BTEC
FIRST

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Delivery Guide
TRAVEL AND TOURISM

From January 2013

Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism
Pearson BTEC Level 1/Level 2 First Certificate in Travel and Tourism
Pearson BTEC Level 1/Level 2 First Extended Certificate in Travel and Tourism
Pearson BTEC Level 1/Level 2 First Diploma in Travel and Tourism

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Welcome to your BTEC First delivery guide

This delivery guide is a companion to your BTEC First specifications. It contains a wealth of ideas for practical activities, realistic scenarios and independent learning, helping to bring the content of the units to life. The aim of this guide is to show how the content of the specifications might work in practice and to inspire you to start thinking about different ways to deliver your course. The guidance has been put together by teachers who understand the challenges of finding new and engaging ways to deliver a BTEC programme, which means you can be sure the guidance is relevant and achievable.

Unit-by-unit guidance is given and includes suggestions on how to approach the learning aims and unit content, as well as providing ideas for interesting and varied activities. You will also find a list of carefully selected resources for each unit, including suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

Guidance about the new features of the BTEC Firsts is also included, providing an explanation of how these work and what you will need to consider as you plan the course. You will also find comprehensive coverage of assessment, including useful advice about external assessment, as well as extensive guidance about how to plan, design and deliver your assignments. Information about the Quality Assurance process will help you understand the different roles and responsibilities of individuals within your centre, and how you can work closely with Pearson to enable the successful running of your programme.

This delivery guide is intended to be read in conjunction with the qualification specifications.

- The specifications tell you what must be taught and give guidance about how they should be assessed.

- This delivery guide gives suggestions about how the content could be delivered.

The suggestions given in this delivery guide link with the suggested assignment outlines in the specifications but they are not compulsory; they are designed to get you started and to spark your imagination.

Remember that all assignments must go through internal verification before being delivered to learners.

When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the qualification structure(s) in the specification are adhered to.

Contents

1 BTEC First Qualifications

BTEC Firsts are vocationally-related qualifications designed to develop learners' knowledge and understanding through the application of learning and skills in a work-related context. BTEC Firsts are designed to allow learners to progress to other level 2 qualifications or apprenticeships, to junior roles in the industry they are learning about or level 3 qualifications.

Around 100 BTEC First qualifications are available for level 2 learners, each linked to an industry sector. Learners may take BTEC Firsts alongside core GCSE subjects such as English, maths and science, giving them the balanced curriculum recommended by the majority of schools.

There are four sizes of qualification available in the BTEC Level 2 Next Generation suite:

Qualification	Size – Guided Learning Hours	Equivalent in size to	Age group	Delivered predominantly in
Award	120	1 GCSE	14–19	School
Certificate	240	2 GCSEs	14–19	School
Extended Certificate	360	3 GCSEs	14–19	School/FE College
Diploma	480	4 GCSEs	14–19	FE College

2 Introducing the new BTEC Firsts in Travel and Tourism

The Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism provide an engaging, robust, broad-based introduction to travel and tourism. They provide underpinning knowledge, understanding and practical skills that reflect the needs of employers and higher and further education professionals. They present knowledge, skills and understanding in a meaningful work-related context, to allow learners to understand theory and application.

Developing the qualifications in response to change

The new suite of BTEC Firsts is now available on the National Qualifications Framework (NQF). The NQF fully supports both academic and vocationally related progression pathways.

The BTEC Firsts have been designed to reflect recommendations as set out in independent reviews, consultations and government guidance on vocational education. As part of the development of all of the new BTEC Firsts, we have also taken into account many consultations with schools, further education, higher education institutions and employers.

The Wolf Report

Professor Alison Wolf's *Review of Vocational Education* was published in March 2011. The Government has since accepted her proposals in full and the Department for Education (DfE) has produced a list of seven characteristics that all high-value vocational qualifications for learners aged 14+ should demonstrate. Specifically, they should:

1. be at least as big as a GCSE in terms of guided learning hours (GLH), i.e. 120 GLH

2. contain an element of external assessment, e.g. an externally set and marked test taken under specific conditions

3. contain some synoptic assessment so that learners appreciate the breadth of their course and the links between its different elements, rather than just taking units in isolation from each other

4. be graded, e.g. Pass, Merit, Distinction and Distinction*

5. contain content appropriate for learners aged 14+

6. enable progression to further study in the same subject at the next level, and also support progression to broader study at the next level

7. have a proven track record, measured by an uptake of at least 100 learners in five centres.

The Extended Certificate and Diploma within Study Programmes for 16–19 year olds

The BTEC Level 1/Level 2 First Extended Certificate and Diploma in Travel and Tourism have been designed to meet the requirements of the Government's *Study Programmes for 16–19 year olds*. The Department for Education, as part of its *Study Programmes for 16–19 year olds* requires learners aged 16+ to be offered a high quality study programme giving them the best opportunity to progress to higher education or to secure skilled employment.

As part of this requirement, learners should be able to study a qualification of substantial size which provides them with the opportunity to progress to the next stage of learning. The BTEC Level 1/Level 2 First Extended Certificate and Diploma in

Travel and Tourism have been designed to meet this requirement and provide learners who wish to progress their learning and development in travel and tourism with the opportunity to study topics and aspects of the travel and tourism sector appropriate for post-16 learners.

The qualification meets the requirements of the *Study Programmes for 16–19 year olds* by:

1. Providing learning appropriate for learners aged 16+ who have chosen to focus their learning in the sector.

2. Providing learners with an opportunity to extend learning from pre 16 to post 16.

3. Encouraging learners to explore relevant specialisation in their learning, through new optional units designed specifically for learners aged 16+

4. Supporting learners who may also be working towards achieving level 2 English and/or mathematics qualifications in a post-16 setting and wish to complement their study programme with a qualification that supports preparation for work or progression.

5. Supporting work experience requirements through a specific optional unit, *Unit 15: Work-related Experience in Travel and Tourism*.

3 Key features of the BTEC Firsts explained

We are always working to ensure our qualifications are relevant, and that they support opportunities and progression for young people. We have updated the current BTECs to meet the needs of today's learners, teachers, educators, employers and universities, and also to reflect the policy decisions being introduced following *The Wolf Report* (March 2011) on vocational education. Our new BTECs contain a number of new features and it is important that you understand these and how they relate to your delivery of the course.

Employability skills within BTEC

Helping learners to progress into employment has always been a cornerstone of BTEC qualifications. Equipping learners with the skills they will use in the workplace is at the very heart of BTEC and remains an important driver in determining the content of each qualification. When developing our qualifications, we work closely with employers to understand the skills they are looking for in new entrants to their industries. The vast majority of employers not only require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for what are termed **employability skills**. These are the skills that underpin the different tasks and duties that a person can be expected to undertake in their role, and are applicable across sectors.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy.

The CBI definition of employability skills is based on a positive attitude (readiness to take part, openness to new ideas and activities, desire to achieve) that underpins the seven following characteristics:

1. **Self-management**: readiness to accept responsibility, flexibility, time management, readiness to improve own performance.

2. **Teamworking**: respecting others, co-operating, negotiating/persuading, contributing to discussions.

3. **Business and customer awareness**: basic understanding of the key drivers for business success and the need to provide customer satisfaction.

4. **Problem solving**: analysing facts and circumstances, and applying creative thinking (including aesthetic appeal) to develop appropriate solutions.

5. **Communication and literacy**: application of literacy, ability to produce clear, structured written work, and oral literacy (including listening and questioning).

6. **Application of numeracy**: manipulation of numbers, general mathematical awareness and its application in practical contexts.

7. **Application of information technology**: basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

In a recent CBI/Pearson education and skills survey, *Learning to Grow: What employers need from education and skills 2012*, it was noted that employers (71 per cent) believe schools and colleges should prioritise developing employability skills. They also want to see more being done to develop literacy (50 per cent), numeracy (45 per cent) and technology skills (30 per cent).

How employability skills are promoted and developed in BTEC courses

All internally assessed BTEC units are based on set assignments that require learners to produce evidence of learning applied to a work-related scenario. Within the scenario, learners will typically be put into an entry-level role in the sector, asked to undertake some research or investigation, and then asked to provide evidence in the form of a presentation, information leaflet, basic technical product or basic technical system, depending on the assignment. Suggestions for high-quality assignments are provided in the specifications and in the authorised assignment briefs. For example, in *Unit 3: The Development of Travel and Tourism in the UK*, the following scenario is given:

> Assignment: Key Developments in the UK Travel and Tourism Sector to Include Transportation and Legislation
>
> You have been asked by a local travel agent to produce work that could be used in a window display charting the development of the UK travel and tourism sector. You will need to present detailed information about the key developments over time and how they have moulded and influenced UK travel and tourism into the sector it is today. You could include the information in three sections: key developments, transportation and legislative developments.

As assessment evidence, learners are asked to produce a report, a multimedia presentation, a wall display or charts showing the timeline of key developments. This could be done as group work. Supporting evidence should show explanatory comments.

BTECs are vocational qualifications. This means that learners are preparing to work in a particular sector and so must have good **business and customer awareness**: an understanding of how the sector works, what makes it 'tick' and the business and/or customer drivers for the sector. This will vary depending on the sector. For example, in Business or I&CT the 'customer' is the person or organisation that buys or uses the products or services, so in order to make good products the learner has to understand customer needs primarily by carrying out research or surveys. In a sector such as Health and Social Care, the customer is the client or a parent; again, the learner will need to learn by doing practical work and undertaking assignments that help develop their understanding and respect for clients' needs and wishes.

In most BTEC specifications there is a unit which introduces the industry to learners. In the BTEC Firsts in Travel and Tourism, this is *Unit 1: The UK Travel and Tourism Sector*. This is a core unit which underpins the other units in the qualification. Through this unit, learners will gain an understanding of the main types of tourism in the UK and the contribution that travel and tourism makes to the UK economy.

Knowledge and skills signposting for English and mathematics

Mastery of the essential skills of **communication and literacy** and **application of numeracy** are at the heart of a young person's ability to progress, as identified in *The Wolf Report*. These skills are woven throughout BTECs and tackled in two specific ways:

1. **Embedded maths and English throughout the units, mapped to GCSE and functional skills**. Opportunities to practise these essential skills in naturally occurring and meaningful contexts are provided throughout the units, where appropriate to the sector. In the specifications, *Annexe B* and *Annexe C* show where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE English subject criteria.

2. **Sector-specific mathematics and English units, where appropriate**. For some sectors, there are units specifically devoted to developing mathematical and communication skills in context, for example, 'Maths for IT'.

Throughout the course, learners are encouraged to **apply information technology** by producing their assignment work to the highest standard with forward-looking use of IT at the heart of their work, whether using the internet to do research, producing word-processed documents as evidence, or using sophisticated packages to record results orally or visually. The assessment guidance for each unit provides suggestions for how evidence *c*an be presented, and use of electronic portfolios is highly recommended.

Personal, learning and thinking skills

In addition to those qualities outlined by the CBI/Pearson, the qualifications were also developed with **personal, learning and thinking skills (PLTS)** in mind. The PLTS closely map to the CBI definition of employability skills in that they develop:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

A mapping grid showing coverage of these skills in each unit appears in *Annexe A* of the specifications.

Contextualised English and mathematics

The new BTEC First qualifications provide opportunities for learners to develop and apply their knowledge, understanding and skills within vocational contexts. This provides opportunities for them to develop their essential skills in English and mathematics related to GCSE study.

You are encouraged to deliver these BTEC First qualifications in vocational contexts as these will allow learners to develop and apply their skills in English, mathematics and use ICT. Within units we have identified opportunities for linking assessment to GCSE study in English and mathematics. These GCSEs are relevant to all learners at ages 14–16 and many learners post 16 who will be continuing to work towards attaining a GCSE at grade C or above in one or both of these subjects. We have also provided a more general mapping of how learning aims in units can be related to functional skills for relevant post-16 learners in the Diploma specification.

It is recognised that good literacy and numeracy skills are highly valued by employers and by wider society and that achievement of English and mathematics at GCSE level is key to progression through the education system and into employment. The current government has refocused attention on this need with a number of education policy announcements, and development of English and mathematics was a key recommendation in *The Wolf Report*.

Research has shown that for many learners the most effective way of developing their mathematical skills and of improving their functional skills in English is to learn them within the context of a specific area of vocational interest. Therefore, in the new suite of BTEC Firsts we have provided opportunities for contextualised mathematics and English so that learners can practise these essential skills in a meaningful way within naturally occurring contexts.

GCSEs in mathematics and English are the current benchmark of achievement, so we have signposted the assessment criteria of the BTEC Firsts to content from these GCSE qualifications, specifically to the more functional parts of their content. This signposting, which is indicated by a *∗* sign for maths and a *#* sign for English, shows where learners should be able to practise and develop their skills. These instances occur naturally within the BTEC Firsts, for example, when communicating or compiling reports, but can be emphasised and drawn out during teaching and learning. More detail on how this can be done is given on a unit-by-unit basis in the qualification specification.

Where signposting does occur in the unit specification, it indicates that English and mathematics knowledge and skills are a constituent part of the assessment requirements of the units. This does not mean that the BTEC assessment criteria cover the whole of the GCSE or Key Stage 4 requirements but that learners can practise specific areas of English and mathematics. You may want to highlight this opportunity to learners during delivery.

Annexe B and *Annexe C* in the specification show the exact relationship between the BTEC assessment criteria and the GCSE subject content. The mathematics content listed is a consolidation of the full requirements in GCSE Mathematics. Note that GCSE English and GCSE Mathematics already cover functional skills.

The following example demonstrates when learners will be able to develop their English and mathematics skills within the context of a specific vocational area.

● *Unit 4: International Travel and Tourism Destinations* – 1C.4, 2C.P4, 2C.M3, 2C.D2 – when learners are planning holidays to European and worldwide destinations, they will make sensible estimates for a range of measures, such as journey timings (Maths 10), and they will express ideas and information clearly, precisely, accurately and appropriately, for example, as they present itineraries for different visitor types (English 2).

Delivery tips: examples of good practice

There are a number of different ways that centres can effectively manage the delivery of units to strengthen the provision of English and mathematics. Below are two examples.

Collaboration between the vocational teacher and mathematics/English teachers

- In this example the actual mathematics and English concepts are taught by subject teachers but they use contextualised examples from the vocational sector to make the learning meaningful. The learners are in timetabled slots where they attend mathematics and English lessons.

- This approach works well in larger centres where there are many learners taking the same vocational route. It works less well when there is a range of vocational sectors in the same mathematics/English class, although it can still be effective if the respective teachers work closely together to plan the learning programme.

Mathematics and English are taught in specific lessons by the vocational teacher

- In this example the learners have timetabled slots, as part of their vocational contact time, in which their vocational teachers focus on presenting and practising mathematics and English concepts. This model is particularly motivating for learners because they see the direct link between skills and application, but it relies on the vocational teachers being comfortable with teaching mathematics and English concepts and theories.

Whichever model is chosen, we recommend that timetables include specific slots to focus on the teaching of mathematics and English in the context of the vocational course.

Supporting learners who are unable to achieve their level 2 qualification

The new suite of BTEC Firsts is for learners aiming to achieve a level 2 qualification. Most will achieve this, but some will not. These learners may have struggled to provide sufficient evidence in their assignments or they may have failed their external assessment.

The new BTEC First qualifications give you the opportunity to assess your learners at level 1 if they are not able to reach level 2 standards, recognising their learning and achievements.

All the assessments you create must be written against the level 2 criteria and be reliable and fit for purpose. You should not create a separate level 1 assignment. If a learner does not provide sufficient evidence to meet the level 2 criteria, only then should you assess their work against the level 1 criteria. The grade given will be Unclassified if the learner does not meet the level 1 criteria.

You should expect that learners will be able to achieve a Level 2 Pass or above in at least some of their units. Units where learners have achieved a Level 2 Pass will be shown in their certification even if the qualification overall is achieved at level 1.

If a learner is identified as having difficulty achieving at level 2 then you may want to consider switching the learner to a smaller size of qualification, such as an Award or Certificate, so that they can focus on achieving in a smaller range of units.

