

Specification

BTEC Level 1

Pearson BTEC Level 1 Award/Certificate/Diploma in
Introduction to the Travel and Tourism Industry

For first teaching August 2011

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Pearson is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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These qualifications were previously entitled:

Edexcel BTEC Level 1 Award in Introduction to the Travel and Tourism Industry

Edexcel BTEC Level 1 Certificate in Introduction to the Travel and Tourism Industry

Edexcel BTEC Level 1 Diploma in Introduction to the Travel and Tourism Industry

The QNs remain unchanged.

This specification is Issue 2. Key changes listed in summary table on 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

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Summary of Pearson BTEC Level 1 Award/Certificate/Diploma in Introduction to the Travel and Tourism Industry specification Issue 1 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 2
Definition of sizes of qualifications aligned to TQT	Pages 2-3
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Pages 2-3
TQT value added	Pages 4-6
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Pages 4-6
QCF references removed from unit titles and unit levels in all units	Pages 17-107
Guided learning definition updated	Page 12

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Qualification titles covered by this specification

Pearson BTEC Level 1 Award in Introduction to the Travel and Tourism Industry

Pearson BTEC Level 1 Certificate in Introduction to the Travel and Tourism Industry

Pearson BTEC Level 1 Diploma in Introduction to the Travel and Tourism Industry

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson BTEC Level 1 Award in Introduction to the Travel and Tourism Industry	600/1249/3
Pearson BTEC Level 1 Certificate in Introduction to the Travel and Tourism Industry	600/1238/9
Pearson BTEC Level 1 Diploma in Introduction to the Travel and Tourism Industry	600/1231/6

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Introducing Pearson BTEC Level 1 qualifications in Exploring Vocational Sectors

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC 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, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 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).

Pearson BTEC Level 1 Award (11 credits)

The 11-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.

Pearson BTEC Level 1 Certificate (24 credits)

The 24-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.

Pearson BTEC Level 1 Diploma (37 credits)

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.

Key features of the Pearson BTEC Level 1 Award/Certificate/Diploma in Introduction to the Travel and Tourism Industry

The Pearson BTEC Level 1 Award/Certificate/Diploma in Introduction to the Travel and Tourism Industry 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 Level 1 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 1 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC Level 1 Award/Certificate/Diploma in Introduction to the Travel and Tourism Industry relate to the NOS for Travel and Tourism.

Qualification summary and key information

Pearson BTEC Level 1 Award in Introduction to the Travel and Tourism Industry

The Pearson BTEC Level 1 Award in Introduction to the Travel and Tourism Industry is an 11-credit and 95 guided learning hour (GLH) qualification that consists of 11 mandatory credits.

The total qualification time (TQT) is 110.

Unit number	Unit title	Credit	Level
1	The UK Travel Industry	4	1
2	The UK Tourism Industry	3	1
3	Customer Service in Travel and Tourism	3	1
4	Locational Geography	1	1

Pearson BTEC Level 1 Certificate in Introduction to the Travel and Tourism Industry

The Pearson BTEC Level 1 Certificate in Introduction to the Travel and Tourism Industry is a 24-credit and 206-216 guided learning hour (GLH) qualification that consists of all 11 credits from Mandatory Group A, plus a minimum of 13 credits from Optional Group B.

The total qualification time (TQT) is 240.

Mandatory Group A - 11 credits			
Unit number	Unit title	Credit	Level
1	The UK Travel Industry	4	1
2	The UK Tourism Industry	3	1
3	Customer Service in Travel and Tourism	3	1
4	Locational Geography	1	1

Optional Group B - a minimum of 13 credits			
Unit number	Unit title	Credit	Level
5	Package Travel and Tourism Products and Services	3	1
6	UK Travel and Tourism Destinations	4	1
7	Recommending Holidays to Suit Customers' Needs	4	1
8	Worldwide Travel and Tourism Destinations	4	1
9	The Role of Overseas Resort Representatives	2	1
10	Travel and Tourism Itineraries	3	1
11	Accessible Travel and Tourism	4	1
12	Promotional Materials for Travel and Tourism	4	1
13	Planning for and Taking Part in a Visit	3	Entry 3
14	Providing Information on a Tourist Destination	2	Entry 3
15	Preparing for Employment in Travel and Tourism	6	1

Pearson BTEC Level 1 Diploma in Introduction to the Travel and Tourism Industry

The Pearson BTEC Level 1 Diploma in Introduction to the Travel and Tourism Industry is a 37-credit and 323-329 guided learning hour (GLH) qualification that consists of all 11 credits from Mandatory Group A, plus a minimum of 26 credits from Optional Group B.

The total qualification time (TQT) is 370.

Mandatory Group A - 11 credits			
Unit number	Unit title	Credit	Level
1	The UK Travel Industry	4	1
2	The UK Tourism Industry	3	1
3	Customer Service in Travel and Tourism	3	1
4	Locational Geography	1	1

Optional Group B - a minimum of 26 credits			
Unit number	Unit title	Credit	Level
5	Package Travel and Tourism Products and Services	3	1
6	UK Travel and Tourism Destinations	4	1
7	Recommending Holidays to Suit Customers' Needs	4	1
8	Worldwide Travel and Tourism Destinations	4	1
9	The Role of Overseas Resort Representatives	2	1
10	Travel and Tourism Itineraries	3	1
11	Accessible Travel and Tourism	4	1
12	Promotional Materials for Travel and Tourism	4	1
13	Planning for and Taking Part in a Visit	3	Entry 3
14	Providing Information on a Tourist Destination	2	Entry 3
15	Preparing for Employment in Travel and Tourism	6	1

Assessment

In the Pearson BTEC level 1 qualifications all units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria

and

- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including performance observation, presentations, posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated on the assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see the *Rules of combination for the Pearson BTEC Entry Level (Entry 3) and Pearson BTEC Level 1 qualifications*).

In the Pearson BTEC level 1 qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

Quality assurance of centres

Pearson's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of learning outcomes and assessment criteria in each unit. Further guidance on assessment is given in the *Essential guidance for tutors* section of each unit.

Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

These qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- **compulsory** Pearson-provided training and standardisation for lead internal verifiers
- centre risk assessment by Pearson of overarching processes and quality standards (this would usually be via self-assessment, but will include visits on occasions)
- remedial training and/or assessment sampling for centres identified, through standardisation or risk assessment activities, as having inadequate quality, assessment or internal verification processes
- programmed sampling of internal verification and assessor decisions.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities. Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Pearson Quality Assurance handbook

Details of quality assurance are set out in the Pearson Quality Assurance handbook published annually. Pearson's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

Programme design and delivery

Mode of delivery

Pearson does not define the mode of delivery for Pearson BTEC level qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learner's needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC level 1 qualifications and the mode of delivery.

Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Functional Skills

Pearson BTEC level 1 qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications at Entry and level 1.

Access and recruitment

Pearson's policy regarding access to its 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 wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

Pearson BTEC Level 1 in Introduction to the Travel and Tourism Industry are accredited on the for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

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 whether at work, home and at leisure, 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. Provided that 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.

Unit format

All units in the Pearson BTEC Level 1 qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

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

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours (GLH)

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

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- ‘eg’ is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – an outline learning plan is included in each unit and provides an indication of the learning time taken by the average learner to achieve the learning outcomes at the standard determined by the assessment criteria.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: The UK Travel Industry	17
Unit 2: The UK Tourism Industry	23
Unit 3: Customer Service in Travel and Tourism	29
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Unit 15: Preparing for Employment in Travel and Tourism	107

Unit 1: The UK Travel Industry

Unit code:	R/502/9568
Level:	BTEC Level 1
Credit value:	4
GLH:	36

Unit aim

The aim of this unit is to provide learners with an understanding of the structure of the UK travel industry and the range of travel options available to customers.

Unit introduction

In this unit learners will learn about the structure of the UK travel industry. They will acquire knowledge of the role of travel providers and the links between service providers within the industry.

Learners will explore reasons why people travel and the methods by which people choose to travel. Learners will also investigate how people make their own travel arrangements.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the structure of the UK travel industry	1.1 Describe the role of service providers within the UK travel industry 1.2 Describe links between service providers within the UK travel industry 1.3 Identify service providers within the UK travel industry
2 Know reasons why people travel	2.1 Identify why people travel for: <ul style="list-style-type: none"> - leisure purposes - business purposes
3 Know methods of travel	3.1 Identify methods of travelling by land 3.2 Identify methods of travelling by sea 3.3 Identify methods of travelling by air

Learning outcomes	Assessment criteria
<p>4 Know how people make travel arrangements</p>	<p>4.1 Describe ways of making personal travel arrangements</p> <p>4.2 Describe the role of the travel agent to include:</p> <ul style="list-style-type: none"> - leisure - business <p>4.3 Identify organisations that specialise in:</p> <ul style="list-style-type: none"> - leisure travel - business travel <p>4.4 Describe the advantages and disadvantages of booking through a travel agent</p>

Unit content

1 Know the structure of the UK travel industry

Role of service providers: supply products; supply services; make profit

Links between service providers: working together; joint ownership; support organisations

Service providers: tour operators; transport providers; accommodation; visitor attractions; supporting organisations (national and regional tourist boards, VisitBritain); ancillary organisations eg insurance, car hire

2 Know reasons why people travel

Reasons why people travel: leisure; business; visiting friends and relatives; other eg health, education, sport

3 Know methods of travel

Land: road eg private car, coach, bus, taxi, on foot, cycle, rail (tram, train)

Sea: eg ferry, yacht, cruise ship

Air: eg plane, private charter plane, helicopter

4 Know how people make travel arrangements

Personal travel arrangements: transport; transfers; accommodation; extras eg baggage, priority/speedy boarding, insurance, currency, car parking, sea views, meals

Role of the travel agent: knowledge of destinations/resorts; checking availability; making reservations; issuing confirmations; liaising with tour operators; comparing prices; booking hotels; booking travel; arranging transfers; booking package holidays; selling products and services; converting and selling foreign currency; providing information and advice; liaising with customers; providing security and protection for travellers; working within a team

Specialist organisations: eg Saga Holidays, Club 18-30, Escapades, Thomson Small and Friendly, Premier Collection; first and business class travel eg Virgin, British Airways, KLM, Trailfinders

Advantages of booking through a travel agent: eg convenience, reliability, assured standard/quality, opportunity to pay in instalments, covered by insurance

Disadvantages of booking through a travel agent: cost; access/opening hours; bias or switch selling; choice of products limited

Essential guidance for tutors

Delivery

The purpose of this unit is to encourage learners to think realistically about what the travel industry is and what it involves. Learners must understand and be able to explain the role of service providers within the travel industry and how they link with other organisations to provide products and services.

Learners need to focus on the reasons why people travel, and must also investigate travel methods by land, sea and air. Learners must be able to identify ways of making personal travel arrangements, and the role of the travel agent in terms of both business and leisure travel. A visit to a travel agent or a visit from a speaker would be useful. Learners need to be aware of travel companies that specialise in both business and leisure travel, and need to be able to identify the advantages and disadvantages of booking through a travel agent.

Tutors should try to make this unit as practical as possible, using relevant video and TV programmes and their own personal experiences.

Outline learning plan

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

Topic and suggested assignments/activities

Unit introduction

Tutor-led session – introduce the structure, scope and size of the travel industry, define travel and discuss the travel industry.

PowerPoint presentation – by tutor to learners on the travel industry, discussing its structure, scope and scale. The presentation must define travel to ensure that the learner has a valid definition. The presentation could also discuss the reasons why people travel.

Tutor-led discussion – tutor to introduce the role of travel organisations and the links and services they provide. If Unit 2 has already been completed, discuss the similarities and differences within travel and tourism.

Tutor-led discussion – tutor to discuss with learners ‘Why do you think people travel?’

Activity – identify reasons why people travel. Learners could devise a simple questionnaire on why people travel, and ask 20 respondents each. They could collate results and hold a group discussion to discuss their findings.

Practical – learners to complete an activity identifying the last five times they have travelled over one mile (other than for study or work) and recording the reason for each journey.

Tutor-led discussion – tutor to lead discussion on ‘What methods of travel are you familiar with?’

Activity – learners to complete a matching exercise on the earlier practical activity of previous five journeys to identify the methods of transport which were used.

Topic and suggested assignments/activities

PowerPoint presentation – tutor to present information on travel arrangements, considering both personal arrangements and arrangements through a travel agent.

Activity – learners to complete a list of all the components that may be involved when making travel arrangements.

Guest speaker – travel agent to talk to learners about their role and responsibilities. A business house agent would be beneficial as most learners will not be familiar with this area of agency work.

Activity – learners could design a poster to explain the role of the travel agent for both business and leisure clients.

Placement – learners could complete a short placement within a travel agency to gain an understanding of the role.

Tutor-led discussion – identify and discuss the organisations which specialise in both business and leisure travel.

Activity – learners to list these organisations.

Research – learners to use the internet to find out about one organisation which specialises in business travel and one which specialises in leisure travel.

Tutor-led discussion – ‘What are the advantages and disadvantages of booking through a travel agent?’

Activity – learners could survey friends, family or centre staff, and complete a list of the advantages and disadvantages.

Assessment – complete overall assessment for unit.

Unit review and evaluation.

Assessment

Assessment for this unit could be broken down into tasks corresponding to the learning outcomes.

To achieve 1.1–1.3, learners must describe the role of service providers within the UK travel industry and the links between service providers within the UK travel industry. They must also identify service providers within the UK travel industry. This could be assessed through a written exercise or the completion of a workbook.

To achieve 2.1, learners could complete a table showing reasons why people travel for both leisure and business purposes.

To achieve 3.1–3.3, a poster to identify travel methods by land, sea and air could be completed.

To achieve 4.1–4.4, learners must describe the different ways of making personal travel arrangements and the role of the travel agent, and identify at least two organisations that specialise in business travel and at least two organisations that specialise in leisure travel. Finally they must describe the advantages and disadvantages of booking through a travel agent. They could do this by producing a leaflet.

Indicative resource materials

Textbooks

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

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites

www.abta.com	Travel Association
www.bbc.co.uk/news	BBC News
www.britainexpress.com	The UK Travel and Heritage Guide
www.caa.co.uk	UK Civil Aviation Association
www.fto.co.uk	Federation of Tour Operators
www.statistics.gov.uk	UK National Statistics
www.visitbritain.co.uk	VisitBritain

Unit 2: The UK Tourism Industry

Unit code:	F/502/9503
Level:	BTEC Level 1
Credit value:	3
GLH:	26

Unit aim

The aim of this unit is to provide learners with an understanding of the structure of the UK tourism industry and tourists' individual needs.

