> <li>• describe marketing strategies used by public attractions management to attract and develop repeat visitation</li> <li>• analyze marketing strategies used by attractions operations</li> <li>• prepare a marketing plan for an attractions development.</li> </ul>	
Employment and Career Opportunities	<ul style="list-style-type: none"> <li>• research employment opportunities in attractions operations</li> <li>• compare job profiles in two different attractions operations locations</li> <li>• research and describe business opportunities in attractions operations.</li> </ul>	

## MODULE TOU3110: ADVENTURE & ECOTOURISM

**Level:** Advanced

**Theme:** Attractions

**Prerequisite:** None

**Module Description:** Students analyze the economic, social and environmental factors that influence the development plan for an adventure or ecotourism venture. Students also compare management issues for different types of recreation areas.

**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"> <li>identify the social and environmental impact of adventure and ecotourism development</li> <li>identify trends and issues in adventure and ecotourism operations</li> <li>describe the factors that influence decisions about recreation/ adventure development</li> <li>develop a marketing plan for an adventure/ ecotourism site</li> <li>identify employment and business opportunities in adventure and ecotourism</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a written, oral and/or visual <b>presentation</b> demonstrating knowledge of adventure and ecotourism and the social and environmental impacts of adventure and ecotourism developments.</li> </ul> <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU3110–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	30
	<ul style="list-style-type: none"> <li>a <b>portfolio</b> consisting of: <ul style="list-style-type: none"> <li>a presentation of trends and issues in adventure and ecotourism</li> <li>an identification and description of factors that influence decisions about recreation/adventure tourism development</li> <li>develop a marketing plan for an adventure/ ecotourism site</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>Portfolio Assessment, TOU3110–4</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	50

**MODULE TOU3110: ADVENTURE & ECOTOURISM** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a <b>career/business opportunity report</b> in which the student researches and discusses, from a personal perspective, various employment and business opportunities in adventure and ecotourism.</li> </ul> <p><i>Assessment Tool</i>  <i>Research Process: Career/Business Opportunities, TOU3110-3</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li><b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <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>Background to Adventure/ Ecotourism</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>compare the terms <i>recreation, adventure</i> and <i>ecotourism</i></li> <li>identify the variety of recreation/adventure experiences available</li> <li>define the term <i>recreational resource</i></li> <li>list and categorize recreational resources available in Canada according to the following types:               <ul style="list-style-type: none"> <li>– high density recreation areas</li> <li>– general outdoor recreation areas</li> <li>– natural environment areas</li> <li>– unique natural areas</li> <li>– historic and cultural sites</li> <li>– primitive areas</li> </ul> </li> </ul>	

**MODULE TOU3110: ADVENTURE & ECOTOURISM** (continued)

Concept	Specific Learner Expectations	Notes
Adventure/ Ecotourism Development (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe motivating factors and trends that affect the visitor demand for adventure/ecotourism including:               <ul style="list-style-type: none"> <li>– leisure time</li> <li>– income</li> <li>– education</li> <li>– mobility</li> <li>– individual attributes</li> <li>– quality of experience</li> </ul> </li> <li>• evaluate the effect of climate and weather on adventure and ecotourism activities in Canada</li> <li>• compare the different user expectations for each recreational area</li> <li>• define and describe factors that contribute to the carrying capacity of an area:               <ul style="list-style-type: none"> <li>– physical capacity</li> <li>– environmental capacity</li> <li>– capacity of ancillary facilities</li> <li>– perceptual capacity (quality of visitor experience)</li> </ul> </li> <li>• define and describe factors that contribute to the visitor accessibility of an area including:               <ul style="list-style-type: none"> <li>– distance/transportation</li> <li>– operating times of season</li> <li>– cost of visitor experience</li> <li>– restrictions on availability</li> </ul> </li> <li>• explain how management of different environmental factors varies with the type of recreational area:               <ul style="list-style-type: none"> <li>– ease of access</li> <li>– non-recreational uses (logging)</li> <li>– on-site development (landscaping)</li> <li>– contact with other users</li> <li>– visitor impact</li> <li>– control of recreation use</li> </ul> </li> </ul>	

**MODULE TOU3110: ADVENTURE & ECOTOURISM** (continued)

Concept	Specific Learner Expectations	Notes
Adventure/ Ecotourism Development (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• list and describe the components of an adventure development plan including:               <ul style="list-style-type: none"> <li>– market analysis</li> <li>– site assessment</li> <li>– financial studies</li> <li>– environmental impact studies</li> <li>– social impact studies</li> </ul> </li> <li>• develop a marketing plan or a venture plan for an adventure or ecotourism business.</li> </ul>	
Trends, Issues and the Impact of Adventure/ Ecotourism Development	<ul style="list-style-type: none"> <li>• describe positive and negative social/cultural impacts of adventure/ecotourism activity</li> <li>• describe positive and negative environmental effects of adventure/ecotourism activity including:               <ul style="list-style-type: none"> <li>– air</li> <li>– water</li> <li>– landforms</li> <li>– soils</li> <li>– life</li> </ul> </li> <li>• describe the effect of technological change on recreation including:               <ul style="list-style-type: none"> <li>– snow-making equipment</li> <li>– insulating fabrics</li> <li>– freeze-dried food</li> <li>– all-terrain vehicles</li> </ul> </li> <li>• identify how the family life cycle and family situations affect recreation activities.</li> </ul>	

**MODULE TOU3110: ADVENTURE & ECOTOURISM** (continued)

Concept	Specific Learner Expectations	Notes
Employment and Business Opportunities	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• explain how adventure/ecotourism development affects employment patterns</li><li>• identify and describe current issues and trends that affect employment and business opportunities in the adventure/ecotourism industry</li><li>• research the regulations that affect adventure/ecotourism operations including:<ul style="list-style-type: none"><li>– certification</li><li>– liability</li></ul></li><li>• describe the infrastructure and related industries for adventure/ecotourism (e.g., airlines, hotels, tour packages).</li></ul>	