An example of a learner being assessed against a level 1 criterion

Below is an example of an assessment grid, taken from *Unit 2: UK Travel and Tourism Destinations*. Each assessment grid includes level 1 assessment criteria.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors			
1B.4 Outline how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.	2B.P4 Describe how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors.	2B.M2 Recommend how one UK destination might be able to increase its appeal to different types of visitors.	2B.D1 Justify own recommendations as to how one UK destination might be able to increase its appeal to different types of visitors.

In the scenario below, learners are given the following assignment:

Assignment title: Where Appeals?

Scenario: A public-relations consultancy has been contracted to improve the appeal of a seaside resort. They have arranged to use the expertise of a local tourist information centre to form the basis of their investigation into the area.

Assessment evidence: Use witness statements and observation sheets to:

- observe and record learners' activity and their progress while working
- record learners' discussions with groups and their ability to communicate
- observe and record learners' interim and final presentations.

Evidence of research and investigation form a portfolio of ongoing and final work. To achieve a Level 2 Pass, the evidence produced must show that the learner is able to collect and record information on a town, seaside resort and countryside area. The evidence for this will be through research and investigation, with supporting notes or annotations.

In the scenario below, the learner has been given the same assignment as everyone else in the group; however, they are clearly not working at a level 2 standard:

Jo can only decide on one town and one seaside resort. Her teacher has spent time with her, helping her to choose an appropriate countryside area. *[This indicates that Jo is not working independently; she needs a lot of support.]* After a lot of discussion, Jo agrees that she needs to investigate what makes each area an appealing destination for two different types of visitor. Her teacher has suggested that she looks at some specific websites and at the resources available in the library to begin her investigations. *[The teacher has had to give Jo internet links and point out the relevant resource sections in the library.]* Jo does find some information about the appeal of the three different areas, but she struggled and it took her a long time. The teacher recognises that Jo will not be able to present much detail about the appeal of the areas she has investigated in relation to different visitor types. *[Jo has provided sufficient evidence for 1B.4 but not for 2B.P4.]*

Learners who achieve at level 1 can consider the following progression routes.

- They can use the skills, knowledge and experience they have gained to retake their level 2 qualification.

- They can choose to study a different subject at level 2.

- They can work towards an apprenticeship at level 2.

Learners moving onto a larger qualification: Recruitment with integrity

After completing a next-generation BTEC a learner may wish to continue their studies on a BTEC First in order to top up to a larger qualification, for example, from an Award to a Diploma. This could be at the same centre or at a new one.

It is often appropriate to recruit learners onto further study at level 2 following a BTEC First certification. In these cases you should ascertain that the learner is demonstrating that they are still engaged and challenged at level 2, rather than demonstrating that they are capable of progressing to study at level 3. This can usually be judged from a learner's BTEC, GCSE and other grades and the quality of their application. It is also important that further qualification at level 2 will benefit the learner by furthering their progression into their chosen career.

Remember: Your groups may contain a mix of learners studying the qualification for the first time as well as learners who are topping up. Care should be taken to ensure that all members of these groups are equally engaged and challenged, for example, by ensuring all team members in group activities have an opportunity to perform the leadership roles.

Learners moving onto a larger qualification: Top-up registration

After you have made a top-up registration for your learner, the achievement of the certificated units will be imported into your records on Edexcel Online. There is no opportunity to retake the assessments in the internally assessed units via a top-up registration so the imported grades are final. It is possible for a learner to retake externally assessed units.

Learners moving onto a larger qualification: Re-registration

If your learner did not realise their full potential in an NQF BTEC that they have been certificated for, and wishes to study a larger size BTEC at a new centre, then an entirely new registration may be more appropriate than a top-up registration to enable a fresh start. In this case the learner must produce entirely new evidence for assessment generated by your centre's assignment briefs.

4 Assessment guidance

Assessment for the new BTEC Firsts

BTEC assessment has always been about:

- ensuring that learners are assessed for their skills as well as their knowledge

- ensuring that learners are given the chance to show what they have learned in vocational and applied contexts

- allowing learners to be assessed when they are ready and when a centre is able to fully support them.

While updating the BTEC Firsts, we have not changed these fundamentals – BTEC assessment will remain a positive statement of achievement.

The introduction of external assessment will reinforce learner engagement, giving them clear goals and targets in a way that helps them to understand the challenges of working life.

Experienced BTEC teachers should think about whether or not they need to change their delivery pattern to make sure they can provide access to external assessment at the best time for their learners. At the same time, there are some important developments in internal assessment that you should also be aware of as you plan your assessment for the year, these are outlined below.

External assessment

After careful discussion with centres and other stakeholders, we have tailored the type of external assessment to meet the needs of the sector. All the assessments will be distinctively vocational, enabling learners to apply their learning in vocational or applied contexts.

For your sector you need to check:

- which unit(s) are to be externally tested

- the assessment method

- the availability of assessment for the first time

- the availability of retake opportunities (allowing for results)

- the delivery pattern we are recommending for these units and for other units as given in the specifications.

Remember that you have plenty of time to prepare for assessments because you will be delivering over a one- or two-year period. For some sectors, completion of the externally assessed unit at or very near the end of the programme will be the recommended pattern. In others, it may be suggested that learners take the assessment earlier in the programme, but you should always make sure that learners are fully prepared.

The externally assessed unit will often be one that provides a core of knowledge that will be enhanced, developed and applied through other units. Learners' depth of understanding of the content of externally assessed units is likely to be enhanced by applying knowledge through other units. Therefore, when you are planning and delivering your units, think about how you can bring out examples that would be useful illustrations of issues covered in the external unit(s).

Each specification has details about when assessment is available. To gain access to the assessments, learners have to be registered for a programme – the

arrangements for this will be the same as for all BTECs. Please refer to the *Information Manual* on the website.

We will do everything we can to make external assessments relevant, engaging and suited to learner needs so that they support the overall development of the learner rather than being a hurdle or distraction. You should not enter learners for external assessment to check how they are doing or to give them practice – we provide sample materials for use in preparing for external assessment.

The table below shows the type of external assessment and assessment availability for this qualification.

Unit 1: The UK Travel and Tourism Sector	
Type of external assessment	This unit is assessed externally using a paper-based exam marked by Pearson.
	The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 60 minutes.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2014

Unit 7: Travel and Tourism Business Environments	
Type of external assessment	This unit is assessed externally using a paper-based exam marked by Pearson.
	The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 60 minutes.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2014

Assessment and grading for internally assessed units

Internal assessment remains the main assessment method for BTEC qualifications because we believe that assignments set and marked within the centre provide the most relevant vocational learning experience for your learners.

You should guide both the teaching and the learning to then ensure that learners are assessed validly and reliably in a way that is relevant for a vocational qualification. Your teaching of the knowledge, skills and vocational applications will underpin a learner being able to demonstrate achievement through assessed assignments. Learners should be given formative feedback on their learning and skills development during the teaching and learning phase. You should consider carefully when your learners are ready to undertake an assessment. An assessed assignment must have a clear structure and timescale, and encourage the learner to work independently to show relevant evidence. You should make sure that the assessment is a clear, discrete activity. You can then make a qualitative judgement on the evidence using the assessment criteria.

Those who are used to teaching BTEC will find that not much has changed, but we are putting more emphasis on some requirements and helping to build good practice.

- You should make sure that the assessment is a clear, discrete activity. Evidence from the guided learning phase is not admissible because evidence for assessment must be produced independently.

- You should use the new presentation of units, where learning aims are placed with associated assessment criteria, to provide building blocks for assessment – these are clear and simple to use and we recommend that you work through them with your learners.

- Your assessment plan for each unit and for the programme must be clear at the outset of the programme and signed off by the Lead Internal Verifier.

- Your Lead Internal Verifier must authorise your assignments. If you don't have a Lead Internal Verifier who has been through standardisation, you should use support from us to ensure that your assignments are fully fit for purpose. You can use the endorsed assignments or you can access the assignment checking service through our website.

- You need to be explicit about the timescales and the evidence for assignments – there is nothing new about this but we will be expecting centres to follow best practice and to make the requirements very clear with their learners.

- You need to set out expectations through tasks and evidence – remember that the criteria are used to judge evidence and are not tasks in their own right.

- **Summative** assessment takes place after the final submission date. A learner may be given **one** opportunity to resubmit a completed assessment after a grade has been given where this has been correctly authorised.

- You should ensure that all work has been produced authentically and that you have checks in place to ensure that learners are submitting their own work.

How assignments are used

Assignments are used to assess learner achievement. You should work with the other people in your programme team to design a plan of activity for the year, or the programme as a whole, so that assignments have a clear schedule of start, finish and internal verification dates.

Ask yourself how many assignments you will need. Your assessed assignments should cover a minimum of one complete learning aim. You may choose to set an

assignment for a whole unit or even bring units together for assessment. Remember that this means your **assessed** assignments – of course you may set activities before assessed assignments to provide opportunities for learning from formative feedback and through skills building. These preparatory activities may often use group work and research as a preparation for undertaking the assessment itself but cannot contributory evidence towards an assessment.

In making a decision about how many assignments to use, you can think about what resources you have in your centre, what is available in the locality, how you could use links with local employers, and what opportunities there are for relating assessment to realistic vocational themes.

Top tips

- If a unit builds up – for example, by 'plan' and then 'do' and then 'review' – then one large assignment may work best.

- If a unit requires several forms of evidence then several assignments may be best.

- It is good to emphasise the links between units but it is harder to manage assessment across units – if you feel this is a good approach then be clear on how you will reach one decision for a unit.

You need to think about how the evidence that the learner will produce can be verified and about how you will know that what each learner has done is authentic. You can only accept for assessment learner work that you know has been produced in a way that demonstrates the learner's own achievement.

Assignment 'warm-up' – active teaching and learning

Your learners will do their best if they are motivated through engaging and realistic activities. All units involve 'teaching the basics' but learners need to get involved in order to understand where what they are learning fits in.

You could use your resources and your imagination to really bring learning alive. You could encourage learners to try things out in groups, role plays, presentations and practical demonstrations. You could use visits and talks for research – remember you would need to structure what you do so that learners get the information they need, such as by providing a question sheet for them to use during a talk or visit.

You could encourage learners to 'get their hands dirty' by trying something out. You could build up their skills so that they will be able to show them off confidently in the assessed assignment.

You could use this 'warm-up' time to emphasise practical links between units, so that when learners are carrying out tasks they appreciate that they are often simultaneously drawing on skills/understanding from different units. It is important that learners appreciate the holistic way that their learning prepares them for further study or employment.

Introducing the assignment

Your teaching and learning phase is going to lead directly into the assessed assignment. You may be setting this up in a very specific way – such as everyone completing a practical activity in a timed slot – or this may be independent work spread over a number of weeks.

It is important to remind learners preparing work for assessment that they have to produce it themselves and that they have to meet the deadlines you give them. Once learners begin work on an assignment no specific assessment feedback can be given.

Remember that you should be sure that your learners understand all the requirements for an assessed assignment before the assessment begins. Look at each unit carefully for how the evidence generated will be judged using the assessment criteria.

Evidence for assignments

You can use different types of evidence for assignments. A description does not have to be written and a presentation could be given in a number of styles – for example, PowerPoint®, verbal or a digital/video recording. You need to think about what is fit for purpose. So, if learners need to explain a plan, why not have them present it to an audience with a question-and-answer session?

You should check that the type of evidence you are planning is feasible – for example, if you ask learners to 'write a memo', the coverage of one or two sides of A4 must be capable of generating sufficient evidence. Likewise a poster may not be a suitable evidence format for a detailed evaluation. Remember that whatever evidence your learners produce must be capable of being verified as well as assessed. So, if they are actually producing a model, a performance, a meal, a coaching session, a demonstration etc, you need to think about how it will be observed or recorded so that it can be checked during verification.

Remember: no activity can be evidenced solely by an assessor's observation log or by a witness testimony. All observed evidence must be able to be authenticated to the learner. This means that observation logs must always be supported by learner-generated evidence such as preparation notes or reflective logs, or by photographic or video evidence in which the learner can be identified. The totality of this evidence must be available to the assessor at the point of the assessment decision which must follow the handing in of an assignment. An assessor should not award criteria during an activity, for example, at the point of completing an observation log.

Learning aims and assessment criteria

A learning aim sets out what you should be covering in order to prepare the learners for assessment. It may define knowledge, understanding, skills and contexts, and the wording of the aim will suggest appropriate learning experiences. You may set an assessed assignment on more than one learning aim but you should not normally split a learning aim over assignments. The evidence the learner produces in response to the assignment brief is judged using the assessment criteria, so you must make sure that what you have stated in the task fully covers those criteria.

What about the final grade for a unit?

The final grade for a unit is at Level 2 (Distinction, Merit or Pass), Level 1 or Unclassified. The assessment criteria are detailed in each unit so that you can clearly see what is required. You need to be aware that a unit grade can only be given once all the activities and assignments for that unit are complete. In giving assessment decisions to learners, you need to be clear about when you are giving a formal decision and how this relates to the assessment for the unit as a whole.

If you choose to include a learning aim in more than one assignment, you should be very clear with learners how a judgement will be reached through looking at the evidence **across** the assignments. For example, the learner may be being asked to show the same skills in two different contexts. If so, they need to know if their performance in either is sufficient for assessment, or if they must perform to the same standard in both.

Keeping clear assessment records

You can only use assignments as assessment instruments effectively if you work closely with other members of the assessment team and keep accurate records of what you are doing. Your records help you and the team to plan, review, monitor and support learners and ensure that assessment is authentic and accurate.

The Lead Internal Verifier has a very important role in ensuring that each teacher, assessor and Internal Verifier on the programme understands the standards and the processes for keeping assessment documents.

Your records are there to help you get it right for your learners. The main documents that you use, which can be used electronically, are:

● an assessment and verification plan for the programme, showing when each assignment starts and finishes, when it is verified, and which unit(s) or learning aims it covers

● an assignment brief template, ensuring that all the key requirements of an assignment are covered

● a record of internal verification for the assignment brief

● a record that the learner completes when submitting an assignment, which should include the date and a declaration of authenticity

● a record of internal verification for an individual sample of learner work

● a record of progress for each learner, showing the assignments that have been completed and the assessment decisions given.

Giving grades

At the end of an assignment you will need to reach a decision on assessment. If an assignment covers a whole unit then this will be a final grade; if it covers part of a unit then it will be a component of a final grade. In either case, it counts as an assessment decision and should be subject to internal verification and then finalised.

Your decisions must be checked according to the internal verification plan signed off by the Lead Internal Verifier. For each assignment, a sample of learner work must be reassessed fully by the Lead Internal Verifier or another person acting as an Internal Verifier who has been directed by the Lead Internal Verifier. Once your decisions have been checked you can give them to the learners as 'final'. Remember: You will then be able to accept only **one** further attempt from the learner to provide further or better evidence for the learning aim(s) covered in that assignment.

An assessment decision must be given to the learner on an appropriate assessment record document which contains the assessment decision, the assessor's declaration of authentication of the learner work, space for the Lead Internal Verifier to authorise a resubmission and specify the conditions where applicable, and the assessment feedback comments. Feedback to the learner for each learning aim must be constructive and criterion-based. The learner should understand why they have been awarded each criterion, and why they have not been awarded any others. It is also helpful to annotate the learner work to show exactly where evidence for each criterion can be found.

The assessment feedback must **not** offer any further guidance to the learner. Further guidance means guidance that is beyond that available to them at the start of the assignment; they must not be told individually or specifically what they can do to be

awarded further criteria. Care must be taken to maintain the independence of the learner to enable a resubmission opportunity to be authorised.

You can only award higher grades if a learner has demonstrated the requirements of lower grades. This does not mean that the criteria represent different tasks or stages – you should be able to apply the criteria to the same evidence if the assignment is structured carefully.

A summative unit grade is awarded after all opportunities for achievement are given. A learner must achieve all the assessment criteria for that grade. Therefore:

● to achieve a Level 2 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application

● to achieve a Level 2 Merit a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality

● to achieve a Level 2 Pass a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills

● a learner can be awarded a Level 1 if the Level 1 criteria are fully met. The award of Level 1 is not achieved through a failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

Enabling higher achievement

Your assignments should provide opportunities for learners to achieve at the highest level and should promote stretch and challenge. Not all learners will finally achieve a Distinction or a Merit, but it is important that they are provided with the opportunity to do so.

