

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

Edexcel BTEC Level 1 Award/ Certificate/Diploma in Travel and Tourism (QCF)

Specification

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Issue 2

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Contents

1	Introducing BTEC Specialist qualifications	1
	What are BTEC Specialist qualifications?	1
2	Qualification summary and key information	2
	QCF qualification title and Qualification Number	6
	Objective of the qualifications	6
	Progression opportunities through Edexcel qualifications	6
3	Centre resource requirements	8
	General resource requirements	8
	Specific resource requirements	8
4	Qualification structures	11
	Edexcel BTEC Entry Level Award in Travel and Tourism (Entry 3) (QCF) units	11
	Edexcel BTEC Level 1 Award in Travel and Tourism (QCF) units	12
	Edexcel BTEC Level 1 Certificate in Travel and Tourism (QCF) units	13
	Edexcel BTEC Level 1 Diploma in Travel and Tourism (QCF) units	14
5	Assessment	16
6	Recognising prior learning and achievement	17
	Recognition of Prior Learning	17
	Credit transfer	17
7	Centre recognition and approval	18
	Approvals agreement	18
8	Quality assurance of centres	19
9	Programme delivery	20
10	Access and recruitment	21
11	Access to qualifications for learners with disabilities or specific needs	22
12	Units	23
	Unit title	23
	Unit reference number	23
	QCF level	23
	Credit value	23

Guided learning hours	23
Unit aim	23
Essential resources	23
Learning outcomes	23
Assessment criteria	24
Unit amplification	24
Information for tutors	24
Unit 1: Conduct at Work	25
Unit 2: Investigating Rights and Responsibilities at Work	29
Unit 3: Speaking Confidently at Work	33
Unit 4: Being Responsible for Other People's Money	38
Unit 5: Researching a Tourist Destination	42
Unit 6: Planning for and Taking Part in a Visit	48
Unit 7: Displaying Travel and Tourism Information	53
Unit 8: Customer Service in Travel and Tourism	59
Unit 9: Displaying Travel and Tourism Products and Services	65
Unit 10: Planning a Trip to a Visitor Attraction	71
Unit 11: UK Travel Destinations	76
Unit 12: Recommending a Package Holiday	83
Unit 13: Schedule, Charter and Low-Cost Airlines	90
Unit 14: The Role of Air Cabin Crew	97
Unit 15: The Role of the Overseas Resort Representative	104
Unit 16: Planning and Participating in an Event	110
Unit 17: Travel and Tourism Group Project	116
Unit 18: Work Experience in Travel and Tourism	122
Unit 19: Planning for a Job in Travel and Tourism	126
Unit 20: Building Working Relationships with Colleagues	132
Unit 21: Building Working Relationships with Customers	138
13 Further information and useful publications	143
14 Professional development and training	144

Annexe A	145
National Occupational Standards	145
Annexe B	147
Mapping to Functional Skills	147

Purpose of this specification

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

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

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 BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks ie Technical Certificates.

There are three sizes of BTEC specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

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

2 Qualification summary and key information

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

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

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

Qualification title	Edexcel BTEC Level 1 Diploma in Travel and Tourism (QCF)
QCF Qualification Number (QN)	500/6538/5
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 st September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	Minimum 37 credits
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	Min 280 – Max 370
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

QCF qualification title and Qualification Number

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

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

Objective of the qualifications

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

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

Progression opportunities through Edexcel qualifications

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

- 14-19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

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

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

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

The Edexcel BTEC Level 1 Certificate (QCF) 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 Edexcel BTEC Level 1 Certificate (QCF) can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

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

3 Centre resource requirements

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

General resource requirements

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

Specific resource requirements

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

Unit

Unit 1: Conduct at Work

Resources required

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

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

Copies of any appraisal systems which recognise good conduct or performance.

Unit 3: Speaking Confidently at Work

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

Unit 4: Being Responsible for Other People's Money

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

Unit

Unit 5: Researching a Tourist Destination

Resources required

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

Unit 6: Planning for and Taking Part in a Visit

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

Unit 7: Displaying Travel and Tourism Information

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

Unit 8: Customer Service in Travel and Tourism

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

Unit 9: Displaying Travel and Tourism Products and Services

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

Unit 10: Planning a Trip to a Visitor Attraction

Learners will need access to the following:

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

Unit 12: Recommending a Package Holiday

Sample documentation would be useful to assist learners in producing itineraries. Pro formas may be obtained from local businesses, leisure travel agencies and transport operators.

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

Unit

Unit 13: Schedule, Charter and Low-Cost Airlines

Resources required

Learners will need access to the internet to carry out research on different types of airline. Tutors may like to consider using guest speakers, visits to airports and TV programmes such as 'Airline'. BBC iplayer and ITV catch up give the facility to show programmes that have already been screened.

Unit 14: The Role of Air Cabin Crew

There are no essential resources for this unit. However it would be helpful for learners to have access to videos and TV programmes such as 'CelebAir' and 'Airline' for real-life scenarios.

Unit 18: Work Experience in Travel and Tourism

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

An interview prior to the placement would be good practice

Unit 20: Building Working Relationships with Colleagues

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

Unit 21: Building Working Relationships with Customers

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

4 Qualification structures

Edexcel BTEC Entry Level Award in Travel and Tourism (Entry 3) (QCF)

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

Minimum number of credits that must be achieved	6
Minimum number of credits that must be achieved at Entry 3	4

Learners are strongly advised to take Unit 5, 6 or 7 as part of their Award.

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	A/501/6331	Conduct at Work	Entry 3	1	10
2	J/501/6333	Investigating Rights and Responsibilities at Work	Entry 3	1	10
5	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
6	J/502/3699	Planning For and Taking Part in a Visit	Entry 3	3	30
7	F/502/3698	Displaying Travel and Tourism Information	Entry 3	3	30
8	M/502/3700	Customer Service in Travel and Tourism	Level 1	4	30
9	T/502/3701	Displaying Travel and Tourism Products and Services	Level 1	4	30
10	A/502/3702	Planning a Trip to a Visitor Attraction	Level 1	4	30

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

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

Minimum number of credits that must be achieved	7
Minimum number of credits that must be achieved at level 1 or above	4

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
5	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
6	J/502/3699	Planning For and Taking Part in a Visit	Entry 3	3	30
7	F/502/3698	Displaying Travel and Tourism Information	Entry 3	3	30
8	M/502/3700	Customer Service in Travel and Tourism	Level 1	4	30
9	T/502/3701	Displaying Travel and Tourism Products and Services	Level 1	4	30
10	A/502/3702	Planning a Trip to a Visitor Attraction	Level 1	4	30
11	F/502/3703	UK Travel Destinations	Level 1	4	30
12	J/502/3704	Recommending a Package Holiday	Level 1	4	30
13	L/502/3705	Schedule, Charter and Low-Cost Airlines	Level 1	4	30
14	R/502/3706	The Role of Air Cabin Crew	Level 1	4	30
15	Y/502/3707	The Role of the Overseas Resort Representative	Level 1	4	30
16	D/502/3708	Planning and Participating in an Event	Level 1	4	30
17	H/502/3709	Travel and Tourism Group Project	Level 1	4	30
18	Y/502/3710	Work Experience in Travel and Tourism	Level 1	4	30
19	D/502/3711	Planning for a Job in Travel and Tourism	Level 1	4	30
20	L/501/6107	Building Working Relationships with Colleagues	Level 2	2	20
21	F/501/6413	Building Working Relationships with Customers	Level 2	2	20

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

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

Minimum number of credits that must be achieved	13
Minimum number of credits that must be achieved at level 1 or above	8

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
5	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
6	J/502/3699	Planning For and Taking Part in a Visit	Entry 3	3	30
7	F/502/3698	Displaying Travel and Tourism Information	Entry 3	3	30
8	M/502/3700	Customer Service in Travel and Tourism	Level 1	4	30
9	T/502/3701	Displaying Travel and Tourism Products and Services	Level 1	4	30
10	A/502/3702	Planning a Trip to a Visitor Attraction	Level 1	4	30
11	F/502/3703	UK Travel Destinations	Level 1	4	30
12	J/502/3704	Recommending a Package Holiday	Level 1	4	30
13	L/502/3705	Schedule, Charter and Low-Cost Airlines	Level 1	4	30
14	R/502/3706	The Role of Air Cabin Crew	Level 1	4	30
15	Y/502/3707	The Role of the Overseas Resort Representative	Level 1	4	30
16	D/502/3708	Planning and Participating in an Event	Level 1	4	30
17	H/502/3709	Travel and Tourism Group Project	Level 1	4	30
18	Y/502/3710	Work Experience in Travel and Tourism	Level 1	4	30
19	D/502/3711	Planning for a Job in Travel and Tourism	Level 1	4	30
20	L/501/6107	Building Working Relationships with Colleagues	Level 2	2	20
21	F/501/6413	Building Working Relationships with Customers	Level 2	2	20

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

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

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at level 1 or above	20

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	A/501/6331	Conduct at Work	Entry 3	1	10
2	J/501/6333	Investigating Rights and Responsibilities at Work	Entry 3	1	10
3	H/501/6338	Speaking Confidently at Work	Entry 3	1	10
4	D/501/6323	Being Responsible for other People's Money	Entry 3	1	10
5	A/502/3697	Researching a Tourist Destination	Entry 3	3	30
6	J/502/3699	Planning For and Taking Part in a Visit	Entry 3	3	30
7	F/502/3698	Displaying Travel and Tourism Information	Entry 3	3	30
8	M/502/3700	Customer Service in Travel and Tourism	Level 1	4	30
9	T/502/3701	Displaying Travel and Tourism Products and Services	Level 1	4	30
10	A/502/3702	Planning a Trip to a Visitor Attraction	Level 1	4	30
11	F/502/3703	UK Travel Destinations	Level 1	4	30
12	J/502/3704	Recommending a Package Holiday	Level 1	4	30
13	L/502/3705	Schedule, Charter and Low-Cost Airlines	Level 1	4	30
14	R/502/3706	The Role of Air Cabin Crew	Level 1	4	30
15	Y/502/3707	The Role of the Overseas Resort Representative	Level 1	4	30
16	D/502/3708	Planning and Participating in an Event	Level 1	4	30
17	H/502/3709	Travel and Tourism Group Project	Level 1	4	30

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
18	Y/502/3710	Work Experience in Travel and Tourism	Level 1	4	30
19	D/502/3711	Planning for a Job in Travel and Tourism	Level 1	4	30
20	L/501/6107	Building Working Relationships with Colleagues	Level 2	2	20
21	F/501/6413	Building Working Relationships with Customers	Level 2	2	20

5 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

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

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

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

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

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

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

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

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

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

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve units with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

7 Centre recognition and approval

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

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

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

Approvals agreement

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

8 Quality assurance of centres

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

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

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

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

9 Programme delivery

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

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

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

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

10 Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

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

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Information for tutors

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

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Conduct at Work

Unit reference number: A/501/6331

QCF level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit introduces learners to the range and type of conduct needed in the workplace. Learners will be assisted to understand, demonstrate and reflect on some appropriate behaviours in the workplace.

Unit introduction

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

This unit introduces learners to the range and type of conduct needed in the workplace. Learners will be assisted to understand and demonstrate some appropriate behaviours in the workplace. They will also reflect on their strengths and weaknesses in terms of their conduct.

Essential resources

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

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

Copies of any appraisal systems which recognise good conduct or performance.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Know about appropriate conduct for the workplace	1.1	identify different kinds of appropriate conduct in the workplace	<ul style="list-style-type: none"> □ <i>Appropriate conduct for the workplace:</i> interacting and communicating with colleagues in familiar situations, eg team members, line manager, supervisor; respecting others' views; listening and responding to appropriate feedback, requests or suggestions from others □ <i>Appropriate dress for the workplace:</i> appropriate clothing for different workplaces, eg in an office, factory, for outdoor work, uniforms; clothing needed for health and safety reasons or hygiene; being tidy and presentable; having clean clothes □ <i>Appropriate timekeeping:</i> being on time for work and knowing about the working day, eg when expected to be at workplace, whether there are core hours, flexitime, shift work, knowing when to take breaks, when and how long lunch break is, turning up to meetings and appointments on time
2 Be able to demonstrate good conduct	2.1	interact appropriately with colleagues	<ul style="list-style-type: none"> □ <i>Demonstrate good conduct:</i> interacting with colleagues in familiar situations; dressing appropriately for work; appropriate timekeeping
	2.2	dress appropriately for work	
	2.3	demonstrate appropriate timekeeping during the working day	
3 Be able to carry out a review of own conduct	3.1	identify an aspect of own conduct that went well and an aspect that did not go so well	<ul style="list-style-type: none"> □ <i>Reviewing own conduct:</i> talking about an aspect that went well, eg demonstrating appropriate timekeeping, using polite language when interacting with colleagues; talking about an aspect that did not go so well, eg not dressing appropriately, not turning up for a meeting or appointment on time

Information for tutors

Delivery

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

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

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

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

For learning outcome 2, tutors/line managers may wish to discuss with the learner beforehand their views on what is appropriate and agree a mode of dress in advance. It would be helpful to discuss with learners that some organisations have uniforms, that some clothing must be worn for health and safety or hygiene reasons, and that it is important to dress smartly and appropriately for the job, for example if you work outdoors, you won't need to wear a suit but you will need to wear durable clothes that protect you from the weather.