Unit introduction

By completing this unit learners will acquire knowledge of the UK tourism industry and the roles of service providers within the sector. Learners will be able to define tourists and tourism and in doing so learn about different types of tourists, their needs and expectations, and how these can be met via the products and services available within the tourism sector.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the structure of the UK tourism industry	1.1 Identify what is meant by the term 'tourism' 1.2 Describe the role of service providers within the UK tourism industry 1.3 Identify links between service providers within the UK tourism industry 1.4 Identify service providers within the UK tourism industry
2 Know tourists in the UK	2.1 Describe what is meant by the term 'tourists' 2.2 Identify different types of tourists 2.3 Identify individual needs of tourists 2.4 Identify facilities and services required by different types of tourists

Unit content

1 Know the structure of the UK tourism industry

Structure: definition of tourism; organisation types eg private, public, non-profit-making, sole proprietor, partnership, limited company, multinational, franchise

Role: supply products; supply services; make profit

Links: eg working together, joint ownership, support organisations

Service providers: hotels and other tourist accommodation; restaurants; cafés; snack bars; public houses; bars; nightclubs and licensed clubs; service-based eg industrial canteen, hospital, travel agencies, tour operators, air/sea/rail travel, museums, cultural heritage organisations, visitor attractions, tourist information outlets

2 Know tourists in the UK

Tourists: definition of tourists; types eg families, retired people, young adults, school groups, special needs, inbound tourists

Needs: accurate information eg directions, facilities, prices, availability, product knowledge; health, safety and security; assistance eg with luggage, with language, for parents with toddlers; advice eg suitability of a destination or a flight, how to obtain a visa, in relation to solving a problem; products and services eg provided as booked, specific to a special need

Facilities and services: eg sport and leisure facilities, shopping, flat surfaces, ramps, accessible facilities, entertainment, babysitting services, nightclub, room service, 24-hour reception, turndown service

Essential guidance for tutors

Delivery

The purpose of this unit is to encourage learners to think realistically about what tourism and tourists are, in order to be able to define the meaning of these terms. Learners must understand and be able to describe the role of service providers within the tourism industry, and how they link with other organisations to provide products and services.

The unit focuses learners on tourists' needs and expectations. Learners must be able to identify the needs of different types of tourists and look at the services and facilities on offer to meet these needs. A visit to a tourist office or from a visiting speaker would be particularly beneficial.

Tutors should try to make this unit as practical as possible, using relevant video and TV programmes and their own personal experiences.

Outline learning plan

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

Topic and suggested assignments/activities

Unit introduction

Tutor-led discussion – ‘What does the term tourism mean to you?’ ‘Who, in your opinion, are tourists and what does the term mean?’

PowerPoint presentation – by tutor to learners on the tourism industry, discussing its structure, scope and scale. The presentation must define both ‘tourism’ and ‘tourists’ to ensure that the learner has valid definitions.

Tutor-led discussion – introduce the role of tourism organisations and the links and services they provide. If Unit 1 has already been completed, discuss the similarities and differences within travel and tourism. The use of brochures, such as those from a coach company or leaflets showing train companies working with attractions etc, would be useful to show links between transport, accommodation and attraction providers. Alternatively, use of the VisitBritain website or a guest speaker from a local tourist information centre would be helpful.

Practical – issue a series of pictures of people as tourists and ask the learner to identify the types of tourists that they see. Use of company promotional videos or websites would be appropriate here.

Activity – issue a list of tourist attractions and ask learners to identify the types of tourists they would expect to see visiting there.

Group work – using the information from both activities, learners to collate a list to show the different types of tourists identified. It is important here to emphasise the need to avoid generalisations and assumptions.

Topic and suggested assignments/activities

Tutor-led discussion/presentation – tutor to introduce different types of tourists, discuss their needs, identify facilities and services provided to meet those needs.

Activity – tutor to issue learners with a travel brochure each, suggesting they pick two different hotels and produce a list of the services and facilities on offer at each, then compare the two hotels. Group feedback to see how hotels and resorts differ in their provision for customers. A visit to two local hotels would be valuable.

Guest speaker – arrange speaker from tourist board to discuss with learners the tourism industry, tourists and the types of tourists most likely to visit the local area.

Visit – visit local tourist office and collect information, or alternatively visit a local tourist attraction and ask learners to identify the types of tourists at the attraction.

Practical – choose three different destinations and produce a poster to identify the types of tourists likely to visit and the services and facilities available to them.

Assessment – complete overall assessment for unit.

Unit review and evaluation.

Assessment

This unit could be assessed through a series of posters or podcasts produced by learners.

To achieve 1.1–1.4, learners could complete a poster for a careers fair that introduces people to the tourism industry. It must identify the meaning of tourism and identify service providers within the UK tourism industry, their role and the links between them.

To achieve 2.1–2.4, learners must describe what is meant by the term ‘tourists’. They must identify at least three different types of tourists and their needs. For each type of tourist identified, learners must identify at least three facilities and/or services required. Again, this could be presented in the form of a poster.

Indicative resource materials

Textbooks

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

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Websites

www.abta.com	Travel Association
www.bbc.co.uk/news	BBC News
www.britainexpress.com	The UK Travel and Heritage Guide
www.caa.co.uk	UK Civil Aviation Association
www.fto.co.uk	Federation of Tour Operators
www.statistics.gov.uk	UK National Statistics
www.visitbritain.co.uk	VisitBritain

Unit 3: Customer Service in Travel and Tourism

Unit code:	L/502/9505
Level:	BTEC Level 1
Credit value:	3
GLH:	26

Unit aim

The aim of the unit is to give learners a basic understanding of customer service and its importance within the travel and tourism sector. This unit will enable learners to practise the customer service skills necessary for working in the travel and tourism sector.

Learners will be introduced to customer service, including different types of customers and their needs. Learners will be expected to be able to identify how travel and tourism organisations try to meet the different needs of different customer types.

Learners will explore the reasons why organisations seek to provide good customer service and the reasons why customers may make complaints.

The unit aims to develop learners' practical skills and confidence in communicating appropriately with customers, including the need for appropriate personal presentation when dealing with face-to-face customer service situations.

Unit introduction

This unit enables learners to practise the customer service skills that are vital for work in the travel and tourism industry. Learners will be introduced to the basics of customer service, including different types of customer and their needs and expectations. It is essential that learners are able to match customer 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 important when dealing with customers. Learners will develop an understanding of how personal presentation can impact on customers' perception of the service provided. The unit is designed to develop confidence in dealing with a variety of customers.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to assist different types of customers	1.1 Identify different customer types 1.2 Describe the needs of different customer types 1.3 Describe ways of assisting customers with different needs
2 Understand good customer service in travel and tourism	2.1 Explain the importance of providing good customer service in travel and tourism 2.2 Explain why a customer may make a complaint
3 Be able to use customer service skills in a travel and tourism scenario	3.1 Use customer service skills in a travel and tourism scenario 3.2 Display suitable personal presentation when dealing with customers

Unit content

1 Know how to assist different types of customers

Types: internal to organisation eg sales representative, manager, travel agent; external to organisation eg families, older people, single people, couples, business people; existing customers; new customers; people of different ages; people of different cultures and nationalities; people with specific needs eg disabled customers, hearing or visually impaired customers, people with young children, older people, people who may be lost, angry or confused; domestic or overseas customers

Needs: spending time with the customer; giving the customer attention; specific customer needs eg enquiries, different types of information, reservations, buying products/services; specific requirements for different customers eg families with children, older people, 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

Assist customers with differing needs: provide help/assistance; provide information; provide products and services; be attentive; match needs/expectations to products/services

2 Understand good customer service in travel and tourism

Providing good 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

Recognition of customer service: repeat business; customer loyalty; feedback eg customer compliments, feedback cards

Reasons why customers may complain: actions of staff eg rude, uninterested, inappropriate behaviour, lack of knowledge, over-promising, failure to deliver; product eg quality, quantity, delivery, product not as described, faulty; external circumstances eg transport problems, weather

3 Be able to use customer service skills in a travel and tourism scenario

Customer service skills: appropriate verbal or written language; tone of voice; friendly; welcoming; assisting; good product knowledge; good use of questioning; ability to listen; body language eg 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

Written communication: types of written communication eg letter, fax, form, email, internet, intranet; purpose of written communication eg confirmation of holiday payment/holiday reservation, confirmation of flight reservations, response to customer complaint

Personal presentation skills: first impressions and their importance; personal presentation eg 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 eg work area, desk tidy and organised, cleanliness of environment; efficiency of service eg 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

Essential guidance for tutors

Delivery

Learners should carry out as much practical-based learning as possible. This should involve the use of role-play exercises, group work 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 travel or tourism organisations who can discuss issues surrounding customer service, or visits to travel agents, may also be helpful. Research can be carried out through looking at the websites of relevant travel agents or travel organisations. Alternatively, a handout could be produced for learners to complete. Learners could then list the different types of customer and describe their needs and expectations. A matching exercise could be given to enable learners to match the most appropriate holiday to different customer types.

To understand good customer service for learning outcome 2, learners could participate in a range of exercises 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 good customer service. This helps learners to develop confidence in using customer service skills.

To ensure understanding of the importance of good customer service, learners could watch videos of good and bad customer service practice and then discuss the effect this customer service would have on the organisation. Group discussions and feedback must then take place. If these are to be used as assessment evidence then observation records must be completed. This activity will enable learners to explain the importance of providing good customer service. The discussion could also enable learners to identify reasons why a customer had made a complaint and may help learners to see how it could have been avoided.

For learning outcome 3, learners need to fully understand the importance of customer service skills and their effect on the service provided. Learners need to be aware of all types of contact which can take place between an organisation and a customer, and the impression a customer may have as a result of receiving such contact. Learners must be able to give a good impression of themselves and the organisation they represent with regard to their own personal appearance, body language and personal presentation skills. This could be achieved via a work experience placement or through a role-play or work-related exercise. The role play suggested for learning outcome 2 could be formalized in relation to dress code etc to cover learning outcome 3 at the same time. Guests (perhaps staff unfamiliar to learners) could participate and give learners feedback.

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. Visits could also be made to relevant organisations.

Case studies – tutor provides case studies of customer needs. Learners decide how these needs can be met, for example recommending suitable holiday destinations.

Role play – in pairs or small groups, learners to 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. The tutor will need to provide detailed material and guidance. It may be preferable to role play between tutor and learner or for learners to watch a role play between two tutors.

Assessment – for criterion 1.1, learners to produce a poster suitable for new recruits in the travel and tourism sector, identifying different customer types, including internal and external customers. Images should be used to enhance the poster.

Assessment – tutor to provide learners with worksheet activity – learners must identify three different customers, their needs and expectations and describe how their needs can be met (assessment criteria 1.2, 1.3).

Assessment – learners to match different ways of assisting customer types via an exercise given by the tutor (criterion 1.3).

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 to watch DVD demonstrating good and poor customer service.

From DVD or via tutor-led discussion, learners to identify reasons customers may complain.

Practical – learners could role play different scenarios whilst peers observe, and they could then identify the reasons why the customer did or did not complain.

Assessment – learners to produce a leaflet for new recruits to explain the importance of customer service, including reputation and repeat custom, and reasons customer complain. They could develop their understanding and show how good customer service could be provided by adding a section on how to avoid customer complaints (learning outcome 2).

Topic and suggested assignments/activities

Tutor to present PowerPoint presentation on the importance of customer service skills within the travel and tourism industry. This should include different types of communication, both verbal and non-verbal.

Tutor-led discussion on the types of documents that may need to be completed for customers, eg booking forms, confirmation letters. Tutor to provide examples for learners to look at, which should include documents that could be improved for learners to comment on and/or correct.

Learners to practise writing a short document to or for a customer.

Assessment – role play of customer skills according to a 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 3).

Assessment – optional – could be completed via a series of observation sheets whilst the learner completes a period of work placement. However, tutors should consider the viability of this as not all placements will be customer facing.

Assessment – learners to produce a short document according to a travel and tourism scenario provided by the tutor (learning outcome 3).

Assessment evaluation, unit review and feedback.

Tutor to produce a quiz or test covering the unit overall, to ensure that learners have retained the information delivered.

Assessment

To achieve assessment criterion 1.1, learners need to identify three different types of customer, including at least one internal and one external customer. This could be evidenced through one-to-one discussion or through a written exercise such as a worksheet. As suggested in the outline learning plan, this could also be assessed via a poster identifying the customer types to a new recruit.

To achieve 1.2 and 1.3 together, learners must describe how to meet the needs of at least three different customers. For each one they must describe how they would assist customers with different needs. This could be evidenced through providing learners with scenarios and a pro forma to complete, or through question and answer sessions or group or one-to-one discussions. These would need to have observation records completed, and could also include witness statements written by peers.

Assessment criterion 2.1 requires learners to explain the importance of providing good customer service in the travel and tourism industry. The explanation could be presented in a written format, or evidence could be produced through a question and answer session or one-to-one discussion with the tutor. For 2.2, learners must explain why customers are likely to complain. This could both be assessed as identified in the outline learning plan, via a leaflet for new recruits.

To achieve assessment criterion 3.1, learners need to produce evidence of their use of customer service skills, which should include both verbal and non-verbal communication skills. Learners could produce a short document related to a given travel and tourism scenario to show that they are competent with written communication skills. (Layout and presentation should be correct, but some inaccuracies in terms of spelling, punctuation and grammar are permissible.) The document 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. For non-verbal communication skills, learners could be assessed via a role play or work experience situation, evidenced through observation reports or witness statements.

For 3.2, learners need to display suitable personal presentation when dealing with customers, including giving a good first impression. This could be completed in a work placement situation or as a role-play exercise with the tutor. Evidence could be through observation reports or witness statements, supported by photographs if applicable.

Indicative resource materials

Textbooks

Bee F and Bee R – *Customer Care* (Chartered Institute of Personnel and Development, 1999)
ISBN 9780852927762

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005)
ISBN 9780435446314

Smith I – *Meeting Customer Needs* (Butterworth-Heinemann, 1997) ISBN 9780750633918

Websites

www.cse.cabinetoffice.gov.uk Cabinet Office customer service excellence page

www.instituteofcustomerservice.com Institute of Customer Service

www.thorpepark.com Student pack on theme park website

Unit 4: Locational Geography

Unit code:	T/502/9496
Level:	BTEC Level 1
Credit value:	1
GLH:	7

Unit aim

This unit aims to enable learners to use an atlas to locate and name continents, oceans and seas of the world. They will also identify countries and capital cities of the UK and the world to expand their knowledge.