You must look to structure assignments so that learners produce evidence that can be used across the grade levels –Learners should not have to 'get pass out of the way first'. To 'aim high' learners must be well prepared before they start the assignment and be encouraged to attempt to reach the highest standards All assessed activities must ask the learner to produce evidence that can be assessed against the full range of grades available.

Assignment design

Your assignments are a tool for encouraging learners to provide evidence for you to make assessment judgements. Good assignments are interesting and motivate learners well.

The components of an assignment are:

● **scope** – outlines which unit(s) or learning aims are being covered and which criteria are being addressed

● **a scenario** – provides a setting and rationale for the assessment

● **tasks** – set out what a learner needs to do to provide the evidence

- **evidence requirements** – set out exactly what the learner is expected to produce and how the assessment will take place

- **a timescale** – sets out start and hand-in dates.

Assignment briefs

Your assignments must be given to a learner formally as an assignment brief so that the learner knows they are being assessed and what is required of them.

The assignment brief includes:

- the qualification

- the title and number of the unit(s)

- an assignment title and number (if more than one per unit)

- the learning aims

- the assessment criteria

- the evidence requirements

- the start date

- the hand-in deadline.

You should include a record that it has been given to the learner, normally by inserting the learner's name into a copy of the assignment brief, but this could be recorded electronically.

Your learners should be provided with a form or other record for declaring that their work is their own and for confirming the date of submission.

Using an authorised assignment brief

We are preparing a bank of authorised assignment briefs that you will be able to access at www.btec.co.uk/authorisedassignments. It will include at least one authorised assignment brief for every internally assessed unit. For mandatory units, there will be enough authorised assignment briefs to cover all assessment criteria.

We ask you to verify every assignment every year, regardless of whether it is your own, an authorised assignment or one sourced from elsewhere. Once your assignment is verified, you can put it in your timetable and check that you have planned delivery of the appropriate unit content. This could be as simple as making sure you have planned an event, visit or performance as suggested.

- The Lead Internal Verifier should fit these assignments into the overall plan and know when they will be assessed.

- You may want to adjust the assignment to make it fit your learners' needs and your centre's resources.

- You should think about exactly how the evidence is going to be produced and whether or not your learners need guiding to relevant activities that they have already completed.

- You may need to plan for practical activities to be carried out and recorded.

It is important that you are as familiar with the authorised assignment brief as you would be if you had created the assignment yourself. Understanding the assignment will ensure that you plan activities that properly reflect the scenario given in the assignment and that you are prepared for the evidence learners submit.

The scenario

The assignment should be set in a vocational context that helps your learners to show what they have learned in a relevant way. This can often be achieved by asking learners to imagine they are in an appropriate job setting with a job role and job tasks. It could involve providing them with a brief of an activity that would be of value to a local employer, or without using a job context directly. It could draw on a real case study in order to allow application and analysis. You can draw on understanding of your sector to develop appropriate assessment contexts.

Evidence

You can choose suitable forms of evidence – and it is possible to use a wide range of forms, from reports to presentations, from performances to diaries, from record sheets to digital/video recordings.

Of course you should match the evidence type(s) selected to the requirements of the unit(s) or learning aims(s). For example, if a learning aim requires a practical demonstration, then you should think about how that is going to be set up and recorded.

Be careful not to suggest a type of evidence that may be too short – for example, a 'leaflet for new buyers' may be a realistic form of assessment for business learners to produce but may not provide for sufficient breadth in itself, depending on the assessment requirements.

For some evidence, the period for its production must be time-constrained and in some cases you may want to ensure authenticity by having some evidence produced in supervised conditions.

The tasks

The tasks should be a clear statement of what a learner needs to do to produce the evidence. You may explain the tasks to learners in more detail during delivery, but the assignment itself should be clear. You should remember to relate tasks to the scenario and to the evidence. If learners have been carrying out preparatory work – such as visits, rehearsals or skills exercises – then you may want to refer to this in the tasks.

Your tasks must:

- specify the nature and extent of the evidence

- be clear and include any specific materials or steps, with times or dates when necessary

- refer to the assessment criteria that the evidence will be judged against

- encourage the generation of evidence that can be judged against the criteria

- be presented in a way the learner can understand – remember that the criteria are not in themselves tasks

- fit together to cover the learning aim sensibly, allowing learners to achieve to the best of their ability.

You must make sure that the tasks can generate evidence which cover the criteria. When you create tasks you should not use the exact wording of the criteria, but you should pay close attention to it and the associated assessment guidance.

You should always list the criteria covered by each assignment – and also normally each task. When you quote the assessment criteria, please don't change their wording. You can, of course, use a glossary of the wording of tasks to highlight what

certain words mean. Many words will be repeated across criteria for different grades and your learners may find it useful if you highlight the changes.

You should remember that the criteria are used to judge the evidence, so completion of a task related to identified criteria does not automatically imply achievement.

Scope

You can choose the scope of an assignment provided that it fits well into the overall assessment plan for the unit(s) and the programme. For some qualifications it is normal practice to bring several units together for large-scale projects, while for others initial coverage of a topic in one unit may then be picked up in later, more specialist units.

When planning a unit-by-unit approach to assessment, you should make sure that learners understand through their learning how the units relate to each other, and that the requirements for synopticity are addressed.

Assignments that span several units should be carefully controlled, and you need to decide whether it is only the learning or both learning and assessment that is considered together.

If you assess a learning aim several times using different assignments then you, as part of the programme team, and the learners must be aware of when the summative grade can be given, and from what evidence. There is never any 'averaging' of achievement or 'aggregating' of separate decisions – a single decision should be reached based on the relevant evidence.

Learner responsibility

You should make sure that learners know they must meet their deadlines and provide work that is genuinely their own, otherwise their grades will be affected. To support learners, you should explain how to reference the work of others and how to work in such a way that ensures they can declare that their work is their own.

We recommend that learners are given a guide to their assessment at induction to the programme. You can reinforce the expectations when assessed assignments are handed out.

Quality assurance

What is quality assurance?

Quality assurance is at the heart of vocational qualifications. For many BTEC units, assessment is completed by your centre and your centre is responsible for the grading and standard of assessments.

- You use quality assurance to ensure that your managers, Internal Verifiers and Assessors are standardised and supported.

- We use quality assurance to check that all centres are working to national standards. This is done by sampling your marked assignments.

What is the purpose of quality assurance?

In your centre, quality assurance allows you to monitor and support your BTEC staff and to ensure that they understand, and are working to, national standards. It gives us the opportunity to identify and provide support where it is needed in order to safeguard certification. It also allows us to recognise and support good practice.

How does it work?

First of all, you need approval to deliver BTEC qualifications. By signing the approval declaration, you confirm that you have in place all necessary resources, appropriately experienced staff, and quality-assurance policies and procedures. You should have standardised systems and procedures for registering and certificating learners, tracking learner achievement and monitoring assessment and internal verification.

During the delivery of a programme, internal verification is the quality-assurance system that you use to monitor assessment practice and decisions, ensuring that:

● assessment is consistent across the programme

● assessment tools are fit for purpose

● assessment decisions judge learner work accurately using assessment criteria

● standardisation of Assessors takes place.

Internal verification is a recorded discussion between two or more professionals to ensure accuracy, fairness, consistency and quality of assessment. Internal verification procedures must:

● check all the assignment briefs or assessment tools used in every internally assessed unit

● check a sample of assessment decisions made for every internally assessed unit

● check a sample of assessment decisions from every assessor

● ensure that within the sample:

  o the range of assessment decisions made is covered

  o the experience of the assessor is taken into account when setting the sample size

  o the sample size is sufficient to assure the accuracy of the assessment decisions for the whole group

● plan and document the process.

Our external quality-assurance processes include:

● annual visits to each centre to look at quality-assurance systems and procedures (Quality Review and Development)

● standards verification by a subject specialist to sample assessment and internal verification of learner work

● standardisation activities to support Assessors, Internal Verifiers and Lead Internal Verifiers.

Every year we publish an updated *BTEC Quality Assurance Handbook* to explain our external quality-assurance process for the next academic year. Along with the programme specification, the handbook should provide your programme team with everything they need to run vocational programmes successfully.

Centre roles and responsibilities

● **Senior managers**
  The head of centre is formally responsible for ensuring that your centre acts in accordance with our terms and conditions of approval. These include ensuring the provision of appropriate resources, recruiting learners with integrity, providing full and fair access to assessment, maintaining full and accurate records of assessment, complying with all quality-assurance processes, and ensuring that all certification claims are secure and accurate. Day-to-day responsibility is normally delegated to the centre's BTEC quality nominee.

- **BTEC quality nominee**
  Each centre is asked to identify a member of staff as its quality nominee for BTEC provision. This person is the main point of contact for information relating to quality assurance. Quality nominees will receive regular information from us about all aspects of BTECs, which they should share with the relevant staff in their centre. Therefore, it is very important that quality nominee details are kept up to date on Edexcel Online. We recommend that your quality nominee is someone with responsibility for the BTEC curriculum because they will be involved in monitoring and supporting staff in your centre. The quality nominee should ensure that BTEC programmes are managed effectively and actively encourage and promote good practice in your centre.

- **Examinations officer**
  The examinations officer is the person designated by the centre to take responsibility for the correct administration of Edexcel learners. This person normally acts as the administrator for Edexcel Online – our system for providing direct access to learner administration, external reports and standardisation materials.

- **BTEC programme leader**
  The programme leader (or programme manager) is the person designated by your centre to take overall responsibility for the effective delivery and assessment of a BTEC programme. The programme leader may also act as the Lead Internal Verifier.

- **Lead Internal Verifier**
  The Lead Internal Verifier is the person designated by your centre to act as the sign-off point for the assessment and internal verification of programmes within a principal subject area (for example, BTEC Firsts and Nationals in Business, or BTEC Firsts and Level 1 in Engineering). We provide Lead Internal Verifiers with access to standardisation materials. The Lead Internal Verifier should be someone with the authority to oversee assessment outcomes. Ideally this would be the programme leader, because this would normally be a key part of their role. They should be directly involved in the assessment and delivery of programmes and able to coordinate across Assessors and other Internal Verifiers for a principal subject area.

- **Assessors and Internal Verifiers**
  The programme team consists of the teachers who are responsible for the delivery, assessment and internal verification of the BTEC qualification. An assessor is anyone responsible for the assessment of learners. An Internal Verifier can be anyone involved in the delivery and assessment of the programme. Please note that if a teacher writes an assignment brief, they cannot internally verify it. Someone else should perform this function. Where there is a team of Assessors, it is good practice for all to be involved in internally verifying each other. If there is only one main person responsible for delivery and assessment then arrangements must be made for their assignments and assessment decisions to be internally verified by someone appropriately experienced.

Tips for successful BTEC quality assurance

- Recruit with integrity. Ensure that the learners you register on the programme are able to achieve at level 2 and have a specific interest in the vocational sector.

- Ensure that you have sufficiently qualified and vocationally experienced staff involved in delivery and assessment. BTECs are vocational qualifications, designed to be delivered by staff with expertise in their subject.

- Provide induction, training and ongoing development opportunities for your staff. Best practice comes from having staff who understand the BTEC ethos and assessment methodology and have up-to-date knowledge of their vocational sector.

- Use the free resources available. There is a wealth of guidance in the specifications and delivery guides that will help you with delivery and assessment.

- Make quality assurance part of everyone's role. Quality assurance is a fundamental aspect of every role, from assessor to senior manager. Recognising this and providing time and resources to support quality assurance is the key to success.

- Plan ahead. You should begin a programme with a clear schedule for handing out assignments, assessment deadlines and internal verification, so that you are well prepared to ensure ongoing quality and able to address any issues quickly.

- Ensure good communication. Assessors, Internal Verifiers, Lead Internal Verifiers and managers should all be clear on their roles and how they interact. The Lead Internal Verifier must have a clear overview of the plan of assessment and how it is being put into practice.

- Provide clear, consistent feedback to learners during the guided learning stage. Give clear and accurate assessment feedback based on the grading criteria only after the final submission. Remember that care must be taken to maintain the independence of the learner during assessment activities. This allows learners to know exactly how they are achieving on the programme, identifies areas for development, and encourages them to take responsibility for their own learning.

- Undertake internal verification in a timely way. Assignment briefs must be internally verified before they are given to learners. A sample of assessment decisions should be internally verified as soon after assessment as possible to ensure that learners receive accurate and supportive feedback on their achievement.

- Track assessment and internal verification accurately as you go along. Assessment records should be kept at the level of the learning aim and assessment criterion/criteria. This gives a clear confirmation of individual achievement and identifies areas for improvement.

- Using standardised templates for all quality-assurance documents helps to ensure a consistent approach. We provide templates via our website that you can use for:

  o internal verification of assignment briefs

  o internal verification of assessment decisions

  o observation records and witness statements.

  These templates are not mandatory and you are free to design your own, but using them will help to ensure that you are meeting requirements.

- Ensure that learner work is kept secure but is accessible during the programme. You will be required to provide learner work for external quality assurance while learners are on programme.

Units

Unit 1: The UK Travel and Tourism Sector

Delivery guidance

Approaching the unit

Your learners may be surprised to discover how much they already know about the travel and tourism sector. You should encourage them to consider travel and tourism products and services that they and their families have used, and to talk to people about their travel and tourism experiences. You should then build on this shared knowledge, using real examples to help your learners construct the 'bigger picture', while developing their broader knowledge and understanding of the different types of travel and tourism, and the wide variety of organisations that exist and interrelate within the UK travel and tourism sector. You should encourage links with local travel and tourism organisations and arrange visits or guest speakers to enhance delivery and create first-hand experiences within the sector.

Group work and open discussions will help your learners develop awareness of the differing effects of travel and tourism. To bring the topics alive you should source real case studies and suitable data, and use these to enhance your learners' understanding of sustainable tourism and the importance of the travel and tourism sector to the UK economy. Learners are often keen to embrace new technology and you should capitalise on this interest to develop practical investigations into consumer technology and how it is used in the travel and tourism sector.

Learners will be assessed through an externally marked paper-based examination. The unit is broad in scope and you should break it down into bite-sized chunks with regular revision tasks to consolidate and confirm understanding. This should ensure your learners are sufficiently prepared for the examination and that they are able to demonstrate relevant knowledge and understanding.

Delivering the learning aims

For learning aim A, learners should know the different types of tourism. Coverage of all types is essential and you should encourage your learners to create their own simple definitions. You should challenge your learners to link and give examples of a wide range of types and reasons for travel for each type of tourism (for example, for inbound education, outbound visiting friends and relatives (VFR) and domestic meetings, incentive, conference and events (MICE)), to confirm understanding in preparation for the external assessment.

You could use case studies to introduce your learners to sustainable tourism so that they can explain principles and recognise benefits in real situations. Case studies are available on the National Parks website, and guest speakers or visits can support this. You may find that local issues and initiatives will stimulate your learners' interest and encourage debate, especially if local campaigners or stakeholders are willing to come along and put forward their views.

Learners need to understand the economic importance of travel and tourism to the UK. Analysis of different types of data will help prepare learners for external assessment. VisitBritain and regional tourism organisations produce many varied reports that can be used for this purpose, and you may need to encourage your learners to interpret data to reach valid conclusions.

For learning aim B, learners need to know about the many industries and key organisations within the travel and tourism sector, and their roles and interrelationships. You should capitalise on your learners' prior knowledge and

personal experiences. These could be further supported by visits to local organisations such as tour operators, travel agents, tourist information centres, transport organisers, visitor attractions and accommodation providers to gain a first-hand insight into their roles, products and services. Use real materials with your learners, for example, holiday brochures, leaflets and websites, to engage them and help them to categorise the different types of organisations. Try to obtain class supplies of printed materials to facilitate class-based activities and discussions. When your learners carry out research individually and in small groups, arrange for them to present their findings to the class. You will need to guide them through presentations and activities to develop their knowledge and understanding of some of the more complex organisations where information in the public domain is not always learner-friendly. This would apply particularly to trade and professional bodies, private, public and voluntary sectors and interrelationships. Gapped handouts, quizzes etc can be used to confirm their understanding.

For learning aim C, learners should carry out investigations into how consumer technology is used in travel and tourism. You could allocate research tasks to specific learners, and they could then deliver presentations to the rest of the group so that the complete range of technology in airports, visitor attractions, accommodation, mobile applications, ticketing and websites has been addressed. Using group discussions you should encourage your learners to consider the advantages and disadvantages of technology for both customers and organisations in the travel and tourism sector.