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

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

Assessment

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

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

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

For 2.2, the learner must demonstrate that they are able to dress as appropriate to their work situation. Where this unit is simulated, the learner would be expected to dress as they would for work experience or a work placement.

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

3.1 requires the learner to carry out a basic review of their performance in demonstrating good conduct. They must identify at least one aspect of their performance that went well (for example turning up on time for work or classes) and one that did not go so well (for example not listening properly to instructions), with support from the tutor or colleague who has observed them. Whilst the learner may need support in terms of prompting and questioning, they must independently select what will go in their review. Evidence to support this can be either written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

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

Suggested resources

Websites

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

Unit 2: Investigating Rights and Responsibilities at Work

Unit reference number: J/501/6333

QCF level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit will introduce learners to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities.

Unit introduction

All employees have rights and responsibilities. This unit will introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. The learner will explore what is meant by having rights, for example, being safe at work, being healthy at work, the right to a minimum amount of pay and the right to be treated fairly. They will also consider the importance of respecting others in the workplace. Practical examples such as appropriate use of language and respecting people's cultures and beliefs will be discussed.

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

It is very important to know who to go to for support if difficulties arise at work. Learners will research different sources of support that is available to them, both within the workplace and from external sources such as the Citizens Advice Bureau.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand that they have rights in the workplace	1.1	identify aspects of working life where they have rights	<ul style="list-style-type: none"> □ <i>Workplace rights:</i> eg salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act)
2	Understand that they should respect the rights of others in the workplace	2.1	describe how the rights of others can be respected	<ul style="list-style-type: none"> □ <i>Respecting the rights of others:</i> eg right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of others' personal information
3	Understand that they have responsibilities in the workplace	3.1	identify aspects of working life where they must fulfil certain responsibilities	<ul style="list-style-type: none"> □ <i>Workplace responsibilities:</i> health and safety; understand what the employee is expected to do at work
4	Know where to get help and advice for problems that arise at work	4.1	identify sources of help within the workplace	<ul style="list-style-type: none"> □ <i>Sources of help and advice:</i> advisers, eg line manager, human resources department, occupational health, health and safety adviser; documents, eg policies, staff handbook, intranet

Information for tutors

Delivery

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

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

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

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

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

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

Assessment

In order to achieve 1.1, the learner must be able to identify at least three different aspects of working life to which they have rights as an employee. This evidence could be presented using a range of different formats, for example as a poster or leaflet, recorded discussion with the tutor or presented as a list of aspects identified.

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

To achieve 3.1, the learner is required to identify aspects of working life where they must fulfil certain responsibilities. The learner needs to identify at least three different aspects.

For 4.1, the learner must identify three different sources of help if a problem arises at work.

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

Suggested resources

Websites

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

Unit 3: Speaking Confidently at Work

Unit reference number: H/501/6338

QCF level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit will help learners develop the communication skills needed to build their confidence with the different people they encounter in the workplace, understanding the difference between formal and informal situations and the language appropriate to each situation.

Unit introduction

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to contribute to workplace discussions and conversations	1.1 make relevant comments and suggestions	<ul style="list-style-type: none"> □ <i>Discussions and conversations</i>: small group discussions; one-to-one discussions or conversations; importance of clarity when communicating; strategies to help follow discussions, eg listen carefully to what others are saying, ask questions; strategies to join in discussions, eg listen for pause in conversation, interruptions □ <i>Make relevant comments and suggestions</i>: make comments and suggestions in an appropriate way eg non-offensive, relevant to the topic being discussed
	1.2 ask and answer straightforward questions	<ul style="list-style-type: none"> □ <i>Ask and answer straightforward questions</i>: being polite when asking and answering questions; giving a relevant and appropriate answer to the question; asking relevant and appropriate questions of others; open and closed questions
	1.3 volunteer constructive ideas and opinions	<ul style="list-style-type: none"> □ <i>Volunteer constructive ideas and opinions</i>: give own viewpoint in an appropriate way eg non-offensive, relevant to the topic being discussed
2 Be able to use language which is appropriate for the work situation	2.1 describe the difference between formal and informal language	<ul style="list-style-type: none"> □ <i>Formal and informal language</i>: formal language suited to formal, 'official' or ceremonial situations, eg meetings, presentations, ceremonies; informal language suited to informal, relaxed or casual situations, eg workplace discussion with colleagues, training course, staff socials, chatting with workmates
	2.2 speak formally or informally as appropriate to the situation	<ul style="list-style-type: none"> □ <i>Speak formally or informally as appropriate</i>: appropriate use of language for different situations, eg senior managers, customers, friends, work mates

Learning outcomes		Assessment criteria	Unit amplification
		2.3 identify ways to show politeness when speaking to others in the workplace	<ul style="list-style-type: none"> □ <i>Show politeness</i>: eg not using inappropriate or offensive language, using appropriate tone of voice and volume □ <i>Appropriate language</i>: understand common technical terms; being polite or courteous when speaking to others, eg not using inappropriate or offensive language, using an appropriate volume and tone of voice
3	Know why it is important to speak confidently at work	3.1 describe why it is important to speak confidently at work	<ul style="list-style-type: none"> □ <i>Importance of speech</i>: learning tool; communication; social development □ <i>Importance of speaking confidently</i>: eg share ideas and opinions effectively, raise self-esteem, raise awareness of others to own contribution, build good working relationships with colleagues, convey positive impression of self to other people

Information for tutors

Delivery

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

It is possible that some learners might be shy, anxious or hesitant about the prospect of speaking confidently at work or contributing to discussions in various situations in the workplace. Giving learners the opportunity to discuss feelings of shyness or anxiety could be beneficial in addressing their concerns and hesitation in this regard. Group discussions or role play could give learners the opportunity to build skills and confidence in speaking to others in unfamiliar situations.

The learners could be given scenarios which encourage one-to-one discussions. Initially this should be on familiar topics in order to build up the learner's confidence, for example they may want to discuss where they prefer to shop and why. As their confidence grows, they could be encouraged to discuss less familiar or more complex topics.

Employers could be invited to discuss the importance of speaking confidently in the work context. These could include representatives from different vocational sectors where the importance of confident speaking varies for example call centre, receptionist in an office, sales person. During the discussions and exchanges, it may be appropriate to encourage peer group assessment. This would be done on an informal basis.

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

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

The sophistication of learner's contributions should be consistent with the English functional skills standard for learners working at this level.

Assessment

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

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

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

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

Separate conversations and discussions are not required for 2.2. The learner could be assessed from the conversations and discussions used in 1.1-1.3. The learner may describe the importance of speaking confidently through one-to-one discussions, small group discussions or by providing evidence of their knowledge and understanding.

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

For 2.3, the learner must be able to identify at least two different ways in which they could show politeness or courtesy when speaking to someone in the workplace.

For 3.1, the learner needs to describe how speaking confidently can impact on the way they are perceived by other people associated with the workplace, both external (for example customers) and internal (for example managers and workmates). They must also be able to give a basic description of the link between being able to speak confidently at work and an enhanced sense of self-esteem.

Suggested resources

Websites

www.bbc.co.uk/skillswise/e3

BBC Skillswise – materials for improving word and number skills

www.bbc.co.uk/skillswise/words/vocabulary

BBC Skillswise – resources such as worksheets and quizzes for expanding vocabulary for different work contexts

www.lifecoachexpert.co.uk

Life Coach Expert – resources on life skills, life style and wellbeing

Unit 4: Being Responsible for Other People's Money

Unit reference number: D/501/6323

QCF level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit will help the learner understand the importance of being honest and capable of keeping someone else's money safe or using it wisely on their behalf. The learner will be given the opportunity to demonstrate their ability to carry out simple calculations using other people's money.

Unit introduction

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the importance of keeping other people's money safe	1.1	give reasons for keeping other people's money safe	<ul style="list-style-type: none"> □ <i>Keeping it safe</i>: eg taking care to keep the money secure, using the money wisely, accuracy in giving change □ <i>Importance</i>: eg honesty, being trustworthy, being accountable, responsibility, maturity
		2	Know how to handle other people's money responsibly	
2	Know how to handle other people's money responsibly	2.1	handle other people's money responsibly	<ul style="list-style-type: none"> □ <i>Handling money</i>: eg keep money in secure box, sort money according to different types of coins and notes, check money is correct currency; receive correct payment, give correct change; give receipt (if applicable); own up to any mistakes; correct the mistakes
		2.2	outline the need to return any unspent money or money collected to the person concerned	
		2.3	outline the need, when handling someone else's money, to own up to any mistakes made and correct them	
3	Be able to complete simple money calculations using other people's money	3.1	complete simple calculations using money	<ul style="list-style-type: none"> □ <i>Simple calculations</i>: select and recognise coins and notes; add coins and notes; subtract amounts of money, give correct change

Information for tutors

Delivery

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

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

After being given several examples of situations where they could handle money (for example running an errand, collecting for a charity), learners could be encouraged to develop a set of rules that could be applied to any given situation. This could be as simple as keeping the money safe, or not to get it mixed up with their own money. The rules should include the fact that the money being handled is not theirs to keep.

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

Assessment

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

The learner will need to demonstrate competence for 2.1 by participating in a role play or real life situation. Examples could include seeking sponsorship, going shopping for a group activity or selling products on a stall as part of a community event.

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

2.3 requires the learner to give a straightforward description of why it is important to admit to any mistakes made with someone else's money and to correct the mistakes.

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

Suggested resources

Websites

[www.bbc.co.uk/skillswise/numbers/
measuring/money/factsheet.shtml](http://www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml)

Factsheet on money skills

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Be able to research a tourist destination	1.1 identify a tourist destination to research	<ul style="list-style-type: none"> □ 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
		1.2 identify different methods of transport in the area and different places to stay	<ul style="list-style-type: none"> □ Methods of transport to chosen destination: methods of transport, eg road, rail, air, boat
		1.3 identify the areas of interest, attractions and facilities of the chosen tourist destination	<ul style="list-style-type: none"> □ Places to stay: types of accommodation, eg hotels, guest houses, bed and breakfast, caravan sites, camp sites □ Information: location; attractions; facilities; temperature; rainfall; types of customer attracted; transport methods; accommodation
		1.4 identify the advantages and disadvantages of the tourist destination	<ul style="list-style-type: none"> □ 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 night life for young adults, historic sites for those with special interests; area of natural beauty
		1.5 provide evidence of the research methods used to collect information on the chosen destination	<ul style="list-style-type: none"> □ Research methods: types of research methods, eg internet; holiday brochures; tourist literature; maps; atlases; tourist information centres; questioning people who have visited location; travel agencies; travel dictionaries; leaflets

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to respond to straightforward questions about a chosen destination	2.1	present information on a tourist destination using visual aids	<ul style="list-style-type: none"> □ Presentation method: types of presentation method, eg poster, PowerPoint, leaflet □ Communication skills: types of communication, eg verbal, speaking clearly, written, listening skills, ability to ask/receive questions
		2.2	answer straightforward questions about the chosen destination	<ul style="list-style-type: none"> □ <i>Answering questions</i>: types of question, eg about location, how to get there, where to stay, opening times
3	Be able to ask questions about the destinations researched by other learners	3.1	ask questions about other learners' presentations	<ul style="list-style-type: none"> □ <i>Asking questions</i>: types of question, eg about local area, opening times, attractions; asking questions clearly

Information for tutors

Delivery

This unit has been designed to enable learners to develop their research and communication skills. The tutor could start delivery of this unit by introducing a range of possible destinations to act as a stimulus to help learners select a destination that interests them.

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

For learning outcome 1, learners will need access to relevant research materials such as the internet, travel journals and organisational materials. These may be obtained via email or by telephone to carry out their research for learning outcomes 1 and 2. In addition, 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. Visits to different destinations to gather first-hand information may be of use. Guest speakers such as holiday and company representatives may be happy to discuss the destination with learners and provide a question and answer opportunity. Some learners may have their own experiences of a particular destination and they can be encouraged to discuss it.

Learners 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 even complete this on their local area as a tourist destination. They will need to provide evidence of research methods, so the information included should be cross-referenced to websites, guide books and/or brochures, etc.

For learning outcome 2, learners need to develop the information from learning outcome 1 and produce presentation notes or cue cards in order to help the presentation and respond to questions. In readiness for their presentation, learners could be encouraged to stand up in class and present information. This could be carried out in small groups and then as individuals in order to remove some of the fear of completing a presentation in front of the class. Learners could be encouraged to think of suitable questions to ask; this may help prepare them in answering questions on their own presentation.

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor-led discussion – ‘What are tourist destinations?’ Factors to think of when deciding a tourist destination and where to find the necessary information.

Practical – game to match tourist destinations with resort names, for example seaside resort – Blackpool, national park – Lake District.

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

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

Small group research – research a tourist destination.

Assessment – present research on chosen destination, eg 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 (learning outcome 2; learning outcome 3)
[Functional Skills Entry 3: Speaking and Listening].

