Pearson
BTEC Entry Award in Travel and Tourism (Entry 3)

Pearson
BTEC Level 1 Award/ Certificate/Diploma in Travel and Tourism

Specification

BTEC Specialist qualifications

First teaching 1 September 2009

Amended specification for first teaching September 2013

Issue 5

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 5. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson BTEC Entry Award in Travel and Tourism (Entry 3) (QCF)

Pearson BTEC Level 1 Award in Travel and Tourism (QCF)

Pearson BTEC Level 1 Certificate in Travel and Tourism (QCF)

Pearson BTEC Level 1 Diploma in Travel and Tourism (QCF)

The QNs remain the same.

Summary of Pearson BTEC Entry Award/Level 1 Award/Certificate/Diploma in Travel and Tourism specification Issue 5 changes

Summary of changes made between previous Issue 4 and this current Issue 5	Section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualifications' objective

- any other qualifications which a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications

- units that a learner must have completed before the qualifications will be awarded and any optional routes

- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualifications will be awarded

- the knowledge, skills and understanding which will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which learners' level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level Award in Travel and Tourism (Entry 3)
Qualification Number (QN)	500/5999/3
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16
	16–18
	19+
Credit value	Minimum 6 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

Qualification title	Pearson BTEC Level 1 Award in Travel and Tourism
Qualification Number (QN)	500/6000/4
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16
	16–18
	19+
Credit value	Minimum 7 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

Qualification title	Pearson BTEC Level 1 Certificate in Travel and Tourism
Qualification Number (QN)	500/6001/6
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	Minimum 13 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	110
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

Qualification title	Pearson BTEC Level 1 Diploma in Travel and Tourism
Qualification Number (QN)	500/6538/5
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	Minimum 37 credits
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	320
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Pearson Information Manual* on our website at qualifications.pearson.com

Objective of the qualifications

The Pearson BTEC Entry Level Award (Entry 3) and Pearson BTEC Level 1 Award/Certificate/Diploma in Travel and Tourism have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised Entry or Level 1 vocationally related qualification

- progress to employment in a particular vocational sector

- progress to related general and/or vocational qualifications.

Progression opportunities through Pearson Entry 3 and Level 1 qualifications

Pearson BTEC Entry 3 and Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14–19 year-old learners

- adults returning to study

- those seeking to develop greater independence

- those who have not yet achieved accredited qualifications

- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels

- Diplomas

- apprenticeships

- supported employment

- independent living.

The 6-credit Pearson BTEC Entry Level Award (Entry 3) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

The 7-credit Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

The 13-credit Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The 37-credit Pearson BTEC Level 1 Diploma extends the work-related focus from the Pearson BTEC Level 1 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet:

Unit	Resources required
Unit 1: Conduct at Work	Copies of organisational procedures for different types of organisations as appropriate – for example school or college procedures for staff and/or learners relating to conduct and behaviour (or if in the workplace copies of the procedures for that workplace).
	Relevant training or developmental courses relating to good conduct (for example personal presentation, communication skills).
	Copies of any appraisal systems that recognise good conduct or performance.
Unit 3: Speaking Confidently at Work	Learners will need the opportunity to take part in a wide range of different exchanges where verbal skills can be assessed.
Unit 4: Being Responsible for Other People's Money	Learners will need access to real or simulated situations where they are required to carry out simple calculations with money.

Unit	Resources required
Unit 5: Researching a Tourist Destination	Learners will need access to the internet, travel journals and books/publicity materials to help them research towards destinations.
Unit 6: Planning for and Taking Part in a Visit	Learners will need access to library and research facilities such as the internet and travel publications. Learners may also need access to a phone if they need to communicate with the organisation they plan to visit.
Unit 7: Displaying Travel and Tourism Information	Learners will need access to materials and equipment to produce their display.
Unit 8: Customer Service in Travel and Tourism	There are no essential resources for this unit. However, learners may benefit from visits to travel and tourism organisations to experience customer service.
Unit 9: Displaying Travel and Tourism Products and Services	Learners will need access to materials and equipment to produce their display. This could include coloured card and paper, plain paper, colour printing facilities, photographic paper, coloured pens and pencils, scissors, glue, tape, pins, staple gun. Resources such as the internet, cameras and scanners could be useful when researching and recording material. Learners may need display boards to present their information.
Unit 10: Planning a Trip to a Visitor Attraction	Learners will need access to the following: • visitor attraction leaflets • visitor guides • visitor attraction websites.
Unit 12: Recommending a Package Holiday	Sample documentation would be useful to help learners to produce itineraries. Pro formas can be obtained from local businesses, leisure travel agencies and transport operators. Research facilities, such as the internet and brochures, are needed for this unit, particularly when learners are required to investigate online package holidays on tour operators' websites.

Unit	Resources required
Unit 13: Schedule, Charter and Low-cost Airlines	Learners will need access to the internet to carry out research on different types of airline. Tutors may like to consider using guest speakers, visits to airports and TV programmes such as 'Airline'.
Unit 14: The Role of Air Cabin Crew	There are no special resources needed for this unit. However, it would be helpful for learners to have access to videos and TV programmes such as 'CelebAir' and 'Airline' for real-life scenarios.
Unit 19: Work Experience in Travel and Tourism	It is essential that learners have access to the internet in order to find information about their work placement. Access to a school or college employer database is also essential.
	An interview before the placement starts would be good practice.
Unit 21: Building Working Relationships with Colleagues	Learners will need the opportunity to participate in activities that involve colleagues, whether in a real workplace or simulated environment.
Unit 22: Building Working Relationships with Customers	Learners will need access to examples of customer service protocols. They will also need to participate in a customer service activity, whether in a real workplace or simulated environment.

4   Qualification structures

Pearson BTEC Entry Level Award in Travel and Tourism (Entry 3)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	6
Minimum number of credits required from Group 1.	3
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
Group 1					
5	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
6	J/502/3699	Planning For and Taking Part in a Visit	Entry 3	3	30
7	F/502/3698	Displaying Travel and Tourism Information	Entry 3	3	30
Group 2					
1	Y/503/2813	Conduct at Work	Entry 3	1	10
2	H/503/2815	Investigating Rights and Responsibilities at Work	Entry 3	1	10
3	M/503/2820	Speaking Confidently at Work	Entry 3	1	10
4	A/503/2805	Being Responsible for Other People's Money	Entry 3	1	10

Pearson BTEC Level 1 Award in Travel and Tourism

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	7
Minimum number of credits required from Group 1.	4
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
Group 1					
8	M/502/3700	Customer Service in Travel and Tourism	1	4	30
9	T/502/3701	Displaying Travel and Tourism Products and Services*	1	4	30
10	A/502/3702	Planning a Trip to a Visitor Attraction*	1	4	30
11	F/502/3703	UK Travel Destinations	1	4	30
12	J/502/3704	Recommending a Package Holiday	1	4	30
13	L/502/3705	Schedule, Charter and Low-cost Airlines	1	4	30
14	R/502/3706	The Role of Air Cabin Crew	1	4	30
15	Y/502/3707	The Role of the Overseas Resort Representative	1	4	30
16	D/502/3708	Planning and Participating in an Event	1	4	30
19	Y/505/4956	Work Experience in Travel and Tourism	1	4	30
20	D/502/3711	Planning for a Job in Travel and Tourism	1	4	30
Group 2					
1	Y/503/2813	Conduct at Work	Entry 3	1	10
2	H/503/2815	Investigating Rights and Responsibilities at Work	Entry 3	1	10
3	M/503/2820	Speaking Confidently at Work	Entry 3	1	10
4	A/503/2805	Being Responsible for Other People's Money	Entry 3	1	10
5	A/502/3697	Researching a Tourist Destination	Entry 3	3	30

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
6	J/502/3699	Planning For and Taking Part in a Visit*	Entry 3	3	30
7	F/502/3698	Displaying Travel and Tourism Information*	Entry 3	3	30
17	K/504/9146	Carrying out an Individual Project	1	3	30
18	R/503/2843	Working in a Team	1	3	30
21	H/503/2877	Building Working Relationships with Colleagues	2	2	20
22	K/503/2878	Building Working Relationships with Customers	2	2	20

* Barred combinations:

Learners may take either Unit 7 or Unit 9, they cannot take both.

Learners may take either Unit 6 or Unit 10, they cannot take both.

Pearson BTEC Level 1 Certificate in Travel and Tourism

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	13
Minimum number of credits required from Group 1.	8
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit Reference Number	Optional units	Level	Credit	Guided Learning Hours
Group 1					
8	M/502/3700	Customer Service in Travel and Tourism	1	4	30
9	T/502/3701	Displaying Travel and Tourism Products and Services*	1	4	30
10	A/502/3702	Planning a Trip to a Visitor Attraction*	1	4	30
11	F/502/3703	UK Travel Destinations	1	4	30
12	J/502/3704	Recommending a Package Holiday	1	4	30
13	L/502/3705	Schedule, Charter and Low-cost Airlines	1	4	30
14	R/502/3706	The Role of Air Cabin Crew	1	4	30
15	Y/502/3707	The Role of the Overseas Resort Representative	1	4	30
16	D/502/3708	Planning and Participating in an Event	1	4	30
19	Y/505/4956	Work Experience in Travel and Tourism	1	4	30
20	D/502/3711	Planning for a Job in Travel and Tourism	1	4	30
Group 2					
1	Y/503/2813	Conduct at Work	Entry 3	1	10
2	H/503/2815	Investigating Rights and Responsibilities at Work	Entry 3	1	10
3	M/503/2820	Speaking Confidently at Work	Entry 3	1	10
4	A/503/2805	Being Responsible for Other People's Money	Entry 3	1	10
5	A/502/3697	Researching a Tourist Destination	Entry 3	3	30

Unit	Unit Reference Number	Optional units	Level	Credit	Guided Learning Hours
6	J/502/3699	Planning For and Taking Part in a Visit*	Entry 3	3	30
7	F/502/3698	Displaying Travel and Tourism Information*	Entry 3	3	30
17	K/504/9146	Carrying out an Individual Project	1	3	30
18	R/503/2843	Working in a Team	1	3	30
21	H/503/2877	Building Working Relationships with Colleagues	2	2	20
22	K/503/2878	Building Working Relationships with Customers	2	2	20

* Barred combinations:

Learners may take either Unit 7 or Unit 9, they cannot take both.

Learners may take either Unit 6 or Unit 10, they cannot take both.

Pearson BTEC Level 1 Diploma in Travel and Tourism

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	37

Minimum number of credits required from Group 1.	20
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit Reference Number	Optional units	Level	Credit	Guided Learning Hours
Group 1					
8	M/502/3700	Customer Service in Travel and Tourism	1	4	30
9	T/502/3701	Displaying Travel and Tourism Products and Services*	1	4	30
10	A/502/3702	Planning a Trip to a Visitor Attraction*	1	4	30
11	F/502/3703	UK Travel Destinations	1	4	30
12	J/502/3704	Recommending a Package Holiday	1	4	30
13	L/502/3705	Schedule, Charter and Low-cost Airlines	1	4	30
14	R/502/3706	The Role of Air Cabin Crew	1	4	30
15	Y/502/3707	The Role of the Overseas Resort Representative	1	4	30
16	D/502/3708	Planning and Participating in an Event	1	4	30
19	Y/505/4956	Work Experience in Travel and Tourism	1	4	30
20	D/502/3711	Planning for a Job in Travel and Tourism	1	4	30
Group 2					
1	Y/503/2813	Conduct at Work	Entry 3	1	10
2	H/503/2815	Investigating Rights and Responsibilities at Work	Entry 3	1	10
3	M/503/2820	Speaking Confidently at Work	Entry 3	1	10

Unit	Unit Reference Number	Optional units	Level	Credit	Guided Learning Hours
4	A/503/2805	Being Responsible for Other People's Money	Entry 3	1	10
5	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
6	J/502/3699	Planning For and Taking Part in a Visit*	Entry 3	3	30
7	F/502/3698	Displaying Travel and Tourism Information*	Entry 3	3	30
17	K/504/9146	Carrying out an Individual Project	1	3	30
18	R/503/2843	Working in a Team	1	3	30
21	H/503/2877	Building Working Relationships with Colleagues	2	2	20
22	K/503/2878	Building Working Relationships with Customers	2	2	20

* Barred combinations:

Learners may take either Unit 7 or Unit 9, they cannot take both.

Learners may take either Unit 6 or Unit 10, they cannot take both.

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications.*

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a *Pearson Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1   Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):

    • an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2   Delivery of the qualification outside the apprenticeship:

    • an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

    • Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at qualifications.pearson.com

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections:

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Conduct at Work

Unit reference number: Y/503/2813

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to teach learners how to conduct themselves appropriately in the workplace. Learners will explore types of appropriate conduct, how to conduct themselves and how to review their conduct.

Unit introduction

In any workplace, it is important to conduct oneself in an appropriate manner. Employers and employees expect certain types of behaviour within the workplace, making good conduct an essential employability skill.

This unit introduces learners to the range and type of conduct needed in the workplace. Learners will be taught how to behave appropriately in the workplace. They will also reflect on their strengths and weaknesses in terms of their conduct.

Essential resources

Learners need:

- copies of organisational procedures for different types of organisations as appropriate — for example school or college procedures for staff and/or learners relating to conduct and behaviour (or, if in the workplace, copies of the procedures for that workplace)

- relevant training or developmental courses relating to good conduct (for example personal presentation, communication skills)

- copies of any appraisal systems that recognise good conduct or performance

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about appropriate conduct for the workplace	1.1	Identify different kinds of appropriate conduct in the workplace	☐ *Appropriate conduct for the workplace*: interacting and communicating with colleagues in familiar situations e.g. team members, line manager, supervisor; respecting others' views; listening and responding to appropriate feedback, requests or suggestions from others ☐ *Appropriate dress for the workplace*: appropriate clothing for different workplaces, e.g. in an office, factory, for outdoor work, uniforms; clothing needed for health and safety reasons or hygiene; being tidy and presentable; having clean clothes ☐ *Appropriate timekeeping:* being on time for work and knowing about the working day e.g. when expected to be at workplace, whether there are core hours, flexitime, shift work, knowing when to take breaks, when and how long lunch break is, turning up to meetings and appointments on time
2	Be able to demonstrate good conduct	2.1	Interact appropriately with colleagues	☐ *Demonstrating good conduct:* interacting with colleagues in familiar situations; dressing appropriately for work; appropriate timekeeping
		2.2	Dress appropriately for work	
		2.3	Demonstrate appropriate timekeeping during the working day	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to carry out a review of own conduct	3.1	Identify an aspect of own conduct that went well and give a reason why it went well	☐ Reviewing own conduct: talking about an aspect that went well e.g. demonstrating appropriate timekeeping, using polite language when interacting with colleagues; talking about an aspect that did not go so well, e.g. not dressing appropriately, not turning up for a meeting or appointment on time
		3.2	Identify an aspect of own conduct that did not go well and give a reason why it did not go well	

Information for tutors

Delivery

This unit may be delivered in the workplace as part of a work placement or volunteering commitment or in a simulated situation in a school or college. The positive behaviours described in the unit are those expected of learners within an educational context as well as employees in a workplace. It is, therefore, likely that learners will already be aware of the need for appropriate conduct in a general context.

Learning outcome 1 could be delivered through group discussion or discussion between learners and their line manager/tutor or another appropriate person familiar to learners. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners identify good conduct, for example asking learners to identify social behaviours in their everyday lives and then encouraging them to think about whether these behaviours would be appropriate in the workplace. Learners could create posters or leaflets to record their ideas.

Tutors/line managers could then explore behaviours in the workplace, for example that there are rules or regulations within every organisation about how employees behave towards each other.

Learning outcome 2 may be delivered in a variety of ways. In a work situation, learners could carry out their normal daily activities whilst being observed by their line manager or another responsible person. In a simulated situation, learners could be provided with (or agree with their tutor) a scenario which enables them to demonstrate the three main aspects of conduct listed in the assessment criteria.

Tutors/line managers may wish to discuss with learners what is appropriate to wear and agree a mode of dress in advance. It would be helpful to discuss with learners that some organisations have uniforms, that some clothing must be worn for health and safety or hygiene reasons, and that it is important to dress smartly and appropriately for the job. For example, if you work outdoors, you will not need to wear a suit but you will need to wear durable clothes that protect you from the weather.

Tutors/line managers might also wish to discuss possible requirements for timekeeping in different workplaces. For example, if a workplace requires office cover throughout the working day, it is not appropriate for everyone to go to lunch at the same time.

Learners could review their own conduct through a one-to-one discussion with their tutor or line manager. For learning outcome 3, the tutor/line manager or an appropriate colleague may wish to give learners some constructive feedback on their performance, which they may choose to include in their review.

Assessment

To achieve 1.1, learners must identify at least two examples of appropriate conduct in the workplace. These are likely to be examples that they have come across in other aspects of their lives. Evidence to support this should be in the form of records of group or individual discussion (written by the tutor or by the learner with sign-off from the tutor, or a video or audio recording). The learner does not need to describe examples of conduct in detail.

To achieve 2.1, 2.2 and 2.3, learners need to demonstrate good conduct by interacting appropriately with colleagues, dressing appropriately for work and showing appropriate timekeeping during the working day. The demonstration should be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner (after the demonstration) about their performance. Evidence to support the observation can take the form of a written statement by the tutor/line manager (which would support good practice for appraisal and review in the workplace) or could be a video with supporting commentary from the tutor/line manager.

For 2.1, learners must show that they know how to interact appropriately with their colleagues in everyday situations, using appropriate language and body language and listening and responding appropriately, for example clarifying understanding of instructions, responding to feedback given by someone else, helping a colleague. Colleagues will be people learners encounter most frequently (for example their line manager, supervisor or fellow team members) and will not include customers or unfamiliar colleagues unless it is appropriate for them. Learners will not be expected to communicate about complex issues.

For 2.2, learners must dress appropriately for their work situation. Where this unit is simulated, learners would be expected to dress as they would for work experience or a work placement.

For 2.3, learners need to turn up for work or college classes on time and use their time during the day appropriately (for example taking an appropriate amount of time for their lunch break). Learners are not required to demonstrate detailed prioritisation of daily activities but must know generally about what they are doing during the day and what needs to be done by the end of the day.

3.1 and 3.2 require learners to carry out a basic review of their conduct. Learners must identify at least one aspect of their performance that went well giving a reason (for example turning up on time for work or classes) and one that did not go so well with a reason (for example not listening properly to instructions), with support from the tutor or colleague who has observed them. While the learner may need support in terms of prompting and questioning, they must independently select what will go in their review. Evidence to support this can be through video, taped discussion, written report by the learner or a witness statement written by the trainer.

Written statements by the learner do not have to be lengthy and can be discussed and agreed by the tutor/line manager and the learner in advance.

Suggested resources

Websites

www.lifecoachexpert.co.uk	Life Coach Expert – resources on life skills, life style and wellbeing
www.worketiquette.co.uk	Work Etiquette – advice on workplace conduct
www.worksmart.org.uk/career	Worksmart – career advice

Unit 2: Investigating Rights and Responsibilities at Work

Unit reference number: **H/503/2815**

Level: **Entry 3**

Credit value: **1**

Guided learning hours: **10**

Unit aim

This unit aims to provide learners with knowledge of the rights and responsibilities of employees, of how to consider the rights of others, and where in the workplace to get advice and support if problems arise.

Unit introduction

All employees have rights and responsibilities. This unit will introduce learners to the concept of having rights at work and what their responsibilities are as employees. Learners will explore employee rights, for example to be safe at work, to be healthy at work, to have fair pay and to be treated fairly. They will also consider the importance of respecting others in the workplace. Practical examples such as appropriate use of language and respecting people's cultures and beliefs will be discussed.

The unit goes on to explore the responsibilities that learners have when they are employed or participating in work experience. Learning will focus around their responsibility to arrive on time, dress appropriately and complete tasks efficiently and effectively within agreed timelines.

It is very important to know who to go to for support if difficulties arise at work. Learners will research the different sources of support available.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know rights of employees in the workplace	1.1	Identify aspects of working life where employees have rights	☐ *Workplace rights*: own rights in the workplace e.g. salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act 1998)
2	Know how to respect the rights of others in the workplace	2.1	Outline how the rights of others should be respected in the workplace	☐ *Respecting the rights of others*: respecting others e.g. right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of others' personal information
3	Know employee responsibilities in the workplace	3.1	Identify responsibilities of employees in the workplace	☐ *Workplace responsibilities*: health and safety; understand what the employee is expected to do at work; punctuality; reliability; honesty; complete tasks allocated; follow instructions
4	Know where to get help for problems with rights and responsibilities at work	4.1	Identify sources of help for problems with rights and responsibilities within the workplace	☐ *Sources of help and advice*: advisers e.g. line manager, human resources department, occupational health, health and safety adviser; documents, e.g. policies, staff handbook, intranet, trade unions

Information for tutors

Delivery

The focus of this unit is on the rights and responsibilities of the individual as an employee in the workplace. Reference to corresponding employer rights and responsibilities is likely to be made in any discussion of the issues, although it does not form part of the assessment for the unit.

Although learners do not need to have access to the workplace, it would helpful if they could relate the learning to an actual workplace, either through past experience, a current job or work placement. They should have the opportunity to talk to others who have direct experience of the workplace in order to relate the theory to a real situation. They could also use role play and other simulations to increase their understanding.

Learners should be able to identify a range of areas where they have rights at work (for example right to a clean and safe workplace, to be treated fairly, to be paid a fair wage on time, not to be discriminated against on grounds of gender, sexual orientation, age, race, disability, religious beliefs). Knowledge of legislation is not required for this unit. Learners may be encouraged to gather information from a range of sources on their rights, for example Jobcentre Plus, Connexions, library, internet.

Learners will require an opportunity to demonstrate an understanding that their own behaviour has an effect on the rights of others. Either within a workplace setting (for example at work for those already employed or on work placement) or through simulation, learners could show that they are respecting the rights of others. This might be through speaking in a way that does not cause offence, not distracting others, respecting other people's property, not putting other people in danger, or not discriminating unfairly against people. Learners could be encouraged to find the rights and responsibilities policy for their own setting. Discussion could focus on the appropriateness of the document, for example whether it is clear, easy to read and contains appropriate images that show respect for the rights of others.

In addition to the behaviours identified above, learners will need to identify their responsibilities to an employer (for example to follow instructions, to work to the best of their ability, to be honest, to be punctual, not to waste the employer's time, to follow company or organisational procedures such as phoning when they are ill and unable to come in to work or to present themselves neatly and cleanly in the workplace). Learners with access to the workplace could supplement their evidence with a witness statement to the effect that they are behaving as responsible employees. The statement should make clear what behaviours have been observed.