Getting started

This provides you with a starting point for one way of delivering the unit. Activities are provided to help prepare learners for the external assessment.

Unit 1: The UK Travel and Tourism Sector

Introduction

You could introduce this unit with an audio and visual slideshow, set up to transition key words and images automatically to give a memorable introduction to the key elements of the learning aims and unit content. Following the slideshow, ask your learners what they have remembered and aim to build up an overview of the unit from their responses. You could plug gaps to ensure they are left with a general insight into the scale and scope of the travel and tourism sector and what the unit will cover.

Learning aim A: Understand the UK travel and tourism sector and its importance to the UK economy

- To introduce your learners to the different types of tourism, you could produce a short introductory PowerPoint® presentation featuring the differences between domestic, outbound and inbound tourism. Ask learners to produce their own definitions.

- As a whole group, ask your learners to brainstorm the different types of and reasons for leisure, business and specialist travel, using personal and family experiences, and supplement with additional examples to cover the relevant content.

- In small groups, ask your learners to link types of tourism and types of travel by producing posters with profiles of domestic, inbound and outbound tourists for leisure, business and specialist travel purposes.

- Prepare your learners for external assessment by asking them to complete individual gapped handouts containing linked examples of domestic, inbound and outbound tourism for leisure, business and specialist travel purposes. You could guide them to peer mark each other's handouts.

- Use a suitable news article as a talking point with the whole group, to introduce your learners to sustainable tourism.

- Produce a PowerPoint® presentation to define and explore the principles and benefits of sustainable tourism, with pertinent examples to engage your learners.

- Give out case studies on sustainable tourism in different UK locations for small groups to explore principles, impacts and benefits, and ask your learners to share their findings.

- Prompt debate on the importance of sustainable tourism.

- Prepare your learners for external assessment by asking them to produce their own definition of sustainable tourism.

- Give out a test case study with questions to complete individually on principles and benefits of sustainable tourism.

- Discuss and agree responses to the case study.

- Use statistical data to introduce your learners to the importance of the travel and tourism sector to the UK economy and give definitions of key terms.

- Give out published statistics for groups to interpret data to determine how travel and tourism contributes to direct and indirect employment and GDP.

- Give out case studies for your learners to identify the economic multiplier effect and tourism growth/decline.

- Encourage your learners to share their findings and discuss the importance of the travel and tourism sector to the UK economy.

Unit 1: The UK Travel and Tourism Sector

- Prepare your learners for external assessment by creating an activity to match definitions to key terms including GDP, direct and indirect employment, economic multiplier effect and infrastructure development.

- Give learners new data to test their ability to correctly interpret information on the importance of the travel and tourism sector to the UK economy.

- Ask your learners to complete the sample assessment materials for questions relating to learning aim A. Mark and give feedback.

Learning aim B: Know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships

- Ask your learners to share experiences of holidays with named tour operators: where they went, how they got there, where they stayed, what they did etc.

- Define the different types of tour operators, their role and different distribution channels.

- Give out different holiday brochures for groups to identify the types of industries involved and the products and services provided. Ask your learners to find examples of sales via travel agents and/or direct, different types of accommodation and transport, transfers, representatives, excursions, trade and professional bodies, ancillary products and services. They could produce spider charts showing components and industries involved. Invite them to report on and display their findings.

- Explain to your group the different types of travel agent and their roles.

- Arrange for a travel agent as a guest speaker to make a presentation on their role and products and services provided, or visit a local travel agency.

- Asking learners to work in pairs, set a task for targeted research into the products and services of an online travel agent, for example, Expedia.

- Explain how travel services can also be booked independently, signposting to a range of accommodation, transport and ancillary services websites.

- In pairs, ask your learners to plan a simple trip independently, for example, rail travel and accommodation.

- As a whole group, discuss the advantages and disadvantages of different types of travel agents.

- Discuss the advantages and disadvantages of booking a package holiday through a tour operator and booking travel services independently online.

- Produce a PowerPoint® presentation to review the types, roles, products and services of passenger transport providers, accommodation and visitor attractions. Include advantages and disadvantages where they exist.

- Ask your learners to research methods of passenger transport for access to and within the local area.

- Visit a local tourist information centre to gather information on accommodation, visitor attractions, arts and entertainment.

- Ask your learners to produce a display of how to get there, what to do and where to stay in the area.

- Use a straightforward diagram to introduce and explain to your learners the different types of tourism development and promotion organisations.

- Ask small groups to research the role, products and services of named tourism development and promotion organisations.

- Ask each group to make a presentation on their allocated organisation.

- To prepare your learners for external assessment, design a quiz to test them on the roles, products and services of industries in the travel and tourism sector, and advantages and disadvantages where they exist.

Unit 1: The UK Travel and Tourism Sector

- Introduce learners to trade and professional bodies via 'What am I?' information sheets.

- Prepare your learners for external assessment by providing gapped handouts for completion, covering the roles, products and services of trade and professional bodies including ABTA, CAA, ORR, AITO, UKinbound, and advantages and disadvantages where they are apparent.

- Use a presentation to explain to your group the main characteristics of private, public and voluntary organisations, with examples.

- Allocate named private, public and voluntary sector organisations to small groups of learners and ask them to produce a poster for each, showing their characteristics and objectives. Invite them to present their organisations to the class.

- Ask your learners to present their own definitions of private, public and voluntary organisations in preparation for assessment.

- Produce a PowerPoint® presentation to explain common ownership, corporate groups (vertical and horizontal integration) and commercial partnerships, with simple relevant examples of each.

- Discuss with your group the advantages and disadvantages of common ownership, corporate groups and commercial partnerships.

- In pairs, give your learners worksheets based on screenshots of appropriate web pages
for them to identify and label examples of common ownership, corporate groups and commercial partnerships.

- Ask your learners to produce posters, in preparation for assessment, showing advantages and disadvantages of common ownership, corporate groups and commercial partnerships.

- Ask your learners to complete the sample assessment materials for questions relating to learning aim B. Mark and give feedback.

Learning aim C: Understand the role of consumer technology in the travel and tourism sector

- Ask your learners to identify examples of how technology is used by different types of travel and tourism organisations, prompting participation and ideas as appropriate.

- Set a research activity for groups to investigate applications of technology in a given area, including airports, visitor attractions, accommodation, mobile applications, electronic and mobile ticketing, and websites. Groups could then produce a short presentation on their topic.

- Facilitate discussion on advantages and disadvantages of the technology for customers and organisations.

- Prepare your learners for external assessment with quick-fire question-and-answer session on applications of technology and advantages and disadvantages of consumer technology in the travel and tourism sector.

- Ask your learners to complete the sample assessment materials for questions relating to learning aim C. Mark and give feedback.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 3: The Development of Travel and Tourism in the UK*
- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 7: Travel and Tourism Business Environments.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279

Journals

Travel Trade Gazette – CNP Information Ltd
Publication for the travel industry – periodic updates on technology, sustainable tourism, and UK travel and tourism organisations.

Websites

www.abta.com/home
The travel association ABTA website.

www.aito.co.uk
The Association of Independent Tour Operators website.

www.caa.co.uk
The Civil Aviation Authority website.

www.fto.org
The Federation of Tour Operators website.

www.iata.org
The International Air Transport Association website.

www.nationalparks.gov.uk/enpaa/whatsnew/supporting_sustainable_tourism-2
The National Parks website contains case study material for sustainable tourism.

www.rail-reg.gov.uk
The Office of Rail Regulation website.

www.ukinbound.org
For up-to-date information about UK inbound tourism businesses.

www.visitbritain.org/insightsandstatistics/index.aspx
VisitBritain's website contains useful statistics on inbound and domestic tourism.

Unit 2: UK Travel and Tourism Destinations

Delivery guidance

Approaching the unit

Your learners will benefit from having had some experience of UK travel and tourism destinations as well as gateway airports and seaports, either from their own personal experience or through organised educational visits. You should seek to explore learners' prior knowledge of various UK destinations and gateways, and use this to reassure them that this knowledge gives them a good start to this unit. Learners may also be aware of UK destinations through a range of television programmes, which could be used as a delivery tool to extend their knowledge of a particular destination that they may choose to focus their research on.

It is really important early on for learners to establish their geographical knowledge of UK tourism destinations, airports, seaports, motorways and railways, and for them to show an awareness of the different types of tourism destinations across the unit range.

Learners will also need to demonstrate their knowledge of the appeal of different types of tourism destinations to different types of visitors, and consider how the appeal of destinations can be further developed.

Using certain sources of information is an essential part of working in travel and tourism in order to plan holidays for customers with varying requirements. Having a range of sources available for your learners, such as internet access, travel atlases, guidebooks and holiday brochures, is essential for research and will help to excite your learners as they discover more about the UK travel and tourism industry.

Delivering the learning aims

For learning aim A, learners will develop their UK geographical knowledge in order to identify and locate UK tourism destinations, airports, seaports, motorways and railways. Much of the delivery for this aim could be completed by giving learners a large wall map and UK travel atlases so they can locate and share where they have been. Learners could be given UK map outlines to use for locating destinations, gateways and passenger routes. Some delivery on how to use travel atlases and/or electronic mapping accurately may be required here.

For learning aim B, learners should be given the opportunity to select one destination from each of the given categories to describe. At this level the category of each destination should be checked before learners proceed with their research. Encourage your learners to use previous experiences and recognition of prior learning to stimulate useful discussion about various UK travel and tourism destinations. Learners also need to be aware of the different types of travel and tourism customers, their varying requirements, and ways in which UK destinations can increase their appeal. They should be introduced to the variety of resources available, such as websites and tourist boards. Video clips of popular tourist destinations can also be of benefit to learners and inspire discussion and research.

For learning aim C, your learners will need to develop their awareness and abilities in using different sources of information for research in order to plan UK holidays for different types of visitors. Through learning aims A and B, your learners should already be familiar with travel atlases, electronic mapping, destination websites, tourist boards, and destination guides and leaflets. Electronic software should be used, and therefore some support and development of IT skills may be required here, depending on learners' prior knowledge.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 2: UK Travel and Tourism Destinations

Introduction

You could approach this unit as a research project including both theory and practical skills. You will need to investigate a range of UK destinations and gateways listed in the unit content and identify their locations, destination appeal and visitor types. You will also plan UK holidays, which can take on a more practical approach and could make links to *Unit 6: The Travel and Tourism Customer Experience.*

In order to introduce learners to UK destinations, a large UK map or travel atlases can be used for group work, encouraging learners to identify destinations that they have visited within the UK, mind mapping these as a group and then locating them. This activity will enable learners to start thinking about the variety of UK destinations available. Teachers should then start to introduce the categories of destinations to learners. A carousel activity can be used in which the categories are placed on the walls in the room and learners, in pairs or small groups, are asked to name one destination within their given category. This will encourage learners to start categorising destinations.

Learning aim A: Know UK travel and tourism destinations and gateways

- Topic A.1: in order for your learners to obtain relevant all-round geographical knowledge, you could introduce a variety of destinations across the unit content through the form of a quiz or group activities around plotting locations. Introduce your learners to significant tourist destinations and discuss why they receive volumes of tourists. Guidance and development of atlas-reading skills would be most beneficial to learners via both paper-based atlases and electronic mapping. Recognition of prior learning could also lead to useful discussion about various UK travel and tourism destinations that your learners themselves may have previously experienced. Through group work and discussion, learners should be introduced to destinations by categories. Individual learner research could provide valuable opportunities to further their knowledge on identified destinations.

- Topic A.2: learners will need to develop awareness of the major UK gateways relevant to the unit content. Introduce this topic by asking learners to identify the airports and seaports they have visited previously, and then identify further airports and seaports that they know of. A large wall map would again be useful for this discussion. A series of group research activities around the major gateways could further develop learners' skills in atlas work. Recognition of prior learning could also lead to useful discussion about various airports and seaports that your learners themselves may have previously experienced.

- Topic A.3: learners will need to develop their awareness of the major UK motorways and rail lines and identify the destinations connected by them. To develop learner knowledge initially, you could introduce this topic by mind mapping from relevant previous knowledge that the learners may have. Learners could initially use the suggested road and rail websites to familiarise themselves with routes and put their findings into a display for use in class. You could give out a series of blank UK maps for location by your learners of relevant rail and road routes and connected destinations.

- Topic A.4: extend your learners' knowledge by further investigating travel routes by road, rail and air relating to the unit content. Encourage your learners to use both paper-based world atlases and electronic mapping resources. This could initially be researched in groups focusing on different areas. From their research, learners could produce simple posters showing a typical route by road, rail and air, and then further develop these to include departure points, destinations and timings. Again, blank UK

Unit 2: UK Travel and Tourism Destinations
maps should be given out to learners and completed individually.

Assignment 1: UK Locations*

Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors

- Topic B.1: this topic focuses on factors that affect the appeal of destinations. A series of case studies and multimedia could be used to introduce your learners to the different types of tourist destinations and the features of destinations. Learners must choose three destinations: one seaside, one town or city and one countryside area. They could produce tourist information leaflets on their chosen destinations, describing the appeal to two different types of visitors. A professional presentation is another alternative, accompanied by PowerPoint® slides and images. For variety, your learners could use different methods for each destination – for example, a multimedia presentation for one, a tourist information leaflet for another and a display for the third.

- Topic B.2: this topic gives your learners the opportunity to think about different types of visitors, their characteristics and their needs in relation to the appeal of UK holiday destinations. This could be covered as a whole-group discussion or within smaller groups. Learners should be introduced to the different types of visitors and their characteristics and needs. Mind maps of the different types should be created and then pair or small-group discussion could occur, with learners identifying the characteristics and needs of their allocated visitor types. To confirm learner knowledge, teachers could introduce a card-matching activity where knowledge of visitor types and their respective characteristics is checked.

- Topic B.3: encourage your learners to further their investigations into one UK destination and how it might increase its appeal to different types of visitors. The results of their investigations could be presented through a professional discussion, leaflet, news article or visual display. Initially class discussion and internet research around different destinations and ways of increasing their appeal would prove useful to learners. Small-group work should occur to further ideas around certain destinations.

Assignment 2: The Appeal of UK Tourism Destinations*

Learning aim C: Plan UK holidays to meet the needs of different visitors

- Topic C.1: introduce your learners to a variety of resources covering the unit content and ensure that they are fully familiar with the resources available. It is essential for this unit that learners know where to find sources of information and how to use them; therefore an initial group activity around where to source guidebooks, tourist information leaflets and holiday brochures would be beneficial. Learners should also be introduced to travel atlases and their content, and shown how to use these effectively.

- Topic C.2: learners should research and plan UK holidays for different types of visitors. You will need to develop your learners' knowledge of how to present a professional itinerary suitable for customer use and what information should be included, covering the unit content. Case studies could be used to introduce learners to a variety of UK holiday destinations, matching relevant customer types to suitable holiday destinations to develop their knowledge initially. At first, learners could be split into small groups to plan an educational residential trip for themselves. Each group should produce a draft itinerary with relevant details. This could be shared with other groups and then be peer assessed in order for learners to receive feedback on the itinerary and its layout.

Assignment 3: Sources of Information and UK Holiday Planning*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 3: The Development of Travel and Tourism in the UK*
- *Unit 4: International Travel and Tourism Destinations*
- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 10: Organising a Travel and Tourism Study Visit.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

BTEC First Travel Atlas (Columbus Travel Publishing, 2006) ISBN 978 184690005
This is a world travel atlas, such as is required for the map work within this unit.
It provides more travel-and-tourism-specific information compared with a standard atlas.

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279

Journals

Travel Trade Gazette – CNP Information Ltd

Travel Weekly – Reed Business Information Ltd

Both the above periodicals contain destination information and articles about the travel and tourism sector.

Videos

BBC Learning Zone – *The economy of Tenby: Change from fishing to tourism*
www.bbc.co.uk/learningzone/clips/the-economy-of-tenby-change-from-fishing-to-tourism/9354.html

BBC Learning Zone – *Tourism at the seaside in Brighton*
www.bbc.co.uk/learningzone/clips/tourism-at-the-seaside-in-brighton/8438.html

These two videos give an overview of two popular UK tourist destinations and will give learners a good introduction to such destinations.