Assessment evaluation, unit review and feedback.

Assessment

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

- the name of destination and its location
- two methods of transport
- 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 should be included, for example websites and brochures used.

For assessment criteria 2.1 and 2.2, learners will need to present information on their chosen destination and to answer questions. Evidence can be presented in a variety of ways for example a written script, PowerPoint leaflet or brochure. The presentation can be evidenced through observation reports or witness testimony.

For 3.1, learners must ask questions about others' presentations. Learners could present to small groups and the tutor could complete observation sheets to show questions asked by learners and the response given from the presenter.

Suggested resources

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 AG
www.thomson.co.uk	Thomson Holidays
www.visitbritain.com	British Tourist Authority

Unit 6: Planning for and Taking Part in a Visit

Unit reference number: J/502/3699

QCF level: Entry 3

Credit value: 3

Guided learning hours: 30

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 their visit with their group.

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

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

Learners will gain an understanding of the visit, its purpose and, with tutor support, will be able to identify the opportunities for them to participate in.

This unit will develop learners' confidence in the planning and participation of visits. It will also develop their skills to assess the visit to identify good and bad points.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to carry out research to find out about a chosen destination	1.1	carry out research to find out about a chosen destination	<ul style="list-style-type: none"> □ <i>Destination</i>: 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 □ <i>Research methods</i>: types of research method, eg questioning people who have visited destination, internet, phone, email, newspapers, travel supplements, trade press, Tourist Information Centre
		2.1	plan a visit to a travel and tourism destination	
2	Be able to plan a visit to a chosen travel and tourism destination	2.2	plan the cost of the visit	<ul style="list-style-type: none"> □ <i>Plan visit</i>: 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 □ <i>Costs</i>: entrance fee; food; transport and travel costs, eg parking fee
		3.1	wear appropriate clothing	
		3.2	keep to time	
		3.3	carry out health and safety preparations	
3	Be able to use personal skills to take part in a visit	3.4	behave appropriately	<ul style="list-style-type: none"> □ <i>Take part in the visit</i>: personal preparation; spare clothing; time management; journey method to departure point; food and drink arrangements; money; completed health and safety forms to attend trip; punctuality; general behaviour; group behaviour
		4.1	describe how own actions contributed to the success of the visit	
4	Know how own actions contributed to the success of the visit			<ul style="list-style-type: none"> □ <i>Actions</i>: timekeeping; preparation; behaviour, eg cooperating, being polite, asking questions when necessary □ <i>Success of visit</i>: what went well; what could be improved; how this could be achieved

Information for tutors

Delivery

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

For learning outcome 1, learners need to be able find out about different travel and tourism destinations using different research methods. They will need access to email, the internet, a phone, magazines, journals and newspapers. They should be encouraged to describe the destination orally, visually or in writing. In their description they should 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 these.

A visit from a guest speaker to explain about the destination and the activities on offer may be helpful as learners can be given real examples of the organisation they may like to visit.

In the planning stages for learning outcome 2, the tutor will need to encourage learners and develop the different stages which need to be included in the plan, such as type of transport, time of travel, opening times, food, clothing. Learners could be issued with transport timetables, as well as examples of completed plans.

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

Learners will need to be able to practise planning and this could be completed by giving learners scenarios to complete.

Learning outcome 3 must be completed by taking part in a group outing. However, learners will need to be responsible for own preparation such as turning up on time, arrangements for food and drink and own behaviour with the group. In taking part learners need to show their own organisational skills such as turning up on time for transport, knowledge of opening times, money to cover costs, food and drink, arrangements for different types of weather. Discussion of personal skills can take place during tutorials.

Evaluation skills need to be developed so that learners can identify what went well and what didn't go so well. Learners should be encouraged to think about how their own skills and actions have contributed to the day, what went well and how improvements could be made. Learners should concentrate on their organisation skills in taking part in the visit rather than on how much they enjoyed it. Feedback from the tutor's own observation could help.

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor-led discussion – factors to think of when deciding a destination for a 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 – chose destination to focus on.

Assessment – using the prepared checklist provide evidence of research on chosen destination (learning outcome 1).

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

Assessment – plan visit using tutor-prepared pro forma; plan cost of visit using tutor-prepared pro forma for list of costs; learners will complete simple calculations for the total cost (learning outcome 2) [Functional Skills: Entry 3 Mathematics].

Practical – plan a group visit using same pro formas used for learning outcome 2.

Tutor-led discussion – ‘how to take part in a visit?’ resulting in ground rules, including assessment criteria.

Practical – visit to decided location.

Assessment – evidence of appropriate personal skills shown during a visit (learning outcome 4).

Group discussion – evaluation of the visit.

Assessment – one-to-one with tutor – respond to straightforward questions on how their actions contributed to the outcome of the visit (learning outcome 4) [Functional Skills Entry 3 Speaking and Listening].

Assessment evaluation, unit review and feedback.

Assessment

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

For assessment criterion 2.1, learners could be given pro formas to complete or checklists to show that they have completed each of the stages required. Again, witness testimonies or minutes of meetings could act as evidence for the planning stages.

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

For assessment criterion 3.1, evidence such as photographs, witness testimonies, or a description of the visit could be provided, along with a checklist for preparation tasks, behaviour and health and safety aspects.

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

Suggested resources

Books

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

www.britishairways.com British Airways – provides some information on locations and holidays

www.easyjet.com easyJet – information on flights

www.eurolines.com Eurolines UK Limited – information on travelling by coach in Europe

www.eurostar.com Eurostar – includes travel information and guide/maps to destinations

www.expedia.co.uk Expedia – information on travel, holidays and hotels

www.nationalexpress.com National Express – information on coach and rail travel in UK

www.nationalrail.co.uk National Rail – information on rail travel in UK

www.trailfinders.com Trailfinders – information on world-wide travel

www.worldtravelguide.net World Travel Guide – provides guides on different locations

Other useful information

Car hire leaflets and brochures

National Express timetables and fares manuals

Tour operators' brochures

Train operators' timetables and fares manuals

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know ways of displaying travel and tourism information to the customer	1.1	describe how a travel agent displays holiday information	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Types of display</i>: different displays, eg specific tourist destination, travel agency window display, specific visitor attraction display, travel website displays, window displays in tourist information centres, notice board displays, information leaflets <input type="checkbox"/> <i>Display features</i>: materials; accuracy; colour; wording; display type; duration; location <input type="checkbox"/> <i>Travel and tourism information</i>: types of information, eg pictures or photos; accommodation, prices, special offers, comfort of transport, speed of transport
		1.2	describe how travel information is displayed on a website	
2	Be able to plan and present travel and tourism information	2.1	plan a display of travel and tourism information	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Plan</i>: scenario given; target market; financial implications; validity of information; location of display; duration of display; size of display; information to be included; resources required; method of erection or production; method for monitoring success <input type="checkbox"/> <i>Produce</i>: write and follow plan; meet given deadlines; work safely <input type="checkbox"/> <i>Self-management</i>: taking responsibility, eg gathering materials, setting up, tidying up, readiness to improve own performance based on feedback <input type="checkbox"/> <i>Team member</i>: respecting others; cooperating and supporting others; negotiating/persuading; contributing to discussions <input type="checkbox"/> <i>Problem solving</i>: identifying problems, eg lack of materials for display, making suggestions on how to solve, creative thinking <input type="checkbox"/> <i>Communication</i>: listening and questioning; discussing display with tutor; discussing display with colleagues <input type="checkbox"/> <i>Health and safety</i>: safe use of equipment; lifting and carrying; awareness of others' safety in setting up display; use of IT
		2.2	produce a display of travel and tourism information	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to assess other learners' displays of travel and tourism information	3.1	assess other learners' displays of travel and tourism information	<ul style="list-style-type: none"> □ Assess: what went well; what didn't go well; improvements that could be made/recommendations for future
4	Be able to review own display of travel and tourism information	4.1	review own display of travel and tourism information	<ul style="list-style-type: none"> □ Review: purpose of display; what went well; what didn't go well; improvements that could be made and recommendations for future

Information for tutors

Delivery

This unit needs to be practical as possible. It should include visits to see a range of different displays for example in travel agency windows or tourist information centres. Learners could be asked to compare the differences between town-centre travel agencies and out-of-town agencies. Guest speakers could be arranged to talk about the way products and services are promoted in the industry. An introduction to marketing may be included in order for learners to understand why products are positioned in particular places and why specific colours are used in order to catch the eye of the customer.

Access to the internet will be needed so that learners can access tourist websites to look at how information is presented. Learners may also benefit from access to leaflets or guide books on particular tourist attractions.

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

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

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor led discussion – ‘What travel information might be displayed?’, ‘What are the different ways information can be displayed?’ ‘What are the different features of different displays?’

Visits/photographs – look at travel agents’ window displays and complete tutor-prepared checklist based on the tutor-led discussion.

Small group research – investigate travel and tourism websites displaying information and complete the same tutor-based checklist as above.

Group discussion – compare window displays and websites.

Assessment – ask and respond to straightforward questions on different ways travel and tourism information is displayed (learning outcome 1) [Functional Skills Entry 3: Speaking and Listening].

Tutor-led discussion – planning a display: ‘What needs to be done?’

Group exercise – order pre-prepared stages of planning, for example learners are given cards with different planning stages and have to place them in order.

One-to-one tutorials – to select a display subject.

Tutor-led discussion – sources of information.

Individual activity – create plan of work to create display.

Practical – learners follow record plan of work to create display.

Tutorials on a regular basis to monitor progress.

Assessment – practical – individuals create display of travel and tourism information (learning outcome 2).

Tutor-led discussion – ‘What was good about other learners’ displays?’

Case studies – photographs of a number of displays, of different standards – assess ways they could be improved.

Assessment – ask and respond to straightforward questions on pros of others’ displays (learning outcome 3) [Functional Skills Entry 3: Speaking and Listening].

Assessment – presentation – record pros and cons of own display (learning outcome 4).

Assessment feedback, review and evaluation of unit.

Assessment

For assessment criteria 1.1 and 1.2, learners need to be able to describe how at least one travel agent and at least one travel website display travel and tourism information. This could be completed as a presentation using PowerPoint or as a written script for the tutor. Alternatively, learners could complete a given pro forma listing the types of information displayed.

For assessment criterion 2.1, pro formas to help learners record the planning stages should be completed. The plan for the display should include details of the information to be displayed, the resources needed, the target market, the location and the length of time of display, and health and safety issues regarding the use of IT or the erection and dismantling of the display. Observation sheets should be completed by the tutor to assess learners' contributions and the communication skills used.

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

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

Suggested resources

Book

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

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

Websites

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

Unit 8: Customer Service in Travel and Tourism

Unit reference number: M/502/3700

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

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 industry.

Unit introduction

This unit will enable learners to practise customer service skills vital for work in the travel and tourism industry. Learners will be introduced to the basics of customer service, including the different types of customer and their needs and expectations. It is vital that learners are able to match needs and expectations in order to give the customer the most suitable product.

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the needs of different types of customer	1.1	identify the different types of customer	<ul style="list-style-type: none"> □ <i>Types:</i> internal to organisation, eg sales representative, manager, travel agent; external to organisation, eg families, the elderly, single people, couples, business people; existing customers; new customers; people of different ages; people of different cultures and nationalities; people with specific needs, eg disabled customers, hearing or visually impaired customers, people with young children, elderly customers, people who may be lost, angry or confused; domestic or overseas customers □ <i>Needs:</i> 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, the elderly, customers with disabilities □ <i>Expectations:</i> a good impression; efficient service; immediate attention; communication skills; efficient service and product; value for money; attentive staff; effective after-sales service
		1.2	identify customer needs and expectations	
		1.3	describe how to meet different needs	
2	Be able to demonstrate customer service skills in a given travel and tourism scenario	2.1	give a good first impression to the customer	<ul style="list-style-type: none"> □ <i>Impression of self:</i> personal presentation, eg dress code, personal hygiene, posture; language used; attitude and manner; politeness and friendliness; willingness to help; knowledge of product/service □ <i>Impression of organisation:</i> 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

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> □ <i>Communication skills:</i> 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
	2.2	<ul style="list-style-type: none"> □ <i>Communication skills:</i> 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
	2.3	
	2.4	
	2.5	<ul style="list-style-type: none"> □ <i>Written communication:</i> 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
3	3.1	<ul style="list-style-type: none"> □ <i>Providing quality customer service:</i> 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 □ <i>Recognition of customer service:</i> feedback, eg customer compliments, feedback cards □ <i>Benefits to organisation:</i> benefits, eg increased staff morale; lower staff turnover; job satisfaction; increased sales and profits; repeat customers; positive word of mouth; customer loyalty

Information for tutors

Delivery

Learners should carry out as much practical-based learning as possible. This should involve the use of role-play exercises and group working and discussion. For learning outcome 1, learners should be given time to research and find out about the different types of customer and their needs. They should be encouraged to think of their own experience of being a customer and the type of service they received. Visiting speakers from travel agencies to discuss issues surrounding customer service, or visits to travel agents may also be helpful. Research can also 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 can then list the different types of customer and describe their needs.