Learners only need to identify sources of support for rights and responsibilities within the workplace (for example their supervisor, the human resources department, a staff handbook). They do not need to raise actual issues or problems, only to know where they could turn should such issues arise. Speakers may be invited to share their experiences of seeking advice in the workplace.

Assessment

To achieve 1.1, learners must identify at least three different aspects of working life for which they have rights as an employee. Evidence could be presented in a range of formats, such as a poster or leaflet, a recorded discussion with the tutor or a list.

To achieve 2.1, learners must outline how the rights of others can be respected. In order to do this, learners could be provided with different scenarios or clips from a film or television programme. The clips or scenarios should highlight different situations, for example an employee dominating the conversation in a meeting or someone using offensive language. Learners could then explain how the situation could be changed to respect the rights of others.

For 3.1, learners need to identify at least three different responsibilities of employees in the workplace.

For 4.1, learners must identify three different sources of help if a problem arises with rights and responsibilities at work.

If any of the above evidence is provided as a result of discussions with the tutor, written evidence must be available for internal and external verification.

Suggested resources

Websites

www.acas.org.uk	Arbitration service, advice on health and wellbeing at work
www.citizensadvice.org.uk	Citizens Advice Bureau
www.gov.uk/browse/working	Advice on employment rights
www.gov.uk/browse/employing-people	General rights and responsibilities in the workplace, including rights for people with disabilities, carers, older people and young people
www.tuc.org.uk	Trades Union Congress (TUC) websites with downloadable leaflets about rights at work, including details about minimum wage and equality in wages
www.worksmart.org.uk/rights	A TUC-run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 3: Speaking Confidently at Work

Unit reference number: M/503/2820

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit looks at how to speak confidently in a variety of workplace situations. The unit covers ways to contribute to discussions, when to use different types of language, and the importance of speaking confidently in the workplace.

Unit introduction

This unit will help learners develop the communication skills needed to build their confidence with the different people they encounter in the workplace. Learners will find out the difference between formal and informal situations and the types of language to use in each. Throughout delivery of this unit, the learner will experience practical situations that will build their confidence in spoken language, including answering questions and making relevant comments and suggestions when speaking to others.

Essential resources

Learners must be given the opportunity to take part in a wide range of different exchanges where verbal skills can be assessed.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to contribute to workplace discussions and conversations	1.1	Make relevant comments and suggestions	□ *Discussions and conversations*: small group discussions; one-to-one discussions or conversations; importance of clarity when communicating; strategies to help follow discussions, e.g. listen carefully to what others are saying, ask questions; strategies to join in discussions e.g. listen for pause in conversation, interruptions □ *Make relevant comments and suggestions*: make comments and suggestions in an appropriate way, e.g. non-offensive, relevant to the topic being discussed □ *Importance of speech*: learning tool; communication; social development □ *Appropriate language*: understand common technical terms; being polite or courteous when speaking to others, e.g. not using inappropriate or offensive language, using an appropriate volume and tone of voice
		1.2	Ask and answer straightforward questions	□ *Ask and answer straightforward questions:* being polite when asking and answering questions; giving a relevant and appropriate answer to the question; asking relevant and appropriate questions of others; open and closed questions
		1.3	Volunteer constructive ideas and opinions	□ *Volunteer constructive ideas and opinions:* give own viewpoint in an appropriate way, e.g. non-offensive, relevant to the topic being discussed
2	Know about different types of language	2.1	List different situations for using formal and informal language	□ *Formal and informal language:* formal language suited to formal, 'official' or ceremonial situations, e.g. meetings, presentations, ceremonies; informal language suited to informal, relaxed or casual situations e.g. workplace discussion with colleagues, training course, staff socials, chatting with workmates

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use language which is appropriate for the work situation	3.1	Speak formally or informally as appropriate to the situation	☐ *Speak formally or informally as appropriate*: appropriate use of language for different situations, e.g. senior managers, customers, friends, workmates
		3.2	Show politeness when speaking to others in the workplace	☐ *Show politeness*: e.g. not using inappropriate or offensive language, using appropriate tone of voice and volume
4	Know why it is important to speak confidently at work	4.1	List benefits of speaking confidently in the workplace	☐ *Importance of speaking confidently*: e.g. share ideas and opinions effectively, raise self-esteem, raise awareness of others to own contribution, build good working relationships with colleagues, convey positive impression of self to other people

Information for tutors

Delivery

Learners should have the opportunity to take part in a wide range of different exchanges, from chatting with colleagues during breaks to taking part in a formal meeting. Meetings would be for a range of purposes (for example team updates, training sessions, one-to-one with a manager) with different people attending, although they would largely be with people with whom the learner is familiar and on subjects which they generally understand.

Some learners might be shy, anxious or hesitant about the prospect of speaking confidently at work or contributing to discussions in the workplace. Giving learners the opportunity to discuss feelings of shyness or anxiety could be beneficial in addressing their concerns. Group discussions or role play could enable learners to build skills and confidence in speaking to others in unfamiliar situations.

Learners could be given scenarios which encourage one-to-one discussions. Initially this should be on familiar topics in order to build up their confidence, for example where they prefer to shop and why, and move on to less familiar or more complex topics as their confidence grows.

Employers could be invited to discuss the importance of speaking confidently in the work context. Employers could include representatives such as call centre operatives, office receptionists and sales people, from different vocational sectors where the importance of confident speaking varies. During the discussions and exchanges, it may be appropriate to encourage informal peer group assessment.

Learners should adopt an appropriate register, using suitable language and tone, as well as body language, in verbal exchanges. They need to be aware that register should be appropriate both to the situation and to the people involved. Learners could also be encouraged to think about how they can show courtesy or politeness when speaking to others in the workplace, as this is an important aspect of good communication that is sometimes overlooked. This will help raise awareness that the workplace generally calls for more formal register but that exchanges with employers, managers and customers tend to be more formal than those with peers or colleagues. Formal register would, however, be required in a formal meeting even if a comment is addressed to a close colleague.

Learners may find it helpful to watch clips from videos or popular television programmes to help them understand the use of different language registers.

The sophistication of learners' contributions should be consistent with the English Functional Skills standard for learners working at this level.

Assessment

Wherever possible, learners should be assessed in the workplace in real-life situations with employers, colleagues or work-placement supervisors providing witness statements. However, simulated conversations and discussions are acceptable where they deal with topics that are relevant to a workplace of direct interest to the learner.

It is unlikely that individual tasks will be set for each assessment criterion. However, the tutor/line manager may choose this assessment model if it meets the individual learner's needs. Alternative assessment models could include witness statements or checklists, which are authenticated by the tutor/line manager and completed during delivery of the unit, or observation records. If an ongoing assessment is used, the learner must be informed that an assessment is taking place. Evidence must be available for internal and external verification.

Assessment criteria 1.1, 1.2 and 1.3 require learners to demonstrate confident speaking in both discussions and conversations. Discussions may be in small groups of two or three people. Conversations would normally be with one other person. A witness statement or assessment checklist may be used to record competence. Learners make comments and suggestions, ask and answer questions and volunteer constructive ideas and opinions.

For 2.1, learners must show that they understand the difference between informal and formal language. They need to provide at least one example of when it would be appropriate to use formal language and one example of when it would be appropriate to use informal language.

Separate conversations and discussions are not required for 3.1. Learners could be assessed from the conversations and discussions used in 1.1–1.3. The learner may describe the importance of speaking confidently through one-to-one discussions, small group discussions or by providing evidence of their knowledge and understanding.

For 3.2, learners must identify at least two different ways in which they could show politeness or courtesy when speaking to someone in the workplace.

For 4.1, learners need to list the benefits of speaking confidently in the workplace. Benefits could include the impact on the way they are perceived by other people associated with the workplace, both external (for example customers) and internal (for example managers and workmates). Another benefit could be the development of their self-esteem.

The sophistication of learners' contributions should be consistent with the English functional skills standards for learners working at Entry Level 3.

Suggested resources

Websites

www.bbc.co.uk/skillswise/e3	BBC Skillswise – materials for improving word and number skills
www.bbc.co.uk/skillswise/topic-group/speaking-and-listening	BBC Skillswise – resources such as worksheets and quizzes for expanding vocabulary for different work contexts
www.lifecoachexpert.co.uk	Life Coach Expert – resources on life skills, life style and wellbeing

Unit 4: Being Responsible for Other People's Money

Unit reference number: A/503/2805

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit looks at how to handle other people's money, by considering ways to keep money safe, the responsibilities involved in looking after other people's money and simple calculations.

Unit introduction

Most learners will have responsibility for other people's money at some stage in their lives. It may be as a result of seeking sponsorship for a charity event, working as a volunteer at a local community event, handling petty cash while working in full- or part-time employment or simply going shopping for someone else. This unit will help learners understand that when they are responsible for other people's money, they must show that they are honest and capable of keeping it safe or using it wisely on their behalf. They will learn that they need to own up to any mistakes and explain how they have put them right. Learners will then also learn how to carry out simple calculations using other people's money.

Essential resources

Learners will need access to real or simulated situations where they are required to carry out simple calculations with money.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the importance of keeping other people's money safe	1.1	Give reasons for keeping other people's money safe	□ *Keeping it safe*: e.g. taking care to keep the money secure, using the money wisely, accuracy in giving change □ *Importance*: e.g. honesty, being trustworthy, being accountable, responsibility, maturity
2	Know how to handle other people's money responsibly	2.1	List ways to keep other people's money safe	□ *Handling money*: e.g. keep money in secure box, sort money according to different types of coins and notes, check money is correct currency; receive correct payment, give correct change; give receipt (if applicable); own up to any mistakes; correct the mistakes
		2.2	Outline the need to return any unspent money or money collected to the person concerned	
		2.3	Outline the need, when handling someone else's money, to own up to any mistakes made and correct them	
3	Be able to complete simple money calculations using other people's money	3.1	Complete simple calculations using money	□ *Simple calculations*: select and recognise coins and notes; add coins and notes; subtract amounts of money, give correct change

Information for tutors

Delivery

This unit is primarily a practical unit. Where possible, learners should be encouraged to participate in a real-life task that involves having responsibility for other people's money. Handling money could be part of a job, collecting for charity, running an errand or any other suitable scenario. Simulation is an acceptable way to demonstrate the skills required.

Learners need to establish what is meant by 'responsibility' when handling other people's money. This can be supported by role play with learners following direct instructions for handling money for others.

After being given several examples of situations in which they could handle money, learners could be encouraged to develop a set of rules that could be applied to any given situation. This could be as simple as keeping the money safe, or not getting it mixed up with their own money. The rules should include the fact that the money being handled is not theirs to keep.

Simulations can be created where learners are allocated a sum of money on paper, spend some of it and then decide the amount of change needed. The amount of money and the size of calculations should be determined by the Functional Skills mathematics level the learner is working at.

Assessment

To achieve 1.1, learners must give at least two reasons why it is important to keep other people's money safe. They need to demonstrate that they understand that it is not their money and that they have been given a responsibility to look after it and/or use it wisely by the other person. This may be achieved through a one-to-one discussion between the tutor or line manager and the learner.

For 2.1, learners must list at least two ways to keep other people's money safe. This list could be written or given orally.

For 2.2, learners must outline why it is necessary to return any unspent money to the person who owns the money or, in the case where the learner has collected money on behalf of someone else, why it is necessary to return any collected money to the correct person.

For 2.3, learners are required to give a straightforward description of why it is important to admit to any mistakes made with someone else's money and to correct the mistakes.

For 3.1, learners must demonstrate their ability to undertake simple calculations using money. The calculations will depend on the type of activity undertaken but examples may include adding and subtracting amounts of money and giving correct change. The calculations and level of accuracy should be consistent with the Functional Skills for mathematics at the level the learner is working at.

Suggested resources

Website

www.bbc.co.uk/skillswise/maths   Factsheet on money skills

Unit 5: Researching a Tourist Destination

Unit reference number: A/502/3697

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

In this unit, learners will find out about a specific tourist destination and gain an understanding of the facilities and attractions on offer there. Learners will develop research skills in order to find out about their destination and will use communication skills to present information, and to ask and respond to questions.

Unit introduction

In this unit, learners will use a range of sources including websites, travel offices and libraries to research a tourist destination. They will gather information and be able to answer questions relating to the destination they have researched.

Learners will be expected to choose a destination, and find out what is on offer to tourists. They will be expected to describe their tourist destination and identify what it has to offer. Learners will explain the tourist destination's main features in a presentation to the rest of the group, and answer simple questions about their findings.

Learners will then have the opportunity to hear other learners' presentations and to ask questions. In completing this activity, learners will learn about the destinations that their peers have researched.

Essential resources

Learners will need access to the internet, travel journals and books/publicity materials to help them research towards destinations.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to research a tourist destination	1.1	Identify a tourist destination to research	☐ *Tourist destinations*: types of destinations, e.g. coastal resorts, seaside resorts, area of natural beauty, towns and cities, national parks, countryside areas, areas of specific interest; location; attractions; facilities; temperature; rainfall; types of customer attracted; transport methods; accommodation ☐ *Sources of information*: e.g. internet, holiday brochures, tourist leaflets, maps, atlases, tourist information centres, questioning people who have visited destination
		1.2	Identify different methods of transport in the area and different places to stay	☐ *Methods of transport to chosen destination*: methods of transport, e.g. by road, rail, air, boat ☐ *Places to stay*: types of accommodation, e.g. hotels, guest houses, bed and breakfast, caravan sites, campsites
		1.3	Identify the areas of interest, attractions and facilities of the chosen tourist destination	☐ *Areas of interest*: e.g. countryside areas and national parks, towns and cities, seaside resorts ☐ *Attractions*: e.g. amusement parks, castles, museums, theme parks, parks, beaches, caves, rivers, forests ☐ *Facilities*: e.g. restaurants, shops, nightlife, car/coach parks, toilets, tourist information centres, sport and leisure facilities
		1.4	Identify the advantages and disadvantages of the tourist destination	☐ *Advantages/disadvantages*: location; choice of transport; ease of transport; places to stay; nearness to facilities; suitability for different people, e.g. amusement parks or seaside resorts for families with young children; towns with shops, restaurants and night life for young adults, historic sites for those with special interests; area of natural beauty

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Provide evidence of the research methods used to collect information on the chosen destination	□ *Research methods*: types of research methods, e.g. internet; holiday brochures; tourist literature; maps; atlases; tourist information centres; questioning people who have visited location; travel agencies; travel dictionaries; leaflets
2	Be able to respond to straightforward questions about a chosen destination	2.1	Present information on a tourist destination using visual aids	□ *Presentation method*: types of presentation method, e.g. poster, PowerPoint, leaflet □ *Communication skills*: types of communication, e.g. verbal, speaking clearly, written, listening skills, ability to ask/receive questions
		2.2	Answer straightforward questions about the chosen destination	□ *Answering questions*: types of question, e.g. about location, how to get there, where to stay, opening times; responding to questions; expanded responses
3	Be able to ask questions about the destinations researched by other learners	3.1	Ask questions about other learners' presentations	□ *Asking questions*: straightforward questions, e.g. about location, how to get there, where to stay, what to do, about local area, opening times, attractions; asking questions clearly

Information for tutors

Delivery

This unit has been designed to enable learners to develop their research and communication skills. The tutor could start delivery of this unit by finding out where learners have visited. Some learners may have their own experiences of a particular destination and they should be encouraged to share them with the group. The tutor could introduce a range of possible destinations to act as a stimulus to help learners select a destination that interests them. The destination could be in the UK or overseas. Ideally the destination selected should be one that the learner has visited, or will have the opportunity to visit, to support learning in other units being studied.

Tutors can use a wide range of techniques, including presentations, trips outside the centre and guest speakers, to stimulate learners' interest and to generate ideas. Tutors could stimulate discussion as to the different types of attractions that tourist destinations offer for different types of tourists.

For learning outcome 1, learners will need access to relevant research materials such as the internet, leaflets and holiday brochures. Practical activities should be designed to enable learners to carry out research using different sources. Some companies and tourist boards provide videos and YouTube entries on destinations which may be useful to show to the class as a whole. Travel destination TV programmes also provide up-to-date information on destinations. A visit to a Tourist Information Centre would be an excellent way of finding out what visitors look for in a destination and provide a question and answer opportunity.

Visits to different destinations to gather first-hand information will be useful to focus on the particular types of information to be researched. Learners could research their local area as a tourist destination. This would facilitate discussions after the visit to identify advantages and disadvantages of the destination for different types of visitors.

Guest speakers, for example, such as holiday and company representatives, may be happy to discuss the destination with learners and provide a question and answer opportunity. Some learners may have their own experiences of a particular destination and they can be encouraged to discuss it.

Learners should be given tutor-directed time to research their selected destination. They could be provided with pro formas to complete, giving key headings to help them to find out about what is available for the tourist. They could even complete this on their local area as a tourist destination. They will need to provide evidence of research methods, so the information included should be cross-referenced to websites, leaflets, brochures, interviews and any other sources of information.

For learning outcome 2, learners need to develop the information from learning outcome 1 and create a presentation, leaflet or poster, supported by PowerPoint slides or cue cards in order to help the presentation and respond to questions. In readiness for their presentation, learners could be encouraged to stand up in class and present information. They could carry this out in small groups and then as individuals in order to remove some of the fear of completing a presentation in front of the class. This could be developed to support learning outcome 3, by encouraging learners to think of suitable questions to ask others; this may also help prepare them in answering questions on their own presentation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Tutor-led activity – who has been where? Create map of destinations visited.
Tutor-led discussion – 'What are tourist destinations?' Factors to think of when deciding a tourist destination and where to find the necessary information.
Practical – game to match tourist destinations with resort names, for example seaside resort – Blackpool, National Park – Lake District.
Tutor-led discussion – factors to think of when deciding a tourist destination and where to find the necessary information. Introduction to holiday brochures, leaflets, websites etc as a source of information.
Thoughtshower on what destinations offer: accommodation, attractions, facilities, transport with tutor-led, follow-up discussion.
Practical activities using different sources of information.
Video – TV travel programmes about several tourist destinations and complete tutor-prepared pro forma.
Guest speaker – give presentation, with visual aids, to promote a tourist destination.
Local research or visit Tourist Information Centre. Discuss findings.
Small group research – research a tourist destination.
Assessment – present research on chosen destination, for example, leaflets, printouts, notes, transcripts of interviews (learning outcome 1).
Advantages and disadvantages of destinations – game to identify pros and cons of destinations for different types of visitors.
Practical – prepare information about chosen destination to present to others for example, PowerPoint, leaflet, poster.
Assessment – present information on chosen destination, including visual aid (learning outcome 2).
Assessment – ask and respond to straightforward questions on destination and other learners' destinations (learning outcome 2, learning outcome 3) [Functional Skills Entry 3: Speaking and Listening].
Assessment evaluation, unit review and feedback.

Assessment

Assessment criteria 1.1–1.5 could be evidenced as one assignment. Learners need to identify a suitable tourist destination to research, and then to complete research on that destination. The information researched should include the name of destination and its location, and identify at least:

- the name of destination and its location

- two methods of transport to the destination

- two places to stay in the destination

- two attractions in the destination

- two facilities offered by the destination

- two advantages of the area to the tourist

- two disadvantages of the area to the tourist.

Evidence of research methods should be included, for example websites and brochures used.

For assessment criteria 2.1 and 2.2, learners will need to present information on their chosen destination and to answer questions. Evidence can be presented in a variety of ways, for example a PowerPoint presentation, poster or leaflet. Verbal presentations can be evidenced through an observation record and supporting slides, poster, notes etc. If written materials, for example a leaflet, have been selected, learners should introduce their destination and circulate the written materials to other members of the group.

For 3.1, learners must ask at least two straightforward questions about others' presentations and note down their questions and the responses received.

Learners should communicate their information to small groups and the tutor should complete observation records to show questions asked by learners for 3.1.

Suggested resources

Textbook

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Pearson, 2010) ISBN 9781846907494

Journals

Travel Trade Gazette (CMP Information Ltd)

Travel Weekly (Travel Weekly Group Ltd)

Websites

These websites include details and reviews of different tourist destinations.

www.easyjet.com	easyJet – low-cost airline
www.ryanair.com	Ryanair – low-cost airline
www.thomascook.com	Thomas Cook Holidays
www.thomson.co.uk	Thomson Holidays
www.visitbritain.com	British Tourist Authority

Unit 6: Planning for and Taking Part in a Visit

Unit reference number: J/502/3699

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to enable learners to carry out research to select a destination for a visit, to prepare for and participate in the visit, and to assess their contribution to the success of the visit. The unit will enable them to practise their personal skills in time management, personal preparation and behaviour.

Unit introduction

In this unit, learners will plan for and participate in a day visit. The unit will give learners the opportunity to research a suitable tourist destination for a day visit and to prepare for and participate in their visit with their group.

Learners will develop research skills by finding out about the destination. They will also develop their planning and teamwork skills, for example when planning the cost of the visit. They will develop their time management and personal preparation skills, for example when checking timetables and opening times. They will consider health and safety, their personal and group behaviour and their own personal care needs and how these may be affected if the weather changes or there is an accident.

The unit will develop learners' skills in assessing the visit to identify good and bad points and assessing their own contribution to the success of the visit.

Essential resources

Learners will need access to library and research facilities, such as the internet and travel publications. Learners may also need access to a phone if they need to communicate with the organisation they plan to visit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to carry out research to find out about a chosen destination	1.1	Carry out research to find out about a chosen destination	□ *Destination*: e.g. coastal resort, seaside resort, historical town or city, national park, countryside area; suitability, i.e. distance to travel, opening hours, health and safety implications; cost; availability; activities available
				□ *Research*: location; distance to travel; transport method; suitable route to travel; restrictions to access; appropriate opening hours; health and safety implications; cost; activities available
				□ *Research methods*: types of research method, e.g. internet, holiday brochures, tourist leaflets, maps, atlases, tourist information centres, questioning people who have visited destination
2	Be able to plan a visit to a chosen travel and tourism destination	2.1	Plan a visit to a travel and tourism destination	□ *Plan:* date; timings; transport; activities/things to see and do; food/meals
				□ *Preparation:* personal preparation, e.g. spare clothing, completed health and safety forms to attend trip, personal money, journey method to departure point, food and drink arrangements; teamwork
		2.2	Plan the cost of the visit	□ *Costs*: entrance fee; food; transport and travel costs, e.g. parking fee
3	Be able to use personal skills to take part in a visit	3.1	Wear appropriate clothing	□ *Appropriate clothing*: comfortable; suitable for weather conditions; appropriate for activity e.g. walking; suitable footwear
		3.2	Keep to time	□ *Time management:* punctuality; journey method to departure point; food and drink arrangements; money
		3.3	Carry out health and safety preparations	□ *Health and safety:* completed health and safety forms to attend trip
		3.4	Behave appropriately	□ *Behaviour:* general behaviour; group behaviour

Learning outcomes		Assessment criteria		Unit amplification
4	Know how own actions contributed to the success of the visit	4.1	Describe how own actions contributed to the success of the visit	□ *Actions*: timekeeping; preparation; behaviour, e.g. cooperating, being polite, asking questions when necessary □ *Success of visit*: what went well; what could be improved; how this could be achieved

Information for tutors

Delivery

This unit is designed to develop learners' research and organisational skills, and to give them the opportunity to participate in a day visit to a tourist attraction.