Unit introduction

This unit will enable learners to understand the geography of the UK and the world in general. Learners will be able to locate England, Northern Ireland, Scotland and Wales. They will gain an understanding of where capital and major cities are located within the UK.

Learners will also be able to locate and name continents of the world, oceans, seas and countries, including their capital cities.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to use an atlas to locate the geography of the UK	1.1 Use an atlas to locate England, Northern Ireland, Scotland and Wales 1.2 Use an atlas to locate and name capital and major cities of the UK
2 Be able to use an atlas to locate the geography of the world	2.1 Use an atlas to locate and name <ul style="list-style-type: none"> - continents - oceans - seas - countries and their capital cities

Unit content

1 **Be able to use an atlas to locate the geography of the UK**

Countries of the UK: England; Northern Ireland; Scotland; Wales

Capital cities of the UK: London; Belfast; Edinburgh; Cardiff

Major cities of the UK: eg Birmingham, Newcastle, Glasgow, Swansea

2 **Be able to use an atlas to locate the geography of the world**

Continents: North America; South America; Europe; Africa; Asia; Australasia

Oceans: Pacific; North and South Atlantic; Indian Ocean; Arctic

Seas: eg Mediterranean, Caribbean, North, Baltic

Countries and their capitals: eg France – Paris, Italy – Rome, USA – Washington DC, New Zealand – Wellington

Essential guidance for tutors

Delivery

For learning outcome 1, learners need to be taught and shown the geography of the UK. Learners should be assisted in the correct use of an atlas to help them complete all the required tasks for this unit. A tutor-led discussion based on capitals and major cities is essential.

For learning outcome 2, tutor-led discussions are again required to ensure an understanding of continents, oceans, seas, countries and their capital cities across the world. Access to maps and atlases is essential. A quiz activity to assess prior knowledge may be beneficial, along with the use of a globe to point out features.

Outline learning plan

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

Topic and suggested assignments/activities

Introduce unit and clearly identify the aims of the unit.

Tutor-led discussion – discuss with learners ‘What parts make up the UK?’

Practical – learners label a map of the UK to identify England, Northern Ireland, Scotland and Wales.

Peer assessment – learners to swap and check the work of others.

Handout – issue handout of a map to clearly identify the UK.

Quiz – complete a quiz with the class to see which group can identify the most capital cities and major cities.

Tutor-led discussion – issue handout to identify the major cities and capital cities and discuss with learners.

Practical – learners to practise labelling maps to clearly identify the locations of cities.

Tutor-led discussion – issue handout to identify continents, oceans, seas, countries and their capital cities.

Practical – learners to practise labelling maps to clearly identify the above.

Assessment – learners to be given a workbook comprising a selection of maps and to identify all those required for the unit.

Unit review and evaluation.

Assessment

It is recommended that this unit is assessed through a workbook style assessment comprising a series of maps put together by the tutor.

In order to achieve 1.1, learners must be able to label a map of the UK identifying the location of England, Northern Ireland, Scotland and Wales.

For 1.2, learners must be able to locate and name on a map the four capital cities of the UK (London, Belfast, Edinburgh and Cardiff), and at least two other major cities of the UK.

To achieve 2.1, learners must be able to locate and name on a map at least three continents, three oceans, two seas and five countries and their capital cities across the world.

Essential resources

Access to atlases, maps and the internet is essential.

Indicative resource materials

Textbooks

Boniface B and Cooper C – *Worldwide Destinations: Geography of Travel and Tourism* (Butterworth-Heinemann, 2004) ISBN 9780750659970

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

Ingle S, King C, Rock T and Spencer C (editor Woodhead V) – *BTEC Level 2 First Travel and Tourism Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906312

World Travel Atlas, Tenth Edition (Columbus Publishing, 2006) ISBN 9781902221939

Websites

www.bing.com/maps	Online maps
www.earth.google.com	Google Earth
www.fco.gov.uk	Foreign and Commonwealth Office
www.mapsofworld.com	Country maps
www.metoffice.gov.uk/education/teachers	Met Office (and case studies)
www.worldtimezones.com	World time zones
www.worldtravelguide.net	Columbus World Travel Guide

Unit 5: Package Travel and Tourism Products and Services

Unit code:	K/502/9575
Level:	BTEC Level 1
Credit value:	3
GLH:	27

Unit aim

This unit is designed to give learners an opportunity to explore the range of products and services which can be sold in a retail travel agency. It is an ideal introduction to the world of travel for any learners intending to work in a leisure or business travel agency. In addition to this, the unit would also serve as ideal background knowledge for learners considering working in the airline industry, UK tourism and tour operating.

By the end of this unit learners will have an idea of the scope of product and service knowledge required to work in a travel agency.

Unit introduction

In this unit learners will identify the types of products and services which the travel and tourism industry has to offer. This will include the package holiday as well as other products and services on offer within the industry.

This unit will describe and explain the basic components of the package holiday, which is one of the main products of the travel and tourism industry. An important tool of the travel and tourism industry is the package holiday brochure, and this unit will give learners the ability to read and understand it. This is an essential skill for learners aspiring to work in the sector and learners must be familiar with the content, structure and pricing elements of the brochure. The unit will briefly introduce learners to the mass market tour operators and the variety of package holidays that they offer. Learners will also be introduced to online companies that support the industry by offering services such as insurance, car hire and transfers.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know package holiday brochure information	1.1 Identify major components of a package holiday 1.2 Identify types of package holidays available to customers 1.3 Identify resort information given in package holiday brochures 1.4 Describe how to determine basic holiday costs
2 Know accommodation information	2.1 Identify different room types, room facilities and meal bases 2.2 Identify abbreviations used to describe room types, room facilities and meal bases 2.3 Identify accommodation grading 2.4 Identify sources of information available on hotel descriptions
3 Know additional travel and tourism products and services	3.1 Identify additional travel and tourism products and services 3.2 Identify where to locate sources of information about additional travel and tourism products and services 3.3 Identify basic terms and abbreviations relating to additional travel and tourism products and services 3.4 Identify how to determine costs of additional travel and tourism products and services

Unit content

1 Know package holiday brochure information

Components: transport eg air, rail, coach, sea; accommodation eg apartments, hotels, studios, camping, cabins; other services eg transfers, car hire, insurance, meals, services of overseas resort representative

Customer types: eg families, older people, single people, couples; existing customers; new customers; people of different ages; people of different cultures and nationalities; people with specific needs eg disabled customers, hearing or visually impaired customers, people with young children, elderly customers, domestic or overseas customers

Information: eg climate, passport, visas and health requirements, local customs, overseas and domestic, currency, insurance

Costs: deposit; balance; cancellation fees; whole package costs; individual components

2 Know accommodation information

Room types, facilities and meals: eg dietary requirements, board basis, hotel apartment standards and ratings, in-flight meals required; accommodation eg sea view, balcony, ground floor, air conditioning in room, twin/double beds; on the flight eg dietary needs (child meals, vegetarian meals, medical dietary needs, religious dietary needs); abbreviations used to describe accommodation/ room types; grading eg stars, suns etc

Information: holiday brochures; online organisations eg online travel agents, tour operators, travel search engines, TripAdvisor, online review sites, hotel websites

3 Know additional travel and tourism products and services

Products: excursions and attractions eg theme parks, seaside, scenic areas; accommodation, eg hotels, hostels, bed and breakfast, campsites; transportation eg air, land, sea; tourist destination; insurance; terms and abbreviations

Services: customer services eg room service, laundry service, babysitting service; travel service eg pre-arranged seating, in-flight meals, speedy boarding, VIP lounges; services for those with specific needs eg kids' clubs, dietary needs, babysitting/monitoring services; terms and abbreviations

Sources of information: holiday brochures; online organisations eg online travel agents, tour operators, travel search engines, airlines, car hire companies, transfer companies, organisers of excursions, insurance, car parking companies

Costs: eg deposit, balance, cancellation fees, whole package costs, individual components

Essential guidance for tutors

Delivery

Tutors delivering this unit need to ensure that learners have access to a number of different holiday brochures and online travel agencies, tour operators and principals. Tutors need to discuss with learners the major components of the package holiday and then give learners the opportunity to match different package holidays to different customer types. Learners must be allowed to become familiar with using holiday brochures so that they understand where different pieces of information can be found.

In doing this, learners need to be able to relate to different abbreviations and terms for board basis, accommodation types and resort facilities. Learners should also be familiar with the grading methods used within holiday brochures.

Learners need to become familiar with other products and services offered within the travel and tourism industry, and be able to identify where they can find information about them. They should also be familiar with how to cost travel and tourism products and services.

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 holidays.

Learners thought shower – 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. If this is done verbally, it must be supported by observation records. (This could map to 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 or tour operator websites and brochures, learners to look at different types of package holidays.

In small groups, learners are given a number of cards depicting different individuals and package holidays and have to match them up, for example a sporting person and a skiing holiday.

Assessment – tutor to provide learners with a customer scenario. Learners to identify how a range of brochures would help selected client types make a decision, and which offer the clearest or the most information.

Guest speaker – ask a travel agent to come in and discuss the components of a package holiday.

Topic and suggested assignments/activities

One-to-one tutorials – learners to 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.

Activity – learners to compare the benefits of booking a package holiday against those of booking components individually. It would also be useful to look at the disadvantages.

Exercise on abbreviations and costs – tutor to plan an exercise on abbreviations and costs.

Learners to use brochures to help them ensure that they fully understand the different abbreviations and costs.

Activity – tutor to give a number of different scenarios and ask learners to cost a package holiday for one of the scenarios, and compare the cost to that if the components were booked individually.

Tutor-led discussion – other products and services offered by travel and tourism organisations.

This could be undertaken via internet research, visits to local travel agents or guest speakers.

Activity – learners to explain the products and services on offer in addition to that of the package holiday.

Assessment

Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criteria 1.1–1.2, learners could complete a table or flowchart identifying the different components of the package holiday and at least three types of package holiday available to customers.

To achieve assessment criteria 1.3–1.4, learners could be given at least three customer scenarios and asked to identify appropriate resort information in package holiday brochures. For each scenario they will need to describe how to determine basic holiday costs.

For 2.1–2.4, learners could complete an identification chart for junior travel agency staff. The chart should identify the different room types, room facilities and meal bases, the abbreviations used to describe room types, room facilities and meal bases, accommodation grading and sources of information available on hotel descriptions.

For 3.1–3.4, learners must list at least two products and at least two services in travel and tourism, identify where to locate sources of information about additional travel and tourism products and services, identify any abbreviations related to the products and services listed, and identify how to determine costs of additional products and services. The list could be produced as an information sheet for new staff.

Essential resources

Research tools, for example the internet and appropriate brochures, are essential.

Indicative resource materials

Textbook

Kerr A, et al – *BTEC First Travel and Tourism* (Heinemann, 2006) ISBN 9780435402198

Websites

www.firstchoice.co.uk	Website of one of the major tour operators, it has a selection of package holidays for sale
www.holiday.co.uk	Offers a selection of holidays from major tour operators' websites
www.thomascook.com	Thomas Cook website – major tour operator with a selection of holidays for sale and a timeline of the development of the industry

Unit 6: UK Travel and Tourism Destinations

Unit code:	D/502/9508
Level:	BTEC Level 1
Credit value:	4
GLH:	32

Unit aim

The aim of this unit is to introduce the learner to the UK as a tourism destination and the different types of destinations in the UK.

Unit introduction

This unit will introduce learners to the geography of the UK and the different types of destination within it. Learners will develop knowledge of the four countries within the UK – England, Northern Ireland, Scotland and Wales – and the capital cities and major destinations within them. The 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.

The unit will also enable learners to understand the classifications that apply to some of these destinations, including national parks and Areas of Outstanding Natural Beauty.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to use an atlas to locate and name UK geographical features and destinations	1.1 Use an atlas to locate and name: <ul style="list-style-type: none"> - oceans and seas around the UK - major islands of the UK - major rivers and lakes - national parks - major mountains, ranges and hills - capital cities
2 Know tourist destinations in the UK	2.1 Identify the location of seaside resorts 2.2 Identify the location of cities/towns of historical interest 2.3 Identify the location of areas of natural beauty 2.4 Identify the location of major transport gateways
3 Know what attracts tourists to UK tourism destinations	3.1 Identify sources of information on UK tourism destinations 3.2 Identify what is meant by domestic and overseas tourists 3.3 Identify reasons why people visit the UK 3.4 Describe tourist attractions in and around a given UK tourist destination

Unit content

1 Be able to use an atlas to locate and name UK geographical features and destinations

Oceans and seas: eg North Sea, Irish Sea, English Channel, Atlantic Ocean, Bristol Channel, Solway Firth, the Solent, the Wash

Major islands: eg Isle of Man, Anglesey, Isle of Wight, Shetland Islands, Orkney Islands, Outer Hebrides, Inner Hebrides, Channel Isles, Isles of Scilly

Major rivers and lakes: rivers eg Tyne, Tees, Ouse, Thames, Avon, Severn, Mersey, Trent, Clyde, Dee, Tweed, Bann, Foyle; lakes eg Lough Neagh, Loch Lomond, Loch Ness, Windermere, Ullswater, Bala Lake

National parks: eg Cairngorms, Loch Lomond and the Trossachs, Northumberland, Yorkshire Dales, North York Moors, Lake District, Peak District, Snowdonia, Brecon Beacons, Pembrokeshire Coast, the Broads, the New Forest, South Downs, Dartmoor, Exmoor

Major mountains, ranges and hills: mountains eg Ben Nevis, Snowdon, Scafell Pike; mountain ranges eg Grampians, Pennines, Mourne Mountains, Cairngorms, Black Mountains, Brecon Beacons; hills eg Chiltern Hills, Cotswold Hills, Cheviot Hills

Capital cities: London; Belfast; Edinburgh; Cardiff

2 Know tourist destinations in the UK

Tourist destinations: countryside areas eg the Cotswolds, the South Downs, the New Forest; seaside resorts eg Blackpool, Bournemouth, Eastbourne, Great Yarmouth, Rhyl, Scarborough, St Andrews, St Ives, Tenby, Torquay; Areas of Outstanding Natural Beauty eg the Surrey Hills, the Northumberland Coast, the Lagan Valley; capital cities (London, Belfast, Edinburgh, Cardiff); towns and cities including those of historical and cultural interest eg Cambridge, Bath, York, Llangollen, Fort William; national parks eg Lake District, Snowdonia; major transport gateways eg London Heathrow, Dover, Portsmouth, Holyhead

3 Know what attracts tourists to UK tourism destinations

Information: location; what there is to see, what there is to do

Sources of information: internet search engines; websites eg for towns, regions; brochures; maps; atlases

Tourism types and definitions: domestic, overseas/inbound

Reasons why people visit the UK: countryside; coastline; cities and towns; history; culture; attractions eg theme parks, museums, stately homes open to public, wildlife parks, zoos; sporting events eg Ryder Cup, Olympics

Essential guidance for tutors

Delivery

Group discussions can be used to determine the degree of geographical knowledge that learners already have regarding the UK as a destination. A tourist destination may 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 different types of destination in a number of ways, through guest speakers, field trips, videos and DVDs, or research on the internet through websites such as VisitBritain and the regional tourist boards.