For demonstrating customer service skills 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 positive impression. This would allow learners to develop confidence in using and providing customer service skills. Learners should be encouraged to give a good impression of themselves with regard to their own personal appearance, body language and personal presentation skills. The short document which learners need to produce for assessment criterion 2.5 could be a letter, an email or a form. It can be short, but must include the opportunity for learners to write compound sentences, to meet Functional Skills requirements for Entry Level 2.

For understanding the importance of 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. From this learners would be able to explain the importance of providing customer service.

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor-led discussion – ‘What are different types of customers?’ ‘What are customer needs and expectations?’ ‘How might their needs vary?’

Guest speakers from relevant organisations to discuss different types of customers they deal with, their needs and expectations.

Role play – in pairs or small groups learners practise role play where one learner plays the customer and the other the travel agent, resort representative, etc who must decide what the customer’s needs and expectations are.

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

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 (learning outcome 1).

Tutor-led discussion – ‘what are good customer service skills?’

Demonstration – tutor-led role play of customer service skills including providing a good first impression, listening to explanations and asking questions.

Learners watch DVD demonstrating good and poor customer service.

Practical – learners practise listening to explanations and identifying the main points. Learners to practise asking and responding to questions, speaking clearly.

Tutor-led discussion on the types of documents that may need to be completed for customers, eg booking forms, confirmation letters. Tutor to provide examples for learners to look at.

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

Assessment – role play of customer skills according to a scenario provided by the tutor. Learners should be able to give a good first impression, identify the main points of explanations and ask and respond to questions speaking clearly (learning outcome 2).

Assessment – learners to produce a short document according to a travel and tourism scenario provided by the tutor (learning outcome 2).

Learners to brainstorm what is meant by ‘quality’ customer service.

Tutor-led discussion on quality customer service and why this is important in travel and tourism.

Assessment – ask and respond to straightforward questions on the importance of providing quality customer care (learning outcome 3).

Assessment evaluation, unit review and feedback.

Assessment

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

To achieve 1.2, learners need to be able to describe how to meet at least two different customer needs. This can be evidenced through providing learners with scenarios and a pro forma to complete, or through question and answer sessions, group or one-to-one discussions. These would need to have observation records completed.

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

For 2.1, learners need to be able to give a good first impression. This could be completed in a work placement situation or as a role-play exercise with the tutor. Evidence would be through observation reports or witness statements. For 2.2, learners need to listen for and identify main points of a short explanation from a customer. This can be completed during a work placement or through a role-play exercise. At the same time learners could be assessed for 2.3 and 2.4 where they are required to speak clearly to be heard and understood and ask and respond to straightforward questions.

For 2.5, learners are required to produce a short document related to a given travel and tourism scenario. This could be an email, a letter or a form which includes a few compound sentences confirming travelling arrangements or requesting arrangements on behalf of the customer.

Assessment criterion 3.1 requires learners to explain the importance of providing customer service in the travel and tourism industry. The explanation can be presented in a written format or evidence can be produced through a question and answer session or one-to-one discussion with the tutor.

Suggested resources

Books

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1 Know the products and services offered by the travel and tourism industry	1.1 describe products and services offered by the travel and tourism industry	<ul style="list-style-type: none"> □ <i>Products:</i> package holidays; attractions, eg theme parks, seaside, scenic areas; accommodation, eg hotels, hostels, bed and breakfast, campsites; transportation, eg air, land, sea; tourist destination; insurance □ <i>Services:</i> customer services, eg room service, laundry service, baby sitting 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, baby sitting/monitoring services □ <i>Travel and tourism organisations:</i> tourist information centres; tourist boards; travel agencies; tour operators; transport operators; visitor attractions and heritage sites; accommodation providers, eg hotels, bed and breakfast, hostels, camp sites, cruise liners
2 Know types of promotions and displays which may be used by travel and tourism organisations	2.1 name different types of promotions and displays which could be used to promote travel and tourism products and services	<ul style="list-style-type: none"> □ <i>Types of promotion:</i> 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, mail shots □ <i>Types of display:</i> window display; billboards; notice boards; point of sale material; stands; cabinets; table; temporary displays, eg exhibitions; local transport; lighting displays; indoors; outdoors
3 Know the key features of a good display	3.1 describe the key features of a good display	<ul style="list-style-type: none"> □ <i>Key features:</i> 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

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to create a display to promote a travel and tourism product or service in a given timescale	4.1	plan a display to promote and sell a travel and tourism product or service	<ul style="list-style-type: none"> □ <i>Plan</i>: 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
		4.2	produce a display within a set timescale to promote and sell a travel and tourism product or service	<ul style="list-style-type: none"> □ <i>Produce</i>: write and follow plan; meet given deadlines; work safely, promote a travel and tourism product or service
		4.3	review the display	<ul style="list-style-type: none"> □ <i>Review display</i>: 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

Information for tutors

Delivery

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

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

Learning outcome 2 could involve visits where learners could witness first hand the different types of display and promotion or they could search the internet for information on each of the different types. Learners could be given a pro forma to complete to show evidence that they have witnessed the display. They may also take photos of different types of display. Guest speakers could be used to discuss the different types of display.

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

For learning outcome 4, learners need to be able to plan, produce and review a display. Practice for this could be completed as small groups in an exercise issued and monitored by the tutor. Alternatively, this could be completed as an exercise on work placement or learners could take part in a visit to an exhibition and question exhibitors about this process.

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Group discussion – what products and services are offered in the travel and tourism industry? Learners to think about own holidays, visits to tourist destinations – what types of products and services did they use?

Research – learners to identify the different travel and tourism organisations and find out where these are in the local area, eg through local press, internet research. What products and/or services do they offer?

Assessment – record products and services offered by travel and tourism organisations (learning outcome 1).

Group brainstorm – what types of promotion are used in travel and tourism?

Learners to visit organisations researched and to look at how products and services are displayed. Learners complete a pro forma on the displays visited.

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

Assessment – record different types and key features of promotion and displays which could be used in travel and tourism industry (learning outcome 2, learning outcome 3).

Tutor to present scenario to learners of travel and tourism products or services to be promoted.

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

Assessment – learners produce a plan to produce a display promoting a travel and tourism product or service. Learners then create a display according to the plan. Learners to answer tutor's questions about the display in order to review it, eg 'what works well, how could the display be improved' (learning outcome 4).

Assessment evaluation, unit review and feedback.

Assessment

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

For 2.1, the learners must name at least four different types of promotions used to promote travel and tourism products and services. At least two products and two services must be included. This could be completed via a simple listing activity. For the second part of the criterion photographs illustrating each of the displays could be presented as either a leaflet or display.

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

For 4.1 and 4.2, learners need to be able to plan and create a display to promote a travel and tourism product within a given timescale. In order to meet these criteria, the tutor could give learners a scenario telling them what it is they need to promote. 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 display and it is recommended that progress meetings are completed regularly with the tutor. Finally for 4.2, a review of the display could either be completed verbally with the tutor or as a written evaluation.

Suggested resources

Book

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 10: Planning a Trip to a Visitor Attraction

Unit reference number: A/502/3702

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to develop learners' understanding of the requirements and processes which need to be followed in order to plan a day trip for customers. Learners will develop their knowledge of visitor attractions both in their local area and in the UK. They will develop work-related skills by planning a trip to a visitor attraction.

Unit introduction

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

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

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

Essential resources

Learners will need access to the following:

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1	Understand which attraction would be most appropriate for a given visitor	<ul style="list-style-type: none"> □ <i>Viability</i>: any given constraints; distance; journey time; departure time; arrival time; cost, eg transport, entrance fee; indoor environment; outdoor environment □ <i>Visitor type</i>: visitors, eg elderly, school/college groups, tourists, families
2	Be able to plan an itinerary for a day trip showing details and costings	<ul style="list-style-type: none"> □ <i>Itinerary</i>: date; destination; transport; activities to be completed, eg guided tour, walks, eating, free time; schedule to be followed □ <i>Constraints</i>: types of constraint, eg distance, budget, date, number of people, departure and arrival point, any special requirements; timeline for booking process □ <i>Costs</i>: show 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
	1.1	assess which would be the most appropriate attraction for a given visitor
	2.1	plan an itinerary schedule for a day trip
	2.2	calculate the cost of the trip using whole numbers
	2.3	record the cost of the trip
3	Be able to present the itinerary	<ul style="list-style-type: none"> □ <i>Format</i>: types of format, eg PowerPoint presentation, written document, giving information over the telephone □ <i>Information to be included</i>: date; destination; transport; timings; scheduled activities; cost □ <i>Communication skills</i>: clear; appropriate for customer; accurate grammar, accurate spelling and punctuation (if written)
	3.1	present information about the itinerary demonstrating communication skills for a given customer

Information for tutors

Delivery

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

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

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

Time should be allocated for the costings aspect and learners should be able to practise costing a trip using given examples. The costing could be presented using a simple spreadsheet or other types of written format. Learners will be able to understand and use addition, subtraction and multiplication and complete the calculations using whole numbers. Ideally, this should be up to £100 to meet the requirements of Entry 3 Functional Skills in Mathematics.

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor led discussion – ‘What are visitor attractions?’ ‘Why are some suitable for different people?’

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

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

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

Assessment – learners to recommend a visitor attraction according to a scenario provided by the tutor (learning outcome 1).

Case studies – a number of itineraries for visits for 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, the elderly?

Practical – in small groups learners practise putting itineraries together.

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

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

Assessment – learners produce a plan for an itinerary for a day trip and calculate the cost of the trip. The workings out and final cost should be recorded (learning outcome 2, learning outcome 3).

Assessment evaluation, unit review and feedback.

Assessment

For assessment criterion 1.1, learners need to be able to suggest the most suitable attraction for different visitor types. Learners could do this by completing a table analysing the attractions and the most suited visitor type. Alternatively, question and answer sessions could be carried out with the tutor.

For assessment criteria 2.1-2.3, learners need to be able to plan an itinerary showing details and costings. Having completed practice examples and developed confidence learners will be able to plan an itinerary schedule for 2.1 and cost the itinerary for 2.2 and 2.3. Learners could be provided with pro formas for this purpose. The costings exercise should be presented clearly to show where each calculation type has taken place. This could be presented on a spreadsheet with formulas or presented in other written formats. Learners could complete a self-assessment checklist where they record the contribution they made as a team member and how and when they used group working skills.

For 3.1, learners must be able to present the information from an itinerary – learners could present this using verbal or written methods of communication either in a one-to-one situation with the tutor or in front of the class. Evidence could include witness 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.

Suggested resources

Textbook

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

Websites

www.expedia.co.uk	Expedia – information on travel, hotels and holidays
www.nationalexpress.com	National Express – information on coach and rail travel in UK
www.nationalrail.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

Unit 11: UK Travel Destinations

Unit reference number: F/502/3703

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit will introduce the learner to the UK as a destination and the different types of destination in the UK available to the holidaymaker. The learner will be able to identify factors contributing to the appeal of cities, countryside areas, coastal areas and resorts, and be able to identify examples of each in the UK.

Unit introduction

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

The unit will enable learners to understand the various classifications of beautiful places, including National Parks and Areas of Outstanding Natural Beauty.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know tourist destinations in the UK	1.1	locate capital cities in the UK	<ul style="list-style-type: none"> □ <i>Tourist destinations:</i> countryside areas; seaside resorts; Areas of Outstanding Natural Beauty; capital cities; towns and cities including historical and cultural; National Parks
		1.2	locate given seaside resorts in the UK	
		1.3	locate given towns/cities of historical interest in the UK	
		1.4	locate given areas of natural beauty in the UK	
2	Be able to use research methods to find out information about UK tourist destinations	2.1	describe the location of a chosen UK tourist destination	<ul style="list-style-type: none"> □ <i>Information:</i> location; what there is to see, what there is to do □ <i>Sources of information:</i> using internet search engines, websites, eg for towns, regions; brochures; maps; atlases □ <i>Areas of interest:</i> different areas of interest, eg theme parks, museums, stately homes open to public, wildlife parks, zoos
		2.2	identify areas of interest to inbound and domestic tourists in and around the chosen UK tourist destination	
		2.3	provide evidence of research methods used to gather information about the chosen UK tourist destination	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to present information about a UK tourist destination	3.1	plan the presentation	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Communication skills</i>: different types of communication skills, eg applying literacy skills, able to produce clear and accurate records, listening and questioning skills <input type="checkbox"/> <i>Self-management</i>: self-management skills, eg flexibility, organising self, accepting responsibility; meeting agreed deadlines, eg completing all set tasks, completing tasks on time; problem solving, eg recognising problems, making suggestions on how to solve problems, thinking creatively to solve problems <input type="checkbox"/> <i>Assess own work</i>: constructive feedback from colleagues/tutors/line managers; areas of strength and weakness; setting targets for further development
		3.2	use aids to support the presentation	
		3.3	present the information to a group	
		3.4	review the presentation	

Information for tutors

Delivery

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

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

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

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

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

Learners can also 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. A guest speaker from one of the tourist boards would also provide useful information on certain areas for learners.

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

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor-led discussion – ‘Have you been on holiday in the UK?’ ‘Where?’ ‘What did you like about it?’

Practical – group game to pin cities and countries on map of UK.