For learning outcome 1, learners need to be able to use different research methods to find information and select a suitable destination for a day visit. They will need access to the internet, holiday brochures and tourist leaflets. They should identify a suitable travel and tourism destination, distance to travel, transport method, accessibility, appropriate opening hours, cost and activities available.

Many destinations provide promotional videos or e-brochures demonstrating their products and services and it would be useful for learners to have access to them.

Learners will need to be able to practise planning, this could be carried out through learners completing given scenarios.

In the planning stages for learning outcome 2, the tutor will need to encourage learners and develop the different stages that need to be included in the plan, such as type of transport, time of travel, opening times, food, clothing, activities and costs. Learners could be issued with a template to record their plans and costs, and they may benefit from seeing examples of completed plans. Case studies and discussions could be used to identify health and safety considerations for the visit.

When planning the cost of the visit, learners should take into account the cost of transport, entrance fees, food, any clothing which needs to be specially bought or hired, and additional costs such as rides. Ideally, this should not exceed £100, to fit with the Entry 2 Functional Skill in Mathematics.

Learning outcome 3 must be completed by taking part in a group outing. Practical activities should be designed to enable learners to consider the steps they need to take in terms of personal preparation for the visit and to establish some ground rules for time management and behaviour. However, learners will need to be responsible for their own preparation such as turning up on time, arrangements for food and drink and own behaviour with the group. In taking part, learners need to show their organisational skills such as turning up on time for transport, knowledge of opening times, having enough money to cover costs, making sure there is food and drink, making arrangements for different types of weather. Discussion of personal skills can take place during tutorials.

Evaluation skills need to be developed so that learners can identify what went well and what did not go so well. A simple log could be provided for learners to record their skills and actions, how they contributed to the day, what went well and how improvements could be made. Learners should concentrate on their organisational skills in taking part in the visit rather than on how much they enjoyed it. Feedback from the tutor's observation could help.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Tutor-led discussion – factors to think of when deciding a destination for a day trip and where to find the necessary information.
Practical – interview friends, family and other learners about destinations they would recommend for a visit.
Small-group research – different destinations. Present findings and select destination.
Assessment – using the prepared checklist provide evidence of research on chosen destination (learning outcome 1).
Tutor-led discussion – what factors do you need to consider when planning a visit?
Practical activities – plan a group visit using same pro formas.
Case studies and group discussion to identify health and safety considerations for a day trip. Produce poster listing considerations.
Assessment – plan visit using tutor-prepared pro forma; plan cost of visit using tutor-prepared pro forma for list of costs; learners will complete simple calculations for the total cost (learning outcome 2) [Functional Skills: Entry 3 Mathematics].
Practical – plan a group visit using same pro formas used for learning outcome 2.
Tutor-led discussion – 'How to take part in a visit.' resulting in ground rules, including assessment criteria.
Practical – visit to decided location.
Assessment – evidence of appropriate personal skills shown during a visit (learning outcome 4).
Group discussion – evaluation of the visit. Complete logbooks.
Assessment – one-to-one with tutor – respond to straightforward questions on how their actions contributed to the outcome of the visit (learning outcome 4) [Functional Skills Entry 3 Speaking and Listening].
Assessment evaluation, unit review and feedback.

Assessment

For assessment criterion 1.1, learners need to be able to carry out research about a destination they have chosen to visit. This could be carried out using the internet, journals, leaflets, etc. Learners need to be able to present this information to the tutor in a suitable format. Evidence could be in written form, orally as a question and answer discussion or in small groups as a presentation where the tutor could complete a witness testimony for learners.

For assessment criterion 2.1, learners must present a plan for a day visit to the tutor in a suitable format. The plan should include the date, timings, transport, proposed activities, arrangements for meals and costs. Evidence could be in written form using a pro forma or as a presentation in small groups where the tutor could ask questions and complete an observation record for individual learners. Evidence

for assessment criterion 2.2 could be presented as a spreadsheet or as a written document. Learners need to be encouraged to provide accurate costing so evidence of workings out may be beneficial.

Assessment criterion 3.1 could be documented in a logbook to provide a simple record of their actions, supported by other evidence such as photographs, observation records, witness statements and minutes of meetings.

For assessment criterion 4.1, learners could discuss how their own behaviour and actions contributed to the success of the visit with the tutor, or the tutor could hold question and answer sessions. A completed observation record or witness statement, or a written script from learners could be presented as evidence.

Suggested resources

Book

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Pearson, 2010) ISBN 9781846907494

Journals

Travel Trade Gazette (CMP Information Ltd)

Travel Weekly (Travel Weekly Group Ltd)

Websites

All regions and destinations have websites to give information to tourists. This list includes examples of destination websites.

www.english-heritage.org.uk	English Heritage
www.historic-scotland.gov.uk	Historic Scotland
www.lakedistrict.gov.uk	Tourist information for Lake District
www.nationaltrust.org.uk	The National Trust
www.nationalrail.co.uk/	National Rail enquiries
www.nts.org.uk	National Trust for Scotland
www.nationalexpress.com	National Express – information on coach and rail travel in UK
www.skegness-resort.co.uk	Tourist information for Skegness
www.stratford-upon-avon.co.uk	Tourist information for Stratford-upon-Avon
www.visitblackpool.com	Tourist information for Blackpool
www.visitbritain.com	VisitBritain – provides information for tourists about Britain including attractions and accommodation
www.visityork.org	Tourist information for York

Other useful information

Car hire leaflets and brochures

National Express timetables and fares manuals

Tour operators' brochures

Train operators' timetables and fares manuals

Unit 7: Displaying Travel and Tourism Information

Unit reference number: F/502/3698

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners will find out how travel and tourism information is displayed. Learners will plan and produce their own display of travel and tourism information and they will assess their own and others' displays.

Unit introduction

Travel and tourism is a competitive industry and organisations have to make sure that potential customers are aware of what they have to offer. Displaying information plays an important part in the promotion of tourist destinations and products. It is essential that learners are able to plan and produce accurate and relevant displays of information which will appeal to the customer.

In this unit, learners will find out how travel and tourism information is displayed, specifically in travel agency windows and on websites. They will also look at the types of information displayed to get the message across to the customer.

Learners will be encouraged to look at a range of different displays to identify the most effective ways of sharing information. Learners will then produce their own display and evaluate its effectiveness. They will also assess other learners' displays.

The unit will enable learners to develop planning and self-management skills in setting up their display and the ability to review their own and other learners' displays.

Essential resources

Learners will need access to materials and equipment to produce their display.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know ways of displaying travel and tourism information to the customer	1.1	Describe how a travel agent displays holiday information	☐ *Types of display*: different displays, e.g. window displays in tourist information centres, tourist information website displays, travel agency window display, travel website displays, specific visitor attraction display, specific tourist destination, noticeboard displays, information leaflets
		1.2	Describe how travel information is displayed on a website	☐ *Display features*: materials; accuracy; colour; wording; images; display type; duration; location
				☐ *Travel and tourism information*: types of information, e.g. pictures or photos, holidays, destinations, accommodation, prices, special offers, comfort of transport, speed of transport
2	Be able to plan and present travel and tourism information	2.1	Plan a display of travel and tourism information	☐ *Plan*: scenario given; aim of display; target market; financial implications; validity of information; location of display; duration of display; size of display; information to be included; resources required; method of erection or production; method for monitoring success
		2.2	Produce a display of travel and tourism information	☐ *Produce a display*: write and follow plan; meet given deadlines; work safely, e.g. safe use of equipment, lifting and carrying, awareness of others' safety in setting up display; use of IT
				☐ *Self-management*: taking responsibility, e.g. gathering materials, setting up, tidying up, readiness to improve own performance based on feedback
				☐ *Team member*: respecting others; cooperating and supporting others; negotiating/persuading; contributing to discussions
				☐ *Problem solving*: identifying problems, e.g. lack of materials for display, making suggestions on how to solve, creative thinking

Learning outcomes		Assessment criteria		Unit amplification
				☐ *Communication*: listening and questioning; discussing display with tutor; discussing display with colleagues
				☐ *Health and safety*: safe use of equipment; lifting and carrying; awareness of others' safety in setting up display; use of IT
3	Be able to assess other learners' displays of travel and tourism information	3.1	Assess other learners' displays of travel and tourism information	☐ *Other displays*: purpose of the display; assess, e.g. materials, accuracy, colour, wording, images; identifying positives
				☐ *Own display:* purpose of display; assess, e.g. materials, accuracy, colour, wording, images; identifying positives; improvements that could be made
4	Be able to review own display of travel and tourism information	4.1	Review own display of travel and tourism information	☐ *Review*: purpose of display; what went well; what didn't go well; improvements that could be made and recommendations for future

Information for tutors

Delivery

This unit needs to be as practical as possible. It should include visits to see a range of travel and tourism displays, for example in tourist information centres and visitor attractions as well as travel agencies. Guest speakers could talk about the way products and services are promoted in the industry using displays. A basic introduction to marketing may be included so that learners can understand why products are positioned in particular places and why specific colours are used to catch the eye of the customer

Access to the internet is needed so that learners can access travel and tourism websites to look at how information is presented. Learners may also benefit from access to leaflets or guide books on particular tourist attractions. Learners could be given checklists to help them note how images, colour and information are used in websites. Printouts of websites could be added to the classroom display. It is recommended that tutors direct learners to suitable websites for this purpose.

Learners could rate travel agency windows and websites for their appeal and impact and explain why they found them attractive. A pro forma could be provided. This will help to prepare learners for learning outcome 3 where they have to assess their own and their peers' displays.

For learning outcome 1, a visit to a travel agency may be beneficial to find out about the different types of display and the differences between travel websites. A shop which has a website would be useful to see how the products and services are offered in each situation. Photographs could be taken and used to create a classroom display.

In preparation for learning outcome 2, learners could work in small groups to practise planning and displaying information. For assessment purposes, learners should be provided with a scenario of the display they need to produce, such as a display of information for a seaside resort hoping to attract families with young children. The information displayed can take the form of a website, a leaflet produced using IT or a display for a travel agent's window. The information displayed should be relevant to travel and tourism, for example it could be types of holidays, for example cruises or family holidays, information about a tourist destination or area, a tourist attraction or type of transport. The scenario should include time constraints for when the display needs to be complete. A health and safety tick list could be developed for learners to complete as they go along. If producing a display for a travel agent's window, learners will need to be given the materials required to produce the display, or they can gather materials in their own time. Materials could include coloured card and paper, plain paper, coloured printing facilities, photographic paper, colour pens and pencils, scissors, glue, tape, pins, staple gun. Learners may also need display boards to present their information.

When the displays have been produced, learners need to look at each others' displays to identify positives and negatives. Feedback must be shared among the groups.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Tutor-led discussion supported by images of displays – 'What travel information might be displayed?', 'What are the different ways information can be displayed?' 'What are the different features of different displays?' Brief introduction to marketing – image, colour etc.
Visits/photographs – look at travel agents' or tourist information centres' window displays and complete tutor-prepared checklist based on the tutor-led discussion. Take photographs. Create a class display for discussion.
Small-group research – investigate travel and tourism websites displaying information and complete the same tutor-based checklist as above. Add printouts to class display.
Group discussion – compare window displays and websites. Vote on top websites and window displays.
Assessment – presentation or display – describe how information in displayed – ask and respond to straightforward questions on different ways travel and tourism information is displayed (learning outcome 1) [Functional Skills Entry 3: Speaking and Listening].
Tutor-led discussion – planning a display: 'What needs to be done?'
Group exercise – order pre-prepared stages of planning, for example learners are given cards with different planning stages and have to place them in order.
One-to-one tutorials – to select a display subject.
Tutor-led discussion – sources of information.
Individual activity – create plan of work to create display.
Practical – learners follow record plan of work to create display.
Tutorials on a regular basis to monitor progress.
Assessment – practical – individuals create display of travel and tourism information (learning outcome 2).
Tutor-led discussion – 'What is good about other learners' displays?'
Case studies – photographs of a number of displays, of different standards – assess ways they could be improved in preparation for assessment.
Assessment – assess other learners' displays. Record and communicate positive aspects of displays. Ask and respond to straightforward questions on pros of others' displays (learning outcome 3) [Functional Skills Entry 3: Speaking and Listening].
Assessment – presentation – record and communicate pros and cons of own display (learning outcome 4).
Assessment feedback, review and evaluation of unit.

Assessment

For assessment criteria 1.1 and 1.2, learners need to be able to describe how at least one travel agent and at least one travel website display travel and tourism information. This could be completed as a presentation using PowerPoint or as annotated images of the window display and website screen prints reviewing the type of information provided and how it is displayed, for example using colour, images et. Alternatively, learners could complete a given pro forma listing the types of information and describing how it is displayed.

For learning outcome 2, learners should be given a simple brief stating the main aim of the display, with details of the target market and any financial, location, space or resource limitations.

For assessment criterion 2.1, pro formas could be used to record the planning stages with details of the information to be displayed, size of the display, the resources needed, the target market, the location and the length of time of display, and health and safety issues considerations such as IT issues or how they are going to erect and dismantle the display. Observation records should be completed by the tutor to assess learners' contributions and the skills used.

Observation sheets should be completed by the tutor to assess learners' contributions and the communication skills used.

For assessment criterion 2.2, learners need to produce a display of information to promote travel and tourism. This criterion may be evidenced through witness testimonies, observation reports, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learners must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the unit content. Documentation such as observation reports will need to be retained for internal and external verification.

Assessment criteria 3.1 and 4.1 may be assessed through one-to-one discussions with the tutor/line manager, through written evidence or a pro forma which could be issued for them to complete, or through a list of questions which will aid their review. For assessment criterion 3.1, learners need to state at least two things they liked about other learners' displays. These comments can be about the same display or about two different displays. For 4.1, they should state at least two things that they felt went well when producing their own display, and one area for improvement. Evidence for 3.1 and 4.1 must be completed individually. This could be assessed through one-to-one discussions with the tutor. Alternatively a pro forma could be issued for learners to complete to help them to identify positive points. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Suggested resources

Book

As this is a practical unit there are very few written texts for learners to use. One that may be useful is:

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Pearson, 2010) ISBN 9781846907494

Websites

www.britainandirelandevent.co.uk	British Travel Trade Fair
www.easyjet.com	easyJet
www.eco.co.uk	Earls Court and Olympia
www.excel-london.co.uk	ExCel, exhibitions and conference centre in London's docklands, hosts events such as the business travel market
www.firstchoice.co.uk	First Choice holidays
www.lastminute.com	Last Minute holidays
www.mytravel.co.uk	My Travel Holidays
www.necgroup.co.uk	Birmingham National Exhibition Centre
www.reedtravelexhibitions.com	Reed Travel Exhibitions
www.thomson.co.uk	Thomson Holidays
www.wtmlondon.com	World Travel Market

Unit 8: Customer Service in Travel and Tourism

Unit reference number: M/502/3700

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of the unit is to give learners a basic understanding of good customer service and of its importance within the travel and tourism industry. Learners will learn how to assist customers with different needs and they will practise their customer service skills in a travel and tourism context.

Unit introduction

Customer service is very important for all customer-facing roles in the travel and tourism industry. Delivering good customer service keeps the customers happy and means that they are likely to use the company again and recommend them to their friends.

In this unit, learners will learn about the importance of good customer service. They will learn that customers have different needs and expectations and how to meet them so that they can keep the customer satisfied. It is vital that learners are able to match needs and expectations so that they can give the customer the most suitable product.

The unit aims to develop learners' written and verbal communication skills, which are needed for all aspects of customer service. First impressions are an important aspect when dealing with customers. Learners will develop an understanding of first impressions and the impact they can have on the customer's perception of the service provided. They will take part in practical activities to develop confidence in dealing with a variety of customers.

Essential resources

There are no special resources needed for this unit. However, learners may benefit from visits to travel and tourism organisations to experience customer service.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the needs of different types of customer	1.1	Identify the different types of customer	☐ *Types*: internal to organisation, e.g. sales representative, manager, travel agent; external to organisation, e.g. families, the elderly, single people, couples, business people; existing customers; new customers; people of different ages; people of different cultures and nationalities; people with specific needs, e.g. customers with disabilities or hearing or visually impaired customers, people with young children, elderly customers, people who may be lost, angry or confused; domestic or overseas customers
		1.2	Identify customer needs and expectations	☐ *Needs*: spending time with the customer; giving the customer attention; specific customer needs, e.g. enquiries, different types of information, reservations, buying products/services; specific requirements for different customers, e.g. families with children, the elderly, customers with disabilities
				☐ *Expectations*: a good impression; efficient service; immediate attention; communication skills; efficient service and product; value for money; attentive staff; effective after-sales service
		1.3	Describe how to meet different needs	
2	Be able to demonstrate customer service skills in a given travel and tourism scenario	2.1	Give a good first impression to the customer	☐ *Impression of self*: personal presentation, e.g. dress code, personal hygiene, posture; language used; attitude and manner; politeness and friendliness; willingness to help; knowledge of product/service
				☐ *Impression of organisation*: work environment, e.g. work area, desk tidy and organised, cleanliness of environment; efficiency of service, e.g. prompt attention; safety of organisation; evidence of effective teamwork; knowledge of products and services; ability to deal with problems and complaints; availability of products and services

Learning outcomes	Assessment criteria		Unit amplification
			☐ *Communication skills*: appropriate verbal or written language; tone of voice; friendly; welcoming; assisting; good product knowledge; good use of questioning; ability to listen; body language, e.g. smiling, keeping eye contact, posture, positive hand signals/gestures, facial expressions; ability to record and relay messages; ability to repeat and review requirements with the customer
	2.2	Listen for and identify the main points of short explanations	☐ *Communication skills*: appropriate verbal or written language; tone of voice; friendly; welcoming; assisting; good product knowledge; good use of questioning; ability to listen; body language, e.g. smiling, keeping eye contact, posture, positive hand signals/ gestures, facial expressions; ability to record and relay messages; ability to repeat and review requirements with the customer
	2.3	Speak clearly to be heard and understood	
	2.4	Ask and respond to straightforward questions	
	2.5	Produce a short document for a given travel and tourism scenario	☐ *Written communication*: types of written communication, e.g. letter, fax, form, email, internet, intranet; purpose of written communication, e.g. confirmation of holiday payment/holiday reservation; confirmation of flight reservations

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the importance of providing quality customer service	3.1	Explain the importance of providing quality customer service in the travel and tourism industry	☐ *Providing quality customer service*: attentiveness; making customer feel important; knowledge of products and services and their availability; providing assistance; asking for help when needed; keeping up-to-date records and information; working within organisational limits and guidelines ☐ *Importance of good customer service*: e.g. increased staff morale, lower staff turnover, job satisfaction, increased sales and profits, repeat customers, positive word of mouth, customer loyalty ☐ *Recognition of customer service*: feedback, e.g. customer compliments, feedback cards ☐ *Benefits to organisation*: benefits, e.g. increased staff morale; lower staff turnover; job satisfaction; increased sales and profits; repeat customers; positive word of mouth; customer loyalty

Information for tutors

Delivery

Learners should carry out as much practical-based learning as possible. This should involve the use of role-play exercises and group working and discussion. For learning outcome 1, learners should be given time to research and find out about the different types of customer and their needs. They should be encouraged to think of their own experience of being a customer and the type of service they received. Visiting speakers from employers discussing issues surrounding customer service, or visits to travel and tourism organisations may also be helpful. Research can be carried out through looking at the websites of relevant travel and tourism organisations. Alternatively, a handout could be produced for learners to complete. Learners can then list the different types of customer and describe their needs. Scenarios could be introduced for learners to identify the needs of different types of customers and learners could share their ideas of how they can help the customers.

For demonstrating customer service skills for learning outcome 2, learners could participate in a range of activities such as planned role-play exercises, planned work placement or group work/discussion. A guest speaker could provide useful input on the importance of providing a positive impression. This would allow learners to develop confidence in using and providing customer service skills. Learners should be encouraged to give a good impression of themselves with regard to their own personal appearance, body language and personal presentation skills. Learners should be given the opportunity to practise completing short documents including a letter, an email and a form. Standards for layout and presentation should be set. The short document which learners need to produce for assessment criterion 2.5 could be a letter, an email or a form. It can be short, but must include the opportunity for learners to write compound sentences, to meet Functional Skills requirements for Entry Level 2.

To appreciate good customer service, learners could watch videos of good and bad customer service practice and then discuss the effect this would have on the organisation. From this, learners will be able to explain the importance of providing good customer service. Learners should be encouraged to think of their own experience of being a customer and the type of service they received. They could interview other people to find examples of when they have received both good and bad customer service on holidays, in airports, hotels etc and these should be shared with the group.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Tutor-led discussion – 'What are different types of customers?' 'What are customer needs and expectations?' 'How might their needs vary?'
Guest speakers from relevant organisations to discuss different types of customers they deal with, their needs and expectations.
Role play – in pairs or small groups learners practise role play where one learner plays the customer and the other the travel agent, resort representative, etc who must decide what the customer's needs and expectations are.
Case studies – tutor provides case studies of customer needs. Learners decide how these can be met, for example recommending suitable holiday destinations.
Activities to match different ways of assisting different customer types.
Assessment – tutor to provide learners with worksheet activity – learners must identify the needs and expectations of different customers, their needs and expectations and describe how their needs can be met (learning outcome 1).
Tutor-led discussion – 'What are good customer service skills?'
Demonstration – tutor-led role play of customer service skills, including providing a good first impression, listening to explanations and asking questions.
Learners watch DVDs demonstrating good and poor customer service.
Practical – learners practise customer service skills in travel and tourism contexts. Learners to practise asking and responding to questions, speaking clearly.
Tutor-led discussion on the types of documents that may need to be completed for customers, for example booking forms, confirmation letters. Tutor to provide examples for learners to look at.
Learners to practise writing a short document to or for a customer.
Assessment – role play of customer skills according to a travel and tourism scenario provided by the tutor. Learners should be able to give a good first impression, identify the main points of explanations and ask and respond to questions speaking clearly (learning outcome 2).
Assessment – learners to produce a short document according to a travel and tourism scenario provided by the tutor (learning outcome 2).
Learners to thoughtshower what is meant by 'quality' customer service.
Tutor-led discussion on good customer service and why this is important in travel and tourism.
Interviews to find out examples of good and bad customer service in travel and tourism, for example on holidays, at airports, in hotels. Scenarios to show bad customer service and how it could be improved. Create a class display.
Assessment – the importance of good customer care – posters with images, presentation or written document and examples of good customer service in travel and tourism (learning outcome 1).
Assessment evaluation, unit review and feedback.