Introductory map-plotting activities could 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 could also be devised to help learners with using atlases and to introduce them to the different types of information that 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.

Learners should be encouraged to discuss places that they have visited and places they would like to visit. They could provide descriptions of these places and information on what type of destinations they are.

Learners can be introduced to a variety of destinations through media, with destination videos, DVDs and TV programmes helping learners see the differences between different types of destinations in the UK and how they attract different types of tourists. A guest speaker from one of the tourist boards could also provide useful information.

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.

Practical – map exercise: tutor to issue maps and a selection of destinations and ask learners to plot them. Peer assessment – learners to swap maps and compare their plotting.

Discussion and PowerPoint presentation to include the geographical features and destinations of the UK.

Group work – tutor-led, learners to identify on the map given destinations.

Practice – practice examination of requirements for assessment criterion 1.1 using a series of maps, group feedback from tutor.

Assessment – learners to complete a series of maps.

Topic and suggested assignments/activities

Tutor-led discussion – ‘Have you been on holiday in the UK?’ ‘Where?’ ‘What did you like about it?’ (It may be appropriate to invite guest speakers (colleagues or external) to contribute, as UK travel may not be extensive among learners – if guests can’t attend, a podcast could be created and shown.)

Practical – group game to pin names of cities and countries on a map of the 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 the internet, brochures and 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.

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 UK destinations with peers/people on the street, what they want to see/do and why.

Practical – learners to develop pro forma of information required on a destination.

Assessment – tutor to issue a table for learners to complete identifying different destinations within the UK.

Tutor-led discussion – ‘What attracts people to the UK?’ ‘Why do you choose to go to a destination?’ Learners to complete a group thought shower. Tutor to add further ideas as required.

Research – learners to identify places where they might find out about a destination.

Guest speaker – a guest speaker from the tourist board could explain why people come to the UK and the types of information they provide. Alternatively, a group visit to a visitor centre/tourist information centre could take place.

PowerPoint presentation issued by tutor to cover differences between overseas and domestic tourism and identify how their needs may differ. This could lead into role-play exercises with scenarios issued by the tutor for a travel agency.

Assessment – tutors to devise a workbook to cover assessment criteria 3.1–3.4, with a series of question and answer sections enabling learners to address each of the criteria. Alternatively learners could put on their own ‘Best of Britain’ exhibition.

Homework/study activities throughout the unit.

Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1, learners must identify at least three oceans or seas around the UK, at least three major islands of the UK, at least three major rivers and lakes, at least two national parks, at least two major mountains, ranges and hills, and all four capital cities. This could be completed via an open book assessment whereby the learner is issued with a series of maps and test questions. This allows full use of an atlas and any class notes.

To achieve assessment criteria 2.1–2.4, learners will be required to identify the location of at least four different types of destination for each criterion: four seaside resorts, four cities/towns of historical interest, four areas of natural beauty and four major transport gateways. It would be good practice to include examples from throughout the UK. Learners could evidence this knowledge as a series of maps and put together a PowerPoint presentation that shows locations and images of the destinations that learners have chosen. Learners could also undertake a series of phase 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, so they may have access to the resources throughout any phase testing. The maps submitted for assessment should be learners' own work on blank outline maps, not downloaded or previously printed material.

To achieve assessment criteria 3.1–3.3, learners must identify sources of information on UK tourism destinations, what is meant by domestic and overseas tourists, and at least two reasons why people visit the UK. This could be evidenced via a collage that gives this information and includes details of all the sources used throughout the unit.

To achieve assessment criterion 3.4, learners must identify areas of interest to overseas/inbound and domestic visitors in and around a 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, for example, would be outside the surrounding area of the Peak District and an alternative destination would be a better base for reaching these places of interest.

Indicative resource materials

Textbook

Kerr A, et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann 2006)
ISBN 9780435402198

Journal

Travel Trade Gazette (CMP International Ltd)

Other resources

Brochures from tourist information centres

Guide books on different areas of the UK – eg Eyewitness, Michelin or AA guides

Tour operators' brochures

UK road maps, eg Ordnance Survey, AA

Websites

www.blueflag.org.uk	Details of the best beaches and their locations in the UK
www.britainexpress.com	Advice on places to go in and around the UK and tour operators
www.visitbritain.com	National tourist board promoting the UK overseas
www.discovernorthernireland.com	National tourist board for Northern Ireland
www.enjoyengland.com	National tourist board for England
www.visitwales.com	National tourist board for Wales
www.visitscotland.com	National tourist board for Scotland
www.english-heritage.org.uk	English Heritage properties and information
www.nationalparks.gov.uk	Details of the national parks, locations and information
www.nationaltrust.org.uk	Features National Trust properties, locations, information

Unit 7: Recommending Holidays to Suit Customers' Needs

Unit code:	J/502/9504
Level:	BTEC Level 1
Credit value:	4
GLH:	36

Unit aim

This unit aims to develop learners' knowledge of different types of holiday and holiday customers' needs in order to recommend a holiday which suits their needs.

Unit introduction

This unit helps learners to identify holidays with specific customer needs in mind. Learners will gain awareness of the different types of holiday and their features and benefits. Learners will also develop understanding of, and be able to identify, the different customer types and their needs and expectations. Learners will then be able to match different customer types to suitable holidays. They will become familiar with different sources of information, for example holiday brochures, which can be used to meet specific needs. Finally, learners will develop understanding of how to present information to a customer about a holiday.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about different types of holiday	1.1 Identify different holiday types 1.2 Describe the features and benefits of different holiday types 1.3 Identify different types of holiday customer 1.4 Describe the requirements of different types of holiday customers 1.5 Explain how selected holidays match the needs of different types of holiday customers
2 Be able to recommend package holidays for customers	2.1 Identify the holiday requirements of a customer 2.2 Use sources of information to recommend a holiday for a customer to meet their requirements 2.3 Present information on the selected holiday to the customer

Unit content

1 Know about different types of holiday

Holiday types: eg summer sun, winter sun, beach, cruise, adventure, winter sports

Features and benefits: eg board type, accommodation type, early booking offers, upgrade offers

Types of holiday customer: customers; family life cycle (single people, young couples, couples with young children, couples with older dependent children, couples with non-dependent children, retired couples, older people on their own); purpose eg summer, winter, hobbies; destination eg UK, Europe

Customer needs: types of customer needs eg 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, transfers required, in-flight meals required, activities, schedules, services provided, optional extras

2 Be able to recommend package holidays for customers

Customer requirements: destination; duration; holiday codes; departure and arrival points; date of departure

Sources of information: holiday brochures; online organisations eg online travel agents, tour operators, travel search engines, airlines, car hire companies, transfer companies, organisers of excursions, insurance, car parking companies

Present information: clearly; accurately; method eg verbally, in writing, using PowerPoint slides, using handouts, as an itinerary

Essential guidance for tutors

Delivery

Tutors should try to make this unit as practical as possible. Learners need to become familiar with different holiday types and fully understand the features and benefits of different holidays. This could be facilitated by learners looking at a number of different brochures and comparing the features and benefits of two similar holidays.

Learners need to be aware of the different customer types on holidays and their requirements. This could be facilitated by giving learners scenarios which they then match to holiday types.

Learners need to be able to present information to customers about a suitable holiday, therefore they need to know the correct way to deliver a presentation and what makes a good presentation. Tutors also need to ensure that, in order to identify suitable holidays, learners are aware of the correct ways to use a holiday brochure and other information sources.

Outline learning plan

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

Topic and suggested assignments/activities

Introduce the new unit and the assessment requirements.

Tutor-led discussion surrounding the different holiday types, their features and benefits.

Practical – with three different holiday types in mind, learners to produce a poster showing the features and benefits of each one.

Tutor-led discussion – ‘What types of customer are you familiar with?’

Activity – learners to list the different customer types.

PowerPoint presentation – customer needs: tutor presentation to ensure learners fully understand the needs and expectations of different customers.

Practical – learners to produce a table to show the different customer types, their needs and then match each to a suitable holiday type.

Written – learners to choose three different customer types from a number of given scenarios and write a description of each customer and their needs.

Practical – using the given scenarios for the written activity, learners to identify the holiday requirements of each customer and present them as a list.

PowerPoint presentation – customer requirements: tutor presentation to ensure learners fully understand the requirements of different customers.

Activity – using the given scenarios, learners to use relevant sources of information to identify and match suitable holidays to each customer type.

Presentation – learners to present their findings to their peers.

Evaluation of presentation – tutor-led discussion – good presentation skills, meeting client needs.

Assignment, assessment and presentations.

Unit review and evaluation.

Assessment

For assessment criteria 1.1 and 1.2, learners must show that they can identify at least three different holiday types and describe at least one feature and one benefit for each. This could be achieved by producing a poster or leaflet that includes a list of the holiday types and describes the features and benefits of at least three different types.

For assessment criteria 1.3 and 1.4, learners must identify at least three different customer types, and then for each type provide a description of their holiday requirements. For assessment criterion 1.5, learners need to explain how at least two different holiday types match the needs of different types of holiday customers.

For assessment criteria 2.1–2.3, learners must identify the holiday requirements of a customer, use sources of information to recommend a holiday that meets the customer’s requirements, and present information on the selected holiday to the customer. This could be achieved by tutors giving learners scenarios, if possible using genuine enquiries from friends, family or colleagues. If colleagues from within the centre participate in this activity, they could meet the learner and discuss their needs or communicate via internal post or email. Learners will need to identify the different holiday requirements for the customer types in each scenario. Learners will need to

demonstrate the ability to use different sources of information to recommend holidays to meet different customer requirements. Learners will then need to produce documents that present the holiday information. Documents could be a letter or holiday itinerary. A diary of the research undertaken would provide additional evidence.

Essential resources

Learners will need access to holiday brochures and other travel information literature and the internet.

Indicative resource materials

Textbook

Kerr A et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann 2006)
ISBN 9780435402198

Other resources

Brochures from tourist information centres

Guide books on different areas of the UK – eg Eyewitness, Michelin or AA guides

Tour operators' brochures

Websites

www.blueflag.org.uk	Details of the best beaches and their locations in UK
www.britainexpress.com	Advice on places to visit in the UK and details of tour operators
www.visitbritain.com	National tourist board promoting the UK overseas
www.discovernorthernireland.com	National tourist board for Northern Ireland
www.enjoyengland.com	National tourist board for England
www.visitwales.com	National tourist board for Wales
www.visitscotland.com	National tourist board for Scotland
www.english-heritage.org.uk	English Heritage properties and information
www.nationalparks.gov.uk	Details of the national parks, locations and information
www.nationaltrust.org.uk	Features National Trust properties, locations, information
www.firstchoice.co.uk	First Choice Holidays
www.holiday.co.uk	Offers a selection of holidays from major tour operators' websites
www.thomascook.com	Thomas Cook holidays
www.thomson.com	Thomson Holidays

Unit 8: Worldwide Travel and Tourism Destinations

Unit code:	T/502/9501
Level:	BTEC Level 1
Credit value:	4
GLH:	34

Unit aim

This unit enables learners to identify the major geographical and physical features of the world that are visited for the purposes of travel and tourism.

Unit introduction

In this unit learners will name and locate countries, oceans and seas, physical features, islands and major island groups and capital cities of the world.

Learners will become familiar with different regions and tourist attractions with Europe, including both sun and winter sports destinations. This knowledge will then be developed to cover tourist attractions and areas and sun and winter sports destinations worldwide.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to use an atlas to locate and name geographical features and destinations of the world	1.1 Use an atlas to locate and name <ul style="list-style-type: none"> - countries of the world - oceans and seas of the world - physical features of the world - islands and major island groups of the world - capital cities of the world
2 Know tourist destinations and tourist attractions of Europe	2.1 Identify the location of European tourist attractions 2.2 Identify the location of European tourist regions 2.3 Identify the location of sun destinations in Europe 2.4 Identify the location of winter sports destinations in Europe
3 Be able to locate selected tourist attractions worldwide	3.1 Identify the location of selected tourist attractions worldwide 3.2 Identify the location of selected tourist areas worldwide 3.3 Identify the location of selected sun destinations worldwide 3.4 Identify the location of selected winter sports destinations worldwide

Unit content

1 **Be able to use an atlas to locate and name geographical features and destinations of the world**

Countries: eg France, Italy, Spain, Denmark, Russian Federation, USA, Mexico, Australia, India, Thailand, Morocco, Kenya

Oceans: Pacific; North and South Atlantic; Indian Ocean; Arctic

Seas: eg Mediterranean, Caribbean, North, Baltic

Physical features: eg Sahara Desert, Niagara Falls, Great Lakes

Islands and major island groups: islands eg Sicily, Sri Lanka, Cyprus, Corsica; island groups eg Bahamas, Maldives, Balearics, Greek Islands

Capital cities: eg Paris, Rome, Madrid, Copenhagen, Moscow, Washington DC, Mexico City, Canberra, New Delhi, Bangkok, Rabat, Nairobi

2 **Know tourist destinations and tourist attractions of Europe**

European tourist attractions: eg historical sites, heritage sites, religious sites, theme parks, museums, aqua parks

European tourist regions: eg Costa del Sol, Algarve, French Riviera, Austrian Tyrol, Italian Lakes

Sun destinations: eg Algarve, Benidorm, Faliraki

Winter sun destinations: eg Madeira, Playa de las Americas, Paphos

Winter sports destinations: eg Chamonix, Courmayeur, St Anton

3 **Be able to locate selected tourist attractions worldwide**

Worldwide tourist attractions: eg historical sites, heritage sites, religious sites, theme parks, museums, aqua parks

Worldwide tourist areas: eg in Africa, North America, South America, Asia, Australasia

Sun destinations worldwide: eg Florida, Madeira, Bali, Goa, Phuket

Winter sports destinations worldwide: eg Aspen – USA, Canada, New Zealand

Essential guidance for tutors

Delivery

Learners will need time to familiarise themselves with atlases and develop skills in map-reading. Opportunities to do this should be built into the unit delivery at an early stage, as these skills will play a vital role in learner achievement.