Websites

www.earth.google.com
Google Earth.

www.nationalrail.co.uk/passenger_services/maps
National Rail network maps

www.nitb.com
Northern Ireland Tourist Board

www.peakdistrict.co.uk
The Peak District Information Website

www.ports.org.uk
Ports and harbours of the UK

www.skegness-resort.co.uk
Skegness on the internet

www.stratford-upon-avon.co.uk
Stratford-upon-Avon

www.theaa.com/route-planner/index.jsp
AA route planner

www.visitbritain.com
VisitBritain

www.visitengland.com
VisitEngland

www.visitscotland.com
VisitScotland

www.visitsouthwest.co.uk
South-west England's tourist board

www.visitwales.co.uk
VisitWales

www.world-airport-codes.com
World airport codes

www.yorkshire.com
'Welcome to Yorkshire' website

Unit 3: The Development of Travel and Tourism in the UK

Delivery guidance

Approaching the unit

The travel and tourism industry is a dynamic and ever-changing industry, and you will need to include examples of how the travel and tourism sector has changed, including the growth in specialist holidays (for example, trekking and extreme sports) and the impact of technology on booking systems.

There is scope for you to encourage your learners to present their work in a range of different formats from presentations to newspaper articles, reports to fact files, and blogs to brochures. Access to the internet is essential, as is access to travel agents and their staff. Local tourism development officers can offer an insight into how the local area has changed in terms of what is offered to domestic and overseas tourists.

Delivering the learning aims

For learning aim A, it is important to engage learners in more than just a factual research task. You could decide to go back as far as the early days of Thomas Cook or start by looking at the 1950s, when Vladimir Raitz really started to put package holidays on the map. Similarly, you could follow the developments in package holidays, types of holidays and the growth of mass market and specialist holidays. This could include tracing the history of Butlin's and comparing it to that of Center Parcs in the 21st century. Another task could be to find images of a local coastal resort and compare images from the turn of the century with the 1950s and the present day.

You could ask your learners to investigate why some resorts are no longer popular. A timeline could be used to show significant developments in transportation and to highlight how technological change has brought about such sweeping developments. Consider inviting a travel agent in to demonstrate how they carry out their role in the 21st century and look at how mergers have created dominant tour operators. Legislative developments could be presented as a report or fact file, including aviation regulations and licensing.

For learning aim B, lifestyle changes and trends can be explored in relation to holidays and expectations in previous decades. Jobs and wages can also be investigated. Use articles and case studies to develop understanding of trends. Travel programmes from the past can highlight destinations that were just emerging 20 or 30 years ago and are now established as favourites. YouTube clips of *Wish You Were Here* and the BBC *Holiday* programmes are good starting points. Interviews with grandparents and other senior citizens can often highlight other differences in travel and accommodation and holiday entitlement when compared with responses from a young teacher/learner/family.

For learning aim C, a further interview with a travel agent could shed light on what happens in the industry when there is a natural disaster, such as a tsunami or volcanic ash cloud. What happens when civil war erupts or there is an outbreak of a very infectious disease? Travel journals and articles will help to show how these issues impact on the industry and its customers, as well as showing how the industry deals with them. This learning aim gives you the opportunity to delve into issues past and present; current issues of not more than five years ago should be researched. Learners will feel that they are learning about events that are relevant and part of

their world. It may be beneficial to present information on a range of issues that can affect the travel and tourism sector and to then focus on specific issues, which learners can research most reliably and effectively when completing assignments. Online newspapers can be very useful sources of information.

Much of the work for this unit is research-based. Talks by or visits to a local travel agent or tour operator would be a way of gathering first-hand information and would enable your learners to demonstrate primary research.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 3: The Development of Travel and Tourism in the UK
Introduction To assist your learners with visualising changes in the travel and tourism sector, you could introduce the unit through the production of a large wall chart with groups of learners being responsible for different sections, such as: ● How have holidays changed since the 1960s? ● Which destinations are popular today? ● Why have some destinations and resorts lost favour? ● How would you go about booking a holiday? ● How have the different types of transportation changed? ● How have issues such as terrorism, civil unrest and natural disasters affected the travel and tourism sector? This can then be used as an ongoing reference tool when looking at key developments.
Learning aim A: Explore the developments that have helped shape the UK travel and tourism sector
● Introduce the topic by asking your learners about their holiday experiences and inviting them to share these in a group discussion. ● Have a travel agent give a talk to illustrate changing trends, up-and-coming destinations and favourite types of holidays. ● Collect a range of brochures and look at the types of holidays available. Use internet research to compare them to holidays from the last 10 to 20 years. ● Look at how types of transport, accommodation and interests have changed. Learners could produce a timeline to show the development in the types of transport available to tourists and travellers. The timeline could be divided up into air, land and sea. ● Introduce the concept of travel agents and tour operators. Here the 'big two' travel groups could be illustrated through a flow chart showing the mergers of Thomson with First Choice Holidays and Thomas Cook with My Travel. If possible, a talk from a travel agent would be beneficial to highlight developments in the industry. ● As a separate section, your learners could include their findings on legislation and travel protection such as ABTA, ATOL and CAA. Use situations such as the volcanic ash cloud and civil unrest to show how travellers can be helped and protected by legislation and bodies such as ATOL. The production of news boards showing how, where and when such events have happened and been dealt with could be used as a group activity.
Assignment 1: Key Developments in the UK Travel and Tourism Sector to Include Transportation and Legislation*
Learning aim B: Understand lifestyle changes and trends that have influenced the development of the UK travel and tourism sector
● Learners need to consider lifestyle changes that have occurred over the past 50 years. DVDs from Walt Disney World and Center Parcs can be used to compare different expectations of tourists over the years. Ask your learners to produce 'pen portraits' describing typical tourists for the different types of holidays they have investigated. ● Ask your learners to compile a chart to show changes in wages and holiday entitlement. Ask them to consider the additional lifestyle changes that have occurred over the years, i.e. second-home ownership, use of home computing, increased leisure time, flexible

Unit 3: The Development of Travel and Tourism in the UK
working patterns.

- Learners will need to use the internet to look at holiday websites. They could produce a table to show different types of online agents, showing a range of examples.

- Your learners will need to know that the travel and tourism sector is affected on a regular basis by external and internal events. In pairs, they could investigate the various trends that have affected the industry, with each pair taking on a different trend and presenting their findings to the class.

- For a home activity, learners could investigate a seaside resort which has declined and one which has regenerated to become popular once more. Compare Blackpool with Hastings, or Morecombe with Brighton, for example, to show decline and regeneration of coastal areas.

Assignment 2: Lifestyle Changes and Trends*

Learning aim C: Investigate the issues that have impacted on the development of the UK travel and tourism sector

- Introduce the types of issues that have affected the travel and tourism sector in the last five years. This could be done through newspaper articles, internet research, articles in trade journals and talks by local travel agents. Worksheets could be used to facilitate this.

- Learners should choose four issues each and investigate their impact on a destination and tourists, and deliver their findings in an oral presentation. The information gathered can then be shared through a workshop activity. Learners might:

  o collect examples of economic issues that have affected organisations within the industry

  o consider how currency rate issues have affected popular destinations, for example, Greece, Spain and Italy

  o investigate significant natural disasters that have affected the industry as a whole, and consider how climate change is affecting the UK

  o look at tourist hotspots overseas. What is 'civil unrest'? Where does it occur? What about social issues, such as recession and unemployment? How do these affect tourists and travel organisations? What impact does the ongoing threat of terrorism have on the industry (its customers, its tour operators and its popular holiday destinations)?

- A formal teaching session could be used to consider visitor numbers, how destinations have recovered and how the industry has responded both positively and negatively to the current issues.

- Learners need to show that they understand links between the way people live their lives, what is happening in the world and how it affects people's expectations of a holiday. This could be presented through group work using a mind map to produce a large wall chart showing the relation between issues and impacts.

Assignment 3: Issues and Impacts*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 1: The UK Travel and Tourism Sector*

- *Unit 2: UK Travel and Tourism Destinations*

- *Unit 4: International Travel and Tourism Destinations*

- *Unit 5: Factors Affecting Worldwide Travel and Tourism*

- *Unit 7: Travel and Tourism Business Environments.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Jefferies M, Kerr A, Kin, C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279

Mealing P, Morris P, Kelly M, Douglas S and Fletcher L – *Edexcel GCSE in Leisure and Tourism: Student Book* (Edexcel, 2009) ISBN 978 1846904110
Although targeted at GCSE learners, this book's topic-based approach, with summaries at the end of each section, ensures that content is covered in manageable chunks that are easy to absorb. Case studies throughout the book allow for an appreciation of the real issues of the industry and put the content of the book into a real-life context.

The following texts can be used to research destinations, attractions and subject related terminology:

- *BTEC First Travel Atlas* (Columbus Travel Publishing, 2006) ISBN 978 1846900051
  This provides clear, accurate and topical information on UK and European destinations.

- Endacott S and Lewis S – *Butlin's: 75 Years of Fun!* (The History Press Ltd, 2011) ISBN 978 0752458632
  An insight into the history of Butlin's.

- Youell R, – *Complete A–Z Travel and Leisure Handbook (2nd edition)*, (Hodder and Stoughton, 2003) ISBN 978 0340848937

Journals

Travel Trade Gazette – CNP Information Ltd

Travel Weekly – Reed Business Information Ltd

Both the above periodicals are useful because they are current and feature issues and events that are impacting on the industry in the here and now.

Other useful resources include airline magazines, tour operators' holiday brochures, and travel supplements from weekend broadsheets.

Videos

The following are useful as they can help trace the development of the travel and tourism sector:

- Sky Holiday Channel

- BBC *Holiday*

- ITV *Wish You Were Here.*

Websites

Websites such as the following contain up-to-date information that is easily accessible to learners:

- www.britishairways.com

- www.butlins.com

- www.easyjet.com

- www.thomascook.com

www.thomascook.com/about-us/thomas-cook-history
Provides the history of Thomas Cook.

www.travelmole.com
Provides information on current issues in the travel and tourism industry, on a daily basis.

www.visitbritain.com
Contains information about UK destinations, and information on accommodation and attractions as well as visitor statistics.

Unit 4: International Travel and Tourism Destinations

Delivery guidance

Approaching the unit

Learners entering the travel and tourism sector will need some awareness of international destinations and the appeal of these. This unit will allow the learners to gain an introduction to some of the destinations on offer around the world and to investigate what makes them popular.

You can deliver this as a stand-alone unit forming a natural progression for learners who have already completed *Unit 2: UK Travel and Tourism Destinations*.

Throughout the unit you should encourage your learners to use industry-standard atlases as well as the internet and gazetteers to research and investigate popular international destinations.

Delivering the learning aims

Learners need to know and be able to locate destinations around the world, and learning aim A gives learners the opportunity to gain an understanding of different types of destinations around the world and the gateways to them. They must first understand the structure of the world and be able to identify and locate the continents. They must be confident using an atlas and be able to locate various destinations accurately around the world.

Encourage your learners to use map work regularly to reinforce their knowledge of destinations. Quizzes can be used to support this; these can be carried out in a fun, competitive way. An investigation of tour operators' brochures will help your learners to gain a more visual appreciation of destinations, cruise areas and their locations, rather than just conducting map exercises using an atlas.

Learners should be able to explain typical routes of air travel that an airline may make, ensuring they cover the unit content. It may be beneficial for them to plot the route on a map with annotation and then give a verbal explanation to go with it.

Learning aim B gives learners an understanding of the features at a destination that contribute to its appeal to different types of visitors. Learners will research and investigate one European and one worldwide destination.

You could lead discussions on what constitutes 'appeal', to help learners focus on what attracts tourists. This could include natural features, local attractions, range of accommodation, facilities and services, cultural features and special interest tourism. Guest speakers in the form of holiday representatives or guides could be arranged by you, and promotional videos, TV travel programmes and tour operators' brochures can help to reinforce these messages. Learners' shared experiences of holidays overseas will also be valuable. A wide range of destinations could be researched in groups, including cities, summer sun, winter sun, winter sports and beach resorts.

For Topic B.2 learners could produce mini brochures on two destinations: one European and one worldwide. They must ensure they cover the required number of features mentioned in the specification and look at the appeal for two different types of visitors per destination. Learners may want to give verbal explanations, and therefore you would need to complete detailed witness statements.

For learning aim C, your learners will be able to select suitable destinations to meet visitor needs and then plan holidays within this section of the unit. It may be appropriate to invite a guest speaker from a local travel or business agency to give your learners some idea of how to put together visitors' travel plans. Learners could be shown different itineraries to give them an idea of what to produce, and they should be guided as to what to include within the itinerary.

In small groups, they could work together to find a holiday for a visitor type supplied by you.

Your learners may wish to use brochures and put together their own itinerary or create the itinerary with the use of the internet. Learners should be encouraged to select their visitors, making sure they each have different motivations and needs, and then plan a holiday and produce an itinerary accordingly. Once your learners have produced the itineraries, they may then go on to role-play telling 'the visitors' about it and what they have chosen, giving reasons and justifying the choices made.

This unit gives an opportunity for your learners to develop their research and career skills as they will need to use the approach that would be expected if they were working as a travel agent or tourist information guide. Particular emphasis should be put on the range of activities, to allow your learners to explore a variety of destinations.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 4: International Travel and Tourism Destinations

Introduction

You could introduce this unit with a 'Where am I?' quiz, picking numerous famous sights around the world and asking learners to guess where they are located using clues. Following this, you could build up a visual picture of where the learners have visited by giving them a number of flags each, asking them to write the destinations they have been to on separate flags, and pinning these onto a large world map. They could then give a 30-second talk on which is their favourite destination and why.

Learning aim A: Know the major international travel and tourism destinations and gateways

- Ask your learners to consider together the range of overseas holiday destinations they have travelled to, each sharing one thing they liked about the destination.
- Once a list of visited destinations has been produced, ask your learners to stick flags into a large world map on the wall to indicate the places they have been.
- Invite your learners to use flightmapping.com to plot various routes around the world.
- Within the above exercise you could encourage learners to use three-letter codes as well as finding out about airlines, their codes and timings. This information could then be role-played to a potential customer.
- Using a variety of cruise brochures the learners could look up different routes, including the main cruising gateways.
- Learners could use websites such as National Rail to look at different train terminals.
- In groups, get them to play 'Which continent am I?', matching cards with country names to continents.
- You could give out a list of major destinations and ask learners to match these up with the destination types. Atlases or electronic mapping software could then be used to locate the destinations. Alternatively, ask your learners to identify suitable major resorts, cities or areas from holiday brochures, and then locate them.
- Online quizzes such as www.lizardpoint.com/fun/geoquiz can be used as revision sources against a timer.
- Learners should try to explain four typical air travel routes. They may do this by plotting and annotating the routes on maps, and further explaining them verbally, when you will need to complete witness statements for them.

Assignment 1: Where in the World?*

Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor

- Ask your learners to discuss why people travel, encouraging them to think about a range of features to suit different types of visitors, not just their own age group.
- Invite guest speakers who have worked abroad – resort representatives, cabin crew or tourist guides, for example – to give your learners in-depth information on certain destinations.
- Encourage your learners to access tourist boards for countries they are interested in and research the online guides and information available. They could also visit their centre or local library where stocks of tourist guides are kept, and use some of these to base their research on.

Unit 4: International Travel and Tourism Destinations
● In groups, give your learners a selection of destinations to research together, each one looking at a different feature. They could then present to the other groups as a way of building up information on various destinations.
Assignment 2: What's the Appeal?*
Learning aim C: Be able to plan international travel to meet the needs of visitors
● Ask your learners to discuss the following: if they were planning a holiday for themselves, what would be important? ● Ask your learners to produce a questionnaire to include areas such as preferred dates of travel or time of year, duration, typical budget, features, motivation, favourite mode of transport and accommodation preferences. They should ensure they complete the questionnaire with a range of people (families, couples, different ages, customers with specific needs). ● This could then be presented in charts so that your learners build up a picture of which type of visitors prefer what type of accommodation and dates of travel etc. ● You could give out sample itineraries from the internet to show what types of information must be included and how an itinerary could be laid out. ● You could then give the learners a simple holiday request and get them to research, in small groups, a suitable holiday, putting together an itinerary, explaining why they chose the holiday and presenting their itineraries to the class as a group. ● Invite a guest speaker from a travel agency to come in and explain how they would put together a customer's holiday and give general advice and information. ● The learners could then complete a role play to their 'customers', telling them about the holidays and going through the itineraries. ● Learners should aim to justify the choices they made when picking and planning the holidays. Remember that any verbal explanations must be supported by detailed witness statements.
Assignment 3: Where in the World?*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 2: UK Travel and Tourism Destinations*
- *Unit 3: The Development of Travel and Tourism in the UK*
- *Unit 5: Factors Affecting Worldwide Travel and Tourism*
- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 10: Organising a Travel and Tourism Study Visit.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

BTEC First Travel Atlas (Columbus Travel Publishing, 2006) ISBN 978 1846900051

World Travel Atlas (11th edition) (Columbus Travel Publishing, 2011)
ISBN 978 0956606600
As well as the normal maps found in atlases, there are thematic maps which include climate, time zones and major airports with approximate flight times.