Assessment

To achieve assessment criterion 1.1, learners need to identify different types of customer, including one internal and one external customer. This could be evidenced through one-to-one discussion or through a written exercise such as a worksheet.

To achieve 1.2, learners need to identify at least two customer needs and at least two customer expectations, and for 1.3, they must describe how to meet at least two different needs for different customers. This can be evidenced through giving learners scenarios involving customers with different needs in travel and tourism situations. To sow evidence, learners could be given a pro forma to complete, take part in question and answer sessions, or have group or one-to-one discussions. These would need to have observation records completed.

Assessment criteria 2.1-2.4 can be assessed through one exercise and evidenced through observation reports or witness statements.

For 2.1, learners need to be able to give a good first impression. This could be completed in a work-placement situation or as a role-play exercise with the tutor. For 2.2, learners need to listen for and identify main points of a short explanation from a customer. This can be completed during a work placement or through a role-play exercise. At the same time, learners could be assessed for 2.3 and 2.4 where they are required to speak clearly to be heard and understood and ask and respond to straightforward questions. Evidence could be a witness statement or an observation record respectively and could be supported by photographs and self-evaluation. The use of skills will vary depending on the scenario but learners must demonstrate both verbal and non-verbal communication skills

For 2.5, learners are required to produce a short document related to a given travel and tourism scenario. This could be an email, a letter or a form which includes a few compound sentences confirming travelling arrangements or requesting arrangements on behalf of the customer. The layout and presentation should be correct but some errors in punctuation, grammar and spelling are permitted.

Assessment criterion 3.1 requires learners to explain the importance of providing customer service in the travel and tourism industry. At least two examples of importance should be included in the explanation. The evidence could be presented in any suitable format, for example a poster or a presentation aimed at new staff in travel and tourism.

Suggested resources

Books

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Pearson, 2010) ISBN 9781846907494

Leland K, Bailey K - *Customer Service For Dummies, 3rd Edition* (J Wiley & Sons, 2006) ISBN 9780471768692

Websites

www.customerserviceexcellence.uk.com	Customer Service Excellence
www.instituteofcustomerservice.com	Institute of Customer Service
www.thorpepark.com	Thorpe Park, includes link to student pack on Thorpe Park as a business (click on 'student pack')

Unit 9: Displaying Travel and Tourism Products and Services

Unit reference number: T/502/3701

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to give learners knowledge of the products and services offered by the travel and tourism industry. It covers the important role displays play in offering products and services. Learners will examine different features of promotional displays and they will plan, produce and review materials for a travel and tourism product or service.

Unit introduction

In this unit, learners will identify the types of products and services which the travel and tourism industry has to offer. This is a busy industry and displays play an important role in promotion. Although displays are just one method of promotion, learners will learn about the different types of display and the best way to use them. This may include visits to travel and tourism organisations to look at the products on offer and the promotional material being used.

Learners will need to identify what makes a good display and in doing so produce a display of their own to promote a travel and tourism product or service.

Learners will need to plan what they are going to display and the materials they will use. Timescales will need to be adhered to so that the display is prepared on time.

In order to produce a good display it will be necessary to look at other displays and compare them. At the end of the unit, learners will be expected to review their own display to state how effective it was at promoting the product or service. Through this, learners will show a number of work-related skills much needed for work in travel and tourism and other industries.

Essential resources

Learners will need access to materials and equipment to produce their display. This could include coloured card and paper, plain paper, colour printing facilities, photographic paper, coloured pens and pencils, scissors, glue, tape, pins, staple gun. The internet, cameras and scanners could be useful when researching and recording material. Learners may also need display boards to present their information.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the products and services offered by the travel and tourism industry	1.1	Describe products and services offered by the travel and tourism industry	☐ *Products*: package holidays; attractions, e.g. theme parks, seaside, scenic areas; accommodation, e.g. hotels, hostels, bed and breakfast, campsites; transportation, e.g. air, land, sea; tourist destination; insurance
				☐ *Services*: customer services, e.g. room service, laundry service, baby sitting service; travel service, e.g. pre-arranged seating, in-flight meals, speedy boarding, VIP lounges; services for those with specific needs, e.g. kids' clubs, dietary needs, baby sitting/monitoring services
				☐ *Travel and tourism organisations*: tourist information centres; tourist boards; travel agencies; tour operators; transport operators; visitor attractions and heritage sites; accommodation providers, e.g. hotels, bed and breakfast, hostels, campsites, cruise liners
2	Know types of promotions and displays which may be used by travel and tourism organisations	2.1	Name different types of promotions and displays which could be used to promote travel and tourism products and services	☐ *Types of promotion*: advertising, e.g. radio, TV, internet pop-ups, posters and displays, billboards, newspapers, magazine adverts, window displays, brochures and leaflets, in-store adverts, sponsorship, special offers, competitions, incentives, email, text message, telesales, mail shots
				☐ *Types of display*: e.g. window display, indoor and outdoor displays, billboards, noticeboards, point of sale material, stands, cabinets, table, temporary displays, leaflets, brochures, magazine articles and advertisements, websites

Learning outcomes		Assessment criteria		Unit amplification
3	Know the key features of a good display	3.1	Describe the key features of a good display	□ *Key features*: clear purpose; location; eye catching; display of clear, accurate information; attractive; types of materials used; ability to appeal to target market; length of time of display □ *Strengths and weaknesses*: e.g. fitness for purpose, eye catching, appealing, attractive to target market, cost, clarity/accuracy of information provided, location, size, colour, images
4	Be able to create a display to promote a travel and tourism product or service in a given timescale	4.1	Plan a display to promote and sell a travel and tourism product or service	□ *Plan*: scenario given; target market; type of product or service; type of display, e.g. website, leaflet, stand; cost of display, e.g. materials and resources required; duration of display; legal implications, e.g. data protection, health and safety, equal opportunities; size of display; information to be included; method for monitoring success of display
		4.2	Produce a display within a set timescale to promote and sell a travel and tourism product or service	□ *Produce*: follow plan; meet given deadlines; work safely, promote a travel and tourism product or service
		4.3	Review the display	□ *Review display*: purpose; target market; location; size; planned length of time for display; types of resources used; effectiveness, e.g. fitness for purpose, eye catching, appealing, attractive to target market, cost, clarity/accuracy of information provided; types of feedback gathered; areas for improvement

Information for tutors

Delivery

Learners should carry out as much practical-based learning as possible. Group working and discussion may be appropriate even where the learners' assessment evidence needs to be recorded separately.

For learning outcome 1, learners will need to be introduced to the products and services on offer in travel and tourism. This could be through visits to different organisations or input from guest speakers. Alternatively, the class could complete a thoughtshower activity and the tutor could advise as to those products and services which they were unaware of, to stimulate ideas.

Learning outcome 2 could involve research of magazines, newspapers or visits to travel and tourism organisations where learners could witness first hand the different types of display and promotion or they could search the internet for information on each of the different types and to look at websites of travel agencies, tourist boards to see how information is displayed. Learners could be given a pro forma to complete to show evidence that they have witnessed the display. They may also take photos of different types of display such as stands, window displays. Guest speakers could be used to discuss the different types of display.

For learning outcome 3, learners need to be able to describe the different features of promotional displays. Tutors will need to be able to advise learners of key aspects of display such as clarity, and attractiveness, and could do so using examples of different displays and comparing their strengths and weaknesses. Learners could judge different travel and tourism advertisements or other promotional materials and grade them against set criteria. To practise their ability at this the tutor could give learners a number of displays of promotional material for them to analyse the features of each and to identify those that best fit their purpose.

For learning outcome 4, learners need to be able to plan, produce and review a display. Learners could practise producing mock up advertisements, competitions etc to help them to decide what type of display to use for assessment. Consideration should be given to different media, such as recording a radio advertisement, as learners may enjoy putting together jingles, music and short advertising messages. Practice for this could be completed in small groups in an exercise issued and monitored by the tutor. Alternatively, it could be completed as an exercise on work placement or learners could take part in a visit to an exhibition and question exhibitors about the process.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Group discussion – what products and services are offered in the travel and tourism industry? Learners to think about own holidays, visits to tourist destinations – what types of products and services did they use?
Research – learners to identify the different travel and tourism organisations and find out where these are in the local area, for example through local press, internet research. What products and/or services do they offer?
Assessment – record products and services offered by travel and tourism organisations (learning outcome 1).
Group thoughtshower – what types of promotion are used in travel and tourism?
Learners to visit organisations researched and look at how products and services are displayed. Learners complete a pro forma on the displays visited.
Groups look at different websites of travel agencies, tourist websites of towns, and areas of interest to look at how information is displayed. Learners complete a pro forma on websites.
Build up a class display. Learners judge materials against set criteria.
Practical – watch YouTube travel and tourism advertisements. Share examples with class. Identify key features.
Practical – look at newspaper/magazine advertisements. Identify key features.
Group discussion – identify the most suitable types of promotional displays for travel and tourism organisations and why.
Identify strengths and weaknesses of different types of display.
Assessment – record different types and key features of promotion and displays which could be used in travel and tourism industry (learning outcomes 2 and 3).
Tutor to present scenario to learners of travel and tourism products or services to be promoted.
One-to-one meeting with tutor to discuss plans, develop ideas and set timescales.
Assessment – learners produce a plan to produce a display promoting a travel and tourism product or service. Learners then create a display according to the plan. Learners to answer tutor's questions about the display in order to review it, for example 'what works well, how could the display be improved' (learning outcome 4).
Assessment evaluation, unit review and feedback.

Assessment

For assessment criterion 1.1, learners need to show that they can describe travel and tourism products and services. This could be completed as a poster activity where learners illustrate and describe the products and services on offer.

For 2.1, learners must name different types of displays used to promote travel and tourism products and services. At least two products and two services must be included. This could be completed via a simple listing activity. This evidence could be backed up by photographs illustrating each of the displays or printouts of websites which could be presented as either a leaflet or display.

For 3.1, learners need to describe the key features of a good display. This could be completed as a comparison of two different displays, identifying why one is better than the other or learners could describe each of the features, identifying strengths and weaknesses. A pro forma could be provided to note and describe specific features and then comment on the strengths and weaknesses.

For 4.1 and 4.2, learners need to be able to plan and produce a display to promote a travel and tourism product within a given timescale. In order to meet these criteria, the tutor could give learners a scenario telling them what it is they need to promote and giving any budget or other constraints. Learners will need to be guided through the planning stages; it would be useful to give them pro formas to complete and collate as evidence throughout. Learners could be given a timeline to adhere to, to produce the display and it is recommended that progress meetings are completed regularly with the tutor. Finally for 4.3, a review of the display could be completed, and documented in an observation record, or as a written evaluation.

Suggested resources

Book

Ingle S, King C, Kerr A, Jefferies M, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010)
ISBN 9781846907494

Websites

www.britainandirelandevent.co.uk	Best of Britain and Ireland Trade Forum
www.reedtravelexhibitions.com	Reed Travel Exhibitions – organises travel industry events for trade professionals
www.rmg.co.uk/leisure-travel-tourism/resources/	Royal Museums Greenwich – examples of promotional materials for students
www.wtmlondon.com	World Travel Market – promotes four-day business-to-business annual event in London for the travel industry

Unit 10: Planning a Trip to a Visitor Attraction

Unit reference number: A/502/3702

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

In this unit learners will develop their knowledge of visitor attractions. They will develop work-related skills by planning and costing a day trip to a visitor attraction, and presenting their trip to the customer.

Unit introduction

Planning visits to meet customer requirements is an important skill in the travel and tourism industry. In this unit learners will develop the skills needed to plan a day trip.

Learners will need to research which attractions would be appropriate for particular visitors and will produce an itinerary for a planned visit, including transport, accommodation if needed and a schedule to be followed. They will also cost the visit. Learners will be able to develop their planning skills when putting together a schedule for the trip, and their numerical skills when costing the trip.

Once the itinerary has been completed, learners will practise their communication skills by presenting the information. It can be presented in different ways, for example in writing, by email, on the telephone or face-to-face.

Essential resources

Learners will need access to the following:

- visitor attraction leaflets
- guides
- access to visitor attraction websites.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand which attraction would be most appropriate for a given visitor	1.1	Assess which would be the most appropriate attraction for a given visitor	☐ *Suitability*: any given constraints e.g. distance, journey time, departure time, arrival time, opening times, cost, numbers, indoor environment, outdoor environment, activities and facilities available, any special requirements ☐ *Visitor type*: visitors, e.g. elderly, school/college groups, tourists, families; reason for visit, e.g. fun, educational, cultural
2	Be able to plan an itinerary for a day trip showing details and costings	2.1	Plan an itinerary schedule for a day trip	☐ *Itinerary*: date; departure point; arrival point; times; destination; transport; activities to be completed, e.g. guided tour, presentation walks, rides, eating, free time; schedule to be followed; meal arrangements; constraints e.g. distance, budget, date, number of people, departure and arrival point, any special requirements
		2.2	Calculate the cost of the trip using whole numbers	☐ *Constraints*: types of constraint, e.g. distance, budget, date, number of people, departure and arrival point, any special requirements; timeline for booking process
		2.3	Record the cost of the trip	☐ *Costs*: show individual components, e.g. transport, entry fee, accommodation, group discount, tax, total, deposit needed, balance required and by when; calculations, e.g. addition, subtraction, multiplication; recording results clearly and accurately

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to present the itinerary	3.1	Present information about the itinerary demonstrating communication skills for a given customer	□ *Format*: types of format, e.g. PowerPoint presentation, written document, giving information over the telephone □ *Information to be included*: date; departure point; destination; transport; timings; scheduled activities; meal arrangements; cost per person □ *Communication skills*: clear; appropriate for customer; accurate grammar, accurate spelling and punctuation (if written)

Information for tutors

Delivery

Learners should carry out as much practical-based learning as possible. A wide range of delivery methods can be used, including tutorials, presentations, videos, worksheets and research using the internet.

For learning outcome 1, learners need to access information about different visitor attractions. This could be completed by researching on the internet, contacting attractions by phone, collecting leaflets or by visiting the attraction or interviewing people who have visited. To save time and to generate ideas, the tutor could issue learners with leaflets or information about a number of visitor attractions. Learners will need to decide which attractions are most suitable for given visitor types, the use of case studies and/or role-play exercises giving different scenarios might be useful in preparation for assessment.

For learning outcome 2, learners should be issued with example itineraries and be allowed time to practise producing different itineraries and gain understanding of the different parts. Learners should be able to practise producing itineraries and build confidence in completing a range of itineraries for given scenarios. Learners could word-process their itineraries to help them develop their IT skills. This will also help them make changes as they go along.

Time should be allocated for the costings aspect and learners should be able to practise costing a trip using given examples. The costing could be presented using a simple spreadsheet or other types of written format. Learners will be able to understand and use addition, subtraction and multiplication and complete the calculations using whole numbers. Ideally, this should be up to £100 to meet the requirements of Entry 3 Functional Skills in Mathematics. Although certain costs are available on the internet, tutors may need to supply some costs, for example if coach hire is involved.

For learning outcome 3, learners should present information on an itinerary for a day trip to a tourist attraction for a given customer. Learners could look at examples of itineraries from brochures or websites. Learners may choose to present the itinerary for the visit as a PowerPoint presentation or as a written document – both methods of presenting the information require learners to communicate clearly and they may need some practice. For example, learners should be given practice time to rehearse the presentation, or role-play exercises could be used to allow learners to practise giving the information over the telephone.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Tutor-led discussion – 'What are visitor attractions?' 'Why are some suitable for different people?'
Small-group research – research a number of visitor attractions using the internet, local or national press, with visits to tourist information centres to find leaflets if possible.
Practical – tutors to provide case studies of different types of customer. In small groups learners identify which attractions would be the most suitable for them. Learners then feed back to the rest of the group.
Tutor-led discussion on suitability of different attractions to different visitors to reinforce knowledge.
Assessment – learners to recommend a visitor attraction according to a scenario provided by the tutor (learning outcome 1).
Case studies – a number of itineraries for visits for learners to comment on what is good and what may cause problems. Who would each itinerary be suitable for, for example children, young adults, elderly people
Practical – in small groups learners practise putting itineraries together.
Case studies – a number of costings for visits, with different aspects missing. Learners should comment on what is missing and what difference it makes to the overall cost.
Gather information for itinerary for assessment.
Practical – in small groups learners practise calculating costings for a day trip based on their itineraries.
Assessment – learners produce a plan for an itinerary for a day trip and calculate the cost of the trip. The workings out and final cost should be recorded (learning outcomes 2 and 3).
Learners present their itinerary to the customer.
Assessment evaluation, unit review and feedback.

Assessment

For assessment criterion 1.1, learners need to be able to suggest the most suitable attraction for a given visitor type. This could be based on pen portraits of different types of visitors provided by the tutor. At least two visitor types should be provided, for example a school group and an elderly couple. Learners must choose the most suitable visitor attraction for each visitor type from a selection of visitor attractions provided by the tutor. They should indicate why the selected attraction is suitable for the given visitor type. Evidence can be in any suitable format, including role play, posters, a presentation, written pro forma, question and answer sessions carried out with the tutor. Observation records must be completed to support any verbal evidence.

For assessment criteria 2.1-2.3, learners need to be able to plan an itinerary showing details and costings and taking into account any constraints. This can be a hypothetical visit, for example based on one of the pen portraits provided by the tutor, with individual costs provided by the tutor, or it could be based on a real visit and real costs. Having completed practice examples and developed confidence learners will be able to plan an itinerary schedule for 2.1, cost the itinerary for 2.2 and record the costs for 2.3. Learners could be provided with pro formas for this purpose to include the date, departure point, destination, type of transport, activities, meal arrangements and schedule with times. The costings exercise should be presented clearly to show where each calculation type has taken place. This could be presented on a spreadsheet with formulas or presented in other written formats. Learners could complete a self-assessment checklist where they record the contribution they made as a team member and how and when they used group working skills.

For 3.1, learners must be able to present the information from an itinerary – learners could present this using verbal or written methods of communication either in a one-to-one situation with the tutor or in front of the class. Evidence could include witness statements or observation records which will need to be retained for verification purposes. Alternatively, learners can set the itinerary out in writing, for example in a letter or an email to a 'customer'.

Suggested resources

Textbook

Ingle S, King C, Kerr A, Jefferies M, Rock T, Spences C – *BTEC Level 2 First Travel and Tourism Student Book* (Pearson, 2010) ISBN 9781846907494

Websites

www.ukattraction.com	General websites on visitor attractions
www.uk.visitor-attractions.com	
www.uktouristattractions.co.uk	
www.britainsfinest.co.uk/attractions	
www.alva.org.uk	Association of Leading Visitor Attractions
www.expedia.co.uk	Expedia – information on travel, hotels and holidays
www.nationalexpress.com	National Express – information on coach and rail travel in UK
www.nationalrail.co.uk	National Rail – information on rail travel in UK
www.tourist-information-uk.com	General tourist information
www.trailfinders.com	Trailfinders – information on worldwide travel
www.tripadvisor.co.uk	Trip advisor – information on travel, hotels and holiday includes free travel guides

Unit 11: UK Travel Destinations

Unit reference number: F/502/3703

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to develop learners' knowledge of different types of UK tourist destinations and why people visit the UK. Learners will use different sources of information to carry out research into a selected destination and the attractions around it.

Unit introduction

People are travelling more and more and there are many places and destinations on offer to the traveller. Being able to locate key destinations is important for learners. The ability to recognise the different types of destination available will develop learners knowledge of a basic travel and tourism geography of the UK. The United Kingdom is made up of England, Scotland, Wales and Northern Ireland and it is important that learners can distinguish between these countries and develop knowledge of the capital cities and major destinations within them. This unit will introduce learners to some of the most popular destinations and enable them to distinguish between the different types of destination; countryside areas, coastal areas, islands and seaside resorts and town and city destinations. They will identify why people visit the UK, distinguishing between domestic and inbound visitor.

Learners will develop their research and skills to find out what attracts tourists to a selected destination, and then plan and present their information to the rest of the group of learners.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know tourist destinations in the UK	1.1	Locate capital cities in the UK	□ *Tourist destinations*: countryside areas; seaside resorts; Areas of Outstanding Natural Beauty; capital cities; towns and cities, including historical and cultural; National Parks
		1.2	Locate given seaside resorts in the UK	
		1.3	Locate given towns/cities of historical interest in the UK	
		1.4	Locate given areas of natural beauty in the UK	
2	Be able to use research methods to find out information about UK tourist destinations	2.1	Describe the location of a chosen UK tourist destination	□ *Tourists*: definition, e.g. domestic, inbound □ *Why people visit the UK*: variety, e.g. countryside, coastline, cities and towns; history, culture and heritage; attractions, e.g. theme parks, stately homes, castles, museums, wildlife parks, zoos; events, e.g. Wimbledon, Ryder Cup, Clothes Show
		2.2	Identify areas of interest to inbound and domestic tourists in and around the chosen UK tourist destination	□ *Destination*: location; attractions, e.g. what there is to see, what there is to do; local areas of interest, e.g. theme parks, museums, stately homes open to public, wildlife parks, zoos
		2.3	Provide evidence of research methods used to gather information about the chosen UK tourist destination	□ *Areas of interest*: different areas of interest, e.g. theme parks, museums, stately homes open to public, wildlife parks, zoos □ *Sources of information*: using internet search engines, websites, e.g. for towns, regions; brochures; maps; atlases

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to present information about a UK tourist destination	3.1	Plan the presentation	□ *Communication skills*: different types of communication skills, e.g. applying literacy skills, able to produce clear and accurate records, listening and questioning skills □ *Self-management*: self-management skills, e.g. flexibility, organising self, accepting responsibility; meeting agreed deadlines, e.g. completing all set tasks, completing tasks on time; problem solving, e.g. recognising problems, making suggestions on how to solve problems, thinking creatively to solve problems □ *Assess own work*: constructive feedback from colleagues/tutors/line managers; areas of strength and weakness; setting targets for further development
		3.2	Use aids to support the presentation	
		3.3	Present the information to a group	
		3.4	Review the presentation	

Information for tutors

Delivery

Initial group discussions can determine the degree of geographical knowledge that learners already have regarding the UK as a destination. A tourist destination can be a town or a city, a seaside resort or coastal area or a countryside area.