Introduction to different categories of destinations, for example National Park, attraction, city, seaside resort.

Research – learners to research a number of UK destinations, using internet, brochures, personal interviews with friends and family.

Practical – learners to research and make snap cards for resorts and types of resorts, other groups then play with the cards.

Assessment – ask and respond to straightforward questions about UK travel destinations (learning outcome 1) [Functional Skills, Level 1: Speaking and Listening].

Tutor-led discussion – ‘What do you want to do when you go on holiday?’ ‘What do your parents/grandparents/friends want to do?’ ‘If you have been abroad what do you like to see in another country, what do you think foreign tourists might want to see in the UK?’

Survey – learners to develop and then conduct survey of peers, people on the street of UK destinations, why and what they want to see/do.

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

One-to-one tutorials – learners decide on a destination to research and discuss how to research destination.

Research – learners individually research UK destination and complete pro forma.

One-to-one tutorials – discuss style of presentation, plan, etc.

Practical – learners write plan, tasks and deadlines of presentation.

Assessment – present information on chosen destination (learning outcome 2, learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

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

Learners could evidence this knowledge as series of maps or put together a PowerPoint presentation that shows maps, locations and images of the destinations 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 and 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 and not downloaded or previously printed material. For criterion 2.1, where learners are asked to describe the location of a certain destination, they should be able to state whether it is in England, Ireland, Scotland or Wales. They should also be able to locate the destination on a map of the UK and determine what type of destination it is.

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

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

For assessment criterion 3.1, learners must plan the presentation – this can be demonstrated in the nature of the delivery and with a witness statement from the tutor. If the information is displayed as a PowerPoint presentation then that in itself will be evidence of the planning. If learners are presenting orally, then they must also create a script as evidence of their planning. Learners must use aids to support the presentation and these could be in the form of a handout that summarises the information of the presentation to the audience, leaflets on the destination that learners have collected from visits or guest speakers or a quiz that could test the audience at the end of the presentation. Learners could also provide the audience with an evaluation form that they have designed themselves for feedback on the quality of the presentation. This would enable them to achieve assessment criterion 3.4 where learners have to reflect on the effectiveness of the presentation. They could provide oral feedback to the tutor on the results of the feedback questionnaire.

Suggested resources

Book

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

Journal

Travel Trade Gazette (CMP International Ltd)

Other resources

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

Tour operators' brochures

Brochures from Tourist Information Centres

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

Websites

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

Unit 12: **Recommending a Package Holiday**

Unit reference number: J/502/3704

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

In this unit learners will develop their knowledge of the components of a standard package holiday and the types of information required when recommending and booking package holidays.

Unit introduction

The package holiday is one of the main products of the travel and tourism industry. The unit will describe and explain the basic components of the package holiday and enable learners to identify the industry's major players in the mass market package holiday 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 those learners aspiring to work in the sector and learners must be familiar with the content, structure and pricing elements of the brochure. Learners must also be able to complete booking and enquiry forms accurately. The unit will also introduce learners to the mass market tour operators and the variety of package holidays that they offer.

The unit will develop learners' knowledge of different online organisations in the travel and tourism industry and enable them to recommend package holidays for a variety of customer scenarios. In doing this learners will develop their IT skills. They will also be introduced to online companies that support the industry by offering services such as insurance, car hire and transfers.

Essential resources

Sample documentation would be useful to assist learners in producing itineraries. Pro formas may be obtained from local businesses, leisure travel agencies and transport operators.

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the components of a package holiday	1.1	identify the components of a package holiday	<ul style="list-style-type: none"> □ <i>Components:</i> 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
2	Be able to recommend a package holiday for a customer in a given scenario	2.1	from a given scenario, identify holiday options for the customer	<ul style="list-style-type: none"> □ <i>Scenarios:</i> customers; family lifecycle (single people, young couples, couples with young children, couples with older dependent children, couples with non-dependent children, retired couples, elderly people on their own); purpose, eg summer, winter, hobbies, coach; destination, eg UK, Europe
		2.2	recommend a package holiday for the customer in the given scenario	<ul style="list-style-type: none"> □ <i>Customer needs:</i> 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 □ <i>Additional information:</i> types of additional information, eg climate, passport, visas and health requirements, local customs, overseas and domestic, currency, insurance □ <i>Sources of information:</i> 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

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to present relevant information on a package holiday	3.1	present information on a package holiday for a given customer in a clear and accurate manner	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Present information:</i> clearly, accurately; method, eg verbally, in writing, using PowerPoint slides, using handouts
	Be able to complete a booking form for a package holiday reservation	4.1	extract information from simple lists	
4		4.2	use information to complete a booking form.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Personal details:</i> name; age; address; contact details; number of people travelling <input type="checkbox"/> <i>Holiday specifics:</i> destination; duration; holiday codes; departure and arrival airports; date of departure <input type="checkbox"/> <i>Special requests:</i> for accommodation, eg sea view, balcony, ground floor, air conditioning in the room, twin/double beds; on the flight, eg seats with extra leg room, cot for baby, dietary needs (child meals, vegetarian meals, medical dietary needs, religious dietary needs) <input type="checkbox"/> <i>Payment terms:</i> deposit; balance; cancellation fees
		4.3	complete the booking form accurately in a clear and precise manner	

Information for tutors

Delivery

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

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

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

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

The completion and recording of accurate documentation is an important aspect of the industry, both in forming the contract between the tour operator and customer and in forming a marketing tool in providing information for a customer database. When completing the booking form, learners will find it useful to see examples of forms used by travel agents. Tutors could provide learners with examples of completed forms, and practice forms for learners to complete for given scenarios.

Learners may have the opportunity to fulfil some of the criteria for Functional Skills in English, so learners should use some compound sentences in the form.

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Group discussion 'What do you know about the travel and tourism industry?' 'Have you been on a package holiday?'

Video – TV programme on package holiday.

Learners 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 (learning outcome 1) [Functional Skills Level 1 Speaking and Listening].

Tutor-led discussion – what are the different requirements for different people when booking a package holiday? For example a family with a baby may not wish to make a long journey.

Small-group research – using travel agency websites and brochures learners look at different types of package holidays; learners design a pro forma and complete it for three package holidays.

In small groups learners are given a number of cards with individuals and package holidays 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 should recommend holiday options then a package holiday (learning outcome 2).

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 (learning outcome 3).

Topic and suggested assignments/activities

Tutor-led discussion – ‘Why is it important for forms to be completed accurately?’ ‘What can go wrong if forms are completed incorrectly?’ For example, holiday booked in wrong name and person can’t fly, delay in booking.

Practical – learners given information on a number of people and highlight necessary information from tutor-prepared checklist.

Practical – learners complete booking form for themselves/making up information.

Practical – learners practise completing booking form for information extracted above.

Assessment – learners to complete booking form (learning outcome 3) [Functional Skills Level 1].

Assessment feedback, review and evaluation of unit.

Assessment

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

To meet 2.1, learners must show their ability to select appropriate products that match prescribed customer needs. They should identify two holidays that may be possible for the given customer, but for 2.2 they must then recommend the most suitable holiday and state how it best meets the prescribed needs. Learners could present this as a PowerPoint demonstration, as a letter or, to enable them to develop oral communication skills of one-to-one discussions, through a role play. These criteria can be assessed and evidenced by the tutor with detailed witness statements.

For 3.1, learners must demonstrate their ability to present information confidently, clearly and accurately, relevant to the task and satisfying the above criteria and specification requirements. The information can be presented either in writing, or verbally, evidenced by observation reports or witness statements.

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

Suggested resources

Textbook

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

Websites

www.firstchoice.co.uk	This website of one of the major tour operators with a selection of package holidays for sale
www.travelzest.com	A site that 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 time-line of the development of the industry

Unit 13: Schedule, Charter and Low-Cost Airlines

Unit reference number: L/502/3705

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to give learners the opportunity to investigate schedule, charter, and low-cost airlines, the services they provide and their booking procedures.

Unit introduction

This unit focuses on the current-day structure of the airline industry which has undergone huge changes since the introduction of the highly successful low-cost airlines (also known as budget airlines and no-frills carriers). This unit will introduce learners to the different types of airlines, scheduled, charter and low-cost and will also give learners the opportunity to investigate the different types of airlines used by those customers.

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

Different airlines also have different booking processes, ways of reaching the customer, ticket procedures and baggage allowances. Learners will investigate the different practices across all three types of airline.

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

Essential resources

Learners will need access to the internet to carry out research on different types of airline. Tutors may like to consider using guest speakers, visits to airports and TV programmes such as 'Airline'. BBC iplayer and ITV catch up give the facility to show programmes that have already been screened.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the types of passenger airline and their services	1.1	describe the types of passenger airline	<ul style="list-style-type: none"> □ <i>Different types of airlines:</i> charter, eg Thomsonfly, Monarch, First Choice Airways; scheduled eg British Airways, Virgin Atlantic, Singapore Airlines, Emirates; low-cost eg Ryanair, easyJet, Flybe, bmibaby
		1.2	identify routes for each type of airline	<ul style="list-style-type: none"> □ <i>Routes:</i> long haul; short haul; domestic
	1.3	describe the in-flight services for each type of airline	<ul style="list-style-type: none"> □ <i>Service levels:</i> first class; business class; economy; low cost or budget; types of service, eg bar and snack services, in-flight entertainment, meals services, duty free services, different classes of cabin, services for passengers with special needs 	
		1.4	describe entertainment on board each type of airline	
2	Know the booking processes for different types of airlines	2.1	identify different ways of booking a flight	<ul style="list-style-type: none"> □ <i>Booking processes and procedures:</i> online; through travel agents; direct; call-centre; teletext □ <i>Ticketing:</i> paper tickets; e-tickets; reference numbers only; photo identification □ <i>Baggage allowances:</i> cabin baggage; hand baggage and hold baggage; special baggage such as wheelchairs; sporting equipment; pets
			2.2	describe the advantages of online air ticket booking
		2.3	describe the advantages of booking an air ticket at a travel agent	<ul style="list-style-type: none"> □ <i>Advantages of booking at a travel agent:</i> convenience, ticket is booked for you; cost; face-face contact; personal support, advice

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to review the advantages and disadvantage of each type of airline	3.1 review the advantages and disadvantages of each type of airline	<ul style="list-style-type: none"> □ <i>Advantages and disadvantages:</i> cost; seat configuration; fare structures, eg first class, business class, economy; special fares; booking requirements; level of service on board, eg entertainment, catering; overall value for money; flight schedules; luggage allowance; standard of facilities in airport (lower standard for low-cost airlines); location of airport (more out-of-town locations for low-cost airlines)

Information for tutors

Delivery

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

Delivery should incorporate airline websites as much as possible and learners must be able to demonstrate clear understanding of the differences between each type of airline and the levels of service that these differences indicate.

A visit to a local travel agency with a talk from a travel agent would be useful. The travel agent could tell them about how the buying and selling of airline tickets has changed over the years; the impact the advent of the online low cost carriers has had on their business and the way they sell to the customer.

Learners can draw on their own experiences if they have flown with any of the different types of carriers and experienced the in-flight service for themselves. For learning outcome 2, learners must demonstrate knowledge and understanding of the booking processes for different types of airlines. Initially, learners could list all the different methods available of booking flight tickets and then focus in more detail on the advantages of booking online compared with the advantages of booking through the travel agent. Learners will be able to access most of the information on the processes and procedures online from the airlines' websites. To help towards learning outcome 3, learners could produce a table that lists them alongside one another for ease of comparison.

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the different types of airlines: scheduled, charter and low-cost.

Introduction to the unit and content overview.

Tutor-led discussion – ‘Who has been on a plane? Where to? Talk us through what happens when you fly’ ‘What are different destinations people fly to?’ ‘Which are long haul and which are short haul?’

Small-group exercise – game to match destinations and types of flights, for example snap with Los Angeles and long haul being a ‘snap’ and Amsterdam and short haul being a ‘snap’.

Activity – in small groups learners prepare questions for guest speaker to answer during visit.

Visit – to local airport (if possible) or guest speaker from airline industry to discuss different type of airlines, facilities, in-flight service, entertainment.

Practical – learners to design a comparison chart for three airlines, one from each category.

Practical – learners to create a map showing different destinations of each airline.

Assessment – ask and respond to straightforward questions on different types of airlines, routes, services and entertainment provided (learning outcome 1) [Functional Skills: Level 1, Speaking and Listening].

Visit to or guest speakers from a travel agents – to learn about booking procedures.

Research – online research into online booking procedures: learners to practise booking flights up until point of payment.

Class debate – split the class into two, one half have to argue for online booking, the other for travel agent booking.

Assessment – learners produce a list of advantages for both types of booking (learning outcome 2).

Tutor-led discussion – advantages and disadvantages of each airline; the tutor could use recent or historic news articles on airlines, for example on Ryanair’s proposal to charge for using the toilet to spark more debate.

Case studies – small groups provided with a number of case studies, different individuals, with different destinations, circumstances, and reasons for travel – learners must decide which type of airline would be best for each one.