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279

Journals

Travel Trade Gazette – Reed Business Information Ltd.

Travel Weekly – CNP Information

Both these journals give information on the current travel industry, as well as having case studies on different types of destinations.

Websites

www.choosingcruising.co.uk
Cruise directory with over 80 worldwide operators.

www.earth.google.com
Google Earth.

www.expedia.co.uk
Internet-based travel reservation website.

www.fco.gov.uk
Foreign and Commonwealth Office.

www.flightmapping.com/maps
Website to track routes between airports.

www.lizardpoint.com/fun/geoquiz
Travel geography quiz.

www.nationalrail.co.uk
The gateway to Britain's national rail network.

www.skyscanner.net
Website to find carriers between airports.

www.thomascook.com
Tour operator.

www.thomson.co.uk
Tour operator.

www.travelweekly.co.uk
Travel Weekly journal.

www.worldtravelguide.net
Columbus World Travel Guide.

Unit 5: Factors Affecting Worldwide Travel and Tourism

Delivery guidance

Approaching the unit

The focus of this unit is on factors that can affect travellers as they prepare for their journeys and what can occur as they undertake them. Some of these the travel and tourism industry can help travellers prepare for, but many are factors that no one can fully anticipate. Often the industry and its customers have to react to events that they have little or no control over.

You could approach this unit by using a mix of theory to introduce your learners to the topics listed in the learning aims and then applying these to the industry through practical exercises and discussion of current events or scenarios. This unit lends itself to a lot of discussion in lessons. This will help your learners to develop broader thinking and communication and reflective skills. You could suggest topics affecting the appeal of destinations or impacting the industry at the time and ask them to research different ones ready for a regular class discussion.

Two topics which have affected worldwide travel and tourism:

- the 'Arab Spring' events, including uprisings in Egypt and Tunisia among others. These forced tour operators to move tourists and holiday destinations away from affected areas. Even Sharm El Sheikh in Egypt, though unaffected by the uprisings, has seen tourist numbers decline.

- Hurricane Sandy, which caused havoc across Haiti, the Caribbean and then along the east coast of the USA, before destroying parts of New York City and the coastline of New Jersey State. Preparations to keep people safe included the closure of many airports, leading to the suspension of thousands of flights and effectively trapping tourists in hotels in the affected areas. The immediate devastation caused to the infrastructure of these areas meant that, while the clean-up took place, tourists' needs and usual requirements could not be met.

Delivering the learning aims

The theory for learning aim A, about climatic conditions, could be delivered through practical exercises where possible. Learners could initially research weather extremes on the internet or in the *World Travel Atlas*, for example. You could then give out a wide range of brochures and details of tour operator websites so they can look at specific destinations, research when peak and off-peak seasons occur and see if there are climate-related reasons for these price differentials.

Consider giving your learners case studies of specific customer types, and get them to investigate key destinations and how they might appeal to these customers at different times of the year.

When looking at the effects of worldwide time, and specifically working out time differences between countries, a variety of teaching methods may need to be employed. You may want to start with the effects travelling through different time zones can have – sleep deprivation, jet lag, loss of appetite etc – before starting to calculate time differences themselves. Sometimes this will give learners the interest to investigate more. You could also ask someone from a local travel agency or tour operator to give an introductory session on calculating time differences so your learners see the applied relevance for the topic. The *World Travel Atlas* includes a

basic map of time differences; the air travel guide held by Travel Agents and Tour Operators gives more detailed information.

The theory for learning aim B – entry and exit requirements and health issues – could again be delivered through applied practical exercises as much as possible. The Foreign and Commonwealth Office (www.fco.gov.uk) could be investigated by learners so they understand the section on passports and the wealth of information that can be obtained on all destinations. Case studies and scenarios could then be given to learners to use for practical research purposes, ensuring that they can apply the theory in practical situations.

When learning about past or present emergency situations affecting travel and tourism, learners could use a variety of different research techniques, including the internet, newspapers and trade magazines. They need to understand how these situations can affect destinations in both the short and longer term. Again industry experts may provide talks for your learners, bringing to life the impact that emergency situations can have on their customers.

This unit is really about showing how travel and tourism can be affected by what goes on around the world. Hopefully learners will be inspired and develop broad reflective skills by investigating factors affecting appeal. Take advantage of any current developments (extreme climatic conditions, unrest etc) at the time of delivery to provide tangible topics for discussion. Track their impacts via news feeds and articles through the press, *Travel Mole* and updates provided by the FCO.

It is anticipated that calculating time differences may prove problematic to some learners; however, the applied aspect of the arithmetic may help overcome barriers.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 5: Factors Affecting Worldwide Travel and Tourism

Introduction

Introduce the unit to your learners, providing a brief outline of the scope of the unit and how it links to other units, especially the geographical-based ones. Follow this with a group discussion on how these effects may have impacted on different travellers.

You could use the examples outlined in 'Approaching the unit' – the 'Arab Spring' events and Hurricane Sandy – but other relevant examples include:

- the ash cloud from an Icelandic volcano that descended over large tracts of Western Europe in 2010 and led to the suspension of all air travel across the region
- the earthquake and resulting tsunami that destroyed many areas of Japan in 2011 where a nuclear power station was damaged. This led to the evacuation of many foreign tourists.

Examples of events affecting travel and tourism destinations arise on a regular basis so please use more up-to-date examples while teaching the unit.

Learning aim A: Investigate how climate, and worldwide time, can affect the appeal of worldwide destinations

- Learners should investigate a range of climatic conditions and how they affect the appeal of selected short-haul and long-haul destinations. They should research these climatic conditions generically before looking at specific destinations, using the internet, brochures and relevant journals.
- Learners could use brochures and other research methods to choose two short-haul and two long-haul destinations where appeal may vary, perhaps seasonally, due to climatic conditions. For example, they could look at how their chosen destinations are specifically affected through these seasonal variations: peak season, off-peak season, times of the year to avoid because of extreme heat and humidity, rainy season, lack of snow etc.
- Learners could then discuss these as a group to ensure that a range of destinations affected by varying climatic conditions have been chosen. Perhaps one could be based around skiing, another affected by the monsoon season, one a major winter sun destination and another affected by the hurricane season. Where applicable, include proximity to the equator, northern or southern hemispheres and the tropics.
- Ask your learners to take part in discussions to lead their research into relevant areas, for example, the effect on visitor numbers through the year and how this may have an impact on prices, which may help mitigate the effect. Northern and southern hemisphere destinations will have different seasons; look at the reasons for this. You could give your learners worksheets to complete.
- Further discussions could compare and contrast seasonal variations affecting appeal to short- and long-haul destinations: perhaps how the cold and snowy conditions add appeal to a ski resort but that these same conditions would diminish the appeal to a winter sun destination. Real case studies, video clips and articles covering the impact of extreme climatic conditions from within the last five years will support this.
- When first teaching time zones, start with straightforward definitions of terminology and then track small time differences, perhaps going one direction from GMT (Greenwich Mean Time) or UTC (Universal Time Coordinated) first, perhaps in an easterly direction where destinations are ahead. Gradually extend across the continents before going westerly, where obviously destinations are behind in time. Practical exercises involving calculating time differences give practice and confidence to learners. Ask learners to research the potential effects of long-haul

Unit 5: Factors Affecting Worldwide Travel and Tourism
travel on health, and discuss how moving across time zones can affect travellers when flying. ● If your learners have chosen a good variety of destinations for the climatic part of their work, the same four destinations may be suitable to calculate time differences and the effects that travelling and adjusting to these new time zones may have on travellers. Learners must be able to calculate time differences in both eastern and western hemispheres and one destination should involve the option of crossing the International Date Line.
Assignment 1: Climate and Time Zones*
Learning aim B: Understand influential factors on worldwide travel and tourism destinations
● Guide your learners to investigate the website www.fco.gov.uk and other relevant sources. Give out worksheets for them to complete to help them recognise the information available. ● Learners could discuss in a group why travel is regulated through the use of passports and in some cases visas. Guide them to think about security and criminality. There is much up-to-date information available on the effects of the Airport Passenger Duty (APD) tax on certain destinations such as the Caribbean islands. Learners could discuss whether they think it is effective and fair, and the implications the tax may have for airlines flying from the UK. ● Learners should be introduced to a range of health risks as outlined in the specification. They should choose four different destinations where four different health risks can occur, including where and how they can affect travel to destinations. Discussions should take place to ensure a range of suitable destinations have been chosen. ● A group discussion could take place to discuss a range of emergency situations that have occurred involving the travel and tourism industry in the past five years. These could include volcanic ash clouds, terrorist attacks, civil unrest, severe weather events etc. Relevant newspaper articles and trade press cuttings could be made available for your learners to look at. Ask them to look at the effects these emergency situations have had, such as disruption to travel, reduced visitor numbers, cancelled holidays, repatriation, restricted seasons, compromised personal safety, or inadequate advice and guidance for tourists. Get them to discuss this in an applied way, looking at some of the scenarios you are discussing.
Assignment 2: Key Factors of Travel*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

● *Unit 3: The Development of Travel and Tourism in the UK*

● *Unit 4: International Travel and Tourism Destinations*

● *Unit 6: The Travel and Tourism Customer Experience*.

Resources

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Textbooks

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BTEC First Travel Atlas (Columbus Travel Publishing, 2006) ISBN 978 1846900051

World Travel Atlas (11th edition) (Columbus Travel Publishing, 2011) ISBN 978 0956606600)

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279

Journals

Travel Weekly
Delivers the latest news and comment from industry experts, combined with relevant and informative features about what is affecting the industry.

Websites

www.bbc.co.uk/science/earth
Provides explanations, images and video clips of natural disasters and extreme weather conditions.

www.bupa.co.uk/individuals/health-information
This website provides detailed information on various diseases as outlined in the specification. It gives causes, symptoms and precautions to take, and sometimes includes maps of the most prevalent areas.

www.fco.gov.uk
The Foreign and Commonwealth Office website, providing information on passports and travel advice by country on visas, health and safety. There are also downloadable publications including *Checklist for travellers*, *Support for British nationals abroad: A guide*, and *Death overseas*.

www.travelmole.com
Provides a travel industry information service on destinations and events affecting travellers.

www.worldtimezone.com
Provides time zone maps with current time.

Unit 6: The Travel and Tourism Customer Experience

Delivery guidance

Approaching the unit

This unit will give learners the opportunity to investigate customer service, focusing on what it is, who is involved and what needs and expectations different types of customers have. This unit will allow learners to draw on their own experience as customers and the service they have received from travel and tourism organisations.

To help your learners with the learning aims of this unit, there should be opportunities to take part in practical activities, such as role plays, presentations and hands-on tasks.

This unit provides an opportunity for learners to develop career skills. Providing customer service is a transferable skill relevant to all travel and tourism organisations.

Delivering the learning aims

Try to engage learners' interest by using a wide range of travel and tourism organisations in these lessons. This will help demonstrate concepts and terminology in an uncomplicated way so that learners develop confidence in their understanding of each topic.

Learning aim A can be delivered with learners drawing on their own experiences as a customer. This can then lead onto what customer service is and what the main aims of customer service are. It may be beneficial for your learners to visit a local visitor attraction, hotel or airport, or for you to invite guest speakers, so that your learners gain an understanding of customer service. This can help later on in the unit with identifying how customer needs are met and the skills that are required when dealing with customers. Many travel and tourism organisations will offer a group discount and also free customer service lectures (check local organisations for further information). Any visits that your learners undertake in their spare time are helpful, and they should be encouraged to collect leaflets and policies and carry out research on local travel and tourism organisations to be shared with the rest of the group.

Learners may benefit from using worksheets to ensure that all content is covered, including headings such as travel and tourism organisations, main organisation aims, type of organisation and size of organisation. Learners should explore a range of at least three organisations and list their main aims, as well as the type and size of the organisation. Learners could be given case studies of travel and tourism organisations and look at the similarities and differences of customer service aims, as well as the type and size of the organisations.

For learning aim B, learners can explore the two different types of customers: internal and external. This can be done using mind maps or an interactive whiteboard to encourage learners to consider all the customers connected to a travel and tourism organisation. Learners could investigate a travel and tourism organisation and who their customers are, and this can be done through a study visit, case study or individual learner experiences. This could be expanded to include the different needs of each type of customer, which may create a deeper understanding of customer types and their needs. After learners have investigated different types of customers and their needs, you could lead a presentation which looks at how travel and tourism organisations respond to customer needs, including how they meet and exceed

expectations. This will encourage group discussion on how travel and tourism organisations have met learners' own needs as customers, based on their past experiences. Understanding how travel and tourism organisations meet and exceed expectations can be a difficult concept to grasp; therefore real-life examples and case studies will be helpful.

For learning aim C, you could begin with a teacher-led presentation, giving examples of the impact that good and bad customer service has had on travel and tourism organisations. For example, you could examine the bad press that Ryanair has received relating to additional charges for printing boarding cards at the airport, hidden credit card charges, frequent delays, airports being miles away from the stated destination etc. This has impacted on their public image and may discourage people from booking with them.

Learners are required to reflect on past experiences of customer service and this is essential to understanding the impacts of good and bad customer service on a travel and tourism organisation. Most learners will be able to recall a bad customer service experience, so a group discussion on good and bad experiences will benefit all learners.

DVDs and videos of TV programmes such as *Fawlty Towers*, *Airline* or *The Hotel Inspector* could be used to show good and bad customer service and the skills and techniques used to provide excellent customer service. Mission statements and complaints policies are readily available from many travel and tourism organisation websites and can be used as case studies.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 6: The Travel and Tourism Customer Experience
Introduction
In this unit learners are given an insight into what customer service is and how important it is. Travel and tourism organisations know the importance of providing excellent customer service in terms of enhancing organisational image, meeting and exceeding customer needs, and generating revenue to ensure the organisation is a success.
As a starter activity, introduce the topic of customer service by asking your learners to think about their own experiences of good and bad customer service and share this in a group discussion.
Learning aim A: Investigate travel and tourism customer service
- A good starting point for this unit is to engage your learners in a group discussion about their own experience as customers; this can be supplemented by formal lectures on the meaning of customer service.   - Introduce the topic of customer service by asking your learners to think about their own experiences of good and bad customer service and share this in a group discussion.   - A visit to a local travel and tourism organisation will help assist learners with the main aims of customer service. (Many organisations offer a free or discounted group rate for customer service lectures.) Any visits that your learners undertake in their spare time are helpful and they should be encouraged to collect leaflets and policies and carry out research on local travel and tourism organisations to be shared with the rest of the group.   - When delivering the main aims of customer service, it is important that learners are aware of the different types and sizes of travel and tourism organisations (Topic A.2). A matching pairs exercise could be carried out to match up named travel and tourism organisations with their type and size. This task could also incorporate the main aims of travel and tourism organisations. For example, VisitBritain is a large organisation employing more than 250 people. It is a public sector organisation, meaning that it is funded by the government, and its main aims are to increase the number of visitors to the UK and how much they spend. It also encourages tourists to return to the UK.   - Learners then need to draw on their findings and look at the similarities and differences of customer service aims in the different organisations. This could be presented as a table.   - Introduce the different types and sizes of travel and tourism organisations to ensure that your learners are aware of this terminology and that examples are taken from at least three different travel and tourism organisations.
Assignment 1: Customer Service – What Is It All About?*
Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector
- Introduce the different types of customers for a range of travel and tourism organisations and what their needs are. This could be done as a formal lecture or group discussion.   - Ask your learners to investigate individual types of customers and their needs according to specific travel and tourism organisations, and share the information with the rest of the group. This could also be done as a home activity before presentations to the group.