Delivery of the unit should be made as practical and fun as possible. Learners should be given opportunities to work together as well as individually to complete the tasks, as this can help them to learn from others' experiences.

Learners will need to be able to name and locate a number of different geographical features and destinations, including countries, oceans and seas, physical features, islands and major island groups and capital cities of the world. They must then be able to locate and name the different destinations and tourist attractions within Europe, including both sun and winter sports destinations. This knowledge will then be developed to include worldwide tourist attractions and destinations.

Outline learning plan

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

Topic and suggested assignments/activities

Unit introduction.

Quiz – tutor to administer a group quiz for learners to ascertain learners’ existing knowledge of worldwide destinations and geographical features.

Atlas activity – tutor to familiarise learners with an atlas and how it should be used.

Activity – tutor to give learners a series of maps and a list of countries, oceans and seas, physical features, islands and major island groups and capital cities of the world. Using the atlas, allow the learners to locate the features listed. Alternatively, a large wall map allowing learners to work as a class may be more interesting.

Peer assessment – swap papers and assess each other’s work.

Examples – issue examples of exact locations for each of the set activities.

Activity – as above but based purely on Europe. Guest speakers sharing their travel experiences would be useful.

Research – learners to identify at least five tourist attractions in Europe and explain what each one has to offer, presenting the findings as a poster.

Tutor-led discussion – ‘What are the tourist regions within Europe?’

Activity – using a map of Europe, learners to identify the different tourist regions.

Actual – tutor to issue an accurate map showing the different locations of tourist regions.

PowerPoint presentation by tutor – to cover destinations within Europe, including sun destinations and winter sport destinations.

Activity – learners to list the different destinations, choose one sun destination and one winter sports destination, and explain why they are popular destinations.

Video – learners to watch videos/DVDs to compare one sun destination with one winter sports destination, and complete a comparison activity.

PowerPoint presentation – to cover destinations worldwide, including sun destinations and winter sports destinations.

Activity – learners to list the different destinations, choose one sun destination and one winter sports destination, and explain the reasons why they are popular destinations.

Trial assessment – learners to complete a mock assessment on a map activity to locate the geographical features and destinations within Europe and worldwide.

Overall unit assessment.

Unit review and evaluation.

Assessment

Assessment criterion 1.1 requires learners to use an atlas to locate and name at least ten countries, at least three oceans, at least three seas, at least four physical features, at least three islands, at least three island groups and at least ten capital cities of the world. This could be assessed via a workbook containing a series of maps with instructions that learners follow and complete. This assessment could be undertaken in controlled conditions.

For assessment criteria 2.1, 2.3 and 2.4 and 3.1, 3.3 and 3.4, learners could produce leaflets to demonstrate their ability to identify the location of European and worldwide tourist destinations. Firstly, learners should list at least five tourist attractions in Europe and five worldwide. They should then choose two destinations in Europe, one of which is a sun destination and another which is a winter sports destination, identify the location of each destination and state the tourist attractions available. Having completed this activity based on European destinations, learners will then need to choose two further destinations worldwide and complete the same activity. Alternatively, they could put on an exhibition displaying the information for other learners and staff.

Assessment criteria 2.2 and 3.2 require learners to identify the location of at least two tourist regions within Europe and at least two tourist regions worldwide. These could be covered within the same assessment activity.

Essential resources

Learners will need access to maps, atlases and the internet.

Indicative resource materials

Textbook

Kerr A et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann, 2006)
ISBN 9780435402198

Journal

Travel Trade Gazette (CMP Information)

Other resources

Globe

Road map of the UK, Europe eg Ordnance Survey map, AA

Tour operators' brochures

World atlas

World maps

Websites

www.bing.com/maps

Online maps

www.bugbog.com

Independent destination finder

www.lonelyplanet.co.uk

Country information and discussion boards

www.worldatlas.com

Online worldwide atlas

www.worldtravelguide.net

Worldwide destination guide

Unit 9: The Role of Overseas Resort Representatives

Unit code:	R/502/9506
Level:	BTEC Level 1
Credit value:	2
GLH:	18

Unit aim

This unit aims to provide the learner with a basic understanding of the role of the overseas resort representative.

Unit introduction

This unit introduces learners to the role of the overseas resort representative. Learners will be able to describe the different types of overseas resort representative, their responsibilities and the different duties they undertake. It is important that learners understand the different locations and working structures that may vary a representative's role.

Learners will have the opportunity to demonstrate giving customers information about a resort, including information about the area, accommodation, attractions, excursions and health and safety. Carrying out these demonstrations will allow learners to develop Functional Skills in speaking and writing.

Learners will also investigate the advantages and disadvantages of working as an overseas resort representative.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the requirements of working as an overseas resort representative	1.1 Describe different roles and responsibilities of overseas resort representatives 1.2 Explain the advantages of working as an overseas resort representative 1.3 Explain the disadvantages of working as an overseas resort representative
2 Know the components of a welcome meeting for a resort	2.1 Identify the main components of a welcome meeting for a resort 2.2 Identify information that should be communicated at a welcome meeting 2.3 Describe the importance of creating a good impression

Unit content

1 Understand the requirements of working as an overseas resort representative

Roles: resort representative; head representative; assistant representative; transfer representative; campsite representative; children's representative; entertainer; chalet host

Responsibilities: welcome meeting; customer service; selling excursions; health and safety checks; completion of paperwork; arrival and departure duties; acquiring knowledge about the resort; dealing with accidents; dealing with illness or death of a customer; lost and stolen property; hotel overbooking; keeping an information board; calculating exchange rates; working out commission rates

Advantages: opportunity to work away from home; experiencing different countries and cultures; working and socialising with the same people; sharing accommodation; opportunity to speak other languages

Disadvantages: seasonal, temporary work; working away from home; sharing accommodation; being responsible for own health when in another country eg diet, safe sex, personal safety; the need to speak other languages

2 Know the components of a welcome meeting for a resort

Components: welcome; information on resort and local area; accommodation; excursions; health and safety; local culture/customs; listening; asking questions; goodbyes

Information to be included: providing clear, accurate, up-to-date information; types of information eg about resort, accommodation, health and safety, local culture/customs; listening; asking questions, booking forms for excursions (accurate information eg customer details, correct excursion, date, departure/arrival times; particular needs eg dietary requirements; correct spelling, punctuation; legible writing; compound sentences)

Impression: appropriate appearance eg dress, uniform, personal hygiene; appropriate manner eg friendly, approachable, helpful

Essential guidance for tutors

Delivery

To introduce the unit, tutors could stimulate discussion on what overseas resort representatives do. When looking at different resort representative roles and their responsibilities, it would be useful to use examples from real organisations to show how they differ in terms of tasks and responsibilities.

As many practical activities as possible should be included to help learners relate to the unit content. A wide variety of delivery methods may be used, including tutorials, presentations, videos, worksheets and internet sources.

Learners need to understand the different components that make up a welcome meeting. Learners could be shown a video of a welcome meeting so they know what is expected. A visiting speaker may be able to provide further insight. Learners should be given time to practise their skills and confidence when delivering a welcome activity; learners should therefore be encouraged to present in front of the class. Videos of successfully and less successfully delivered welcome meetings will help learners to prepare and develop their presentations.

For learning outcome 2, learners could produce information ready for a welcome meeting. Posters or cue cards could be created to aid them in the verbal presentation to others. The class would act as their customer audience and learners would be expected to deliver accurate information. However, for more reserved learners it is sufficient that they know and understand the requirements.

Learners should be given scenarios and a pro forma of a booking form to practise completion. These could be given as small-group exercises.

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 – learners to use the internet and personal interviews to identify a minimum of five roles and responsibilities of representatives.

Guest speaker – tutor to ask a former resort representative to talk to the group. The group is to use this as part of the research above.

Assessment – learners to present different roles and responsibilities of a resort representative (learning outcome 1).

Group debate – half the group argue the advantages, and half the disadvantages, of working as an overseas resort representative.

Assessment – learners to present their opinions of working as an overseas resort representative; the aspects they would like and those they would not (learning outcome 1).

Video – training video of welcome meeting, TV programme on holiday representatives.

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, learners to develop script for welcome meeting.

Assessment – with tutor-provided props (map, weather chart), learners to give welcome meeting with other learners asking relevant questions (learning outcome 2).

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 to practise completing booking form for information provided in tutor scenario.

Role play – using information from welcome meeting above, learners to ask relevant questions in order to complete booking forms correctly.

Assessment, unit review and evaluation.

Assessment

To meet assessment criterion 1.1, learners must be able to identify at least three different roles and five responsibilities of overseas resort representatives. Learners could produce a table or be given a pro forma to collate this information, 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.

To meet assessment criteria 1.2 and 1.3, learners must explain at least two advantages and at least two disadvantages of being an overseas resort representative. 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.

To meet assessment criteria 2.1, 2.2 and 2.3, learners must identify the main components of a welcome meeting for a resort, identify the information to be given, and describe the importance of creating a good impression. This could be assessed via a poster, leaflet or workbook or a controlled test, or possibly via peer observation and evaluation for more confident learners.

Indicative resource materials

Textbooks

Cooper C, Fletcher J, Gilbert D, Shepherd R and Wanhill S – *Tourism Principles and Practice, 2nd Edition* (Longman, 1998) ISBN 9780582312736

Dale G and Oliver H – *Travel and Tourism for Advanced GNVQ* (Hodder & Stoughton Educational Division, 2000) ISBN 9780340781999

English R – *World Travel Dictionary, 2nd Edition* (Columbus Travel Publishing, 2002) ISBN 9781902221212

Marks S – *Working as a Holiday Rep* (How to Books, 1996) ISBN 19781857033304

Reily Collins V – *Working in Tourism – The UK, Europe and Beyond, 2nd Edition* (Vacation Work, 1998) ISBN 9781854582188

Yale P – *The Business of Tour Operations* (Longman, 1995) ISBN 09780582277977

Websites

www.prospects.ac.uk	Includes a good section on children's resort representatives
www.thomascook.com	Thomas Cook holidays
www.thomson.com	Thomson Holidays
www.uksp.co.uk	Information on jobs in the travel industry, including overseas resort representatives

Unit 10: Travel and Tourism Itineraries

Unit code:	Y/502/9507
Level:	BTEC Level 1
Credit value:	3
GLH:	27

Unit aim

The unit will give learners the opportunity to consider and explore what information is required when planning and preparing a travel and tourism itinerary, considering any restrictions that may influence the choice of products, services or destinations.

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 short break.

Learners will research appropriate attractions, accommodation and transport methods for particular visitors and will produce an itinerary for the planned visit, including transport, accommodation if needed and a schedule to be followed. They will also produce a costing for the visit. Learners will have the opportunity 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.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to prepare a travel and tourism itinerary	1.1 Explain the purpose of planning and preparing an itinerary 1.2 Identify the contents of a typical travel and tourism itinerary 1.3 Identify potential restrictions when planning an itinerary
2 Be able to prepare and present a travel and tourism itinerary	2.1 Identify information required when planning an itinerary 2.2 Plan and cost an itinerary for a short break to include: <ul style="list-style-type: none"> - transport - accommodation - activities/attractions - timings 2.3 Present an itinerary to meet the needs of a customer

Unit content

1 Know how to prepare a travel and tourism itinerary

Purpose of planning and preparing an itinerary: information; health and safety

Contents: date; destination; transport; activities eg guided tour, walks, eating, free time; schedule to be followed; pick-up and drop-off points; timings; name of tour operator

Potential restrictions: types of restriction eg distance, budget, date, number of people, departure and arrival point, any special requirements; timeline for booking process

Viability: any given constraints; distance; journey time; departure time; arrival time; cost eg transport, entrance fee; indoor environment; outdoor environment

Visitor type: eg elderly, school/college groups, tourists, families

2 Be able to prepare and present a travel and tourism itinerary

Information required when planning and costing an itinerary: dates including duration; destination; transport; activities to be completed eg guided tour, walks, eating, free time; schedule to be followed

Costs: individual components eg transport, entry fee, accommodation, group discount, tax, total, deposit needed, balance required and by when; calculations eg addition, subtraction, multiplication; recording results clearly and accurately

Presentation format: eg PowerPoint presentation, written document, information given over the telephone

Information to be included: dates including duration; destination; transport; timings; scheduled activities; cost

Communication skills: clear; logical sequence; appropriate for customer; accurate grammar; accurate spelling and punctuation (if written)

Essential guidance 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 internet research.

For learning outcome 1, learners need access to a variety of different travel and tourism itineraries. Learners will need to consider which destinations are most suitable for given visitor types. Case studies and/or role-play exercises giving different scenarios might be useful. Learners should be able to explain the purpose of an itinerary, potential restrictions or constraints and give details of what they believe an itinerary should contain.

For learning outcome 2, learners should be issued with sample itineraries and be allowed time to practise producing different itineraries and gain understanding of the different parts. They could then create a pro forma as guidance based on their new knowledge of content. 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 need 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.

Learners will need to present an itinerary for a short break to a tourist destination for a given customer. Learners could look at examples of itineraries from brochures or websites. Learners could 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 – ‘Why are destinations suitable for different people?’

Small-group research – research a number of destinations using the internet and local or national press, with visits to tourist information centres if possible to find leaflets.

Practical – tutors to provide case studies of different types of customer. In small groups, learners to identify which destinations would be the most suitable for them. Learners then feed back to the rest of the group.

Tutor-led discussion on suitability of different destinations to different visitors to reinforce knowledge.

Assessment – learners to recommend a visitor destination according to a scenario provided by the tutor.

Tutor-led discussion – ‘What do you think an itinerary should contain?’ ‘Have any of you ever seen an itinerary?’