Assessment – learners to present orally to the tutor or discuss with the tutor the advantages and disadvantages of each type of airline (charter, scheduled, low-cost) (learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

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

For 1.2, learners must be aware that each type of airline is different in terms of the routes that they fly. Learners must be able to demonstrate understanding of the difference between long-haul, short-haul and domestic routes and identify two routes for each of their airlines, detailing whether they are long haul, short haul or domestic.

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

Evidence for assessment criteria 1.1-1.4 can be presented as a completed table or pro-forma giving information about the different types of airline. Alternatively, it can be evidenced through question and answer sessions or discussions with the tutor.

For assessment criterion 2.1, learners must identify at least two ways of booking a flight. For assessment criteria 2.2 and 2.3, learners must identify at least two advantages each for the specified booking methods – this could be achieved through holding a group discussion that can be recorded and witnessed by the tutor for evidence. It will also provide evidence for Functional Skills in speaking and listening.

For 3.1, learners should review the level of service of each of the airlines and the advantages and disadvantages of flying with each. This can include services such as entertainment, seat configuration and value for money. Evidence for this criterion could take the form of an oral presentation witnessed by the tutor.

Suggested resources

Books

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

Creaton S – *Ryanair: how a small Irish airline conquered Europe* (Aurum Press, 2004) ISBN 9781845132934

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

Jones L – *easyJet: the Story of Britain's Biggest Low Cost Airline* (Aurum Press, 2005) ISBN 9781845132477

Websites

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

www.ba.com	British Airways
www.bmibaby.com	Bmibaby.com
www.easyjet.com	easyJet
www.firstchoiceairways.com	First Choice
www.flybe.com	Flybe.com
www.jet2.com	Jet2.com
www.monarch.co.uk	Monarch
www.ryanair.com	Ryan Air
www.skyscanner.net	Skyscanner flight search
www.thomsonfly.com	Thomson Holidays flights
www.virginatlantic.com	Virgin Atlantic
www.whichbudget.com	Whichbudget.com

Unit 14: The Role of Air Cabin Crew

Unit reference number: R/502/3706

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The unit aims to give learners an overview of the skills, experience and qualities required by the airline industry when appointing cabin crew. It will develop learners' practical knowledge of health, safety and emergency procedures and their knowledge of the main requirements of the role.

Unit introduction

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

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

In keeping with the practical and vocational nature of the unit, learners will be required to demonstrate their understanding of the role and responsibilities involved through practical role-play assessments, for example the health and safety demonstration and the delivery of a meal service on board.

Essential resources

There are no essential resources for this unit. However it would be helpful for learners to have access to videos and TV programmes such as 'CelebAir' and 'Airline' for real-life scenarios.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the skills and qualities needed for the role of air cabin crew members	1.1	list the skills required to be a member of air cabin crew	<ul style="list-style-type: none"> □ <i>Skills:</i> communication, ability to work under pressure, ability to work as part of a team □ <i>Qualities:</i> patience; friendliness; approachability; stamina; ability to use own initiative; personal presentation; assertiveness □ <i>Other requirements:</i> height stipulations, weight restrictions
		1.2	identify the qualities required to be a member of air cabin crew	
2	Know the main roles and responsibilities of air cabin crew members	2.1	describe the role of air cabin crew	<ul style="list-style-type: none"> □ <i>Roles:</i> positions on board the aircraft, eg senior cabin crew member, first officer, junior crew member, team leader □ <i>Responsibilities:</i> pre-flight briefing; on board meals and entertainment; services and end of flight reports paperwork; passenger comfort; safety and security; emergency procedures
		2.2	describe the responsibilities of air cabin crew	
3	Be able to carry out a health and safety demonstration	3.1	describe the responsibilities of the air cabin crew in terms of health and safety	<ul style="list-style-type: none"> □ <i>Health and safety on-board the aircraft:</i> safety demonstration, emergency equipment, cabin check, safe storage of items
		3.2	list the emergency procedures on board the aircraft	
		3.3	carry out a health and safety demonstration	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to demonstrate customer service skills used on board an aircraft	4.1	listen for and identify the main points of short explanations	<ul style="list-style-type: none"> □ <i>Customer service skills on board the aircraft:</i> situations where customer service skills are used eg bar service, meal service, duty free service selling and handling currencies; listening skills; asking and answering questions; speaking clearly; body language eg posture, eye contact
		4.2	speak clearly to be heard and understood	
		4.3	ask and respond to straightforward questions	

Information for tutors

Delivery

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

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

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

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

The tutor should encourage learners as much as possible to speak at the front of the class and lead presentations wherever possible to develop confidence and professionalism and to map to functional skills in communication.

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

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

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Group discussion – ‘Who has been on a plane?’ ‘What did the air cabin crew do?’ ‘What skills do you need to do those jobs?’ – break down the different aspects, for example, security demonstration, food service, emergency evacuation (tutor will need to lead on this aspect as it is unlikely learners will have experienced that).

Video – television programmes, for example Airline, CelebAir, learners to list different responsibilities of air crew and skills needed.

Small-group research – using airline websites look at job adverts for air crew – what information is given about the roles and responsibilities. What skills and qualities are required?

Brainstorm – what qualities do air crew need?

Activity – learners to prepare questions for visit/guest speaker.

Visit/guest speaker – air cabin crew member to discuss role, skills, qualities, etc.

Assessment – learners ask and respond to straightforward questions about the role, responsibility, skills and qualities of air cabin crew (learning outcome 1; learning outcome 2) [Functional Skills, Level 1, Speaking and Listening].

Tutor led discussion – use real-life scenario, for example Hudson River landing, ask learners to discuss what happened, what air cabin crew would have needed to do and why, ‘How would you have reacted?’ ‘Why is it important they knew what they were doing?’

Case studies – learners provided with cases of different aspects of flights and asked to identify the health and safety responsibility of the air cabin crew, for example ensuring people are seated during turbulence, serving food without burning people.

In small groups learners practise giving health and safety demonstrations.

Assessment – learners create a poster listing the health and safety responsibilities for air cabin crew, use information gained in learning outcomes 1 and 2.

Assessment – learners create a checklist of emergency procedures on board an aircraft. Learners then carry out a role-play of a health and safety demonstration (learning outcome 3).

Tutor-led discussion – ask learners for examples of good and bad customer care they have received, how did it make them feel? What do they think makes customer care good?

Tutor role play – showing bad customer care – group to discuss what was bad, what should have been done differently, how did the customer feel?

Practical – create poster of good customer care.

Small-group role play – different scenarios of air cabin crew roles, showing good customer care.

Assessment – ask and respond to straightforward questions on what constitutes good customer care (learning outcome 4) [Functional Skills: Level 1, Speaking and Listening].

Assessment feedback, review and evaluation of unit.

Assessment

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

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

The tutor could use three different types of assessment methodology for this outcome. For example assessment 2.1 could be a role-play on a pre-flight briefing and another role-play could be carried out for the end-of-flight briefing after their on board role plays for 3.1. Assessment criterion 2.2 could be a poster or a health and safety leaflet given to new staff and assessment 2.3 could simply be a list or a table with the types of emergency that can happen and the remedial action required by the crew.

Assessment criterion 3.1 is very much a practical assessment criterion with learners having the opportunity to demonstrate their presentation and communication skills for their health and safety demonstration. Learners must be witnessed by the tutor and a comprehensive witness statement must be completed to cover all the criteria for the health and safety demonstration as outlined in the content of the specification for the unit.

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

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

Suggested resources

Books

Creton S – *Ryanair: How a Small Irish Airline Conquered Europe* (Aurum, 2004)
ISBN 9781845132934

Jones L – *easyJet: the Story of Britain's Biggest Low-Cost Airline* (Aurum Press, 2005) ISBN 9781845132477

Journals

Travel Trade Gazette (CMP International)

Travel Weekly (Reed Business Information Ltd)

Websites

[www.direct.gov.uk/en/employment/
jobseekers/jobsandcareers/index.htm](http://www.direct.gov.uk/en/employment/jobseekers/jobsandcareers/index.htm)

Careers advice

www.direct.gov.uk/en/youngpeople

Information and advice for young people

www.easyjet.com

easyJet

www.ryanair.com

Ryanair

Unit 15: **The Role of the Overseas Resort Representative**

Unit reference number: Y/502/3707

QCF level: **Level 1**

Credit value: **4**

Guided learning hours: **30**

Unit aim

This unit aims to give learners a basic understanding of the role of the overseas resort representative.

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 the 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 their Functional Skills in speaking and writing.

It is important that learners are able to investigate the advantages and disadvantages of working as an overseas resort representative.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the different roles and responsibilities of overseas resort representatives.	1.1	identify different roles and responsibilities of overseas resort representatives	<ul style="list-style-type: none"> □ <i>Roles</i>: resort representative; head representative; assistant representative; transfer representative; campsite representative; child's representative; entertainer; chalet host □ <i>Responsibilities</i>: 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; illness and death of customer; lost and stolen property; hotel over booking; keeping an information board; calculating exchange rates; working out commission rates
		2	Be able to present a welcome meeting for a resort	
2	Be able to present a welcome meeting for a resort	2.1	give a good impression	<ul style="list-style-type: none"> □ <i>Good impression</i>: appropriate appearance, eg dress, uniform, personal hygiene; appropriate manner, eg friendly, approachable, helpful □ <i>Communicate information</i>: providing clear, accurate, up-to-date information; types of information, eg about resort, accommodation, excursions, health and safety, local culture/customs; listening; asking questions
		2.2	give accurate information	
		2.3	listen for and identify the main points of short explanations and instructions	
		2.4	speak clearly to be heard and understood	
		2.5	ask and respond to straightforward questions	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to complete a booking form for a customer excursion	3.1	use written words and phrases to record/present information	<ul style="list-style-type: none"> □ <i>Completing booking form</i>: accurate information, eg customer details, correct excursion, date, departure/arrival times; particular needs, eg dietary requirements; correct spelling, punctuation; legible writing; compound sentences
		3.2	use correct punctuation and spelling	
		3.3	write legibly	
		3.4	use compound sentences	
		4.1	explain the advantages and disadvantages of working as an overseas resort representative	
4	Understand the advantages and disadvantages of working as an overseas resort representative			<ul style="list-style-type: none"> □ <i>Advantages</i>: opportunity to work away from home; experiencing different countries and culture; working and socialising with same people; sharing accommodation; opportunity to speak other languages □ <i>Disadvantages</i>: seasonal, temporary work; working away from home; sharing accommodation; being aware of own health when in another country, eg diet, safe sex, personal safety; the need to speak other languages

Information for tutors

Delivery

To introduce the unit, tutors could stimulate discussion on what overseas resort representatives do. 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 have gathered information about a particular resort for which they then develop a welcome meeting. Learners could be shown videos of a welcome meeting so they are familiar with what is expected. A visiting speaker may be able to complete the process of a welcome meeting in a resort. Learners should be given time to practise their skills and confidence when delivering a welcome activity; learners should be therefore encouraged to present in front of the class throughout the unit.

For learning outcome 2, learners need to produce information ready for a welcome meeting. Posters could be developed or cue cards 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. A question and answer session should be included where learners could be questioned by the tutor or by their peers. A tick sheet based on the assessment criteria could be given to learners to make them fully aware of what they must achieve. A guest speaker may be useful to advise on the importance of personal impression and the information required at a welcome meeting.

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Group-discussion – ‘Who has been on a package holiday with a representative?’ ‘What did the representative do?’ ‘What are your first impressions of the role?’

Small-group research – use the internet and personal interviews to identify a minimum of five roles and responsibilities of representatives.

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

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

Tutor-led discussion – ask learners for examples of good and bad customer care they have received, how did it make them feel? What do they think makes customer care good?

Group discussion – ‘What do people want from a resort representative?’
Holidaymakers, travel company, hotel owners, etc.

Practical – role-play a number of provided scenarios, for example passengers angry at delayed flight, tourist asking for information on excursions, hotel owner complaining about drunk guests.

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 develop script for welcome meeting.

Assessment – with tutor-provided props (map, weather chart) give welcome meeting with other learners asking relevant questions (learning outcome 2) [Functional Skills, Level 1: Speaking and Listening].

Tutor-led discussion – ‘Why is it important for booking forms to be completed accurately?’ ‘What can go wrong if forms are completed incorrectly?’ For example, excursion booked in wrong name and person not allowed on bus, bus overbooked, coach driver unaware of need to collect from certain accommodation.

Practical – learners practise completing booking form for information provided in tutor scenario.

Roleplay – using information from welcome meeting above learners ask relevant questions so as to complete booking forms correctly.

Assessment – learners complete booking form to match new information provided by the tutor (learning outcome 3) [Functional Skills: Level 1 Writing].

Group debate – half the group argue the advantages and half the disadvantages of working overseas.

Assessment – learners to present their opinion of working as an overseas resort representative; what aspect they would like and what they would not (learning outcome 4).

Assessment feedback, review and evaluation of unit.

Assessment

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

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

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

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

Suggested resources

Books

Cooper C, Fletcher J, Gilbert D, Shepherd R and Wanhill S – *Tourism Principles and Practice, 2nd Edition* (Longman, 1998) ISBN 9780582312739

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

Reilly 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 Prospects – includes a good section on children’s resort representatives.

www.thomascook.com Thomas Cook

www.thomson.co.uk Thomson Holidays

Unit 16: Planning and Participating in an Event

Unit reference number: D/502/3708

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

Learning outcome 1 will enable learners to take part in planning an event. They will investigate all aspects of planning events before using this knowledge to plan their own event.