Unit 6: The Travel and Tourism Customer Experience

- Topics B.2 and B.3 could be delivered as a formal lecture with practical tasks used as a way of highlighting customer needs and how travel and tourism organisations meet these needs. For example, learners could be given pen portraits of three different types of customers and role-play each. An example of a pen portrait would be a Jet2.com customer service agent at the airport noticing that a single parent is travelling with a baby, carrying luggage and pushing a pushchair. What would the needs of this customer be and how does Jet2.com meet those needs? This could be done as a face-to-face scenario.

- Introduce the topic of customer expectations, asking your learners to think about what they expect when going to a visitor attraction. You could focus on a specific visitor attraction or allow your learners to choose their own.

- Learners can work in small groups to compare two specific visitor attractions chosen by the teacher and demonstrate how each of the visitor attractions meet and exceed customer needs and expectations.

- Learners will need clear guidance on how travel and tourism organisations meet and exceed customer expectations; you may wish to do a formal lecture with examples. For each chosen organisation, learners should highlight why customers are attracted to the organisation and briefly describe what their needs are before stating how these needs are met and exceeded by the organisation.

- Learners should also consider the role of technological developments in improving customer service; this could be linked to discussions about customer expectations.

Assignment 2: Who Needs Customer Service Anyway?*

Learning aim C: Understand the importance of customer service to travel and tourism organisations

- Introduce the skills and techniques required to provide excellent customer service in different situations. This could be done as worksheets with pictures to see if learners can identify the skills they would need to use in each picture or it could be done as a formal lecture.

- For Topic C.1 you could show your learners a DVD or internet clip of customer service in a travel and tourism organisation and then ask them to explain the skills and techniques they have seen. You can also transfer this delivery method to Topic C.2, and show clips, DVD or video footage of good and bad customer service, and ask your learners to assess the impact of the customer service they have seen, ensuring that both good and bad examples are discussed. It is important that the DVD, video or internet clips are travel- and tourism-related, and as up to date as possible. You could ask your learners to take notes while watching the clips.

- Learners should assess the effects of both poor and excellent customer service – for example, poor customer service may lead to loss of revenue, no repeat business and potentially job losses if an organisation is not performing well. Excellent customer service may bring new customers, repeat business, customer satisfaction, high staff morale etc. As a starting point there could be a group discussion comparing customer service skills and impacts of good and bad customer service, where one team looks at one attraction and the other at a second attraction.

Assignment 3: Customer Service Is Important!*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 1: The UK Travel and Tourism Sector*
- *Unit 2: UK Travel and Tourism Organisations*
- *Unit 4: International Travel and Tourism Destinations*
- *Unit 5: Factors Affecting Worldwide Travel and Tourism*
- *Unit 7: Travel and Tourism Business Environments*
- *Unit 8: Promotion and Sales in Travel and Tourism*
- *Unit 9: Travel and Tourism Employment Opportunities*
- *Unit 10: Organising a Travel and Tourism Study Visit.*

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Textbooks

Bradley S – *S/NVQ Level 2 Customer Service* (2nd edition) (Heinemann, 2007) ISBN 978 0435465292

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Videos

Airline
TV programme which shows good and bad customer service with different types of customers in an airport.

Fawlty Towers
These clips show poor customer service to customers and their reactions.

Websites

www.beyondphilosophy.com
This website provides case studies on customer service from companies such as Aviva Trains.

www.bized.co.uk/learn/tourism/custservice
This website has activities for the topic of customer service as well as podcasts.

www.instituteofcustomerservice.com
This website outlines ways to deal with complaints, what impacts customer service has on an organisation and also how customer service policies and standards are written.

www.travelweekly.co.uk
This website has lots of useful articles relating to a variety of travel and tourism organisations and is regularly updated.

Unit 7: Travel and Tourism Business Environments

Delivery guidance

Approaching the unit

Learners will be given the opportunity to understand the travel and tourism business environments and how they operate and develop over time in response to changing customer behaviour and trends.

To begin, encourage learners to reflect on their understanding of the industry and how this has changed in the last 20 years by reviewing aspects *of Unit 1: The UK Travel and Tourism Sector* and *Unit 3: The Development of Travel and Tourism in the UK*. However, what makes Unit 7 exciting is its focus on what is happening in the industry now. This unit lends itself to discussions, helping learners to develop broader thinking, communication and reflective skills. You could suggest trends that have recently occurred (for example, reduction in disposable income) and prompt learners to investigate how these trends have influenced product/service development in travel and tourism businesses. Learners could then present their findings in class.

Learners will be assessed through an externally marked paper-based examination. The unit is broad in scope and you should break it down into bite-sized chunks with regular revision tasks to consolidate and confirm understanding. This should ensure learners build knowledge, skills and confidence to be ready to demonstrate these in an examination setting.

Delivering the learning aims

Learning aim A – types of business ownership, structure and function – could be delivered by looking at a variety of different businesses from the travel and tourism sector. You could arrange visits from managers and/or employees and ask them to explain their business ownership, size and how this impacts on their business functions. You could use case studies from different types of businesses that perhaps are not so well represented in your location, so that learners can build up a clear understanding of different ownerships, structures and functions to be able to apply this to actual examples. You could use discussions to gauge learner understanding of the advantages and disadvantages of contracting out certain functions and services.

Learning aim B – trends in the travel and tourism sector – should be delivered through applied practical work as much as possible. *Travel Weekly* is an excellent weekly publication that can help learners keep up to date with product and destination development in the sector. *The Economist* can provide information on economic trends and can be adapted for learner use. *Marketing* magazine can sometimes provide information on product/service trends within the industry. Using case studies with learners helps to ensure they can apply the theory to practical situations. Regular discussion sessions with learners may also help in the understanding of this learning aim. For example, you could lead a discussion linking demographic and socio-economic trends with the growth and decline of different holiday types. You could look at the growth of low-cost airlines and the impact they have had on the traditional package holiday. Learners will need to be able to interpret data to suggest growth or decline across all types of trends, i.e. economic, product/service and destination. It is important that they are given many opportunities to do this.

Learning aim C really concentrates on the opportunities (and threats in some cases) for travel and tourism businesses. Although this section is not concentrating specifically on strengths and weaknesses, this may be an opportunity to introduce the theory of SWOT analysis to learners. Sometimes the structure can help their thought processes and help them appreciate that threats can be opportunities (and vice versa). This is especially relevant in Topic C.1 where learners need to recognise the risks involved in not responding to new opportunities. For Topic C.2 there are many opportunities to test learners' breadth of understanding. Case studies and scenarios should help learners understand the different types of opportunities and threats. For example, the Air Passenger Duty (APD) tax the UK government has introduced affecting the airline industry in this country could be seen as a national government intervention that has affected competitor behaviour, as airlines with hubs outside the UK can offer cheaper fares. As we often see, exchange rate fluctuations can have a profound effect on consumer demand for destinations. Finally, Topic C.3 looks at some of the methods businesses have used to respond to opportunities and threats. Practical examples and talks from industry experts may help to bring this section alive for learners and help them appreciate how innovative the travel and tourism industry can be.

Getting started

This provides you with a starting point for one way of delivering the unit. Activities are provided to help prepare learners for the external assessment.

Unit 7: Travel and Tourism Business Environments

Introduction

You could introduce this unit by bringing in newspaper and magazine articles and asking learners in groups or individually to start thinking about how different events and trends may have an impact on businesses in the travel and tourism industry. Learners may be surprised at how much they can interpret from their own knowledge and from re-visiting their learning from Units 1 and 3.

Learning aim A: Know that there are a variety of types and structures of travel and tourism business organisations and understand how different business functions interrelate

Topic A.1 Types of business ownership

You could start this learning aim with whole-group teaching:

● To introduce learners to the different types of business ownership and types of business structure you could produce a gapped handout and augment this with a brief PowerPoint® presentation featuring the differences.

● You could introduce a visiting speaker from a local small/medium enterprise (SME) or perhaps a multi-national company to explain the size and structure of their business.

Topic A.2 Types of business structure

In small-group and individual activities:

● Prepare learners for external assessment by providing scenarios and asking them to identify the type of business ownership or structure being described in the scenario.

● Give learners brief questions with headings – for example, franchise, co-operative, hierarchical – and ask them to define the terms.

Topic A.3 Business functions

Through whole-group teaching you could:

● Use a suitable organisation chart for a large business with most functions identified in the specification for Topic A.3.

● Produce a PowerPoint® presentation to define the functions of these departments.

Through small-group and individual activities you could:

● Produce a quiz to develop learner knowledge of the definitions of key terms when it comes to business function, and to help learners identify those functions where businesses might make use of external services

● Instigate discussions so learners explore the advantages and disadvantages for businesses of using external services

● Prepare learners for external assessment by providing short scenarios similar to those relevant to this section in the sample assessment material. These should provide them with confidence in their knowledge of business functions and help to ensure they understand the reasoning behind making some functions external in certain instances.

● Ask learners to complete the sample assessment material questions relating to learning aim A. Mark and give feedback.

Unit 7: Travel and Tourism Business Environments
Learning aim B: Understand the trends in the travel and tourism sector and be able to interpret these

Introduction to learning aim

Through whole-group teaching you could:

● Ask learners to share their experiences of destinations or visitor attractions they have visited. Explore any trends they mention – whether they are taking more holidays in this country now, or whether they have been travelling to countries inside/outside of the Eurozone. These trends could be linked to economic trends to start thoughts on how economic conditions can impact on tourist choices.

● Define the different types of trends learners will be exploring in this learning aim.

Topic B.1 Economic trends

Through whole-group teaching you could:

● Produce a PowerPoint® presentation to define the types of economic trends learners will be concentrating on.

● Provide data on, for example, recent employment rates and disposable income and in discussions ask learners to interpret the trends in the data. Widen the discussion to come up with ideas on how these trends may impact the travel and tourism sector. This should provide overlap with product/service trends.

In small-group teaching you could:

● Provide exchange rate data for the euro over the last few years. Explain the impact a strong euro may have on the cost of holidays in the Eurozone for UK visitors. Look at visitor number data for countries such as Turkey and Egypt and link this with the perceived cost of holidays to these destinations.

● Leave the group with a discussion topic, for example, a strong euro (or weak pound) can lead to opportunities for some sections of the UK travel and tourism industry. Ask them to discuss this and come up with suggestions as to the types of businesses that might benefit. They need to be able to summarise their findings for the whole group and justify them. This should also provide opportunities to start looking at product/service trends.

Through individual activities you could:

● Provide relevant statistics for learners to gain practice in interpreting trends.

  o These could include employment statistics for the UK, including under-25-year-old employment rates and the impact this could have on operators targeting younger age groups.

  o Relevant statistics could be currency exchange rate fluctuations and the impacts these could have on outbound and inbound tourism to the UK.

Topic B.2 Product/service trends

Through whole-group teaching you could:

● Remind learners about the links already made with product/service trends in economic trends. These trends need to be seen as continually linking and not stand-alone components.

● Produce a PowerPoint® presentation outlining how factors other than economic trends can impact product/service trends – new transport links, technology changes, new marketing/promotional avenues, and so on.

Through individual activities you could:

● Ask learners to suggest new trends that could arise from the factors outlined in the PowerPoint® presentation, for example, an airline flying to a new destination. Learners have to understand how the travel and tourism sector develops new products and services in response to changing trends.

Unit 7: Travel and Tourism Business Environments

● Provide learners with data relating to product/service trends to enable them to become proficient at interpreting data. This can also help them understand why the travel and tourism sector responds to changing trends.

Topic B.3 Destination trends

Through whole-group teaching you could:

● Recap destination trends.

● Provide data on the most popular destinations around the world for UK visitors over a 10–15 year period. Look at the trends and how the popularity for UK visitors visiting different destinations can increase or decrease over time.

● Provide data on the most popular visitor attractions, perhaps from ALVA (Association of Leading Visitor Attractions). Look at the number of these attractions providing free entry. Looking back at economic and other trends, for example, demographic trends, ask learners to make links between the data provided on popular visitor attractions and other trends they have been studying.

● Provide data on UK residents taking domestic holidays over the last 5–10 years. Look back at economic and currency exchange rate fluctuations plus other trends to help learners understand the changing trends.

Through individual activities you could:

● Provide many opportunities for learners to interpret data so that they gain confidence in this and in their own ability to suggest the impact data trends can have on travel and tourism destinations.

● Provide gapped handouts to ensure they understand the definitions of terminology. For example, what is covered in cultural trends, demographic and socio-economic trends, etc.

● Ask learners to complete the sample assessment material questions relating to learning aim B. Mark and give feedback.

Learning aim C: Understand why travel and tourism businesses develop new opportunities to grow and change their products/services and the outcome of these changes on the business

Introduction to learning aim

Through whole-group teaching you could:

● Facilitate discussion on the opportunities and threats facing businesses in the travel and tourism sector. Identify that some threats can also be opportunities! You could put phrases on a whiteboard – exchange rate fluctuations, Olympic Games in London, fuel costs rising, and so on, and ask learners to identify which are threats and which are opportunities. Even rising fuel prices may be an opportunity for train companies as tourists leave their cars at home.

Topic C.1 Why businesses need to respond to new opportunities

Topic C.1 and C.3 are closely related. There are clear opportunities for overlap which may help to embed teaching and learning of both parts of the learning aim.

Through whole-group teaching you could:

● Ask learners to identify travel and tourism businesses that have changed their product/service in the last year. Ask them to describe what these changes have been and how they think they have impacted on the business. Starting with something local and hopefully meaningful for the whole group should help maintain their interest.

● Produce a PowerPoint® presentation and gapped handout with key words and definitions so learners understand why businesses respond to new opportunities. Consider going back to the discussions about local business and speculate why they may have changed their offer.

Unit 7: Travel and Tourism Business Environments

Through individual activities you could:

● Provide scenarios asking learners to suggest why the business needs to respond and change and to suggest ways in which they could update their offer.

Topic C.2 Opportunities for, and threats to, business development in the travel and tourism sector

Through whole-group teaching you could:

● Introduce learners to the terminology used in the learning aim regarding the variety of opportunities and threats that travel and tourism businesses may need to respond to. This may be through cards with the different types of opportunities and threats printed on. Reinforce this with a PowerPoint® presentation or gapped handout.

Through a small-group activity you could:

● Provide each group with the cards listing the different types of opportunities and threats. In addition, provide relevant newspaper articles, case studies, articles from the travel and tourism press etc and ask learners to place these items on the relevant cards to demonstrate their understanding of the terminology.

Through individual activities you could:

● Provide a number of scenarios asking learners to identify the type of opportunity or threat and suggesting how the business may react.

Topic C.3 How businesses respond to new opportunities and threats

Through whole-group teaching you could:

● Facilitate discussions showing how Topic C.1 is linked to Topic C.3 in many ways. Make use of case studies to show how takeovers and mergers have helped businesses to stay ahead. Use case studies of theme parks that introduce new rides at a particular point in the product life cycle to increase visitor numbers. They often rejuvenate the brand through use of new technologies to make them more thrilling.

Through individual activities you could:

● Provide scenarios such as how businesses like British Airways use call centre staff from across the globe to help with customer enquiries. Ask learners to explain the reasoning behind this – again it shows the links between technological innovations, profitability and cutting costs.

● Ask learners to complete the sample assessment material questions relating to learning aim C. Mark and give feedback.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 1: The UK Travel and Tourism Sector*
- *Unit 3: The Development of Travel and Tourism in the UK*
- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 8: Promotion and Sales in Travel and Tourism*
- *Unit 10: Organising a Travel and Tourism Study Visit.*

Resources

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Textbooks

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General textbook including an introduction to the travel and tourism sector.

Journals

Travel Weekly – for subscription, email: travelweekly@subscription.co.uk or access online at www.subscription.co.uk/cc/travelweekly
Travel Weekly delivers the latest news and comment from industry experts, combined with relevant and informative features on what is affecting the industry.

Marketing – for subscription, email: help@shop.haymarket.com or phone 01604 828702.
This is an easy-to-read magazine that includes articles on all aspects of marketing, not just travel and tourism, and keeps you up to date on the types of initiatives that may affect the industry.