Case studies – a number of itineraries for visits on which learners need to comment on what is good and what may cause problems. Who would the itinerary be suitable for, for example children, adults, older people?

Activity – learners to make a list of the details needed in an itinerary and describe their purpose.

Practical – in small groups, learners to practise putting itineraries together.

Case studies – a number of costings for visits, with different aspects missing. Learners should comment on what is missing, eg what difference it makes to the overall cost.

Practical – in small groups, learners to practise calculating costings for a day trip based on their itineraries.

Assessment – learners produce a plan for an itinerary for a short break and calculate the cost of the trip. The workings out and final cost should be recorded (learning outcome 2).

Assessment evaluation, unit review and feedback.

Assessment

For assessment criterion 1.1, learners must explain the purpose of planning and preparing an itinerary. Learners could do this by completing a series of questions based on a provided itinerary within a workbook produced by the tutor.

Assessment criteria 1.2 and 1.3 require learners to identify the contents of a typical travel and tourism itinerary and to identify potential restrictions when planning an itinerary. These could be addressed within the same workbook format.

For assessment criteria 2.1–2.3, learners must identify the information required and plan an itinerary showing details of transport, accommodation, activities/attractions and timings with costings. Learners could be provided with pro formas for this purpose. The costing exercise should be presented clearly to show where each calculation type has taken place. This could be presented on a spreadsheet with formulae or presented in another written format. 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 2.3, learners must be able to present the information from an itinerary to meet the needs of a customer. 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 testimonies or observation reports 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.

Essential resources

Learners will need:

- leaflets and guides for a variety of destinations
- internet access.

Indicative resource materials

Textbook

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005)
ISBN 9780435446314

Websites

www.bugbog.com	Independent destination finder
www.discovernorthernireland.com	Northern Ireland tourism
www.enjoyengland.com	Enjoy England – the official website for tourism in England
www.expedia.co.uk	Expedia – information on travel, hotels and holidays
www.lonelyplanet.co.uk	Country information and discussion boards
www.nationalexpress.com	National Express – information on coach and rail travel in UK
www.nationalrail.com	National Rail – information on rail travel in UK
www.trailfinders.com	Trailfinders – information on worldwide travel
www.tripadvisor.co.uk	Trip advisor – information on travel, hotels and holiday includes free travel guides
www.visitscotland.com	Scotland Tourist Board
www.visitwales.co.uk	Wales Tourist Board
www.worldtravelguide.net	World destination guide

Unit 11: Accessible Travel and Tourism

Unit code:	F/502/9498
Level:	BTEC Level 1
Credit value:	4
GLH:	38

Unit aim

This unit aims to introduce the learners to a range of equal opportunities issues in relation to tourism and how customers with specific needs can access and enjoy tourism facilities.

Unit introduction

This unit will give learners an understanding of the term 'accessible tourism'. With customers with specific needs in mind, learners will investigate the information provided by tourism venues for customers with specific needs, including identifying signs and symbols which represent accessibility. Learners will identify this information in tourism literature in order to match customers to suitable venues.

Learners will develop their understanding of legislation relating to accessible tourism and customers with specific needs. Learners will also explore the reasons why some tourism venues have limited access.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to interpret information on the suitability of tourism venues for customers with specific needs	1.1 Describe the importance of tourism venues providing information for customers with specific needs 1.2 Identify signs and symbols for denoting accessibility and special facilities 1.3 Identify organisations that provide travel and tourism information for customers with specific needs 1.4 Identify information sources which are available to customers with specific needs
2 Understand key services and facilities required by travel and tourism customers with specific needs	2.1 Describe how travel and tourism organisations meet the requirements of customers with specific needs 2.2 Identify checks to confirm the provision of services for customers with specific needs 2.3 Identify legislation in relation to tourism for all 2.4 Explain why sometimes there may be limited access to facilities for customers with specific needs

Unit content

1 **Know how to interpret information on the suitability of tourism venues for customers with specific needs**

Importance: provide accessibility to all customers; prevent discrimination; comply with legislation

Suitability: signs and symbols showing accessibility; additional/extra facilities eg bus fitted with tail lift

Information: sources eg TFA – Tourism for All, National Accessible Scheme, VisitBritain

2 **Understand key services and facilities required by travel and tourism customers with specific needs**

Key services and facilities: needs and requirements, confirmation of services and facilities

Legislation: eg Disability Discrimination Act, Equal Opportunities Act, Health and Safety at Work Act

Reasons for limited access: eg geographical location of venue, historic building

Essential guidance for tutors

Delivery

Learners need to be introduced to the term ‘accessible tourism’ and should clearly understand the types of customer concerned with accessibility. This learning is best supported by the use of video clips and DVD materials to ensure that learners understand customers with specific needs and the reasons why their needs may not be met, or are different to those of other customers.

Learners need to be aware of the types of venue that are able to support accessible tourism and the reasons why some venues provide only limited access. The importance of venues providing accessible tourism should be emphasised. Learners must be familiar with the legislation associated with accessibility issues. Visits and guest speakers would ensure an enriched experience for learners.

Outline learning plan

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

Topic and suggested assignments/activities

Unit introduction.

Tutor-led discussion – ‘What do you understand by the term ‘accessible tourism’?’

DVD/video – learners to watch video and identify customers with specific needs.

Activity – list different types of specific needs.

Tutor-led discussion – ‘Why is it important to provide accessible tourism venues?’

PowerPoint presentation – the importance of accessible tourism.

Visit – learners to take part in visits to two tourism venues and complete an activity to identify accessibility and recognise appropriate symbols. Learners could possibly simulate the experiences of certain customers with specific needs, using blindfolds, borrowed wheelchairs etc to evaluate accessibility and ease of use.

Learners to compare both venues and identify reasons why one is more appropriate than the other for customers with specific needs.

Guest speaker – tutor to arrange for a speaker from tourist board, or from a disability action group or other appropriate body, to describe and promote accessible tourism.

Research – learners to use relevant internet sites to identify different signs and symbols related to accessible tourism.

Activity – tutor to issue a number of symbols to learners and ask them to match them to the correct meanings.

Activity – identify 10 local tourism venues and research their accessibility.

Research – using the information collected so far, identify sources of information available to customers with specific needs.

PowerPoint presentation – ways of meeting the needs of customers with specific needs, how checks can be made to ensure adequate facilities.

Legislation – research activity: tutor to select three individual groups of learners – each group to research a different piece of legislation related to accessible tourism. If possible, tutor to invite a guest speaker with expertise in this area.

Identify and describe how this legislation supports customers with specific needs and present findings to the class.

Tutor-led discussion – ‘limited access’ – discuss with learners why sometimes there is limited access to places for customers with specific needs. If feasible, tutor to invite guest speakers with specific needs to share their experiences.

Assessment and evaluation of unit.

Assessment

This unit could be assessed in two parts. For assessment criteria 1.1–1.4, learners could produce an information sheet to be given to new recruits at tourism venues. It must describe the importance of providing information for customers with specific needs, identify at least three relevant signs and symbols, identify at least two organisations that provide information to customers with specific needs, and identify at least two information sources available to customers with specific needs.

For assessment criteria 2.1–2.4, learners could produce a leaflet describing how travel and tourism organisations meet the requirements of customers with specific needs. This must identify checks that can be taken to ensure adequate provision, identify relevant legislation and also explain why sometimes there may be limited access for those with specific needs.

Indicative resource materials

Textbooks

Bee F and Bee R – *Customer Care* (Chartered Institute of Personnel and Development, 1999)
ISBN 9780852927762

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005)
ISBN 9780435446314

Smith I – *Meeting Customer Needs* (Butterworth-Heinemann, 1997) ISBN 9780750633918

Websites

www.accessibletourism.org	European Network for Accessible Tourism
www.cse.cabinetoffice.gov.uk	Cabinet Office customer service excellence page
www.disabledholidayinfo.org.uk/links_general.htm	Gives travellers with disabilities information on accessible holidays
www.edenproject.com/media/eden-top-up	Information on accessibility at the Eden Project
www.enjoyengland.com/stay/accessible-accommodation/accessible-holidays.aspx	National Accessible Scheme
www.direct.gov.uk	Government website covering Disability Discrimination Act, Equal Opportunities Act and Health and Safety at Work Act
www.instituteofcustomerservice.com	Institute of Customer Service
www.tourismforall.org.uk	Tourism for All

Unit 12: Promotional Materials for Travel and Tourism

Unit code:	J/502/9499
Level:	BTEC Level 1
Credit value:	4
GLH:	35

Unit aim

Learners will explore the range of promotional materials used by travel and tourism organisations. They will then plan, produce and display their own promotional materials.

Unit introduction

In this unit learners will explore the different types of promotional materials used by travel and tourism organisations and the best ways to use them. Learners will need to identify the characteristics of good promotional materials, and then produce promotional materials 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 that they will use, adhering to the timescales given.

To produce good material it will be necessary for learners to look at examples and compare them. At the end of the unit learners will be expected to review their material to state how effectively it promoted the product or service. This will give learners opportunities to develop the work-related skills needed for employment in travel and tourism and other industries.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know how promotional materials are used in the travel and tourism industry</p>	<p>1.1 Identify types of promotional materials used by travel and tourism organisations</p> <p>1.2 Identify reasons why different organisations use different methods of promotion</p> <p>1.3 Identify different types of customer promotional materials are aimed at</p> <p>1.4 Identify different types of promotional materials that can be used for promoting products and services in travel and tourism</p> <p>1.5 Describe different features of promotional materials</p> <p>1.6 Identify strengths and weaknesses of promotional materials</p>
<p>2 Know how promotional materials for the travel and tourism industry are produced and displayed</p>	<p>2.1 Explain the importance of planning the production of promotional materials</p> <p>2.2 Identify what to include in a plan for producing a range of materials for promoting products or services</p> <p>2.3 Identify possible aims for promotional materials</p> <p>2.4 Identify criteria that can affect the production of promotional materials</p> <p>2.5 Identify resources that are needed to produce promotional materials</p> <p>2.6 Explain the reasons for selecting different promotional materials</p> <p>2.7 Identify stages in the production of promotional materials</p> <p>2.8 Describe the key features of a promotional display</p>
<p>3 Be able to produce and display promotional materials for the travel and tourism industry</p>	<p>3.1 Produce promotional materials suitable for use by travel and tourism organisations</p> <p>3.2 Display promotional materials</p> <p>3.3 Review the effectiveness of the promotional display</p>

Unit content

1 Know how promotional materials are used in the travel and tourism industry

Types of promotion/ promotional materials: advertising eg 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, mailshots

Types of display: window display; billboards; noticeboards; point of sale material; stands; cabinets; table; temporary displays eg exhibitions, local transport, lighting displays; indoors; outdoors

Reasons why different organisations use different methods of promotion: eg cost, availability, quantity, quality, purpose of promotion, flexibility, size, eye-catching, appealing, durability, internal/external promotion

Different types of customer: internal to organisation eg sales representative, manager, travel agent; external to organisation eg families, older people, single people, couples, business people; existing customers; new customers; people of different ages; people of different cultures and nationalities; people with specific needs eg disabled customers, hearing or visually impaired customers, people with young children, older customers, people who may be lost, angry or confused; domestic or overseas customers

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: eg duration, fitness for purpose, appealing, eye-catching, location, ability to appeal to target market, clarity/accuracy of information provided, cost

2 Know how promotional materials for the travel and tourism industry are produced and displayed

Planning/production: contents of the plan; aims and objectives; stages of production; use; evaluation; resources required; internal/external factors affecting production; type of promotion chosen; reason for use

Key features: clear purpose; location; eye-catching; display of clear, accurate information; attractiveness; types of materials used; ability to appeal to target market; length of time of display

3 Be able to produce and display promotional materials for the travel and tourism industry

Plan: scenario given; target market; type of product or service; location of display; cost of display eg materials; duration of display; legal implications eg data protection, health and safety, equal opportunities; size of display; information to be included; method of erection, resources required; method for monitoring success

Produce: write and follow plan; meet given deadlines; work safely, promote a travel and tourism product or service

Display: method of erection; display; duration; work safely; method of removal

Review: purpose; target market; location; types of materials used; information provided; clarity of information; attractiveness; type of feedback gathered; areas for improvement; planned length of time for display

Essential guidance for tutors

Delivery

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

Learners will need to be familiar with the types of promotional materials used by travel and tourism organisations. This could be carried out through visits to different organisations or input from guest speakers. Alternatively, the class could complete a thought shower activity and search the internet for information on each of the different types of materials. Learners could be given a pro forma to complete to show evidence that they have witnessed the material. They could also take photos of different types.

Learners need to develop awareness of the key features of promotional materials. Tutors will need to advise learners of key aspects of promotional materials such as clarity and attractiveness, and could provide examples of different promotional materials so that their strengths and weaknesses can be compared. Tutors could give learners a number of promotional materials for them to analyse the features of each one and to identify those that best fit the purpose.

Learners will plan, produce and review their own promotional material. Practice for this could be completed as small groups in an exercise issued and monitored by the tutor. Alternatively, it could be completed as an exercise during work placement, or learners could take part in a visit to an exhibition and ask 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 types of promotional materials are used in the travel and tourism industry?’ Learners to think about own holidays, visits to tourist destinations – what types of promotional materials did they see and how were they influenced by them?

Research – learners to survey promotional materials used by travel and tourism organisations in the local area, eg through local press, internet research or a visit to the local town.

Tutor-led discussion and handout on the types of promotional materials used within travel and tourism, the reasons for use and strengths and weaknesses. This could be based on what appeals to learners themselves, what would appeal to their parents/grandparents etc.

Activity – tutor to issue a number of scenarios requiring promotion, learners to identify the most suitable method of promotion and give reasons for their choice. (This could link to other units and could include events that learners are running or holidays they are recommending etc.)

Tutor to arrange a visit to a place where promotional materials are available, such as an exhibition, shopping centre or tourist attraction. Learners to complete a pro forma on the displays visited.

Group discussion – identify the most suitable types of promotional display for travel and tourism organisations and say why.

Assessment – identify different types and key features of promotional materials that could be used in the travel and tourism industry.

Activity – tutor to issue a number of promotional materials. Learners to look at each one, comparing the similarities and differences, and once completed explain which one is the best, giving reasons why.

Tutor to present scenario of travel and tourism products or services to be promoted. (This could link to an event learners are planning for another unit.) Guest speakers (even from the centre’s own marketing department) would be beneficial.