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

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

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan for an event as a team member	1.1	work as part of a team to plan for a chosen event to meet customer requirements	<ul style="list-style-type: none"> □ <i>Planning process:</i> type of event; size of event; location; target audience; timings; available resources, eg other team members, budget, costs, materials for displays; identifying roles and responsibilities; producing clear and accurate records; health and safety □ <i>Events:</i> type of event, eg promotional events; visit or day out, meal, dance □ <i>Team member:</i> respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others
		2	Be able to participate in the organisation of an event	<ul style="list-style-type: none"> □ <i>Participation:</i> roles; responsibilities; team work; communication, eg discussing activities with colleagues, tutor; health and safety, eg safe use of equipment, setting up to minimise hazards; timekeeping, eg attendance; punctuality; setting up and taking down within agreed timeline □ <i>Risks:</i> types of risk, eg weather; change in numbers within team; equipment or materials not available; identifying problem; making suggestions on how to solve problem; creative thinking

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to contribute to the running of an event	3.1	contribute to the running of a chosen event	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Setting up:</i> signs; rooms, eg furniture; equipment, eg for stalls, displays; being aware of health and safety; dealing with problems, eg equipment not available or not working; allowing enough time to set up <input type="checkbox"/> <i>During event:</i> welcoming customers; listening to customers; answering simple questions; recording questions not able to answer; ensuring customers complete feedback sheets <input type="checkbox"/> <i>Clearing event:</i> disposing of waste; removing signs; clearing room; clearing equipment safely
		4	Be able to review the success of the event	

Information for tutors

Delivery

In order to achieve this unit successfully, learners must be given the opportunity of planning, organising and running an event of a suitable type. Although learners will work in a group to achieve this, tutors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment criteria. Evidence is likely to take the form of checklists, observation reports and witness testimonies.

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

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

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

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

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Introduction to unit and structure of the programme of learning.

Tutor-led discussion – What makes a good team? What roles are there within a team?

Group activity – ground rules for teamwork.

Team-building activities.

Learners to create a checklist for themselves on good teamwork.

Group activity – learners to research different types of events.

Tutor-led discussion on what is involved in a running an event, eg purpose of event, time, location, team roles and responsibilities, timescales, resources needed, budget.

As a team, learners choose an event to participate in, and produce a plan showing event purpose, target customers, date, location, resources needed, budget and team roles and responsibilities.

Assessment – learners complete their checklist pro forma showing how they have contributed to the planning process as a team member (learning outcome 1).

Tutor-led discussion on how to organise an event.

Team meetings with tutor to update on organisation of event.

Assessment – learners contribute to organisation of event, carrying out roles and responsibilities according to agreed plan. Learners complete pro forma or checklist to show how roles and responsibilities carried out (learning outcome 2).

Assessment – learners contribute as team members to the running of the event according to agreed roles and responsibilities. To be evidenced through completion of observation record (learning outcome 3).

Tutor-led discussion on how to review the event. What went well? What could have been improved? What sources of information are there to show this?

Assessment – learners to review success of event against original plan either in question and answer session with tutor, or through completion of pro forma (learning outcome 4).

Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1, learners must produce an outline plan for their chosen event. This plan must state the type of event, the aims of the event, resources and budget available, and how learners plan to meet customer requirements. The plan must include roles and responsibilities allocated to members of the team in setting up and running the event and also how the event will be reviewed afterwards.

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

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

For 4.1, learners must decide how they are going to review and evaluate their event and its success. They will need to have evidence of collecting feedback from customers, other team members and the tutor. They must also show evidence that they collected feedback following the event.

Suggested resources

Textbook

Shone A and Parry B – *Successful Event Management, 2nd Edition* (Thompson Learning, 2004) ISBN 9781844800766

Journal

Event Magazine (Haymarket Publications)

Websites

The following websites give details of organisations providing support in organising professional events, and may provide some ideas.

www.stewarteventsgroup.co.uk Event-Management-UK – provides resources for companies organising events

www.eventsgroup.co.uk Events management – specialises in managing outdoor sporting events

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

The following websites give ideas for team building:

Businessballs.com Businessballs – team-building game ideas

wilderdom.com/games/InitiativeGames.html Details of team-building exercises

Unit 17: **Travel and Tourism Group Project**

Unit reference number: H/502/3709

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit will help learners develop work-related skills by giving them the opportunity to work with others to find out about an aspect of travel and tourism.

Unit introduction

Learners will be introduced to a range of travel and tourism topics and work with members of a group to research a topic that interests them.

Throughout this unit learners will have the opportunity to develop the teamworking skills essential for working in travel and tourism, including communication skills, self-management and problem-solving skills.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1	<p>1.1 Be able to find out about an aspect of travel and tourism</p> <p>1.2 plan the aspect of travel and tourism to be researched</p> <p>1.2 work as part of a team to research information</p>	<ul style="list-style-type: none"> □ <i>Aspects of travel and tourism</i>: different types of holiday, eg within UK, abroad, special interest, activity holidays; visitor attractions, eg towns, countryside, seaside; attractions, facilities available, accommodation, transport links; job roles available in particular tourist attraction or facility, eg airport □ <i>Research</i>: using internet search engines, questionnaires, interviews; collecting evidence, confidentiality □ <i>Teamwork</i>: helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting the contribution of others
2	<p>2.1 Be able to demonstrate work-related skills in presenting the information as a team member</p> <p>2.2 make a positive contribution as a team member</p> <p>2.3 use self-management skills to meet deadlines and solve problems</p>	<ul style="list-style-type: none"> □ <i>Communication skills</i>: different ways of communicating, eg applying literacy skills, producing clear and accurate records, producing clear and accurate PowerPoint slides/handouts for presentation; listening and questioning skills □ <i>Team member</i>: contributing as a team member, eg helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting others □ <i>Self-management</i>: self-management skills, eg flexibility, organising self, accepting responsibility; meeting agreed deadlines, eg completing all set tasks, completing tasks on time □ <i>Problem solving</i>: recognising problems, eg equipment for presentation not available/not working, making suggestions on how to solve problems, thinking creatively to solve problems

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to assess own work-related skills in researching an aspect of travel and tourism	3.1	<ul style="list-style-type: none"> □ Assess <i>own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development
		assess own work-related skills in researching an aspect of travel and tourism	

Information for tutors

Delivery

This unit has been designed to enable learners to develop their teamworking skills by working in groups to research an aspect of travel and tourism.

The tutor could start delivering the unit introducing a wide range of possible topics to act as a stimulus to help learners select a topic that interests them.

Tutors could use a wide range of techniques, including presentations, practical workshops, external trips and guest speakers to stimulate learner interest. Additional resources can include local newspapers, journals, videos, DVDs and case studies.

Learners should be involved in selecting the aspect of travel and tourism for their team to research. Teams could be made up of three to five people.

In small groups learners can discuss and analyse appropriate methods to use when researching aspects of travel and tourism and then report back to the rest of the group.

In their group, learners can discuss possible tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Learners will need a mixture of tutor support and individual research to complete their agreed tasks. This may include suggestions by the tutor of suitable websites, appropriate methods for obtaining relevant information and helpful local organisations and personnel who could be contacted.

Learners could work in teams to design a checklist to record when and how they used work-related skills during planning, researching and presenting their research.

Presentation of the team's research to the whole group provides an opportunity for individuals to demonstrate their communication skills and make a positive contribution as a team member. The whole group could be involved in peer assessment of communication skills, which would be helpful when completing a self-assessment of their work-related skills for learning outcome 3.

Learners should analyse their own performance in the team task for learning outcome 3, using evidence from their checklist. Learners should concentrate on their own work-related skills as a member of the team rather than how well the team outcome was achieved. Ways for learners to develop work-related skills could be explored through 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 – What makes a good team? What roles are there within a team?

Group activity – ground rules for teamwork.

Team-building activities.

Tutor-led discussion on what is involved in a group project, eg what information to gather, how to gather information, how to present the information, timescales and team roles.

Activity – work-related skills design a format to log communication skills and their contribution as a team member.

Tutor-led discussion on possible topics to research.

Small-group tutorial to select a topic to research from a given list and agree deadlines (if learners are particularly interested in a topic not on the list, this may also be acceptable).

Assessment – group work – plan research including allocation of individual tasks (learning outcome 1).

Tutor-led discussion on self-management skills, eg managing time, solving problems.

Activity – work-related skills add the self-management skills to the log.

Small group work – gather information for group project.

Small group tutorials on a regular basis to monitor progress.

Work on presentation for group project.

Present information.

Assessment – ongoing recording of work-related skills. One-to-one tutorials to review own work-related skills (learning outcome 2, learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

For assessment criterion 1.1, learners will need to outline the aspect of travel and tourism they have chosen to investigate with the group. How the team negotiated and planned the tasks, the methods chosen to find the relevant information, the tasks allocated to individual team members and the contribution of individuals may be presented in the form of a record of group discussions.

To meet the requirements of 1.2, the contribution of individuals to the research and allocated tasks will need to be identified and assessed. This could be through witness testimonies, peer group or tutor assessment. Documentation for both 1.1 and 1.2 will need to be retained for internal and external verification.

The evidence for 2.1 will depend on the presentation method chosen by the group. This could be in the form of a short talk, a poster, PowerPoint slides, or a leaflet. The communication skills used by individuals will need to be assessed. This can be evidenced through witness testimonies, peer group assessment, and/or one-to-one discussions with the tutor/line manager. Documentation will need to be retained for internal and external verification.

Learners could complete a self-assessment checklist where they record the contribution they made as a team member, how and when they used self-management skills, when they met deadlines agreed by the team and situations when they used problem-solving skills to meet 2.2 and 2.3.

This checklist will then be a valuable source of evidence for 3.1 when learners are required to assess their own work-related skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Suggested resources

Websites

www.britainandirelandevent.co.uk	British Travel Trade Fair
www.enjoyengland.com	National tourist boards
www.reedtravelexhibitions.com	Reed Travel Exhibitions
www.visitbritain.com	National Tourist Board promoting UK overseas
www.wtmlondon.com	World Travel Market

Unit 18:

Work Experience in Travel and Tourism

Unit reference number: Y/502/3710

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

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

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

Essential resources

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

An interview prior to the placement would be good practice.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the company or organisation where they plan to do the work placement	1.1	describe the company or organisation where they plan to do the work placement	<ul style="list-style-type: none"> □ <i>Placement</i>: type of placement, eg travel agency, tour operator, airport, tourist information centre, visitor attraction, museum, art centre, fun fair, theme park, heritage centre, hotel, gift shop □ <i>Other factors</i>: location; journey time/ distance; working hours; availability; appropriate mentor; skills required; own skills; strengths and weaknesses; career prospects/aspirations
2	Know what they are expected to do whilst on placement	2.1	with tutor support discuss and set achievable targets for the placement	<ul style="list-style-type: none"> □ <i>Objectives</i>: skills to be developed; knowledge to be developed; goals to be achieved □ <i>How to achieve objectives</i>: method of placement, eg application process, letter to accept/decline; induction; supervisor; daily pattern; routine/tasks to be undertaken; uniform requirements; visit from school/college scheduled
3	Be able to carry out a period of work experience	3.1	carry out a period of work experience	<ul style="list-style-type: none"> □ <i>Duties</i>: tasks to be completed; communication methods; team work; customer related tasks; punctuality; attendance; time keeping; job limitations, eg job role, codes of conduct, legislation □ <i>Placement diary</i>: record of placement, eg daily log, diary, portfolio
4	Understand the purpose of work placement	4.1	review the placement and present findings to others	<ul style="list-style-type: none"> □ <i>Review</i>: suitability, tasks completed, skills developed, knowledge developed, personal development, strengths and weaknesses, conclusion in relation to career aspirations, recommendations for future, benefit to self/employer/organisation □ <i>Presentation</i>: type, eg PowerPoint, oral, written, display, OHT slides, other use of IT facilities

Information for tutors

Delivery

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

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

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

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor led discussion – 'What is a work placement?' 'What is expected of learners on work placement?'

Practical – create a poster of expectations of work placement.

Individual research – learners find out about the organisation where they plan to do their work placement.

Practical – tutor-supported creation of targets and objectives for work placement.

Practical – write a letter to accept or decline placement to the provider.

Assessment – ask and respond to questions about placement, their expectations and targets and expectations of them during placement (learning outcome 1, learning outcome 2).

Practical – undertake work placement.

Assessment – tutor observations, placement providers report of placement (learning outcome 3).

Tutor-led discussion – review of work placement.

Practical – use checklist of targets and objective from learning outcomes 1 and 2 to assess placement.

Assessment – presentation of placement and review of placement (learning outcome 4).

Assessment evaluation, unit review and feedback.

Assessment

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

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

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

For 4.1, learners need to review their work placement and present it in a suitable format to their colleagues. It could be completed by written description or discussion with question and answer session, either with the tutor or peers so that everyone learns about everyone's experience.