For learning outcome 1, learners could be introduced to the certain types of destinations in a number of ways, through guest speakers, field trips, videos and DVDs and research on the internet through websites such as VisitBritain and the regional tourist boards.

Some introductory map-plotting activities can help learners familiarise themselves with areas and regions of the UK, starting with the countries that make up the UK and their capital cities.

Practical activities can also be devised to help learners with using atlases and introducing them to the different information that the atlases hold, from the geographical location of destinations to details of airports, motorways, rail networks and sea/ferry ports. Guidebooks, trade manuals and websites should also be used to help learners become more proficient in research and use of sources. This will support achievement of learning outcome 3.

For learning outcome 2, learners should learn about inbound and domestic tourists and discuss what attracts them to the UK for visits and holidays. Learners should be encouraged to discuss places that they have visited and places they would like to visit. They could provide descriptions of the places and information on what type of destinations they are.

Learners can be introduced to a variety of destinations through media, with destinational videos, DVDs and TV programmes helping them see the differences between different types of destinations in the UK. Video clips from websites can add a visual element to delivery.

Working in groups it may be possible for the whole class to explore several local tourist destinations, then produce a display of their findings or give a presentation. This would also help with the development of Functional Skills as well as providing a sound basic knowledge from which to move forward and apply to other units throughout the qualification.

For learning outcome 3, learners should be encouraged to put together a display, presentation or a role play that enables them to present the information that they have found on the chosen destination. The presentation can take the form of a PowerPoint presentation or a poster as long as the specified criteria are met. It must be one of the following types of destination: capital city, seaside or coastal resort, town/city of historical interest or a countryside area in the UK, Area of Outstanding Natural Beauty/ National Park. The group as a whole could put together a display of the UK for an open evening or similar event.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview. Tutor-led discussion – 'Have you been on holiday in the UK?' 'Where?' 'What did you like about it?' Practical – group game to pin cities and countries on map of UK. Introduction to different categories of destinations, for example National Park, attraction, city, seaside resort. Research – learners to research a number of UK destinations, using internet, brochures, personal interviews with friends and family. Practical – learners to research and make snap cards for resorts and types of resorts, other groups then play with the cards. Practical – using atlases and websites to locate information on UK destinations. Assessment – ask and respond to straightforward questions about UK travel destinations (learning outcome 1) [Functional Skills, Level 1: Speaking and Listening].
Tutor-led discussion – 'What do you want to do when you go on holiday?' 'What do your parents/grandparents/friends want to do?' 'If you have been abroad what do you like to see in another country, what do you think foreign tourists might want to see in the UK?' Survey – learners to develop and then conduct survey of peers, people on the street of UK destinations, why and what they want to see/do. Use large display map of UK in class to highlight different types of destinations, attractions and events. Practical – learners develop pro forma of information required on a destination– what there is to see, what there is to do and attractions within a two-hour drive. . One-to-one tutorials – learners decide on a destination to research and discuss how to research destination. Research – learners individually research UK destination and complete pro forma. Record sources used. One-to-one tutorials – discuss style of presentation, plan, etc. Practical – learners produce presentation, display or written materials. Assessment – present information on chosen destination (learning outcomes 2 and 3).
Assessment feedback, review and evaluation of unit.

Assessment

For assessment criteria 1.2, 1.3 and 1.4, learners will be required to locate at least two different types of destination for each criterion, for example two seaside resorts, historical or cultural towns as well as the four capital cities.

Learners could evidence this knowledge as series of maps or put together a PowerPoint presentation that shows maps, locations and images of the destinations they have chosen. Learners could also undertake a series of phased assessments in the form of quick map-plotting exercises to determine their geographical knowledge and ability to use an atlas. Learners at this level would not be expected to be able to plot a variety of destinations without resources and they can have access to the resources throughout any phase testing.

For assessment criterion 2.1, where learners are asked to describe the location of a certain destination, they should be able to state whether it is in England, Ireland, Scotland or Wales. They should also be able to locate the destination on a map of the UK and determine what type of destination it is.

For assessment criterion 2.2, learners are asked to identify areas of interest to inbound and domestic visitors in and around the chosen UK tourist destination. Areas of interest in and around the destination can be categorised as areas within a two-hour journey of that destination. For example, if learners are talking about the Peak District National Park in central England as an area of natural beauty, they may well want to mention Alton Towers as it is within two hours' journey from most major cities within the Peak District and is a national attraction that learners should point out to customers. To mention Thorpe Park or Flamingo Land would be out of the surrounding area of the Peak District and an alternative destination would be a better base for reaching these places of interest.

For assessment criterion 2.3, learners must provide evidence of research methods used to gather information about the chosen UK tourist destination. They could be evidenced through a collage that details all the sources that they have used throughout the unit, with details of what can be found in those sources/on those websites and what they used that source for.

For assessment criterion 3.1, learners must plan the presentation – this can be demonstrated in the nature of the delivery and with a witness statement from the tutor. If the information is displayed as a PowerPoint presentation then that in itself will be evidence of the planning. If learners are presenting orally, then they must also create a script as evidence of their planning.

For assessment criterion 3.2, learners must use aids to support the presentation, these could be in the form of a handout that summarises the information of the presentation to the audience, leaflets on the destination that learners have collected from visits or guest speakers or a quiz that could test the audience at the end of the presentation. Learners could also provide the audience with an evaluation form that they have designed themselves for feedback on the quality of the presentation.

Suggested resources

Book

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Pearson, 2010) ISBN 9781846907494

Journal

Travel Trade Gazette (CMP International Ltd)

Other resources

Guide books on different areas of the UK – e.g. Eyewitness, Michelin or AA guides

Tour operators' brochures

Brochures from Tourist Information Centres

Road map of the UK, e.g. Ordnance Survey map, AA

Websites

www.discovernorthernireland.com	National tourist boards
www.visitengland.com	
www.visitwales.com	
www.visitscotland.com	
www.keepbritaintidy.org /Programmes/Beaches/BlueFlag/ Default.aspx/	Website detailing the best beaches and their locations in UK
www.britainexpress.com	Advice on places to go in and around the UK and tour operators
www.english-heritage.org.uk	English Heritage properties and information
www.nationalparks.gov.uk	Website detailing the National Parks locations and information
www.nationaltrust.org.uk	Features National Trust properties, locations, information
www.visitbritain.com	National tourist board promoting UK overseas

Unit 12: Recommending a Package Holiday

Unit reference number: J/502/3704

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

In this unit learners will develop their knowledge of the components of a standard package holiday and the types of information required when recommending and booking package holidays. They will select and recommend suitable holidays to meet specific needs, complete a booking form and give the customer accurate holiday information.

Unit introduction

The package holiday is one of the main products of the travel and tourism industry. This unit will describe and explain the basic components of the package holiday and learners will become familiar with the content, structure and pricing elements of the brochure. The unit will also develop learners' knowledge of booking holiday packages using different online organisations.

An important tool of the travel and tourism industry is the package holiday brochure. Learners will respond to a customer scenario and recommend package holidays to meet the customer's needs. They will communicate accurate travel and holiday information to the customer and accurately complete a booking form for the recommended holiday.

Essential resources

Sample documentation would be useful to help learners to produce itineraries. Pro formas can be obtained from local businesses, leisure travel agencies and transport operators.

Research facilities, such as the internet and brochures, are needed for this unit, particularly when learners are required to investigate online package holidays on tour operators' websites.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the components of a package holiday	1.1	Identify the components of a package holiday	☐ *Components*: transport, e.g. air, rail, coach, sea; accommodation, e.g. apartments, hotels, studios, camping, cabins; other services, e.g. transfers, car hire, insurance, meals, services of overseas resort representative
2	Be able to recommend a package holiday for a customer in a given scenario	2.1	From a given scenario, identify holiday options for the customer	☐ *Scenarios*: customers; family lifecycle (single people, young couples, couples with young children, couples with older dependent children, couples with non-dependent children, retired couples, elderly people on their own); purpose, e.g. summer, winter, hobbies, coach; destination, e.g. UK, Europe
		2.2	Recommend a package holiday for the customer in the given scenario	☐ *Customer needs*: types of customer needs, e.g. age, dietary requirements, board basis, transport (departure airport, destination airport, departure ferry port, arrival ferry port, Channel crossing) holiday duration, hotel apartment standards and ratings; additional services, e.g. transfers required, in-flight meals required, activities, schedules, services provided, optional extras
				☐ *Package holiday:* tour operator; summary of package; what is included in the price
				☐ *Additional information:* types of additional information, e.g. climate, passport, visas and health requirements, local customs, overseas and domestic, currency, insurance
				☐ *Sources of information*: holiday brochures; online organisations, e.g. online travel agents, tour operators, travel search engines, airlines, car hire companies, transfer companies, organisers of excursions, insurance, car parking companies

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to present relevant information on a package holiday	3.1	Present information on a package holiday for a given customer in a clear and accurate manner	□ *Present information*: clearly, accurately; method, e.g. verbally, in writing, using PowerPoint slides, using handouts
4	Be able to complete a booking form for a package holiday reservation	4.1	Extract information from simple lists	□ *Personal details*: name; age; address; contact details; number of people travelling
		4.2	Use information to complete a booking form.	□ *Holiday specifics*: destination; duration; holiday codes; departure and arrival airports; date of departure
		4.3	Complete the booking form accurately in a clear and precise manner	□ *Special requests*: for accommodation, e.g. sea view, balcony, ground floor, air conditioning in the room, twin/double beds; on the flight, e.g. seats with extra leg room, cot for baby, dietary needs (child meals, vegetarian meals, medical dietary needs, religious dietary needs, assistance)
				□ *Payment terms*: e.g. deposit, balance; cancellation fees

Information for tutors

Delivery

This unit is designed to introduce learners to a major product of the travel and tourism industry, the package holiday. For learning outcome 1, learners must be aware of the various components that make up the package. The tutor must cover the components of the holiday to include transport, for instance air, rail, road, sea; accommodation, to include apartments, hotels, studios, camping, cabins; other services to include transfers, car hire, insurance, meals and the services of the overseas resort representative. Tutors should use starter activities as much as possible to engage learners and consolidate knowledge from previous sessions. Activities can take the form of word searches, blockbusters, hangman or cloze activities.

An essential skill in the travel and tourism industry is being able to differentiate between different customer types and understand the different needs and requirements of each type, with the purpose of recommending a product to suit their needs. Learners must be able to identify the needs of different types of customers and be aware of the variety of holidays and destinations available both in the UK and Europe, for example coach, and special interest holidays, and they must be able to match the holiday to the customer. To be able to do this, learners may use a variety of resources to research the information that is required in order to recommend package holidays appropriate for given customers. There are also resources available on video that have examples of different customer profiles and the holidays that are researched and chosen for them.

When searching for package holidays to meet customer needs, learners do not have to determine the needs and requirements, only to meet them. The customer profiles and details should therefore be given to learners. A range should be made available to ensure that learners have ample opportunity to practise and develop the skills needed to interpret information provided to find the products and services that meet customer requirements. Different types of customers should be included and their requirements should incorporate the range presented in the content section of the specification. Learners should be encouraged to take notes of all of their findings so that they can be used later to draw up customers' itineraries in appropriate formats. A visit from a guest speaker or an educational talk at a travel and tourism organisation may be helpful as learners can be given real examples of customer requirements to see how they were met.

As learners have to use travel and tourism industry sources of information to investigate the package holiday, resources such as tour operators' brochures and access to the internet to investigate online products should be readily available within the centre. This will give learners the opportunity to develop their reading skills. Learners can recommend the holiday in a number of different formats such as orally or in written form. For example, simple itineraries or holidays could be produced in a letter. Images can be used in all the information produced.

The completion and recording of accurate documentation is an important aspect of the industry, both in forming the contract between the tour operator and customer and in forming a marketing tool in providing information for a customer database.

When completing the booking form, learners will find it useful to see examples of forms used by travel agents. Tutors could provide learners with examples of completed forms, and practice forms to complete for given scenarios. Learners may have the opportunity to fulfil some of the criteria for Functional Skills in English, so learners should use some compound sentences in the form.

Learners would benefit from seeing the different ways that the industry presents itineraries by having real examples used by different types of organisations available, for example from a business travel agent, tour operator, transport operator etc.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Group discussion 'What do you know about the travel and tourism industry?' 'Have you been on a package holiday?'
Video – TV programme on package holiday.
Learners thoughtshower different components of package holiday, for example accommodation, flights, excursions.
Assessment – learners ask and respond to straightforward questions on the different components of a package holiday (learning outcome 1) [Functional Skills Level 1 Speaking and Listening].
Tutor-led discussion – What are the different requirements for different people when booking a package holiday? For example a family with a baby may not wish to make a long journey.
Small-group research – using travel agency websites and brochures; learners look at different types of package holidays, design a pro forma and complete it for three package holidays.
In small groups, learners are given a number of cards with individuals and package holidays on them and have to match them up, for example a sporting person and a skiing holiday.
Tutor to provide learners with a customer scenario. Learners should select a package holiday to present.
Tutor-led discussion – key components of holiday, how to know what to present.
Individual activity – create presentation of package holiday using information produced for learning outcome 2.
Assessment – learners present information on a package holiday (learning outcome 2).

Topic and suggested assignments/activities
Tutor-led discussion – 'Why is it important for forms to be completed accurately?' 'What can go wrong if forms are completed incorrectly?' For example, holiday booked in wrong name and person can't fly, delay in booking.
Practical – learners given information on a number of people and highlight necessary information from tutor-prepared checklist.
Practical – learners complete booking form for themselves/making up information.
Practical – learners practise completing booking form for information extracted above.
Assessment – learners to complete booking form (learning outcome 3) [Functional Skills Level 1].
Assessment feedback, review and evaluation of unit.

Assessment

For assessment criterion 1.1, learners could produce a poster that identifies the components of accommodation, transport and other services, giving at least two examples of each.

To meet assessment criterion 2.1, learners must show their ability to select appropriate products that match prescribed customer needs. Tutors should provide a straightforward pen portrait containing details about the customer, the purpose of their holiday and their specific needs. There should be sufficient information to enable learners to select holidays. Learners should identify two holidays that may be possible for the given customer, but for 2.2 they must then recommend the most suitable holiday and state how it best meets the prescribed needs. Learners could present this as a PowerPoint presentation, as a letter or, to enable them to develop oral communication skills of one-to-one discussions, through a role play. These criteria can be assessed and evidenced by the tutor with detailed observation records. Learners should retain evidence of the holidays they have found, for example brochure pages, computer printouts or screen prints.

For assessment criterion 3.1, learners must demonstrate their ability to present information confidently, clearly and accurately. They should provide specific information about the holiday package and additional information for the holiday, for example passport, climate, insurance etc. The information can be presented either in writing, or verbally, evidenced by observation reports or witness statements.

For assessment criteria 4.1, 4.2 and 4.3, learners must produce a completed booking form that matches the holiday that they have recommended in learning outcome 2 and presented in learning outcome 3. The form must be completed accurately and confirm that learners' choice of holiday matches closely the prescribed needs set out in the profile from the tutor.

Suggested resources

Textbook

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Pearson, 2010) ISBN 9781846907494

BTEC First Travel Atlas (Columbus, 2006) ISBN 9781846900051

Websites

www.firstchoice.co.uk	One of the major tour operators with a selection of package holidays for sale
www.thomascook.com	Thomas Cook – major tour operator with a selection of holidays for sale and a time line of the development of the industry
www.travelzest.com	Offers a selection of holidays from major tour operators websites

Unit 13: Schedule, Charter and Low-cost Airlines

Unit reference number: L/502/3705

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to give learners the opportunity to investigate schedule, charter, and low-cost airlines, the services they provide and the booking processes for booking a flight online and through a travel agency. Learners will review the advantages and disadvantages of travelling with charter, schedule and low-cost airlines.

Unit introduction

This unit focuses on the current-day structure of the airline industry which has undergone huge changes since the introduction of the highly successful low-cost airlines (also known as budget airlines and no-frills carriers).

This unit will introduce learners to the different types of airlines – full-cost scheduled, charter and low-cost – and will give learners the opportunity to investigate the different levels of in-flight service and entertainment they provide.

Learners will investigate the routes that each type of airline operates and the different levels of service on board the aircraft, including the initial meet and greet of boarding passengers, the safety demonstration, the snack/bar/meal service and the duty free service.

Learners will investigate different ways of booking a flight and the advantages of booking online and through a travel agent.

Finally, learners will review the advantages and disadvantages of travelling with each type of airline.

Essential resources

Learners will need access to the internet to carry out research on different types of airline. Tutors may like to consider using guest speakers, visits to airports and relevant TV programmes.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the types of passenger airline and their services	1.1	Describe the types of passenger airline	☐ *Different types of airlines*: charter, e.g. Thomson Airways, Thomas Cook Airlines; scheduled, e.g. British Airways, Virgin Atlantic, Singapore Airlines, Emirates; low-cost, e.g. Ryanair, easyJet, Flybe
		1.2	Identify routes for each type of airline	☐ *Routes*: long-haul; medium-haul; short-haul; domestic
		1.3	Describe the in-flight services for each type of airline	☐ *In-flight services*: classes available, e.g. single class, first class, business class, economy; in-flight service, e.g. bar and snack service, meals service, duty free service, charged and complimentary services, variations in different classes; services for passengers with special needs; in-flight entertainment, e.g. in-flight movies, audio, games, personal televisions, activity packs
		1.4	Describe entertainment on board each type of airline	
2	Know the booking processes for different types of airlines	2.1	Identify different ways of booking a flight	☐ *Booking processes and procedures*: online; through travel agents; direct; call-centre; teletext ☐ *Ticketing*: paper tickets; etickets; reference numbers only; photo identification ☐ *Baggage allowances*: cabin baggage; hand baggage and hold baggage; special baggage such as wheelchairs; sporting equipment; pets
		2.2	Describe the advantages of online air ticket booking	☐ *Advantages of booking online*: convenience (can be booked from home); cost; seat selection; awareness of additional services, e.g. onward transfers, hotel, car hire, information about destination; online check-in
		2.3	Describe the advantages of booking an air ticket at a travel agent	☐ *Advantages of booking through a travel agents*: convenience, ticket is booked for you; cost; face-face contact; personal support, advice

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review the advantages and disadvantages of each type of airline	3.1	Review the advantages and disadvantages of each type of airline	☐ *Advantages and disadvantages*: cost; seat configuration; fare structures, e.g. first class, business class, economy; special fares; booking requirements; level of service on board, e.g. entertainment, catering; overall value for money; flight schedules; luggage allowance; standard of facilities in airport (lower standard for low-cost airlines); additional facilities for business and first class; location of airport (more out-of-town locations for low-cost airlines)

Information for tutors

Delivery

Tutors should introduce the unit with particular reference to the different types of airlines and create activities to help learners come up with suitable definitions and examples to support assessment.

If possible, learners would benefit from a trip to an airport for a presentation from people working in the airline industry on the different airlines that use the airport and the destinations that they fly to. They may also benefit from people who work in the airline industry, either on the ground or in cabin crew, coming into the centre to talk to them. This would be of particular relevance to assessment criterion 1.3 'Describe the in-flight services for each type of airline' and 1.4 'Describe entertainment on board each type of airline.' Other than these methods of collecting information for the unit, learners can find most of the information required for assessment on the websites of the airlines that they choose to investigate.

Delivery should incorporate airline websites as much as possible and learners must be able to demonstrate clear understanding of the differences between each type of airline and the levels of service that these differences indicate. Learners can draw on their own experiences if they have flown with any of the different types of carriers and experienced the in-flight service for themselves.

Learners can draw on their own experiences if they have flown with any of the different types of carriers and experienced the in-flight service for themselves. For learning outcome 2, learners must demonstrate knowledge and understanding of the booking processes for different types of airlines. A visit to a local travel agency with a talk from a travel agent would be useful. The travel agent could tell them about how the buying and selling of airline tickets has changed over the years; the impact the advent of the online low-cost carriers has had on their business and the way they sell to the customer. Initially, learners could list all the different methods available of booking flight tickets and then focus in more detail on the advantages of booking online compared with the advantages of booking through the travel agent. Learners will be able to access most of the information on the processes and procedures online from the airlines' websites. Learners could use the internet to work through the online booking process and discuss how easy or difficult they found this. This will help them to determine the advantages of booking online and through a travel agent.

To help towards learning outcome 3, learners could produce a table that lists different elements of the unit content for the three named airlines alongside one another for ease of comparison. A class discussion on the pros and cons of the different airlines will help to prepare learners for assessment.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Introduction to the different types of airlines: full-cost, scheduled, charter and low-cost. Producing definitions.
Introduction to the unit and content overview.
Tutor-led discussion – 'Who has been on a plane? Where to? Talk us through what happens when you fly' 'What are different destinations people fly to?' 'Which are long haul and which are short haul?'
Small-group exercise – game to match destinations and types of flights, for example snap with Los Angeles and long haul being a 'snap' and Amsterdam and short haul being a 'snap'.
Activity – in small groups learners prepare questions for a guest speaker to answer during visit.
Visit – to local airport (if possible) or guest speaker from the airline industry to discuss different type of airlines, facilities, in-flight service, entertainment.
Practical – learners to design and complete a comparison chart for three airlines, one from each category.
Practical – learners to research different destinations of each airline.
Assessment – ask and respond to straightforward questions on different types of airlines, routes, services and entertainment provided (learning outcome 1) [Functional Skills: Level 1, Speaking and Listening].
Visit to or guest speakers from a travel agency – to learn about booking procedures.
Research – online research into online booking procedures: learners to practise booking flights up until point of payment.
Class debate – split the class into two, one half have to argue for online booking, the other for travel agent booking.
Assessment – learners identify three different ways of booking a flight and describe advantages for booking online and through a travel agent (learning outcome 2).
Tutor-led discussion – advantages and disadvantages of each type of airline; the tutor could use recent or historic news articles on airlines, for example on Ryanair's proposal to charge for using the toilet to spark more debate.
Case studies – small groups provided with a number of case studies, different individuals, with different destinations, circumstances, and reasons for travel – learners must decide which type of airline would be best for each one.
Assessment – learners to present written review of advantages and disadvantages or discuss with the tutor the advantages and disadvantages of each type of airline (charter, scheduled, low-cost) (learning outcome 3).
Assessment feedback, review and evaluation of unit.

Assessment

For learning outcome 1 and assessment criteria 1.1–1.4, learners must be able to distinguish between the three different types of passenger airline, their routes and their levels of service. For 1.1, learners must investigate and describe one airline for each type of carrier.

For assessment criterion 1.2, learners must be aware of how airlines differ in terms of the routes that they fly. Using the examples from 1.1, learners must be able to identify at least two routes for each type of airline and state whether they are long haul, short haul or domestic. For the purposes of this unit, long haul is taken to be a flight over six hours in duration.