One-to-one meeting with tutor to discuss plans, develop ideas and set timescales.

Assessment – learners to produce a plan to produce promotional material promoting a travel and tourism product or service. Learners to create material and display material according to the plan. Learners to answer tutor’s questions about the display in order to review it, for example ‘what works well, how the material could be improved’.

Assessment evaluation, unit review and feedback.

Assessment

For assessment criterion 1.1, learners must identify promotional materials used by travel and tourism organisations. This could be completed as a poster activity where learners illustrate and describe the promotional materials. For 1.2, learners must give at least two reasons why different promotional materials may be used by different organisations and for 1.3, learners must identify at least three types of customer the promotional materials may be aimed at. The tutor could give learners a variety of materials and ask them to identify why the materials have been chosen and who they are targeting. This could be evidenced via a completed pro forma.

For 1.4, 1.5 and 1.6, learners could produce a leaflet identifying the different types of promotional materials used within travel and tourism, giving examples of the products and services they may be used to promote (1.4). Another section of the leaflet must describe different features of promotional materials (1.5), and identify the strengths and weaknesses of at least two different promotional materials (1.6).

To meet assessment criteria 2.1–2.7, learners must explain the importance of planning the production of promotional materials (2.1), identify what to include in a plan for producing a range of materials for promoting products or services (2.2), identify possible aims for promotional materials (2.3), identify criteria that can affect the production of promotional materials (2.4), identify the resources needed to produce promotional materials (2.5), explain the reasons for selecting different promotional materials (2.6) and identify stages in the production of promotional materials (2.7). This could be evidenced through notes, flowcharts or other information accompanying the promotional materials produced for assessment criterion 3.1.

For 2.8, 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.

For 3.1 and 3.2, learners need to be able to plan and create a type of promotional material to promote a travel and tourism product within a given timescale. To meet these criteria, the tutor could give learners a scenario telling them what it is they need to promote. 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 should be given a strict timeline to adhere to, to produce the materials and it is recommended that progress meetings with the tutor take place regularly. Finally for 3.3, a review of the display could be completed either verbally with the tutor or as a written evaluation.

Essential resources

There are a number of essential resources required for the delivery of this unit. Learners will need access to materials and equipment to produce their promotional material. This could include coloured card and paper, plain paper, colour printing facilities, photographic paper, coloured pens and pencils, scissors, glue, tape, pins and staple gun. Access to the internet, cameras and scanners could be useful when researching and recording material. Learners may need display boards to present their information.

Learners will also need to access different types of promotional material. This could be via visits, the internet, DVDs or videos.

Indicative resource materials

Textbook

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005)
ISBN 9780435446314

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.wtmlondon.com	World Travel Market – promotes four-day business-to-business annual event in London for the travel industry

Unit 13: Planning for and Taking Part in a Visit

Unit code:	A/502/9497
Level:	BTEC Entry 3
Credit value:	3
GLH:	28

Unit aim

The aim of this unit is to develop learners' understanding of the preparation and involvement required for taking part in a visit and to allow them to practise their time management, personal preparation, team building, personal behaviour and group behaviour skills.

Unit introduction

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

Learners will develop planning skills, for example with regard to the method of transport to be used. They will develop time-management and preparation skills, for example when checking timetables and opening times. They will also consider health and safety and their own personal needs and how these may be affected, for example if the weather changed or an accident happened.

Learners will develop research skills by finding out about the destination for their visit. This will in turn develop their written and verbal communication and internet skills.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to plan a visit to a chosen tourism destination	1.1 Carry out research to plan a visit to a chosen tourism destination 1.2 Plan a day visit to a tourism destination including: <ul style="list-style-type: none"> - timings - activities - method of transport 1.3 Identify health and safety considerations
2 Be able to use personal skills to take part in a visit	2.1 Wear clothing suitable for the visit 2.2 Keep to time during a visit 2.3 Behave appropriately during a visit

Unit content

1 **Be able to plan a visit to a chosen tourism destination**

Destination: suitability ie travel and tourism related; location; distance to travel; suitable route to travel; restrictions to access; appropriate opening hours; transport method; accommodation; health and safety implications; cost; availability; activities available

Research methods: types of research method eg questioning people who have visited destination, internet, phone, email, newspapers, travel supplements, trade press, tourist information centre

Plan visit: reason for visit; date; arrival/departure times; opening times; location; transport; food/meals; health and safety eg with regard to specific activities, following instructions, keeping to defined pathways, keeping with group, appropriate clothing and footwear; activities/things to do; costs eg entrance fee, food; transport and travel costs eg parking fee

2 **Be able to use personal skills to take part in a visit**

Take part in a visit: personal preparation; spare clothing; time management; keeping to timing, journey method to departure point; food and drink arrangements; money; completed health and safety forms to attend trip; punctuality; own behaviour; the group's behaviour

Essential guidance for tutors

Delivery

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

For learning outcome 1, learners need to be able to use a variety of research methods. They will need access to email, the internet, a phone, magazines, journals and newspapers. They should be encouraged to collate information about possible destinations in a variety of formats, including visual and written formats. Learners should then identify a suitable travel and tourism destination with regard to location, distance and method of travel, opening hours, cost and things to do there. Many organisations provide videos or e-brochures demonstrating their products and services and it would be useful for learners to have access to them. A visit from a guest speaker to talk about the destination and the activities on offer may be helpful, or alternatively fellow learners within the group or from other groups could present information.

Learners will need to be able to practise planning and this could be facilitated by giving learners a variety of scenarios to complete. Learners should be given ample opportunity to develop their research skills by investigating transport methods, timings and potential health and safety issues.

When taking part in the visit, learners need to show their organisational skills by turning up on time for transport, showing knowledge of opening times, bringing money to cover costs, and making appropriate arrangements for food and drink and different types of weather. Discussion of the personal skills required for the visit should take place during tutorials.

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 visit 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.

One-to-one tutorial – choose destination to focus on.

Assessment – using a prepared checklist, provide evidence of research on chosen destination.

Tutor-led discussion – ‘What factors do you need to consider when planning a visit?’

Assessment – learners to plan visit using tutor-prepared pro forma; learners to plan cost of visit using tutor-prepared pro forma for list of costs; learners to complete simple calculations for the total cost.

Practical – plan a group visit.

Tutor-led discussion – how to take part in a visit, resulting in a set of ground rules.

Practical – visit to chosen location.

Assessment – evidence of appropriate personal skills shown during the visit.

Evaluate visit.

Unit review and evaluation.

Assessment

For assessment criterion 1.1, learners must carry out research about a chosen tourism destination. This could be carried out using the internet, journals, leaflets, etc. Learners need to be able to present this information to the tutor (and possibly to the group) in a suitable format. Evidence could be in written form, presented orally as a question and answer discussion, or in small groups as a presentation where the tutor completes an observation record and peers complete witness statements.

For assessment criterion 1.2, learners must plan a day visit to a tourism destination, including timings, activities and method of transport. This could be evidenced through the documents that learners produce, such as a diary or detailed bibliography.

For 1.3, learners need to identify the health and safety considerations surrounding the visit. This could be completed via a risk assessment pro forma.

For assessment criteria 2.1, 2.2 and 2.3, learners must take part in a visit wearing suitable clothing, keeping to time and behaving appropriately. Evidence such as photographs, witness testimonies, or a description of the visit could be produced, along with a checklist for preparation tasks, behaviour and health and safety aspects.

Essential resources

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

Indicative resource materials

Textbooks

Horner P – *Travel Agency Practice* (Longman, 1996) ISBN 9780582288560

Kerr A et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann, 2006)
ISBN 9780435402198

Journals

OAG Flight Atlas (OAG Solutions)

OAG Flight Guide (OAG Solutions)

World Travel Atlas (Columbus Press)

World Travel Guide (Columbus Press)

Websites

Local authority, tourist attraction and regional tourist board websites are all useful for this unit.

Unit 14: Providing Information on a Tourist Destination

Unit code:	A/502/9502
Level:	BTEC Entry 3
Credit value:	2
GLH:	18

Unit aim

The aim of this unit is to enable learners to research destinations and gain an understanding of the facilities and attractions available.

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 so that they can answer questions relating to the destination they have researched.

Learners will identify a tourist destination and find out what is on offer to tourists, including places to stay, attractions and transport. They will present this information in an appropriate format and answer simple questions about their findings.

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to research a tourist destination	1.1 Identify a tourist destination to research 1.2 Identify different methods of transport in the area 1.3 Identify different places to stay in the area 1.4 Identify the areas of interest, attractions and facilities of the chosen tourist destination 1.5 Identify the advantages and disadvantages of the tourist destination 1.6 Provide evidence of the information sources used to collect information on the chosen destination
2 Be able to communicate information about a tourist destination	2.1 Provide information on a tourist destination 2.2 Answer straightforward questions about the chosen tourist destination

Unit content

1 Be able to research a tourist destination

Tourist destinations: types of destinations eg coastal resorts, seaside resorts, area of natural beauty, towns and cities, national parks, countryside areas, areas of specific interest

Methods of transport: eg road, rail, air, boat

Places to stay: types of accommodation eg hotels, guest houses, bed and breakfast, caravan sites, campsites

Facilities: eg car/coach parks, toilets, tourist information centres

Research methods: eg internet, holiday brochures, tourist literature, maps, atlases, tourist information centres, questioning people who have visited location, travel agencies, travel dictionaries, leaflets

Information: location; attractions; facilities; temperature; rainfall; types of customer attracted; transport methods; accommodation

Advantages/disadvantages: location; choice of transport; ease of transport; places to stay; nearness to facilities; suitability for different people eg amusement parks or seaside resorts for families with young children, towns with shops, restaurants and nightlife for young adults; historic sites for those with special interests; area of natural beauty

2 Be able to communicate information about a tourist destination

Provide information: eg presentation, poster, PowerPoint, leaflet

Communication skills: types of communication eg verbal, speaking clearly, written, listening skills, ability to ask/respond to questions

Answering questions: types of question eg about location, how to get there, where to stay, opening times

Essential guidance for tutors

Delivery

This unit has been designed to enable learners to develop their research and communication skills. The tutor could start delivering the unit by introducing a range of possible destinations to act as a stimulus to help learners select a destination that interests them. Destinations chosen may be in the UK, Europe and further afield, and should be selected with a view to supporting learning in other units that learners are studying.

Tutors could use a wide range of techniques, including presentations, trips outside the centre and guest speakers to stimulate learners' interest. Tutors should also encourage discussion as to the attractions that tourist destinations offer.

For learning outcome 1, learners will need access to relevant research materials such as the internet, travel journals and organisations' promotional materials. Some companies provide videos on destinations which may be useful to show to the class as a whole. Sky Travel television also provides up-to-date information on destinations. Where possible, visits to different destinations to gather first-hand information may be of use. Guest speakers, for example holiday and company representatives, may be happy to discuss destinations with learners and provide a question and answer opportunity. Some learners may have their own experiences of a particular destination and they should be encouraged to discuss it.

Learners could be provided with pro formas to complete, giving information on a particular destination to help them to find out about what is available and the advantages and disadvantages of the destination. They could carry this out using their local area as a tourist destination. Learners will need to provide evidence of the research methods used, so the information included should be cross-referenced to websites, guide books, brochures and so on.

For learning outcome 2, learners need to use the information from learning outcome 1 to produce presentation notes or cue cards in order to create a presentation, leaflet or poster and respond to questions. To prepare them for giving a presentation, learners could be encouraged to stand up in class and present information, first in small groups and then as individuals. Learners should be encouraged to think of suitable questions to ask; this will help to prepare them for 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 discussion – ‘What are tourist destinations?’ Factors to think of when selecting 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.

Video – TV travel programmes about several tourist destinations. Learners to complete tutor-prepared pro forma.

Thought shower on each of the following categories: accommodation, attractions, transport, pros and cons of location, with tutor-led follow-up discussion.

Small-group research into a tourist destination.

Assessment – present research on chosen destination, for example leaflets, printouts, notes, transcripts of interviews (learning outcome 1).

Guest speaker – give presentation, with visual aids, to promote a tourist destination.

Practical – prepare information about chosen destination to present to others.

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 [Functional Skills Entry 3: Speaking and Listening].

Assessment evaluation, unit review and feedback.

Assessment

Assessment criteria 1.1-1.6 could be evidenced as one assignment. Learners must identify a tourist destination to research, and then complete research on that destination. The information researched must include at least:

- the name of destination and its location, supported by a map
- two methods of transport in the area
- two places to stay
- one area of interest
- one attraction
- one facility
- two advantages of the area to the tourist
- two disadvantages of the area to the tourist.

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

For assessment criteria 2.1 and 2.2, learners must provide information on their chosen tourist destination and answer straightforward questions. Evidence could be presented in a variety of ways, for example a written script, PowerPoint presentation, leaflet or brochure. The presentation could be evidenced through observation reports or witness testimony. Alternatively, learners could put on a mini travel show and visitors to it could complete witness statements.

Essential resources

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

Indicative resource materials

Textbook

Kerr A et al – *BTEC First Travel and Tourism, 2nd Edition* (Heinemann, 2006)
ISBN 9780435402198

Journals

Travel Trade Gazette (CMP Information Ltd)

Travel Weekly (Reed Business Information Ltd)

Websites

These websites include details and reviews of different tourist destinations.

www.easyjet.com	easyJet
www.ryanair.com	Ryanair
www.thomascook.com	Thomas Cook holidays
www.thomson.co.uk	Thomson Holidays
www.visitbritain.com	British Tourist Authority

Websites appropriate to the specific destinations researched should also be consulted.

Unit 15: Preparing for Employment in Travel and Tourism

Unit code:	M/502/9500
Level:	BTEC Level 1
Credit value:	6
GLH:	55

Unit aim

The aim of this unit is to introduce learners to the varied employment opportunities which exist in the travel and tourism industries. Investigating these will allow learners to consider which job roles appeal for the future and to recognise requirements for these careers. Considering their own abilities and matching these to job roles which have personal appeal will encourage awareness of how to reach their goals for future employment within the industry.

Unit introduction

This unit gives learners the opportunity to explore job possibilities across the travel and tourism sector, with a view to developing a plan for employment in the sector.