Suggested resources

Books

Eberts M, Brothers I 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

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

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

Websites

The following websites are job search websites:

www.fish4.co.uk

www.totaljobs.com

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

www.traveljobsearch.com

www.jobs.travelweekly.co.uk

Unit 19: Planning for a Job in Travel and Tourism

Unit reference number: D/502/3711

QCF level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Know about different types of roles and responsibilities in travel and tourism	1.1	identify different jobs in travel and tourism	<ul style="list-style-type: none"> □ <i>Types of job:</i> travel agents; tour operators; air cabin crew; overseas resort representatives; tour guides □ <i>Types of employer:</i> transport operators; tour operator; airport; accommodation providers; tourist information centres; visitor attraction; museum; art centre; fun fair; theme park; heritage centre
	1.2	identify roles and responsibilities within travel and tourism	<ul style="list-style-type: none"> □ <i>Roles and responsibilities:</i> 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
2 Know about terms and conditions of employment within travel and tourism	2.1	describe terms and conditions of employment within travel and tourism	<ul style="list-style-type: none"> □ <i>Work patterns:</i> 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 □ <i>Pay:</i> types of pay pattern, eg hourly, weekly, monthly, salary scales, increments □ <i>Benefits:</i> types of benefit, eg pension, season ticket loans, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development □ <i>Other issues:</i> travelling long distances; being away from home for long periods; living in another country with a different culture

Learning outcomes		Assessment criteria	Unit amplification
3	Know about the qualifications and skills needed for a selected job in travel and tourism	3.1	<p>present information about the qualifications and skills required for a selected job in travel and tourism</p> <ul style="list-style-type: none"> □ <i>Qualifications:</i> 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 □ <i>Skills and qualities:</i> communication, written, verbal, friendly, approachable, social skills, listening, ability to deal with problems and complaints, ability to deal with administration
		4	<p>Know own skills in order to plan how to start work in travel and tourism</p> <ul style="list-style-type: none"> □ <i>Own skills:</i> personal skills audit; own abilities; interests; values; personal qualities; lifestyle constraints □ <i>Finding out about ways to build on existing skills:</i> career pathways; work experience; college courses; sources of information, eg careers websites, travel and tourism journals and magazines □ <i>Making plans:</i> considering options; realistic short-term goals; medium-term goals

Information for tutors

Delivery

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

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

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

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

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

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

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

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

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

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

Outline learning plan

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

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on job opportunities in travel and tourism.

Small-group research – learners select one of the above and gather information about the following:

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

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

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

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

Activity – using the information gathered from the group work on skills, qualities and qualifications, individual learners carry out a personal skills audit, eg using a template or online assessment.

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

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

Assessment evaluation, unit review and feedback.

Assessment

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

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

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

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

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

Suggested resources

Books

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 websites are general job search websites:

www.fish4.co.uk

www.totaljobs.com

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

www.traveljobsearch.com Travel jobsearch

www.jobs.travelweekly.co.uk Travelweekly jobs

The following are travel company websites:

www.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

Unit 20: Building Working Relationships with Colleagues

Unit reference number: L/501/6107

QCF level: Level 2

Credit value: 2

Guided learning hours: 20

Unit aim

This unit explores the ways in which colleagues rely up on one another in a constructive working environment. Learners will also consider the consequences of positive and negative behaviours of individuals on whole teams or organisations.

Unit introduction

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how people in the workplace depend on one another	1.1	explain the interdependencies between different people in a workplace	<ul style="list-style-type: none"> □ <i>Different people in the workplace depend on one another: in teams, departments and organisation as a whole; people need one another to perform their individual roles in order to achieve common work goal, eg to provide a service, to generate money, eg in working towards common goal of selling a certain amount of goods, sales managers depend on team leaders to pass on information about sales targets, team leaders depend on team members to reach their sales targets and team members rely on sales managers to set realistic targets</i>
2	Understand how an individual's behaviour affects other people at work	2.1	describe how the positive behaviour of one person can affect others in the workplace	<ul style="list-style-type: none"> □ <i>Individual behaviour can have positive implications for others: consequences for individual colleagues, eg raising a colleague's self-confidence by giving them positive feedback; consequences for a group of people, eg boost given to team morale by individual member being cheerful and helpful</i>
		2.2	describe how the negative behaviour of one person can affect others in the workplace	<ul style="list-style-type: none"> □ <i>Individual behaviour can have negative implications for others: consequences for other individuals, eg individual who uses sexist language finds that a colleague is uncomfortable working alongside them, individual who does not pass on accurate telephone messages to line manager causes line manager to waste time clarifying the messages; consequences for a group of people, eg the organisation misses a delivery deadline because an individual did not complete a required task, a team is unable to carry out their work effectively because one team member continually turns up late for work</i>

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to demonstrate positive behaviours that promote effective working with others	<p>3.1 communicate clearly with colleagues</p> <p>3.2 resolve differences with colleagues amicably</p> <p>3.3 offer help and guidance to colleagues and accept their help and guidance</p>	<ul style="list-style-type: none"> □ <i>Communicating clearly</i>: verbal communication, eg language level, punctuation (if written communication); non-verbal communication, eg body language, tone of voice, place and time of communication □ <i>Resolving differences</i>: appropriate behaviour when resolving differences in the workplace, eg avoiding offensive language and shouting; resolving differences at appropriate time and in appropriate place, eg not settling disputes in front of customers; knowing where to get support (if needed) in resolving the conflict, eg line manager, human resources department, impartial mediator
	3.4 offer ideas, suggestions and opinions to colleagues	<ul style="list-style-type: none"> □ <i>Offer and receive help and guidance</i>: benefits of offering and receiving help and guidance for self and for the other individual/the team/the organisation, eg learning a new skill from someone else which is useful for promotion, saving team time by showing others the most efficient method of doing something; knowing appropriate ways to offer/receive help and guidance eg asking someone if they would like help rather than telling them that they need help, thanking someone who has offered help or guidance, even if it is not needed; knowing appropriate sources for help and guidance, eg line manager, supervisor, human resources department, a mentor or 'buddy' system
	3.5 consider the ideas, suggestions and opinions of colleagues and respond appropriately	<ul style="list-style-type: none"> □ <i>Offer ideas, suggestions, opinions to colleagues</i>: offering your ideas/suggestions/opinions to others in appropriate way, eg using polite language, avoiding a rude, aggressive or patronising tone, leaving room for others to decline your offer of help or disagree with your opinions □ <i>Listen to the ideas of others and respond appropriately</i>: importance of paying attention to the ideas of others, eg a way of showing respect to others, learning new information from the ideas put forward by others; showing others that you have paid attention to their ideas, eg not interrupting someone who is talking, replying promptly to an urgent email or letter; responding appropriately to the ideas of others in the workplace, eg carrying out a task on time if requested, asking a colleague for clarification if the idea they suggested is unclear

Information for tutors

Delivery

Evidence for this unit could be gathered through a part-time job, voluntary work commitment, work experience or simulated activity. If learners have no current access to the workplace but have previously been employed, they should draw on these prior experiences wherever appropriate. Group activities, where some members of the group do have workplace experience, will support those members who have none.

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

The learner's response to the ideas, suggestions or opinions of colleagues in 3.5, must demonstrate (either in a real or simulated scenario) that the learner has paid careful attention to the information put forward by the colleague. This could be done for example by giving an appropriate answer to a question asked by a peer, making appropriate references to what a colleague has previously communicated, asking a question to clarify something a colleague has said, accurately carrying out a task requested by a manager. Furthermore, the response must be appropriate in terms of the origin of the idea, suggestion or opinion. For example, if a request for a task to be carried out is put forward by a line manager, the learner's response would need to show they accept the authority of the line manager to delegate appropriate tasks to them. To achieve 3.5, the learner must demonstrate, or refer to, two examples where they responded appropriately to the ideas, suggestions or opinions of colleagues.

Suggested resources

Websites

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

Unit 21: Building Working Relationships with Customers

Unit reference number: F/501/6413

QCF level: Level 2

Credit value: 2

Guided learning hours: 20

Unit aim

In this unit learners will be introduced to the concept of customer service standards and the way in which organisations ensures their delivery through the use of protocols.

Unit introduction

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1	explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation	<ul style="list-style-type: none"> □ <i>Effects of employee's self-presentation:</i> customers form negative or positive impression of employee based on employee's self-presentation, eg employee using aggressive tone of voice suggests that they are unwilling to help customer, employee thanking customer for their enquiry suggests that they think customer is important; customers form negative or positive view of organisation based upon the way employee presents themselves, eg employee not listening carefully to customer's request suggests that the organisation does not care about customers, employee whose personal appearance is tidy suggests that the organisation is well organised
		1.2	explain why keeping customers satisfied is important to organisations	
2	Understand why organisations normally have protocols for dealing with customers	2.1	describe the key areas likely to be contained in a customer service protocol	<ul style="list-style-type: none"> □ <i>Importance of customer satisfaction:</i> helps organisations to meet their financial or service goals; potential benefits to organisation meeting financial or service goals, eg staff bonuses, recruitment of new staff, opening new branches, promotion of existing staff, boost to organisation's image or reputation; potential negative consequences if organisations do not meet financial or service goals, eg employee's jobs put at risk, no pay rises given, damage to organisation's image or reputation □ <i>Key areas in customer service protocols:</i> common key areas, eg receiving enquiries by telephone/email/post/in person, following up customer enquiries, dealing with customer complaints, referring customers to other departments □ <i>Importance of following protocols:</i> ensuring that high level of customer service is maintained by all employees; ensuring all employees know how to treat customers and what to do in various situations, negative implications of not following protocols, eg unhappy customers, employee could face disciplinary action
		2.2	explain why it is important for employees to follow customer service protocols	

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Interact positively with customers in line with given protocols</p>	<p>3.1 follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests</p>	<ul style="list-style-type: none"> □ <i>Dealing with common customer queries or requests</i>: knowing how to deal with customer queries or requests, eg through training, use of reference documents; following organisation's protocols in dealing with customer queries or requests, eg deliver customer's takeaway meal within 30 minutes of the time of order or offer them a 20 per cent discount if the delivery is late
	<p>3.2 communicate appropriately with customers</p>	<ul style="list-style-type: none"> □ <i>Communicate appropriately with customers</i>: being helpful in manner, language and attitude, eg listening carefully to the customer, asking for clarification if necessary, using a friendly, pleasant tone of voice so that customer feels welcome and at ease
	<p>3.3 explain the procedures within an organisation for dealing with customer problems and complaints</p>	<ul style="list-style-type: none"> □ <i>Dealing with customer problems and complaints</i>: different ways of knowing organisation's rules for dealing with customer problems and complaints, eg via training, employee manuals, work shadowing, experience in the job role; different aspects of organisation's procedures for complaints and problems, eg specific ways of reporting complaint or problem, fixed timelines for dealing with complaint/problem, approved ways of resolving the problem or responding to the complaint, eg if customer requests a refund for faulty goods, check whether the goods are faulty and customer's proof of purchase before offering a refund and apologising for any inconvenience caused
	<p>3.4 describe when it would be necessary to involve colleagues in assisting the customer</p>	<ul style="list-style-type: none"> □ <i>Involving other colleagues in assisting the customer</i>: referring customer to another colleague if you are unable or unauthorised to deal with customer's request or query; seeking the advice/help of other colleagues so that you can resolve customer request or query yourself (if appropriate)

Information for tutors

Delivery

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

Learners could create a poster, leaflet or presentation to show their competence in achieving learning outcomes 1 and 2.

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

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

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

Assessment

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

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

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

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

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

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

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

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

Suggested resources

Websites

www.keepcustomers.com

Keepcustomers – resources for improving customer service and management skills

www.worketiquette.co.uk

Worketiquette – advice on workplace conduct

13 Further information and useful publications

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

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

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

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

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

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- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

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Your BTEC support team

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

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist

Annexe A

National Occupational Standards

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

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

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

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

Annexe B

Mapping to Functional Skills

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

Entry 3	Unit number																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Mathematics – Learners can																						
Representing																						
<ul style="list-style-type: none"> understand practical problems in familiar contexts and situations 																						
<ul style="list-style-type: none"> begin to develop own strategies for solving simple problems 																						
<ul style="list-style-type: none"> select mathematics to obtain answers to simple given practical problems that are clear and routine 																						
Analysing																						
<ul style="list-style-type: none"> apply mathematics to obtain answers to simple given practical problems that are clear and routine 										✓												
<ul style="list-style-type: none"> use simple checking procedures 										✓												
Interpreting																						
<ul style="list-style-type: none"> interpret and communicate solutions to practical problems in familiar contexts and situations 										✓												

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

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

Level 1		Unit number																						
Mathematics – Learners can		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
Representing	<ul style="list-style-type: none"> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine identify and obtain necessary information to tackle the problem select mathematics in an organised way to find solutions 																							
Analysing	<ul style="list-style-type: none"> apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes use appropriate checking procedures at each stage 										✓													
Interpreting	<ul style="list-style-type: none"> interpret and communicate solutions to practical problems, drawing simple conclusions 																							

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

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

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

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