For assessment criteria 1.3 and 1.4, learners must describe the in-flight services and entertainment. Learners should be able to describe what is included in the price of the ticket in terms of in-flight service and entertainment and what the customer needs to pay extra for. For example, some airlines will include in-flight meals but charge for headsets for entertainment, others include all meals, entertainment and bar service. Learners could use the airlines selected in 1.1 as examples. Learners must also demonstrate knowledge of which carriers offer different classes of cabin such as economy, business class and first class and any other services that may be relevant to the airlines that they are investigating. Learners must also show knowledge of the services that the named airlines provide for passengers with special needs and how the provision varies across the different types of airlines.

Evidence for assessment criteria 1.1–1.4 can be presented as a completed table or pro forma giving information about the different types of airline. Alternatively, these criteria can be evidenced through question and answer sessions or discussions with the tutor. These must be documented and supported by a completed observation record.

For assessment criterion 2.1, learners must identify at least two ways of booking a flight. For assessment criteria 2.2 and 2.3, learners must describe at least two advantages for booking online and through a travel agent. Learners could submit written evidence or take part in a group discussion that can be recorded and witnessed by the tutor for evidence if supported by an observation record confirming individual contributions. This will also provide evidence for Functional Skills in speaking and listening.

For assessment criterion 3.1, learners should review at least two advantages and two disadvantages of flying with each of the three airlines This could include aspects such as service, entertainment, seat configuration and value for money. Learners could develop their evidence for learning outcome 1 or provide a separate piece of work, for example evidence could take the form of an oral presentation witnessed by the tutor and supported by an observation record.

Suggested resources

Books

Calder S – *No Frills: The Truth behind the Low-Cost Revolution in the Skies* (Virgin, 2008) ISBN 9780753510445

Hinault-Jambor P – *Everything in Orange Success Story of easyJet* (VDM, 2008) ISBN 9783639037449

Jones L – *easyJet: the Story of Britain's Biggest Low Cost Airline* (Aurum Press, 2007) ISBN 9781845132477

Websites

The following websites give advice on available flights, routes and prices.

www.ba.com	British Airways
www.easyjet.com	easyJet
www.firstchoiceairways.com	First Choice
www.flybe.com	Flybe.com
www.jet2.com	Jet2.com
www.monarch.co.uk	Monarch
www.ryanair.com	Ryanair
www.skyscanner.net	Skyscanner flight search
www.thomascook.com/flights/	Thomas Cook Airlines
www.thomson.co.uk/Flights	Thomson Holidays flights
www.virginatlantic.com	Virgin Atlantic
www.whichbudget.com	Whichbudget.com

Unit 14: The Role of Air Cabin Crew

Unit reference number: R/502/3706

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to give learners an overview of the skills, experience and qualities required by the airline industry when appointing cabin crew. The unit aims to develop learners' practical skills when dealing with customer service situations and when carrying out a health and safety demonstration.

Unit introduction

This introduces learners to the world of air cabin crew. The role of air cabin crew has a very glamorous image, travelling the world with the job, seeing different places and meeting many different people. However, in keeping with the customer-focused nature of the travel and tourism industry, the safety, wellbeing and enjoyment of the passenger is the primary concern at all times and the unit will allow learners to investigate the personal skills and qualities that are required for the role, and develop their own skills in these areas. The unit will also alert learners to the difficulties associated with the job: long hours, unsociable shift patterns, the impacts of flying across time zones and the level of responsibility involved in the job. Learners will investigate the health, safety and emergency procedures that are part of the everyday role of air cabin crew, and the need for a basic knowledge of first aid.

The unit will focus learners' skills on the vocational and practical nature of the role. Learners will identify the skills, qualities and experience required for entry into the industry. They will also identify the additional duties that the crew must carry out prior to boarding, whilst on board and at the end of their flight shift.

In keeping with the practical and vocational nature of the unit, learners will take part in practical role-play assessments to demonstrate customer service skills and a health and safety demonstration.

Essential resources

There are no essential resources for this unit. However, it would be helpful for learners to have access to videos and relevant TV programmes for real-life scenarios.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the skills, and qualities needed for the role of air cabin crew members	1.1	List the skills required to be a member of air cabin crew	□ *Skills*: communication, ability to work under pressure, ability to work as part of a team, customer service skills □ *Other requirements*: height stipulations, weight restrictions
		1.2	Identify the qualities required to be a member of air cabin crew	□ *Qualities*: e.g. patience, friendliness, approachability, stamina, ability to use own initiative, personal presentation e.g. appearance, wearing uniform, personal hygiene, assertiveness
2	Know the main roles and responsibilities of air cabin crew members	2.1	Describe the role of air cabin crew	□ *Roles*: positions on board the aircraft, e.g. senior cabin crew member, first officer, junior crew member, team leader
		2.2	Describe the responsibilities of air cabin crew	□ *Responsibilities*: pre-flight briefing; on-board meals and entertainment; services and end of flight reports paperwork; passenger comfort; safety and security; emergency procedures
3	Be able to carry out a health and safety demonstration	3.1	Describe the responsibilities of the air cabin crew in terms of health and safety	□ *Health and safety responsibilities:* safety and security, e.g. cabin check, safe storage of items; emergency procedures and equipment; safety demonstrations; medical emergencies
		3.2	List the emergency procedures on board the aircraft	□ *Emergency procedures*: emergency – situation that endangers lives of passengers and crew; procedures, e.g. positioning self to open emergency exit; directing passengers to nearest usable exit; ensuring steady and even flow of passengers to exit
		3.3	Carry out a health and safety demonstration	□ *Health and safety demonstration*: using PA system; safety demonstration

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to demonstrate customer service skills used on board an aircraft	4.1	Listen for and identify the main points of short explanations	☐ *Customer service skills on board the aircraft*: situations where customer service skills are used, e.g. bar service, meal service, duty-free service selling and handling currencies; customer service skills, e.g. listening skills, asking and answering questions, speaking clearly, checking understanding if necessary, body language (posture, eye contact)
		4.2	Speak clearly to be heard and understood	
		4.3	Ask and respond to straightforward questions	

Information for tutors

Delivery

The unit aims to introduce learners to the world of air cabin crew. It will give them an overview of the role and ask them to look at the skills and qualities needed for the role.

The role of air cabin crew is a responsible one and there is a significant amount of training and knowledge required, particularly in the area of first aid and emergency procedures. Learners should have access to an environment as authentic as possible. There are companies that can offer mock aircraft cabins for these activities for the day for a fee per person (see *Websites* section). If this is not feasible for the centre then the classroom should be reorganised, for example so that the layout mimics an aircraft cabin with one aisle.

Learners should be made aware of the personal qualities that are required for the role. These can be demonstrated and developed through role play, enabling learners to demonstrate easily the personal qualities required for the role.

Learners can access the information required for learning outcomes 1 and 2 from job advertisements for cabin crew vacancies or from vocational and educational websites such as www.prospects.ac.uk which has very good descriptions of the role of cabin crew, the job description and personal specification.

Health, safety and security are extremely important for the aviation industry and learners would benefit from a guest speaker giving overview of up-to-date responsibilities of cabin crew in terms of health, safety and security. A standard safety announcement may be provided for learners to practise using a PA system. Tutors should try to provide suitable props to be used during announcements. Learners could take it in turn to make the safety announcement and carry out the practical demonstration.

The tutor should encourage learners to speak at the front of the class and wherever possible, lead presentations to develop confidence and professionalism and to map to Functional Skills in communication.

Customer service skills are a strong focus of this unit and should be taught in the context of air cabin crew. Understanding can be gained by conducting role play covering a diverse range of customer service incidents on board the aircraft. Practical sessions give learners the opportunity to develop skills essential to working in the industry. To demonstrate a range of skills learners could operate in small teams, observing each others' performances and giving constructive feedback. The emphasis could be on evaluating what they have learned from the observation to improve their standards of performance.

Speakers from the industry would be a valuable resource in the delivery of the unit and would help to motivate learners and increase involvement and participation in the course.

Where opportunities for visits are limited, learners could scrutinise relevant TV or video programmes such as 'CelebAir' and 'Airline' as well as videos of health and safety demonstrations, many of which can be found on YouTube.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Group discussion – 'Who has been on a plane?' 'What did the air cabin crew do?' 'What skills do you need to do those jobs?' – break down the different aspects, for example, security demonstration, food service, emergency evacuation (tutor will need to lead on this aspect as it is unlikely learners will have experienced that).
Video – relevant television programmes depicting the role of air cabin crew, learners to list different responsibilities of air crew and skills needed.
Small-group research – using airline websites look at job adverts for air crew – what information is given about the roles and responsibilities. What skills and qualities are required?
Thoughtshower – what personal qualities do air crew need?
Activity – learners to prepare questions for visit/guest speaker.
Visit/guest speaker – air cabin crew member to discuss role, skills, qualities, etc.
Assessment – learners ask and respond to straightforward questions about the role, responsibility, skills and qualities of air cabin crew (learning outcomes 1 and 2) [Functional Skills, Level 1, Speaking and Listening].
Tutor-led discussion – use real-life scenario, for example Hudson River landing, ask learners to discuss what happened, what air cabin crew would have needed to do and why, 'How would you have reacted?' 'Why is it important they knew what they were doing?'
Case studies – learners provided with cases of different aspects of flights and asked to identify the health and safety and security responsibility of the air cabin crew, for example ensuring people are seated during turbulence, serving food without burning people.
Tutor-led delivery of the emergency procedures in place on board an aircraft.
Learners watch safety demonstrations on YouTube.
In small groups learners practise giving health and safety demonstrations.
Assessment – learners create a poster describing the health and safety and security responsibilities for air cabin crew, use information gained in learning outcomes 1 and 2.
Assessment – learners create a checklist of emergency procedures on board an aircraft. Learners then carry out a role play of a health and safety demonstration (learning outcome 3).

Topic and suggested assignments/activities
Tutor-led discussion – ask learners for examples of good and bad customer care they have received, how did it make them feel? What do they think makes customer care good?
Tutor role play – showing bad customer care – group to discuss what was bad, what should have been done differently, how did the customer feel?
Practical – create poster of good customer care.
Small-group role play – different scenarios of air cabin crew roles, showing good customer care.
Assessment – ask and respond to straightforward questions on what constitutes good customer care (learning outcome 4) [Functional Skills: Level 1, Speaking and Listening].
Assessment feedback, review and evaluation of unit.

Assessment

For assessment criteria 1.1 and 1.2, learners must list skills and identify qualities required to work in air cabin crew. Learners could produce this as a PowerPoint presentation or in the form of hand-outs one for the qualifications and another for other requirements.

For assessment criteria 2.1 and 2.2, learners must describe roles and responsibilities within air cabin crew. For example, they could describe the content and importance of the pre-flight briefing; the duties that the crew perform on board for the passengers when welcoming them on board the aircraft and seating them; the pre-take-off safety checks and securing of the cabin; the duties involved in looking after the passengers throughout the flight in terms of the health and safety demonstration and subsequent meal, drinks and duty free services. Learners could also describe any other services that the cabin crew have to perform, for example giving out headsets for in-flight entertainment, helping customers, water, perhaps helping with children's and special meals during the meal service and any medical and emergency situations that may arise.

Evidence could be a poster or leaflet for new staff describing air cabin crew roles and responsibilities.

For assessment criteria 3.1 and 3.2 learners must describe air cabin crew responsibilities for health and safety and list emergency procedures. These could be added to the poster or leaflet produced for learning outcome 2.

Assessment criterion 3.3 is very much a practical assessment criterion with learners having the opportunity to demonstrate their presentation and communication skills for their health and safety demonstration. Learners must be witnessed by the tutor and a comprehensive witness statement must be completed to cover all the criteria for the health and safety demonstration as outlined in the content of the specification for the unit.

Assessment criteria 4.1, 4.2 and 4.3 should also be assessed by role play and learners should enact customer service situations as prescribed by the tutor. The tutor should assess the role play by completing detailed witness statements.

Witness statements or observation reports should be kept for verification purposes.

Suggested resources

Journals

Travel Trade Gazette (UBM Information Ltd)

Travel Weekly (Travel Weekly Group Ltd)

Websites

www.britishairways.com/careers/cabin_crew.shtml	British Airways – advice on careers in air cabin crew
www.cabincrew.com	Information on role of cabin crew
www.careerintravel.co.uk/cabin-crew-career-information.htm	Advice on requirements and how to apply for becoming a member of air cabin crew
www.careerintravel.co.uk/cabin-crew-latest-jobs.htm	Information on cabin crew recruitment
www.easyjet.com	easyJet
www.flybe.com/corporate/careers/	Infirmation on cabin crew with flybe
www.gov.uk/browse/working/finding-job	Careers advice
www.ryanair.com	Ryanair

Unit 15: The Role of the Overseas Resort Representative

Unit reference number: Y/502/3707

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to give learners a basic understanding of the role of the overseas resort representative and how they must project a positive image as part of their role. Learners will have the opportunity to plan and deliver part of a welcome meeting and they will consider potential advantages and disadvantages of the position.

Unit introduction

Overseas representatives play an important part in helping customers to enjoy their holidays. In this unit, learners will investigate the duties carried out by overseas resort representatives and the ways in which they project a positive image to their customers.

The welcome meeting takes place at the start of a holiday and it gives representatives the opportunity to give their customers useful information to help get their holiday off to a good start. Learners will identify the different types of information included in the welcome meeting and will have the opportunity to prepare and deliver part of a welcome meeting to customers.

Learners will find that not all aspects of the job are exciting and glamorous and they will consider the advantages and disadvantages of working as an overseas resort representative.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the different roles and responsibilities of overseas resort representatives	1.1	Identify different roles and responsibilities of overseas resort representatives	□ *Roles*: resort representative; head representative; assistant representative; transfer representative; campsite representative; child's representative; entertainer; chalet host □ *Responsibilities*: e.g. acquiring knowledge about the resort, keeping an information board, welcome meeting, company and product knowledge excursion sales, promoting excursions, taking bookings, calculating exchange rates and commission, issuing tickets, arrival and departure duties, airport transfers, customer service, dealing with queries and complaints, health and safety checks, lost and stolen property, completion of paperwork, dealing with accidents and illness, lost and stolen property, hotel over-bookings; presenting self, e.g. dress code, uniform, personal hygiene
2	Be able to present a welcome meeting for a resort	2.1	Give a good impression	□ *Good impression*: appropriate appearance, e.g. dress, uniform, personal hygiene; appropriate manner, e.g. friendly, approachable, helpful □ *Components of welcome meeting*: welcome (introductions, duty times and contacts); information on resort and local area; accommodation information; excursions; health and safety; local culture/customs □ *Plan and present*: research information; communication skills, e.g. speaking to a group, accurate information □ *Communicate information*: providing clear, accurate, up-to-date information; types of information, e.g. about resort, accommodation, excursions, health and safety, local culture/customs; listening; asking questions
		2.2	Give accurate information	
		2.3	Listen for and identify the main points of short explanations and instructions	
		2.4	Speak clearly to be heard and understood	
		2.5	Ask and respond to straightforward questions	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to complete a booking form for a customer excursion	3.1	Use written words and phrases to record/present information	☐ *Completing booking form*: accurate information, e.g. customer details, correct excursion, date, departure/arrival times; particular needs, e.g. dietary requirements; correct spelling, punctuation; legible writing; compound sentences
		3.2	Use correct punctuation and spelling	
		3.3	Write legibly	
		3.4	Use compound sentences	
4	Understand the advantages and disadvantages of working as an overseas resort representative	4.1	Explain the advantages and disadvantages of working as an overseas resort representative	☐ *Advantages*: e.g. opportunity to work away from home, experiencing different countries and culture, working and socialising with same people, sharing accommodation, opportunity to speak other languages ☐ *Disadvantages*: e.g. seasonal, temporary work, working away from home and homesickness, sharing accommodation, long hours, dealing with difficult customers, being aware of own health when in another country, (diet, safe sex, personal safety), the need to speak other languages

Information for tutors

Delivery

To introduce the unit, tutors could stimulate discussion on what overseas resort representatives do. Discussion could be based on learners' own experiences or through them watching a DVD or video of one of the TV programmes on holiday representatives. Major tour operators have short video clips on their websites giving a concise introduction to the role.

Learners could find out about the duties of overseas representatives from guest speakers and through internet research. They could produce a 'Day in the Life of' display for the classroom and set some guidelines for creating a positive image. Tutor input should be given relating to the standards set by tour operators in relation to dress code, uniform, grooming etc.

One of the main focuses for assessment will be the welcome meeting, therefore activities should be designed so that learners have a good understanding of what types of information should be given at the welcome meeting.

Learners need to gather information about a particular resort which they then develop as part of a welcome meeting. Learners could be shown videos of a welcome meeting so they are familiar with what is expected. A visiting speaker may be able to take learners through the stages of presenting a welcome meeting and provide advice on the importance of personal impression. Learners should be given time to practise their skills and develop their confidence when delivering a welcome activity; learners should be encouraged to present in front of the class throughout the unit.

For learning outcome 2, learners need to research and produce information ready for a welcome meeting. They could produce posters or cue cards to help them make a verbal presentation. The class would act as learners' audience and they would be expected to deliver accurate information. A question and answer session should be included where learners could be questioned by the tutor or by their peers. A tick sheet based on the assessment criteria could be given to learners to make them fully aware of what they must achieve.

Learners should be given scenarios and a pro forma of a booking form and practise completing it. This could be carried out as small-group exercises at first and, when confidence has been developed, completed individually. Learners should have the opportunity to write in sentences, for example when recording complaints from the customer, in order to meet the Entry 2 Functional Skill in writing.

Talks from guest speakers should be used to give a balanced insight into the job, and learners should appreciate that what is a negative for some could be a positive for others, for example leaving home to work overseas. They should be encouraged to share their views on what they consider to be the good and bad aspects of the role.

A wide variety of delivery methods can be used, including tutorials, presentations, videos, worksheets and internet sources.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.   Group discussion – 'Who has been on a package holiday with a representative?' 'What did the representative do?' 'What are your first impressions of the role?'   Small-group research – use the internet and personal interviews to identify a minimum of five roles and responsibilities of representatives. Produce a 'Day in the Life of' display.   Guest speaker – ask a former resort representative to talk to the group, the group is to use this as part of the research for above.   Make up a collage of photographs of overseas resort representatives from the internet. Set some standards for projecting a positive image such as personal appearance, dress code.   Assessment – present different roles and responsibilities of a resort representative (learning outcome 1).
Video – training video of welcome meeting, TV programme on holiday representatives. Provide questions to answer. Discussion.   Tutor-led discussion – key points of welcome meeting, what would you want to know?   Small groups – using tutor-prepared scenario (for example Sidari in Corfu, Malaga in Spain) and checklist to develop script for welcome meeting. Practise communication skills.   Assessment – identify components of a welcome meeting. Research and deliver part of welcome meeting (learning outcome 2) [Functional Skills, Level 1: Speaking and Listening].   Assessment – learners present a welcome meeting with other learners asking relevant questions (learning outcome 2) [Functional Skills, Level 1: Speaking and Listening].
Tutor-led discussion – 'Why is it important for booking forms to be completed accurately?' 'What can go wrong if forms are completed incorrectly?' For example, excursion booked in wrong name and person not allowed on bus, bus overbooked, coach driver unaware of need to collect from certain accommodation.   Practical – learners practise completing booking form for information provided in tutor scenario.   Role-play – using information from welcome meeting above, learners ask relevant questions so as to complete booking forms correctly.   Assessment – learners complete booking form to match new information provided by the tutor (learning outcome 3) [Functional Skills: Level 1 Writing].
Group debate – half the group argue the advantages and half the disadvantages of working overseas.   Assessment – learners to present their opinion of working as an overseas resort representative; what aspect they would like and what they would not (learning outcome 4).
Assessment feedback, review and evaluation of unit.

Assessment

In order to achieve assessment criterion 1.1, learners must be able to identify different roles and responsibilities of the different resort representatives. In order to do this, learners could produce a table format or be given a pro forma to collate information on the different types, or they could produce a written description of the roles and responsibilities of the overseas resort representative. This could be presented as a report or as a poster for new trainees interested in a career as a representative.

Assessment criteria 2.2–2.5 should be assessed through learners carrying out a simulated welcome meeting according to a given scenario. Learners will be required to present themselves appropriately in terms of dress and appearance, and to present accurate information. In order to achieve 2.3, the tutor could take the part of the customer in order to give a short explanation to learners and to ask questions for 2.5.

For 3.1–3.4, a pro forma could be given to learners. This could be computer, or paper based. Given scenarios about customer requirements should be prepared so that learners can complete this exercise. Learners should have the opportunity to include compound sentences.

For 4.1, learners should produce an explanation of the advantages and disadvantages working overseas. This could be completed as a table but it is important to ensure that learners explain each advantage and disadvantage and do not merely list them. Alternatively, this could be completed as a group exercise where learners feed back to the class, or as a question and answer discussion with the tutor.

Suggested resources

Books

Cooper C, Fletcher J, Gilbert D, Shepherd R and Wanhill S – *Tourism Principles and Practice*, *4th Edition* (Financial Times/Prentice Hall, 2008) ISBN 9780273711261

Websites

www.monarch.co.uk/jobs/working-overseas	Monarch and Cosmos Holidays, overseas opportunities
www.prospects.ac.uk	Prospects – includes a good section on children's resort representatives.
www.thomascook.com	Thomas Cook
www.thomson.co.uk	Thomson Holidays
www.tuitraveljobs.co.uk	TUI Travel Group

Unit 16: Planning and Participating in an Event

Unit reference number: **D/502/3708**

Level: **1**

Credit value: **4**

Guided learning hours: **30**

Unit aim

This unit aims to give learners the opportunity to work as a team in planning, participating in and reviewing an event, as agreed with their tutor.

Unit introduction

Event planning and management is a growing and exciting industry. In this unit, learners will investigate different aspects of planning events before using this knowledge to plan their own event.

The event will be a small-scale, one-off event that requires planning and organisation over a period of time as learners will need to meet specific customer or client requirements. The type of event could be a charity or fundraising event, a trip, an end-of-term dance or maybe a sporting event.

Learners will participate in running the event and they will review its success using information collected from all of those involved, including the team, tutor, customers and client.

Throughout this unit, learners will be able to develop their individual roles as well as being part of a team. They will need to keep records, consider any problems that arise and suggest how to respond to them.