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

Learning outcomes and assessment criteria

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know employment opportunities in the UK travel and tourism industry	1.1 Identify job roles in the UK travel and tourism industry 1.2 Describe duties involved for job roles in the UK travel and tourism industry 1.3 Identify the advantages and disadvantages of working in the travel and tourism industry
2 Know skills and requirements for job roles in travel and tourism	2.1 Identify qualifications related to employment within travel and tourism 2.2 Identify skills and qualities required for employment within travel and tourism
3 Know how to plan for employment in travel and tourism	3.1 Identify job roles which meet personal career ambitions 3.2 Know how to assess personal skills and qualities 3.3 Know how to match personal skills and qualities to specific job requirements 3.4 Identify career paths relevant to personal career ambitions
4 Be able to plan for employment in travel and tourism	4.1 Match personal skills and qualities to job requirements 4.2 Prepare an action plan for future employment in travel and tourism

Unit content

1 Know employment opportunities in the UK travel and tourism industry

Roles: travel agents; tour operators; air cabin crew; overseas resort representatives; tour guides; employers eg transport operator, tour operator, airport, accommodation provider, tourist information centre, visitor attraction, museum, art centre, fun fair, theme park, heritage centre

Duties: 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

Advantages: eg pension, season ticket loans, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development, opportunities for travel, opportunities to live abroad, concessionary travel/holidays, work patterns

Disadvantages: eg work patterns, being away from home for long periods, travelling long distances

Work patterns: hours of work, work patterns; shift work, eg 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 eg hourly, weekly, monthly, salary scales, increments

2 Know skills and requirements for job roles

Qualifications: essential and desirable; general qualifications eg GCSEs, GCEs; work-based qualifications eg NVQs in Travel and Tourism, customer service, management; vocational qualifications eg BTEC Firsts/Nationals in Travel and Tourism

Skills and qualities: communication skills eg written, verbal; social skills eg friendly, approachable; listening skills, ability to deal with problems and complaints, ability to deal with administration; reliability; punctuality

3 Know how to plan for employment in travel and tourism

Career ambitions: options available; lifestyle changes; ambitions/plans

Personal skills/qualities: own abilities; interests; values; personal qualities; lifestyle constraints

4 Be able to plan for employment in travel and tourism

Match personal skills/qualities: personal skills audit; own abilities; interests; values; personal qualities; lifestyle constraints

Ways to build on existing skills: career pathways; work experience; college courses; sources of information eg careers websites, travel and tourism journals and magazines

Action plan: considering options; realistic short-term goals; medium-term goals; prepare CV; complete job application form; prepare covering letter for job application; undertake mock interview

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques, including presentations, seminars, practical workshops, trips and guest speakers. Learning resources could 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 job roles across the travel and tourism sector. Learners could prepare questions to ask the speakers about their job roles and conditions of employment.

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

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 work settings and departments within travel and tourism and then report back to the rest of their group.

For learning outcome 1, learners could work in groups and use the local and national press and the internet to find a variety of job adverts. The websites of UKSP and Careers in Passenger Transport (both of which are supported by Sector Skills Councils for the industry) or nextstep.direct.gov.uk could be useful. Learners could then list the advantages and disadvantages, such as work patterns, pay and benefits, associated with the job roles they find. 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 PowerPoint or flipcharts to present this information.

Learners could visit Connexions or access careers advice from Learndirect (www.learndirect-advice.co.uk), or the websites given above, 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 learning outcome 4. This could be achieved through one-to-one discussions or tutorials or could be done online via any of the websites given above or Springboard UK.

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.

Guest speakers/videos/DVDs to share personal experiences with learners highlighting the roles and responsibilities within travel and tourism.

Practical – learners to devise a short questionnaire enquiring about a job's roles and responsibilities and take it to local travel agents, tourist information centres etc for completion. Learners then present their findings to the group.

Small-group research – learners select one job opportunity and gather information about the following:

- range of jobs
- working patterns
- pay
- benefits
- qualifications
- skills and qualities.

Research could involve the internet, visits to Connexions, visits to settings, professional journals.

Activity – group presentation of information to include a factsheet for other learners.

Tutor-led discussion – tutor to deliver a taught session giving detailed information on:

- range of jobs
- working patterns
- pay
- benefits
- qualifications
- skills and qualities.

Activity – learners invite an employee from the chosen sector to share information about their job. Alternatively, learners could visit an appropriate work setting or talk to an employee to gather information.

Tutor-led session – tutor to discuss with learners the advantages and disadvantages of working within the travel and tourism sector.

Activity – learners to produce a leaflet for travel and tourism students identifying the advantages and disadvantages of employment within the sector.

Activity – using the information gathered from the group work on skills, qualities and qualifications, individual learners to carry out a personal skills audit, for example using a template or online assessment. Tutors may find pro formas from Pearson BTEC Level 2 Work skills resources useful.

One-to-one tutorial to discuss opportunities in line with skills audit.

Topic and suggested assignments/activities

Tutor-led session – the importance of being prepared for employment: ‘Why is it important to be prepared?’ ‘What information needs to be completed?’

Activity – complete CV pro forma.

Activity – complete job application form.

Activity – produce covering letter.

Assessment – using the information gathered from the activities outlined above, individual learners to provide evidence for each of the assessment criteria within the unit (learning outcomes 1, 2, 3, 4).

Self-study activities.

Assessment evaluation, unit review and feedback.

Assessment

All assessment criteria for this unit could be covered in a single assignment. Learners could complete a booklet for students who are interested in a career in travel and tourism, giving the information detailed below.

To meet assessment criteria 1.1–1.3, learners will need to identify three different job roles within the UK travel and tourism sector and describe at least five different duties for each one. They will need to identify at least two advantages and at least two disadvantages of working within the travel and tourism sector.

To meet assessment criteria 2.1 and 2.2, learners must identify relevant qualifications for employees within travel and tourism, along with the skills and qualities required by employers. This could be evidenced as a discussion with the tutor supported by an observation record, or as a written script.

For assessment criteria 3.1–3.3, learners must identify at least two job roles that meet their personal career ambitions. They will also need to assess their personal skills and qualities, and match them to specific requirements for at least two job roles. This could be evidenced via a completed table or pro forma. For 3.4, learners must identify career paths relevant to the two job roles they have selected. This could be evidenced via a discussion with the tutor, supported with an observation record.

For 4.1 and 4.2, learners need to complete an action plan based on their career ambitions/aspirations. In doing so, learners will identify their own skills and qualities and match these to the requirements of the job role they have selected. This could be evidenced via a CV, job application form and covering letter completed by the learner and a mock interview supported by an observation record.

Indicative resource materials

Textbooks

Campbell A and Featherstone A – *How to Get a Job in Hotels and Resorts* (Hospitality Press, 1995) ISBN 9781862504554

Eberts M, Brothers L and Gisler A – *Careers in Travel, Tourism, and Hospitality* (NTC Publishing Group, 2000) ISBN 9780844244624

Ferguson Publishing – *Careers in Focus: Travel & Hospitality, 2nd Edition* (Ferguson Publishing Company, 2002) ISBN 9780894344329

Ferguson Publishing – *Preparing for a Career in Travel & Hospitality* (Ferguson Publishing Company, 2006) ISBN 9780894342530

Sharon D and Summers J – *Great Careers for People Interested in Travel and Tourism* (Kogan Page, 1997) ISBN 9780749422905

Websites

The following are general job search websites:

www.fish4jobs.com

www.totaljobs.com

The following are specialist job search websites for the travel and tourism industry:

www.traveljobsearch.com Travel Jobsearch

<http://jobs.travelweekly.co.uk> *Travel Weekly* jobs

www.uksp.co.uk UKSP – resource on the industry

www.careersinpassengertransport.org Careers in passenger transport

The following are travel company websites:

<http://careerscope.springboarduk.net/> Springboard UK (promoting careers in hospitality, leisure and tourism)

www.thomson.co.uk Thomson Holidays – includes link to travel jobs

www.virgin-atlantic.com Virgin Atlantic Airways – includes link to careers

www.visitbritain.com British Tourist Authority

Further information

For further information please call Customer Services on 020 7010 2188 (calls may be recorded for training purposes) or email teachingPEandSport@Pearson.com.

Useful publications

Further copies of this document and related publications can be obtained by contacting us:

Telephone: 0845 172 0205

Website: qualifications.pearson.com

Related information and publications include:

- Functional Skills publications – specifications, tutor support materials and question papers
- The current publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Pearson website and in the publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

People 1st

Second floor

Armstrong House

38 Market Square

Uxbridge

UB8 1LH

Telephone: 01895 817000

Fax: 01895 817035

Email: contactus@people1st.co.uk

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- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson UK to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Annexe A

The Pearson/BTEC qualification framework for the Travel and Tourism sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5		BTEC HND Diploma in Travel and Tourism Management		
4		BTEC HNC Diploma in Travel and Tourism Management		
3	AS/Advanced GCE in Travel and Tourism	BTEC Nationals in Travel and Tourism (Certificate, Subsidiary Diploma, Diploma, Extended Diploma)	BTEC Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism BTEC Certificate in Travel and Tourism Services BTEC Diplomas in Travel Operations BTEC Certificate in Travel Services	NVQ Diploma in Travel Services NVQ Certificate in Tourism Services

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	GCSE in Leisure and Tourism (Single and Double Awards)	BTEC Firsts in Travel and Tourism (Certificate, Extended Certificate, Diploma)	BTEC Certificate in Preparation for Tourist Guiding BTEC Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism BTEC Certificate in Travel and Tourism Services BTEC Diplomas in Travel Operations BTEC Certificate in Travel Services	NVQ Diploma in Travel Services NVQ Certificate in Tourism Services
1		BTEC Award/Certificate/Diploma in Introduction to the Travel and Tourism Industry		
Entry				

Annexe B

Wider curriculum mapping

Study of the Pearson BTEC Level 1 Introduction to the Travel and Tourism Industry qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship issues

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of these qualifications. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of these qualifications applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in these qualifications. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout these qualifications to explore different kinds of rights and how these affect both individuals and communities, eg learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

BTEC Introductory in Hospitality, Travel and Tourism legacy (certification end date 31/08/2011)/Pearson BTEC Level 1 in Introduction to the Travel and Tourism Industry new (accreditation start date 01/04/2011) – unit mapping in depth

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	The UK Travel Industry			All new content
Unit 2	The UK Tourism Industry			All new content
Unit 3	Customer Service in Travel and Tourism	Unit 3	Introducing Customer Service	Different types of customers and their needs; using customer service skills including communication skills; <i>why a customer may make a complaint</i>
Unit 4	Locational Geography			All new content
Unit 5	Package Travel and Tourism Products and Services			All new content
Unit 6	UK Travel and Tourism Destinations			All new content
Unit 7	Recommending Holidays to Suit Customers' Needs			All new content
Unit 8	Worldwide Travel and Tourism Destinations			All new content
Unit 9	The Role of Overseas Resort Representatives			All new content
Unit 10	Travel and Tourism Itineraries	Unit 9	Planning Trips	Using sources of information to plan and cost a travel and tourism itinerary; prepare and present the itinerary; typical contents and potential restrictions of a travel and tourism itinerary

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 11	Accessible Travel and Tourism			All new content
Unit 12	Promotional Materials for Travel and Tourism	Unit 10	Using Displays in Travel and Tourism	How promotional materials in display format are used by travel and tourism organisations; planning and producing a display; <i>different types of promotional materials and their features, strengths and weaknesses; reviewing effectiveness of materials produced</i>
Unit 13	Planning for and Taking Part in a Visit			All new content
Unit 14	Providing Information on a Tourist Destination			All new content
Unit 15	Preparing for Employment in Travel and Tourism	Unit 1	Starting Work in Hospitality, Travel and Tourism	Different job roles and organisations in the travel and tourism sector; advantages and disadvantages; <i>relevant qualifications, skills and qualities; matching personal skills and qualities to job roles; preparing an action plan</i>

Annexe D

Mapping to Functional Skills

Entry 3	Unit number	
English – Speaking and listening	13	14
Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges	3	3
English – Reading		
Independently read and understand straightforward texts for a purpose	3	3
English – Writing		
Write documents with some adaptation to the intended audience	3	3

Entry 3	Unit number	
Mathematics – Learners can	13	14
Understand practical problems in familiar and accessible contexts and situations		
Begin to develop own strategies for solving simple problems		
Select and apply mathematics to obtain answers to simple given practical problems that are clear and routine		
Interpret and communicate solutions to practical problems in familiar contexts and situations		
Use simple checking procedures		

Entry 3	Unit number	
ICT – Use ICT systems	13	14
Interact with and use an ICT system to meet needs	3	3
Store information		
Follow and understand the need for safety and security practices		
ICT – Find and select information		
Select and use appropriate sources of information	3	3
Use ICT to search for and select information that matches given requirements	3	3
ICT – Develop, present and communicate information		
Enter and develop information to meet needs, in the form of text, images and number	3	3
Bring together information to achieve a purpose	3	3
Present information and review its effectiveness	3	3
Select and use ICT to communicate		

Level 1	Unit number													
English – Speaking and listening	1	2	3	4	5	6	7	8	9	10	11	12	15	
Take part in formal and informal discussions/exchanges	3	3	3	3	3	3	3	3	3	3	3	3	3	
English – Reading														
Read and understand a range of texts	3	3			3	3	3		3	3	3	3	3	
English – Writing														
Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	3	3					3		3	3	3	3	3	

Level 1	Unit number													
Mathematics – Learners can	1	2	3	4	5	6	7	8	9	10	11	12	15	
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine					3					3				
Identify and obtain necessary information to tackle the problem					3					3				
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes					3					3				
Use appropriate checking procedures at each stage					3					3				
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations					3					3				

Level 1	Unit number												
ICT – Use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	15
Interact with and use an ICT system independently to meet needs	3	3	3	3	3	3	3	3	3	3	3	3	3
Use ICT to plan work and evaluate their use of ICT systems													
Manage information storage												3	
Follow and understand the need for safety and security practices													
ICT – Find and select information													
Select and use a variety of sources of information independently to meet needs	3	3	3	3	3	3	3	3	3	3	3	3	3
Access, search for, select and use ICT based information and evaluate its fitness for purpose	3	3	3	3	3	3	3	3	3	3	3	3	3
ICT – Develop, present and communicate information													
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records	3	3									3	3	
Bring together information to suit content and purpose	3	3			3		3		3	3	3	3	3
Present information in ways that are fit for purpose and audience	3	3			3		3		3	3	3	3	3
Evaluate the selection and use of ICT tools and facilities used to present information	3	3			3		3		3	3	3	3	3
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively													