Essential resources

There are no special resources needed for this unit, although learners may need guidance in finding out about and booking a suitable venue.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan for an event as a team member	1.1	Work as part of a team to plan for a chosen event to meet customer requirements	☐ *Planning process*: aims of the event, e.g. to raise money, celebration, educational; type of event; size of event, e.g. minimum and maximum numbers; location; target audience; timings; available resources, e.g. other team members, equipment, budget, e.g. costs, materials for displays; identifying roles and responsibilities; producing clear and accurate records; health and safety considerations
				☐ *Plan*: type of event; aims; resources and budget available; date; times; location; to meet customer requirements; roles and responsibilities; how the event will be reviewed
				☐ *Events*: type of event, e.g. charity or fund-raising event, promotional events; visit or day out, meal, dance
				☐ *Team member*: e.g. respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others
2	Be able to participate in the organisation of an event	2.1	Participate in the organisation of a chosen event	☐ *Participation*: roles; responsibilities; team work; communication, e.g. discussing activities with colleagues, tutor; health and safety, e.g. risk assessment, safe use of equipment, setting up to minimise hazards; timekeeping, e.g. attendance; punctuality; setting up and taking down within agreed timeline; promotion of event, e.g. posters, plasma screens, centre website or VLE; financial, e.g. selling tickets, collecting money, paying in money; recording participation, e.g. logbook
		2.2	Identify risks	☐ *Risks and problems*: types of risk, e.g. weather; change in numbers within team; equipment or materials not available; identifying problem; making suggestions on how to solve problem; creative thinking

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to contribute to the running of an event	3.1	Contribute to the running of a chosen event	□ *Setting up*: signs; rooms, e.g. furniture; equipment, e.g. for stalls, displays; being aware of health and safety; dealing with problems, e.g. equipment not available or not working; allowing enough time to set up □ *During event*: welcoming customers; listening to customers; responding to questions; recording questions not able to answer; ensuring customers complete feedback sheets □ *Clearing event*: disposing of waste; removing signs; clearing room; clearing equipment safely
4	Be able to review the success of the event	4.1	Review the event using feedback received	□ *Review*: sources of feedback, e.g. customer feedback sheets; other team members; tutor
		4.2	Outline the success of the event against the original plan	□ *Success*: against original plan

Information for tutors

Delivery

To achieve this unit, learners must be given the opportunity to plan, organise and run an event of a suitable type. Although learners will work in a group to do this, tutors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment criteria. Evidence is likely to take the form of checklists, observation records and witness statements.

This unit is mostly practical and should be delivered to give learners maximum opportunities to take responsibility and ownership for the planning and running of an event. Before they embark on their event, learners will need input on the processes involved in the planning of an event. The purpose of this unit is to develop learners' planning and organisational skills by working as a team and taking individual responsibility for specific tasks. In planning the event, learners will be expected to keep a personal log and agreement of roles and responsibilities identified.

Tutors could encourage learners to investigate the planning of local events such as summer fetes. Visits to local venues such as hotels or conference centres give a valuable insight into the planning involved in organising events. Visits to events may help when investigating the requirements of the event-planning process. Guest speakers, such as event organisers, could be invited in to talk about the event-planning process. Learners can use this knowledge to help their own event planning and the actual running of their event.

For this unit, the event should be regarded as a one-off which requires planning. Examples of events are charity or fundraising events, sporting events. To meet the learning outcomes, the tutor must provide a client brief for learners to work from, detailing customer or client requirements.

The tutor must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process. Risk assessments should be completed by the tutor but shared with learners for compliance. Communication is vital in the event-planning process and each learner is expected to complete a log of the stages involved in the process.

Finally, learners will need to review the success of the event in different ways. This may be by collecting feedback from customer comment cards designed by learners or from other team members and their tutor, and comparing this against the aims for the event. The tutor should complete an observation record for individual learners, based on their observed level of participation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.
Introduction to unit and structure of the programme of learning.
Tutor-led discussion – What makes a good team? What roles are there within a team?
Group activity – ground rules for teamwork.
Team-building activities.
Learners to create a checklist for themselves on good teamwork.
Group activity – learners to research different types of events.
Tutor-led discussion on what is involved in a running an event, for example purpose of event, time, location, team roles and responsibilities, timescales, resources needed, budget.
As a team, learners choose an event to participate in, and produce a plan showing event purpose, target customers, date, location, resources needed, budget and team roles and responsibilities.
Learners update logbooks.
Assessment – learners produce plan and evidence showing how they have contributed to the planning process as a team member (learning outcome 1).
Tutor-led discussion on how to organise an event.
Identification of potential risks and problems and how they might be resolved.
Team meetings with tutor to update on organisation of event. Learners update logbooks.
Assessment – learners contribute to organisation of event, carrying out roles and responsibilities according to agreed plan. Learners provide evidence of how roles and responsibilities carried out and identification of potential problems and risks (learning outcome 2).
Assessment – learners contribute as team members to the running of the event according to agreed roles and responsibilities. To be evidenced through completion of observation record (learning outcome 3).
Tutor-led discussion on how to review the event. What went well? What could have been improved? What sources of information are there to show this?
Assessment – learners to review success of event against original plan either in question and answer session with tutor, or through completion of pro forma (learning outcome 4).
Assessment feedback, review and evaluation of unit.

Assessment

Learners should keep a log or diary of their personal involvement in the planning and running of the event to support evidence of their contribution during different stages.

To achieve assessment criterion 1.1, learners must be given a 'customer brief', from which they will work together to produce an outline plan for their chosen event. This plan must state the type of event, its aims, resources and budget available, date, time and location and how it will meet customer requirements. The plan must include roles and responsibilities allocated to members of the team in setting up and running the event and also how the event will be reviewed afterwards.

To meet 2.1, learners must show evidence of their participation in the organisation of their event. This can be evidenced by means of a log completed by learners, together with an observation record signed by the tutor. To meet 2.2, the log must include the identification of at least two risks with suggestions for how they might be overcome. Alternatively, the tutor could question learners on possible risks, and record answers on the observation record.

To meet 3.1, learners must produce evidence to show that they contributed to and participated in running the event. The evidence should include task sheets produced before the event, together with logbooks, witness statements and observation records showing that learners have been involved at all stages of the event during setting up, during the event and during taking down and clearing away.

For 4.1, learners must decide how they are going to review and evaluate their event and its success. They will need to have evidence of collecting feedback from customers, other team members and the tutor. They must also show evidence that they collected feedback following the event. For 4.2 they must measure the success of the event against the original plan. Evidence could be in the form of a discussion supported by observation records, or written format.

Suggested resources

Textbook

Shone A and Parry B – *Successful Event Management, 3rd Edition* (CENGAGE Lrng Business Press, 2010) ISBN 9781408020753

Journal

Event Magazine (Haymarket Business Media)

Websites

The following website gives details of organisations providing support in organising professional events.

www.penguins.co.uk	Penguins, advice on events and conference management, parties, training

The following websites give ideas for team building:

www.Businessballs.com	Businessballs – team-building game ideas
wilderdom.com/games/ InitiativeGames.html	Team-building exercises

Unit 17: Carrying out an Individual Project

Unit reference number: K/504/9146

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to identify, research and discuss a project area related to their chosen vocational sector, compiling all findings into a report.

Unit introduction

This unit is about learners investigating an area that they are interested in, related to their chosen vocational sector. It is expected that learners will choose an aspect of travel and tourism to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

Learners will be able to choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. The learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a really practical unit that is led by the learner and their interests. It allows them to develop some skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves and independent enquiry through the undertaking of research.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to select an appropriate project topic	1.1	Produce a proposal for a project related to chosen vocational area	☐ *Identification of project topic*: investigation into ideas for project, methods of ensuring that project is viable, including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for project e.g. different types of holiday (e.g. within UK, abroad, special interest, activity holidays), visitor attractions (e.g. towns, countryside, seaside), facilities available, accommodation, transport links, job roles available in particular tourist attraction or facility (e.g. airport)
		1.2	Set aims for the project	☐ *Setting aims*: identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting
2	Be able to investigate the project area	2.1	Plan the project using appropriate methods of research	☐ *Project planning*: scheduling actions to achieve project; time-management skills, planning time for tasks and activities including prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives
		2.2	Carry out research into the project area	☐ *Carrying out research*: methods of secondary research available, i.e. books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used, including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research, i.e. confidentiality and appropriate behaviour

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce a project report	3.1	Present a project report including: • introduction • aims • findings • discussion • conclusion	☐ *Guidelines in structuring a report*: relevant sections of a report, including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report

Information for tutors

Delivery

This unit allows learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner practically conducting their research project, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal is and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint development of a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage 'Why is the proposed project worthwhile? Who would the results be useful to? What does the literature say? What would the project contribute to the chosen vocational area? If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to independently, or with support, move into their research project.

Possible research project titles include:

- activity holidays

- holidays suitable for families with young children

- tourist attractions in local area.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a project in chosen vocational area.   Learners undertake investigation into possible project areas.   Learners draft aims for the chosen project.
Learners prepare a project plan to ensure the project is completed.   Learners investigate research methods available.   Learners undertake appropriate research into the project.   Learners examine research and how to discuss it within the project.
Learners identify sections required in a project report.   Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce public service report with sections indicated in criterion 3.1 (learning outcomes 1, 2 and 3).   Review own performance and their completed project.
Assessment debrief and feedback.

Assessment

To achieve criteria 1.1 and 1.2, the learner must produce and set aims for a proposal for a project related to chosen vocational area, in this case travel and tourism. In order to do this successfully, learners may or may not require support from the tutor. The amount of support they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For criteria 2.1 and 2.2, learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research, and will require access to the necessary resources.

Criterion 3.1 requires learners to gather information from their research and compile it into the report as described in the unit content and the assessment criteria. It is important that learners produce a report that clearly introduces the project, showing how and why the aims have been set. The findings of the research will then be included in the report along with a discussion as to what learners have found out about the area that they have researched. The final section of the report will define how the research has met the aims that learners have set for themselves.

Learners may require support in the setting of the aims and in the compilation of the report, which is appropriate for the tutor to provide.

Suggested resources

Websites

www.britainandirelandevent.co.uk	British Travel Trade Fair
www.ehow.com\how_5106290_write-project-report.html	Advice on how to write a project report
www.enjoyengland.com	National tourist boards
www.reedtravelexhibitions.com	Reed Travel Exhibitions – organises travel and tourism events
www.visitbritain.com	National Tourist Board promoting UK overseas
www.wtmlondon.com	World Travel Market

Unit 18: Working in a Team

Unit code: R/503/2843

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly; will take part in team tasks and review their contribution.

Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit helps learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	□ *Behaviours for effective teamwork*: encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	□ *Strengths, skills and experiences*: organising skills; practical skills, e.g. computer literate, photography skills; previous experiences, e.g. experience of planning an event; communication skills, e.g. multi-lingual, skilled writer; interpersonal skills, e.g. good listener, confident, punctual, reliable, patient
		2.2	Identify team skills needed to complete team task	
		2.3	Outline how own strengths and skills could match the needs of the team task	□ *Aspects of a task they could do well, based on identified strengths, skills and experience*: e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	□ *What team is working to achieve*: aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required
		3.2	Identify own role and responsibilities and those of others in the team	□ *Responsibilities within the team*: own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members
		3.3	Outline how own role contributes to the work of the team as a whole	□ *Contribution of own role to work of whole team*: how own role affects roles of others in the team; how own role affects overall team success

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	☐ *Listen to the ideas and suggestions of others*: paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others, e.g. by not interrupting, asking questions to clarify what was said
		4.2	Give ideas and suggestions as to how the team might complete their task	☐ *Give ideas and suggestions as to how the team might complete their task*: e.g. participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group
		4.3	Give examples of offering help or support to other team members	☐ *Offer help to other team members*: e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent
		4.4	Give examples of accepting the help or advice of others	☐ *Accept help or advice from other team members*: try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time
		4.5	Complete the aspects of the allocated task, in line with the brief	☐ *Complete own task in line with the given brief*: complete task to required standard and within stipulated timeframe
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	☐ *Positive teamworking behaviours demonstrated*: listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task
		5.2	Identify own teamworking skills that could be improved	☐ *Identify teamworking skills that could be improved*: be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Information for tutors

Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

In order to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or flipchart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around four to seven people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole-group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mindmap or flowchart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small-group discussions or discussions with a line manager or supervisor.

Assessment

For 1.1, learners must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For 2.1, 2.2, and 2.3 learners need to refer to the identified group task when identifying their strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. Learners need to be able to make the link between their strengths, skills and experiences and the group task. Alternative methods of evidencing learning can be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways, such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. Learners need to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, learners need to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 can be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing can be used, for example a witness statement or observation.

For 5.1, learners need to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

Resources

Websites

www.lifecoachexpert.co.uk	Life Coach Expert, advice on improving your life
www.projectsmart.co.uk/team-building.html	Advice on team building
www.worksmart.org.uk/career	WorkSmart, TUC-run website giving career advice

Unit 19: Work Experience in Travel and Tourism

Unit reference number: Y/505/4956

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to give learners an idea of what it would be like to work in the travel and tourism industry. They will gain experience of the work undertaken and gain the skills, knowledge and understanding required for the industry.

Unit introduction

This unit gives learners the opportunity to complete work experience within the travel and tourism industry. The unit will help learners to understand the demands of the travel and tourism industry and the types of work that may be available to them. Work experience will also focus learners on the industry and help them decide if it is the right industry for them. Learners will be able to develop their communication and customer service skills.

Learners will be encouraged to seek work experience and work together with their tutors and programme coordinators to find a suitable placement within the industry. Learners will develop research skills to find out about the organisation where they are going to complete their placement. Learners will need to discuss their placements with tutors so that achievable objectives can be set.

The placement should be approximately three to four days or equivalent and not usually be a nine to five position. Learners may be introduced to different working patterns to fit in with the industry's working hours.

Learners will be required to review their experiences on their return, identifying the good and bad points and the value of their experiences. This assessment can be presented to the group so that learners find out about each others' placements.

Essential resources

It is essential that learners have access to the internet in order to find information about their work placement. Access to a school or college employer database is also essential.

An interview prior to the placement would be good practice.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the company or organisation where they plan to do the work placement	1.1	Describe the company or organisation where they plan to do the work placement	□ *Placement*: type of placement, e.g. travel agency, tour operator, airport, tourist information centre, visitor attraction, museum, art centre, fun fair, theme park, heritage centre, hotel, gift shop □ *Other factors*: location; journey time/ distance; working hours; availability; appropriate mentor; skills required; own skills; strengths and weaknesses; career prospects/aspirations
2	Know what they are expected to do whilst on placement	2.1	With tutor support, set achievable targets for the placement	□ *Objectives*: skills to be developed; knowledge to be developed; goals to be achieved □ *How to achieve objectives*: method of placement, e.g. application process, letter to accept/decline; induction; supervisor; daily pattern; routine/tasks to be undertaken; uniform requirements; visit from school/college scheduled
3	Be able to carry out a period of work experience	3.1	Carry out a period of work experience	□ *Duties*: tasks to be completed; communication methods; teamwork; customer related tasks; punctuality; attendance; time keeping; job limitations, e.g. job role, codes of conduct, legislation □ *Placement diary*: record of placement, e.g. daily log, diary, portfolio
4	Understand the purpose of work placement	4.1	Review the placement against set targets	□ *Review*: e.g. suitability, tasks completed, skills developed, knowledge developed, personal development, strengths and weaknesses, conclusion in relation to career aspirations, recommendations for future, benefit to self/employer/organisation
		4.2	Clearly present findings of review to others	□ *Presentation*: type, e.g. PowerPoint, oral, written, display, OHT slides, other use of IT facilities

Information for tutors

Delivery

Before going on placement, learners will need to develop their knowledge about the organisation. Learners will need access to the internet to find out about the company where they plan to carry out the placement. Alternatively, it could be issued from the tutor or work-placement provider.

A detailed discussion with the tutor is essential to ensure that learners understand what they are expected to achieve from the placement. This would be a good time to set objectives which can be used in learners' review of the placement. The type of goals that may be set are daily duties, attendance, punctuality, knowledge and skills development.

Learners should be supported while attending placement and a tutor visit would be beneficial. Learners should be encouraged to treat this as a proper job and are expected to report any absence to both the placement provider and their centre.

Learners need to review their placement and prepare a suitable presentation for their colleagues.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and content overview.   Tutor-led discussion – 'What is a work placement?' 'What is expected of learners on work placement?'   Practical – create a poster of expectations of work placement.   Individual research – learners find out about the organisation where they plan to carry out their work placement.   Practical – tutor-supported creation of targets and objectives for work placement.   Practical – write a letter to accept or decline placement to the provider.   Assessment – ask and respond to questions about placement, their expectations and targets and expectations of them during placement (learning outcome 1, learning outcome 2).
Practical – undertake work placement.   Assessment – tutor observations, placement providers report of placement (learning outcome 3).
Tutor-led discussion – review of work placement.   Practical – use checklist of targets and objective from learning outcomes 1 and 2 to assess placement.   Assessment – presentation of placement and review of placement (learning outcome 4).
Assessment evaluation, unit review and feedback.

Assessment

For assessment criterion 1.1, learners will need access to the internet or be provided with relevant information from their tutor or work placement so that they are able to describe the company where they plan to complete their work placement. Learners must show evidence of their knowledge of the company through discussion or a question and answer session with the tutor, a presentation or written description.

For 2.1, a set discussion time should be allocated where learners meet their tutor to discuss their placement and what it is hoped they will achieve. Clear achievable targets should be set as a result of the discussion.

For 3.1, learners need to have a secure work placement which they are to attend for a period of three to four days. A tutor visit is recommended to assess learners' progress.

For 4.1, learners need to review their work placement against the targets set with the tutor for 2.1. For 4.2 learners should then present the review in a suitable format to their colleagues. The review could be completed as a written description or a discussion with question and answer session, either with the tutor or peers so that everyone learns about everyone else's experience.

Suggested resources

Books

Ferguson Publishing – *Careers in Focus: Travel & Hospitality, 2nd Edition* (Ferguson Publishing Company, 2006) ISBN 9780816065905

McInnery J A and Brobrow Burnes J – *Career Opportunities in Travel and Tourism* (Checkmark Books, 2010) ISBN 9780816077328

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Pearson, 2010) ISBN 9781846907494

Websites

The following are job search websites:

www.fish4.co.uk

www.totaljobs.com

The following website is a specialist job search websites for the travel and tourism industry:

www.traveljobsearch.com

Unit 20: Planning for a Job in Travel and Tourism

Unit reference number: D/502/3711

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to develop learners' understanding of the types of jobs available in travel and tourism and the skills and qualities needed to work in the sector.

Unit introduction

The principal aim of this unit is for learners to develop a plan for starting work in travel and tourism by being given the opportunity to explore job opportunities across the travel and tourism sector.

Learners will explore conditions of employment and the qualifications and skills required for different jobs within travel and tourism. Learners will then have the opportunity to research and present information on the qualifications and skills required for a selected job in travel and tourism and to review their skills so that they can plan for working in travel and tourism.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different types of roles and responsibilities in travel and tourism	1.1	Identify different jobs in travel and tourism	□ *Types of job*: travel agents; tour operators; air cabin crew; overseas resort representatives; tour guides □ *Types of employer*: transport operators; tour operator; airport; accommodation providers; tourist information centres; visitor attraction; museum; art centre; funfair; theme park; heritage centre
		1.2	Identify roles and responsibilities within travel and tourism	□ *Roles and responsibilities*: e.g. advising customer, making bookings and reservations for customer, providing accurate information (eg about accommodation, visitor attractions), updating customer when things change, welcoming customer, being aware of customer's wellbeing, presenting information, selling products and services
2	Know about terms and conditions of employment within travel and tourism	2.1	Describe terms and conditions of employment within travel and tourism	□ *Work patterns*: hours of work, work patterns; shift work, e.g. early starts, late finishes, night work, weekend work, bank holiday work, irregular work pattern; flexitime; days off during week; annual leave □ *Pay*: types of pay pattern, e.g. hourly, weekly, monthly, salary scales, increments □ *Benefits*: types of benefit, e.g. pension, season ticket loans, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development □ *Other issues*: travelling long distances; being away from home for long periods; living in another country with a different culture

Learning outcomes		Assessment criteria		Unit amplification
3	Know about the qualifications, skills needed for a selected job in travel and tourism	3.1	Present information about the qualifications and skills required for a selected job in travel and tourism	□ *Qualifications*: essential and desirable, general qualifications, e.g. GCSEs, GCEs; work-based qualifications, e.g. NVQs in Travel and Tourism, customer service, management; vocational qualifications, e.g. BTEC Firsts/Nationals in Travel and Tourism □ *Skills and qualities*: communication, e.g. written, verbal, listening; social skills e.g. friendly and approachable manner; ability to deal with problems and complaints; ability to deal with administration, e.g. customer bookings
4	Know own skills in order to plan how to start work in travel and tourism	4.1	Review own skills	□ *Own skills*: personal skills audit; own abilities; interests; values; personal qualities; lifestyle constraints
		4.2	Describe how to build on existing skills	□ *Finding out about ways to build on existing skills*: career pathways; work experience; college courses; sources of information, e.g. careers websites, travel and tourism journals and magazines □ *Making plans*: considering options; realistic short-term goals; medium-term goals

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques, including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the travel and tourism sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different travel and tourism settings and interview or workshadow an employee. After the visit, learners could create a leaflet to include information about the job role and conditions of employment which other learners could use as a fact-sheet.

Videos and case studies can be used to help learners understand the range of job roles in the sector.

In groups, learners could complete web-based research into job roles in different settings and departments within travel and tourism and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts. They could then list the terms and conditions associated, such as work patterns, pay and benefits.

The opportunity to analyse real job descriptions, covering a wide range of jobs in travel and tourism, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sector.

For learning outcome 3, learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners could use electronic slides or flipcharts to present this information.

Learners could access careers advice from Learndirect (www.learndirect-advice.co.uk) to help them begin their career plan. The need for goal setting and the difference between long-term and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long-term and short-term goals for themselves for learning outcome 4. This could be achieved through one-to-one discussions or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Tutor-led discussion on job opportunities in travel and tourism.
Small-group research – learners select one of the above and gather information about the following:
• range of jobs
• working patterns
• pay
• benefits
• qualifications
• skills and qualities.
Research could involve the internet, visits to settings, professional journals.
Activity – group presentation of information to include a factsheet for other learners.
Activity – learners invite an employee from the chosen sector to share information about their job. Alternatively, learners may visit an appropriate work setting or talk to an employee to gather information.
Activity – using the information gathered from the group work on skills, qualities and qualifications, individual learners carry out a personal skills audit, for example using a template or online assessment.
One-to-one tutorial to discuss opportunities in line with skills audit.
Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criterion within the unit (learning outcomes 1, 2, 3, 4).
Assessment evaluation, unit review and feedback.

Assessment

For the overall assessment it may be useful for learners to complete a booklet for students who are interested in a career in travel and tourism.

To meet assessment criterion 1.1, learners will need to identify three different jobs within the travel and tourism sector and for 1.2, at least five different roles or responsibilities relevant to work in travel and tourism.

To meet 2.1, learners need to be able to describe the different terms and conditions. This could be completed as a discussion with the tutor with a witness testimony completed or as a written script.

For 3.1, learners will need to give details about the skills, qualities and qualifications required for one job within travel and tourism. This could be selected from one of the three jobs selected for 2.1. Learners could produce a table of the roles and the entry requirements for each. Alternatively, they could complete a pro forma of 'a day in the life of' their preferred job, showing how the different qualities and skills are used within the job.

For 4.1 and 4.2, learners need to complete a review on their own skills and a plan for development. These could be completed on pro formas and presented separately from the booklet as this information is individual to each learner.

Suggested resources

Books

Ferguson Publishing – *Careers in Focus: Travel & Hospitality, 2nd Edition* (Ferguson Publishing Company, 2006) ISBN 9780816065905

McInnery J A and Brobrow Burnes J – *Career Opportunities in Travel and Tourism* (Checkmark Books, 2010) ISBN 9780816077328

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Level 2 First Travel and Tourism Student Book (BTEC First Travel and Tourism)* (Pearson, 2010) ISBN 9781846907494

Websites

The following websites are general job search websites:

www.fish4.co.uk

www.totaljobs.com

The following website is a specialist job-search websites for the travel and tourism industry:

www.traveljobsearch.com

The following are travel company websites:

careersUK.virgin-atlantic.com	Virgin Atlantic Airways – includes link to careers
www.springboarduk.net	Springboard UK (promoting careers in hospitality, leisure and tourism)
www.tuitraveljobs.co.uk	TUI Travel – includes link to travel jobs
www.visitbritain.com	British Tourist Authority

Unit 21: Building Working Relationships with Colleagues

Unit reference number: H/503/2877

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to give learners the skills and knowledge necessary to interact confidently and effectively with colleagues. Learners are given the opportunity to share ideas and resolve differences as well as being made aware that their behaviour affects everyone else.

Unit introduction

In this unit, learners will explore how colleagues rely upon one another in a constructive working environment. They will consider the consequences of positive and negative behaviours of individuals for whole teams or organisations. A key focus of the unit is to help learners develop some of the most important behaviours needed to interact effectively with colleagues. This includes communicating clearly with colleagues, knowing how to resolve differences appropriately and being able to offer and receive help, ideas and suggestions when interacting with colleagues in the workplace.

Essential resources

Learners need the opportunity to participate in activities that involve colleagues, whether in a real workplace or in a simulated environment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how people in the workplace depend on one another	1.1	Describe the interdependencies between different people in a workplace	☐ *Different people in the workplace depend on one another*: in teams, departments and organisation as a whole; people need one another to perform their individual roles in order to achieve common work goal, e.g. to provide a service, to generate money, e.g. in working towards common goal of selling a certain amount of goods, sales managers depend on team leaders to pass on information about sales targets, team leaders depend on team members to reach their sales targets and team members rely on sales managers to set realistic targets
2	Understand how an individual's behaviour affects other people at work	2.1	Describe how the positive behaviour of one person can affect others in the workplace	☐ *Individual behaviour can have positive implications for others*: consequences for individual colleagues, e.g. raising a colleague's self-confidence by giving them positive feedback; consequences for a group of people, e.g. boost given to team morale by individual member being cheerful and helpful
		2.2	Describe how the negative behaviour of one person can affect others in the workplace	☐ *Individual behaviour can have negative implications for others*: consequences for other individuals, e.g. individual who uses sexist language finds that a colleague is uncomfortable working alongside them, individual who does not pass on accurate telephone messages to line manager causes line manager to waste time clarifying the messages; consequences for a group of people, e.g. the organisation misses a delivery deadline because an individual did not complete a required task, a team is unable to carry out their work effectively because one team member continually turns up late for work

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to demonstrate positive behaviours that promote effective working with others	3.1	Communicate clearly with colleagues	☐ *Communicating clearly*: verbal communication, e.g. language level, punctuation (if written communication); non-verbal communication, e.g. body language, tone of voice, place and time of communication
		3.2	Resolve differences with colleagues amicably	☐ *Resolving differences*: appropriate behaviour when resolving differences in the workplace, e.g. avoiding offensive language and shouting; resolving differences at appropriate time and in appropriate place, e.g. not settling disputes in front of customers; knowing where to get support (if needed) in resolving the conflict, e.g. line manager, human resources department, impartial mediator
		3.3	Offer help and guidance to colleagues and accept their help and guidance	☐ *Offer and receive help and guidance*: benefits of offering and receiving help and guidance for self and for the other individual/the team/the organisation, e.g. learning a new skill from someone else which is useful for promotion, saving team time by showing others the most efficient method of doing something; knowing appropriate ways to offer/receive help and guidance, e.g. asking someone if they would like help rather than telling them that they need help, thanking someone who has offered help or guidance, even if it is not needed; knowing appropriate sources for help and guidance, e.g. line manager, supervisor, human resources department, a mentor or 'buddy' system
		3.4	Offer ideas, suggestions and opinions to colleagues	☐ *Offer ideas, suggestions, opinions to colleagues*: offering your ideas/suggestions/opinions to others in appropriate way, e.g. using polite language, avoiding a rude, aggressive or patronising tone, leaving room for others to decline your offer of help or disagree with your opinions
		3.5	Consider the ideas, suggestions and opinions of colleagues and respond appropriately	☐ *Listen to the ideas of others and respond appropriately*: importance of paying attention to the ideas of others, e.g. a way of showing respect to others, learning new information from the ideas put forward by others; showing others that you have paid attention to their ideas, e.g. not interrupting someone who is talking, replying promptly to an urgent email or letter; responding appropriately to the ideas of others in the workplace, e.g. carrying out a task on time if requested, asking a colleague for clarification if the idea they suggested is unclear

Information for tutors

Delivery

Learners could gather evidence for this unit from a part-time job, voluntary work commitment, work experience or simulated activity. If learners do not have current access to the workplace but have previously been employed, they should draw on previous experiences wherever appropriate. Group activities, where some members of the group do have workplace experience, will support those members who have none.

To help learners gain an insight into the various concepts covered in the learning outcomes, guest speakers from the world of work, or who are knowledgeable about workplace behaviour, could be invited to speak to learners about building positive relationships with colleagues. Speakers such as employers and human resources staff could share their expectations in terms of how colleagues should treat one another and the potential consequences of inappropriate behaviour in this regard.

For learning outcome 1, learners might find it helpful to discuss examples of team working and hierarchies within an organisation. Basic examples such as a production line are useful starting points and learners could then consider more complex issues such as leadership, morale, group success and differing roles and responsibilities (for example, however well the workshop staff produce the product, if the marketing team market it well or the sales team do not sell any products, the business will not succeed). Learners could use methods such as posters, flowcharts or presentations to illustrate their findings in relation to a particular organisation.

For learning outcome 2, the concept of 'others in the workplace' could include peers, managers, supervisors, other colleagues, groups of people and individuals. Learners would find it helpful to first identify what constitutes positive and negative behaviour in terms of interrelationships. In thinking about negative behaviour in the workplace, learners should be encouraged to consider the effect of the behaviours on other people (for example, a racist comment is likely to make other colleagues feel angry and unwilling to work with the individual or respect their views in the future), and the effects of the behaviour on the organisation as a whole (for example, refusing to help another colleague to solve a problem means company time is wasted).

For learning outcome 3, learners might want to think not only about how to give and receive help in the workplace, but also about the benefits of doing so, for example learning new skills, developing positive working relationships, saving valuable working time.

Assessment

For 1.1, the learner must describe at least two examples where achieving a workplace goal requires people to depend on one another to do their own individual jobs or tasks. The examples do not need to be complex or lengthy.

For 2.1, the learner needs to describe two examples of the impact of an individual's positive behaviour on another person or group of people (including the organisation as a whole). The positive behaviours for 2.1 should be in line with those stated in 3.1 to 3.5, but need not match them exactly. In achieving 2.1, the learner can provide other examples, such as motivational behaviours from managers or giving and receiving constructive feedback.

For 2.2, the learner must describe two examples of the impact of an individual's negative behaviour on another person or group of people (including the organisation as a whole). Negative behaviour considered for 2.2 might include inappropriate language, rudeness, not listening to others, not fulfilling their own job role or discriminatory behaviour.

For 3.1 to 3.5, the learner must demonstrate, either in the workplace or through simulation, that they are able to get on with employers/managers and their peers. Witness statements, checklists or video evidence would be useful ways for recording the behaviours referred to in 3.1 to 3.5. Evidence needs to be gathered from interaction with all types of colleagues, for example peers, managers, employers. The learner should behave in a positive manner throughout the activity and have the opportunity to provide evidence of each of the behaviours set out in the assessment criteria.

For 3.1, the learner must evidence an ability to communicate clearly with others. The learner's language, attitude and behaviour needs to be appropriate for the situation and should contribute to the clarity of the message being conveyed. The communication may be about a task, idea, enquiry, event, instruction or any other appropriate workplace occurrence.

For 3.2, the learner needs to demonstrate, or refer to an example (either real or simulated), of when they resolved a difference or disagreement with a colleague in an appropriate way. In resolving the difference or disagreement, the learner must demonstrate, or explain, that they always aim to resolve conflict in a dignified way.

For 3.3, the learner must demonstrate, or refer to, two examples (either real or simulated), of when they offered help and guidance to colleagues and at least one example of when they accepted help and guidance from colleagues. In both the offering and receiving help and guidance, the learner's behaviour in doing so must be positive and appropriate.

In achieving 3.4, the learner needs to show that they can put forward at least two in total from an idea, suggestion or opinion to colleagues. If the learner is in the workplace, the idea, suggestion or opinion should be communicated in a way that follows any relevant code of conduct or procedure for that workplace. In a simulated scenario, the idea, suggestion or opinion put forward by the learner must be communicated in an appropriate way and the learner must show that their idea, suggestion or opinion is being communicated in accordance with generally accepted norms and codes of conduct in the workplace.

The learner's response to the ideas, suggestions or opinions of colleagues in 3.5, must demonstrate (either in a real or simulated scenario) that the learner has paid careful attention to the information put forward by the colleague. This could be done by giving an appropriate answer to a question asked by a peer, making

appropriate references to what a colleague has communicated previously, asking a question to clarify something a colleague has said, carrying out a task requested by a manager accurately. Furthermore, the response must be appropriate in terms of the origin of the idea, suggestion or opinion. For example, if a request for a task to be carried out is put forward by a line manager, the learner's response would need to show they accept the authority of the line manager to delegate appropriate tasks to them. For 3.5, the learner must demonstrate, or refer to, two examples where they responded appropriately to the ideas, suggestions or opinions of colleagues.

Suggested resources

Websites

www.lifecoachexpert.co.uk	Life Coach Expert – resources on life skills, life style and wellbeing
www.worketiquette.co.uk/how-to-cultivate-good-business-relationships.html	Work etiquette – advice on workplace conduct
www.worksmart.org.uk/career	Worksmart – career advice

Unit 22: Building Working Relationships with Customers

Unit reference number: K/503/2878

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to give learners the skills and knowledge to deliver good customer service. Learners will consider the effects of poor customer service and have the opportunity to practise using customer protocols to deal with customers effectively.

Unit introduction

The focus of this unit is on helping learners develop the skills needed to provide good customer service, and to build their understanding of the importance of the customer to any organisation. Learners will be introduced to the concept of customer service standards and how organisations ensure their delivery through the use of protocols. They will have the opportunity to demonstrate effective communication with customers and develop understanding of procedures for dealing with customer problems and complaints.

Essential resources

Learners need access to examples of customer service protocols and will need to participate in a customer service activity, whether in a real workplace or simulated environment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1	Describe how an employee's self-presentation can affect a customer's opinion of the individual and their organisation	□ *Effects of employee's self-presentation*: customers form negative or positive impression of employee based on employee's self-presentation, e.g. employee using aggressive tone of voice suggests that they are unwilling to help the customer, employee thanking customer for their enquiry suggests that they think the customer is important; customers form negative or positive view of organisation based on the way employee presents themselves, e.g. employee not listening carefully to customer's request suggests that the organisation does not care about customers, employee whose personal appearance is tidy suggests that the organisation is well organised
		1.2	Describe the importance of maintaining customers satisfaction with organisations	□ *Importance of customer satisfaction*: helps organisations to meet their financial or service goals; potential benefits to organisation of meeting financial or service goals, e.g. staff bonuses, recruitment of new staff, opening new branches, promotion of existing staff, boost to organisation's image or reputation; potential negative consequences if organisations do not meet financial or service goals, e.g. employee's jobs put at risk, no pay rises given, damage to organisation's image or reputation
2	Understand why organisations normally have protocols for dealing with customers	2.1	Describe key areas likely to be contained in a customer service protocol	□ *Key areas in customer service protocols*: common key areas, e.g. receiving enquiries by telephone/email/post/in person, following up customer enquiries, dealing with customer complaints, referring customers to other departments
		2.2	Describe the importance for employees to follow customer service protocols	□ *Importance of following protocols*: ensuring that high level of customer service is maintained by all employees; ensuring all employees know how to treat customers and what to do in various situations, negative implications of not following protocols, e.g. unhappy customers, employee could face disciplinary action

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to interact positively with customers in line with given protocols	3.1	Provide answers to customer queries and requests by following an organisation's protocols	☐ *Dealing with common customer queries or requests*: knowing how to deal with customer queries or requests, e.g. through training, use of reference documents; following organisation's protocols in dealing with customer queries or requests, e.g. deliver customer's takeaway meal within 30 minutes of the time of order or offer them a 20% discount if the delivery is late
		3.2	Communicate appropriately with customers	☐ *Communicate appropriately with customers*: being helpful in manner, language and attitude, e.g. listening carefully to the customer, asking for clarification if necessary, using a friendly, pleasant tone of voice so that customer feels welcome and at ease
		3.3	Explain the procedures within an organisation for dealing with customer problems and complaints	☐ *Dealing with customer problems and complaints*: different ways of knowing organisation's rules for dealing with customer problems and complaints, e.g. training, employee manuals, work shadowing, experience in the job role; different aspects of organisation's procedures for complaints and problems, e.g. specific ways of reporting complaint or problem, fixed timelines for dealing with complaint/problem, approved ways of resolving the problem or responding to the complaint, e.g. if customer requests a refund for faulty goods, check whether the goods are faulty and customer's proof of purchase before offering a refund and apologising for any inconvenience caused
		3.4	Describe when it would be necessary to involve colleagues in assisting the customer	☐ *Involving other colleagues in assisting the customer*: referring customer to another colleague if you are unable or unauthorised to deal with customer's request or query; seeking the advice/help of other colleagues so that you can resolve the customer request or query yourself (if appropriate)

Information for tutors

Delivery

Learners could gather evidence through a part-time job, work experience, volunteering commitment or simulated activity. Guest speakers, learners interviewing someone in a customer service role, case studies and film or video clips could all aid learner understanding and enhance delivery of the unit. If learners have no current access to the workplace but have previously been employed, they should draw on this prior experience wherever appropriate. Group activities, where some members of the group do have workplace experience, will support those members who have none.

Learners could create a poster, leaflet or presentation to achieve learning outcomes 1 and 2.

It would be helpful if learners examined several examples of protocols to identify common themes or headings (for example phone etiquette, response to letters, face-to-face encounters, procedures for handling complaints). Learners could be encouraged by making use of protocols drawn from workplaces.

For learning outcome 2, learners could participate in tutor-facilitated or small group discussions about the importance of customer service protocols. Learners should be made aware that an organisation's customer service protocol is the means by which it seeks to ensure consistently high standards of customer service across the organisation. It is also important for learners to think about the implications of not following customer service protocols, for example dissatisfied customers or possible disciplinary procedures if employees deviate from protocols, particularly if this happens regularly.

Learning outcome 3 can be delivered using a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager, supervisor or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a workplace scenario which enables them to demonstrate customer service skills. Tutors/line managers could spend time with learners in preparation for the demonstration or observation, for example carrying out a simulated activity in which the tutor, line manager or other observer helps and supports to the learner.

Assessment

For 1.1, the learner must describe the potential effect on the customer of both positive and negative self-presentation of employees. One effect of negative self-presentation and one effect of positive self -presentation is required. The learner's description will need to include how an employee acts as a representative of their organisation that the customer forms an opinion of the employee based on their self-presentation and that customers tend to make judgements about the whole organisation based on the representatives they encounter.

For 1.2, the learner must explain that satisfied customers are good for an organisation as their custom helps the organisation to meet its financial or service goals. The learner must show that they understand that unsatisfied customers are likely to take their business elsewhere or make a complaint and that this is bad for the financial or service goals of the organisation.

For 2.1, the learner needs to describe the key areas likely to be contained in a customer services protocol for a particular workplace. This should be a workplace familiar to the learner, either through their current workplace experience or through considering examples of specific customer service protocols. The number of key areas will vary, depending on the workplace context but typically the learner will need to describe at least two key areas.

For 2.2, the learner must give at least two reasons why it is important for an employee to follow an organisation's customer service protocols.

For 3.1, the learner must follow a given protocol to deliver the aspects of customer service detailed in the assessment criteria. The learner must deal with at least one customer query or request appropriately and effectively. The customer query or request can relate to goods or services but should be familiar and routine in nature. For simulated exercises, the protocol can be one produced by the tutor (in which case it should be realistic and based on actual protocols). Where the learner is being assessed in the workplace, the protocol should, wherever possible, be the customer service documentation from that organisation.

For 3.2, the learner will need to show that they are able to interact appropriately with customers. In a workplace or simulated scenario, their behaviour should demonstrate a helpful attitude towards customers by, for example, showing that they are listening to the customer's question, politely asking questions to find out further information if the customer's request is unclear, offering to be of further assistance in the future. Two examples of helpful behaviour are required.

For 3.3, the learner is not expected to deal with customer complaints or solve problems but needs to show that they understand how the organisation's policy requires them to act in the event of a customer complaint or problem. This could be evidenced as a discussion with a tutor/line manager, a poster, leaflet, worksheet or written notes.

For 3.4, the learner must describe at least one instance when they could deal successfully with a customer's query or request by getting advice/help from a colleague, and one instance when they would need to refer the customer's query or request directly to another colleague or department.

Suggested resources

Websites

www.keepcustomers.com	Keepcustomers – resources for improving customer service and management skills
www.worketiquette.co.uk	Worketiquette – advice on workplace conduct

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 1 qualifications in Travel and Tourism against the SSC National Occupational Standards in Travel and Tourism and Customer Service.

KEY

\# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

NOS (Travel and Tourism)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TT38 Contribute to Maintaining the Quality of Travel and Tourism Operations							#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
TT14 Identify and Provide Tourism Related Information and Advice							#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
TT46 Create increased travel and tourism sales								#														
TT42 Organise and implement travel and tourism promotional activities							#	#								#						

NOS (Customer Service)	Units																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CfACSA1 Maintain a positive and customer friendly attitude	#	#					#	#	#	#		#		#	#			#		#	#	#
CfACSA2 Adapt your Behaviour to make a good customer service impression	#		#					#				#		#	#	#		#		#	#	#
CfACSA3 Communicate effectively with customers	#		#					#		#		#		#	#	#		#		#	#	#
CfACSB1 Do your job in a customer friendly way							#	#		#		#		#	#	#		#		#	#	#

Mapping to Functional Skills

Entry 3	Unit number																					
English — Speaking and listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓			✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading																						
Read and understand the purpose and content of straightforward texts that explain, inform and recount information					✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓		✓			
English — Writing																						
Write texts with some adaptation to the intended audience												✓		✓			✓		✓			

Entry 3	Unit number																					
Mathematics — Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Representing																						
• understand practical problems in familiar contexts and situations																						
• begin to develop own strategies for solving simple problems																						
• select mathematics to obtain answers to simple given practical problems that are clear and routine																						
Analysing																						
• apply mathematics to obtain answers to simple given practical problems that are clear and routine										✓												
• use simple checking procedures										✓												
Interpreting																						
• interpret and communicate solutions to practical problems in familiar contexts and situations										✓												

Entry 3	Unit number																					
ICT — Use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Interact with and use ICT systems to meet needs					✓		✓		✓	✓	✓	✓	✓	✓			✓		✓			
Store information					✓		✓		✓	✓	✓	✓	✓	✓			✓					
Follow safety and security practices																						
ICT — Find and select information																						
use simple searches to find information					✓		✓		✓	✓	✓	✓	✓	✓			✓		✓			
select relevant information that matches requirements of given task					✓		✓		✓	✓	✓	✓	✓	✓			✓		✓			
ICT — Develop, present and communicate information																						
enter and develop different types of information to meet given needs					✓		✓			✓	✓	✓					✓		✓			
bring together different types of information																						
use ICT-based communication					✓		✓		✓	✓	✓	✓	✓	✓			✓					
ICT — Use ICT systems																						

Level 1	Unit number																					
English — Speaking and listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓			✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading																						
Read and understand a range of straightforward texts						✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
English — Writing																						
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience							✓	✓		✓	✓	✓	✓				✓					

Level 1	Unit number																					
Mathematics — Learners can	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**
Representing • understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine • identify and obtain necessary information to tackle the problem • select mathematics in an organised way to find solutions																						
Analysing • apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes • use appropriate checking procedures at each stage										✓												
Interpreting • interpret and communicate solutions to practical problems, drawing simple conclusions																						

Level 1	Unit number																					
ICT — Use ICT systems	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**
Identify the ICT requirements of a straightforward task					✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓			
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context					✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓			
Manage information storage																						
Follow and demonstrate understanding of the need for safety and security practices																						
ICT — Find and select information																						
Use search techniques to locate and select relevant information					✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓			
Select information from a variety of ICT sources for a straightforward task																						

Level 1	Unit number																					
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**
ICT — Develop, present and communicate information																						
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks						✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓			
Use appropriate software to meet requirements of straightforward data-handling task																						
Use communications software to meet requirements of a straightforward task																						
Evaluate the selection and use of ICT tools and facilities used to present information																						
Combine information within a publication for a familiar audience and purpose																						
Evaluate own use of ICT tools																						

Level 1	Unit number																					
ICT — Develop, present and communicate information	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**
Bring together information to suit content and purpose																						
Present information in ways that are fit for purpose and audience					✓		✓		✓	✓	✓	✓					✓					
Evaluate the selection and use of ICT tools and facilities used to present information					✓		✓		✓													
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively					✓		✓		✓	✓	✓	✓					✓					