The Economist – for subscriptions see www.economistsubscriptions.com
This is a magazine specialising in articles on the economy and predicting consequences of economic developments.

Websites

www.travelmole.com
Provides a travel industry information service on destinations and events affecting travellers and travel and tourism businesses.

Unit 8: Promotion and Sales in Travel and Tourism

Delivery guidance

Approaching the unit

In this unit learners will investigate how travel and tourism products/services are sold, understand the promotional techniques and materials used by the industry and plan and create effective promotional materials for travel and tourism target markets.

You could approach this unit by providing learners with a wide variety of promotional materials from the travel and tourism industry. You could then start to introduce some of the theory by getting the learners to categorise the promotional materials by target market, or by types of promotional material, or even by promotional technique.

This unit lends itself to a lot of discussion in lessons. This will help the learners to develop broader thinking, communication and reflective skills. Many learners find it easy to retain theoretical information if they can see the application of theory in practice.

Delivering the learning aims

For learning aim A, consider providing learners with information on a number of different travel and tourism organisations – local, national and international – so they can investigate the different markets they think they might be targeting. For example, some theme parks appeal to families with younger children, such as Legoland Windsor and Paultons Park, whereas Alton Towers and Chessington World of Adventures Resort aim for a wider market. National Trust venues and RHS (Royal Horticultural Society) venues look for a different type of target market again. When looking at selling channels, and the impact of technology, learners will be able to draw on their own personal experiences in a lot of instances – they are major users of Facebook and Twitter. Once they appreciate the implication of non-stop access to selling channels, other theoretical language such as 'chain of distribution' can be introduced. The learners will, through their own experience in many instances, appreciate the change from face-to-face selling channels to sales online and through smartphones.

The theory for learning aim B could be delivered through further use of live promotional materials. Cards depicting the names of the different promotional techniques could be displayed around the room and then learners could gather examples of live promotional materials and place them beside the appropriate cards. This will allow learners to gain practical experience and also help them understand that the promotional techniques are the overarching names for different types of promotional materials. This should also help them to learn the technical language associated with promotion. You could make use of examples of promotional materials that are missing vital pieces of information such as contact details, timings etc and ask the learners to identify what is missing and the impact this would have on the overall effectiveness of the material.

For learning aim C, learners should have many of the tools necessary to produce effective promotional materials of their own. When they are developing their own promotional material they could start by producing a template. This could include many of the features discussed previously that make promotional materials effective,

so that they address these during the planning stage. This should also help them with their evaluation.

This unit is really about showing learners how much has to be considered by travel and tourism organisations before they finalise their promotional materials. It should also show them the problems that can arise if thorough planning does not occur.

It is anticipated that understanding the difference between promotional techniques and promotional materials may prove problematic for some learners. However, the practical nature of the activity outlined above may help to mitigate this.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 8: Promotion and Sales in Travel and Tourism

Introduction

Introduce the unit to your learners by holding a group discussion about memorable promotions learners know about and any common features in these successful marketing communications.

Learning aim A: Investigate how travel and tourism products/services are sold

Topic A.1 Importance of organisational aims and objectives to travel and tourism promotion and sales

- You could begin with a visit from a guest speaker; perhaps someone from a local hotel to speak to your learners about:

  o all the different objectives an organisation can have, for example, financial, staff performance, customer care, values of their mission statement etc

  o the importance of customer care and how the organisation balances the need to provide excellent customer care against making a profit.

- Encourage learners to ask relevant questions about keeping customers, how competition can help organisations improve their performance and how providing extra services can increase profit.

- Learners could research mission statements from a variety of travel and tourism organisations.

- Initiate discussions/debates about the conflicts (or otherwise) that might exist between providing excellent customer service and making the most profit possible or how generating customer loyalty can have a positive impact on financial aims/objectives.

Topic A.2 Target markets

- Introduce learners to the concept of target markets through whole-group teaching. You could start with the simpler ones such as age, gender etc, before moving on to socio-economic and lifestyle target markets.

- Provide learners with a range of target markets. It would be useful to cover all those outlined in Topic A.2 across the group of learners. It would also be beneficial for learners to cover examples that span the categories – for example, female teenagers, older/retired people with a special interest in gardening. Ask them to research promotions used by organisations in the travel and tourism industry that are specifically aiming at these target markets.

- Learners should also be able to explain how organisations have developed their products/services for a specific target market. For example, the airline easyJet wanted to attract more business passengers so it altered its 'no change' of flight time policy and it is now possible to book flights that can be altered by the passenger without charge at short notice.

Topic A.3 Selling channels and the impact of technology

- Introduce this section and provide whole-group teaching for chain of distribution, face-to-face and telephone/online selling. Whole-group teaching could also work for the initial exploration of the impact of new technologies.

- Learners could explore how organisations' aims/objectives can link to promotions and sales. For example, if an organisation is hoping to gain new customers, they may advertise in national newspapers or on television to gain mass-market

Unit 8: Promotion and Sales in Travel and Tourism

attention and sell through a number of different selling channels such as websites, different retailers and by phone. If an organisation is hoping to retain customers who have used them before they might use emails and send leaflets directly to their home addresses in order to specifically reach that target market. They may also include a discount voucher to encourage these customers to buy again.

● Ask learners to research the newer methods of promoting/selling to target markets. They should be covering the use of databases, websites and social media such as Facebook, Twitter and TripAdvisor.

● Ask learners to take part in discussions about how different organisations sell their products/services and how these selling channels have changed with the introduction of new technology. These discussions should include reference to different target markets and their 'buying' needs, for example, whether they have limited free time, need 24-hour access to selling channels etc.

Assignment 1: The Importance of Sales and Promotion to the Travel and Tourism Industry*

Learning aim B: Understand the promotional techniques and materials used by travel and tourism organisations

Topic B.1 Promotional techniques and materials in travel and tourism

● Guide learners to understand the difference between the terms 'promotional techniques' and 'promotional materials'. Understanding the difference could help them understand why different promotional activities are undertaken by organisations to appeal to different (or the same) target markets.

● By now the learners will have gathered a large array of different promotional materials. Understanding the difference between promotional techniques and promotional materials is a difficult concept, so making it as practical as possible can help understanding. Divide the learners into smaller groups. Give each group cards with the names of all the different promotional techniques – one card for advertising, one for sales promotion, one for direct marketing etc. Divide out the promotional materials gathered. You may need to provide extra promotional materials to ensure there is coverage of all promotional techniques. Ask the learners to place the promotional materials against the appropriate promotional technique. Sometimes this will be easy but sometimes discussion will occur as the material may 'straddle' one or more different promotional techniques.

● Move the groups around so that they can see what the other groups have done. Get them to take notes if they disagree with a decision. You could initiate a group discussion to ask what they found easy about the exercise and any issues they came across. Provide individual gapped handouts with questions further testing their knowledge and understanding of promotional techniques and materials.

● You could continue testing knowledge and understanding by using individual and group quizzes.

Topic B.2 Factors that affect the choice of the promotional techniques and materials used

● Learners must learn what makes promotional materials effective, not just generally but also for specific target markets. You could start with a class discussion about the types of promotional materials that influence them. Is getting a discount or other sales promotion important or is it about the brand name and the fact that they associate this brand with quality/being on trend?

● This leads easily into looking at the factors organisations have to consider when they are deciding what promotional techniques/materials to use. You could provide case studies and scenarios based on real or fictitious organisations and target markets. Then provide worksheets for learners to make judgements about what promotional material they would use in this situation, based on budget and the type of target market.

Unit 8: Promotion and Sales in Travel and Tourism

- Learners could discuss in a group why some travel and tourism products/services are promoted as 'upmarket' while others are seen as 'budget'. Perceived 'upmarket' products/services are generally promoted with different images, in different publications and with different promotional language. However, short-term sales promotions (discounts) are common to all types of products/services. Learners could discuss the impact of sales promotions on all types of products/services and look at examples together.

- Large organisations such as international airlines and large tour operators offer opportunities to see both 'budget' and 'upmarket' products/services being promoted by the same organisation (often in different ways).

- Ask learners individually to research the techniques and materials used by two specific organisations and to consider the factors that influence the choice of techniques and materials in these organisations. You could provide the name of the first organisation so that you can ensure that it has a number of target markets and therefore will use a range of techniques and materials to ensure it reaches a large number of different potential customers. Learners could choose and investigate their second travel and tourism organisation, its target markets and promotional materials for themselves.

Assignment 2: Promotional Techniques and Materials*

Learning aim C: Plan and create effective promotional materials for travel and tourism target markets

Topic C.1 The features that make promotional materials effective

- You have already looked at the information that needs to be included and alluded to what makes materials effective. Now you could introduce learners to the technical language used in promotion such as layout, strap-lines, branding/logo.

Topic C.2 Planning the creation of promotional materials

- Use whole-group teaching to outline what will need to be considered and included in a plan for a piece of promotional material. You could use a brief with details on the type of organisation within the travel and tourism industry, the target market they are aiming to reach, the budget they have and the timescale. Learners could discuss their initial thoughts on what they might produce to meet the brief.

Topic C.3 Creating promotional materials

- Introduce some examples of promotional materials that are missing information such as prices, a map etc that make them less effective. You could include examples where the pictures do not reflect the target market the organisation is aiming to attract. You could provide leaflets that do not use 'selling language' or the name of the organisation.

- Produce a handout asking learners to comment on a range of promotional materials, both good and 'bad', with justification for their decisions.

- Ask learners to list what, in their opinion, has made their favourite promotional material the most effective.

Assignment 3: Plan and Create an Effective Piece of Promotional Material*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 7: Travel and Tourism Business Environments.*

Resources

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Textbooks

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279
General textbook including an introduction to the travel and tourism sector.

Mortimer R, Brooks G, Smith C, Hiam A – *Marketing for Dummies* (John Wiley & Sons, 2012) ISBN 978 1119965169
Provides an insight into marketing in an easy-to-read format.

Morgan N, Pritchard A – *Advertising in Tourism and Leisure* (Butterworth-Heinemann, 2001) ISBN 978 0750654326
Specifically about the tourism industry and includes some relevant case studies although, as marketing is so dynamic, it is a little out of date.

Journals

Travel Weekly – for subscription, email: travelweekly@subscription.co.uk or access online www.subscription.co.uk/cc/travelweekly
Delivers the latest news and comment from industry experts, combined with relevant and informative features on what is affecting the industry.

Marketing – for subscription, email: help@shop.haymarket.com or phone 01604 828702.
This is an easy-to-read magazine that includes articles on all aspects of marketing, not just travel and tourism, and keeps you up to date on the types of initiatives that may affect the industry.

Websites

www.marketingteacher.com
This is a website that has resources for teaching specific marketing topics such as promotional techniques and materials. It also includes case studies, some of them relevant to travel and tourism.

www.marketingmagazine.co.uk
This is the website of *Marketing* journal. It has a section devoted to articles about travel and tourism.

Unit 9: Travel and Tourism Employment Opportunities

Delivery guidance

Approaching the unit

In this unit learners will be required to carry out research into the different job roles and requirements in the travel and tourism sector and to understand the recruitment process and employment development in the sector. Having a range of sources available for learners such as internet access, trade publications and local newspapers is essential for research and will help to develop their knowledge of travel and tourism employment opportunities. Being able to use a variety of different sources of information is an essential part of working in travel and tourism.

Learners will benefit from having some experience of part-time work in the service sector, either from their own personal experience or through organised work experience. It would also be beneficial for learners to hear first-hand from employees in the travel and tourism industry about their roles.

Delivering the learning aims

For learning aim A, learners will develop their knowledge of the employment opportunities within the travel and tourism sector. Much of the delivery for this learning aim can be achieved through group discussions, guest speakers from the travel and tourism sector, and learner research. Access to resources such as the internet, trade publications and local newspapers will support learners' investigations. Learners will also need to be introduced to how different working patterns apply to different travel and tourism industries. Group work and discussions around this topic may initially guide learners before furthering their research. Learners should be encouraged to use previous experiences, and recognition of prior learning could stimulate useful discussions around jobs within the service sector and working patterns.

For learning aim B, learners should be given the opportunity to examine job specifications and person specifications within the travel and tourism sector. Sources of information should fully cover the unit content. Learners will need to be aware of the skills and entry requirements for travel and tourism job roles, along with personal skills, vocational skills and qualification requirements. Learners will be able to gain most of their research for this learning aim through job links via the various travel and tourism organisations and from trade publications and local newspapers. Learners may need initial guidance on the statutory and contractual rights and responsibilities of employers and employees before relating these to a selected travel and tourism organisation and specific job role.

For learning aim C, learners will need to develop an understanding of travel and tourism recruitment, selection and employment development. Guest speakers from the travel and tourism industry and multimedia can provide learners with valuable information on recruitment, selection and employment development across related travel and tourism industries. Learners are also required to explain progression opportunities. Guest speakers from the travel and tourism industries could introduce learners to the progression opportunities before learners further their own investigations into a selected organisation.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 9: Travel and Tourism Employment Opportunities
Introduction
Recognition of prior learning could form useful discussions to kick-start this unit – ask learners to recount their experiences of part-time job roles within the sector.
Learning aim A: Know the employment opportunities available in the travel and tourism sector
Topic A.1 Job roles with the travel and tourism sector
● Group work on this topic may provide a valuable starting point: give each group one of the travel and tourism industries to focus on. After they have researched different job roles, they could present back the key information to the rest of the group.
● Invite guest speakers from across the industries to give learners first-hand information on the variety of job roles within the sector.
● Learners could be encouraged to investigate the career progressions for specific job roles. This could be carried out in groups initially.
● Learners could then make their own choices across the range as to which job roles they will investigate further.
Topic A.2 Working patterns
● Recognition of prior learning could form useful discussions around learners' part-time jobs and their own working patterns.
● Learners will need to develop their knowledge of working patterns across the travel and tourism industries. Each group could focus on a particular travel and tourism industry and then present their findings to the rest of the group. Teacher guidance may need to be given regarding where learners could research this information.
Assignment 1: Jobs in Travel and Tourism*
Learning aim B: Examine travel and tourism employment requirements
Topic B.1 Job specifications for employment in the travel and tourism sector
● Guest speakers from industry and the use of the internet could be used to focus learners' attentions on different job specifications in the travel and tourism sector. If possible, guest speakers should cover an entry-level and a managerial role.
● Learners could be encouraged to undertake group research initially on specific duties/responsibilities, which could then be used to stimulate discussion and comparison before learners carry out further independent research.
● Learners should use the internet as a starting point when researching job specifications as well as specific travel and tourism organisational websites.
Topic B.2 Person specifications for jobs in the travel and tourism sector
● This topic provides learners with the opportunity to think once again about the different job roles within the travel and tourism sector, but now focusing on the person specification at different levels within the sector.
● Guest speakers from industry can be used to support learners' knowledge on the skills and requirements for certain travel and tourism job roles.
● Learners can use a variety of sources such as the internet to research specific job roles and person specifications. This research will provide valuable foundations in preparation for assignment work.

Unit 9: Travel and Tourism Employment Opportunities

Topic B.3 Binding rights and responsibilities

● You will need to support learners' knowledge of rights and responsibilities with some in-class delivery and independent research. Consider providing learners with some sample contracts to aid research.

Assignment 2: Working in Travel and Tourism*

Learning aim C: Understand travel and tourism recruitment and selection and employment development

Topic C.1 Recruitment and selection in the travel and tourism sector

● Guest speakers from relevant industries could be invited to talk about the recruitment and selection process.

● You could then follow this up with a group activity, asking each group to further research and focus on one selected travel and tourism organisation and then feed back to the class by a group presentation.

● Your input as teacher may be required on the recruitment and selection process. Learners could be encouraged to produce a flow chart to stimulate initial ideas.

● Learners will need to be supported in the production of documentation. You could issue a variety of application forms, examples of CVs and job descriptions for learners to review. Learners could also practise completing the relevant documents. This will help to familiarise learners with this part of the recruitment process.

Topic C.2 New employment

● Introduce learners to the induction, training and monitoring received by new employees through a question-and-answer session and open discussion. Learners could draw on previous experiences they have had as new starters in part-time employment.

● Your input may be required on new employment procedures, providing learners with samples.

Topic C.3 Career progression

● Introduce learners to a range of travel and tourism organisations.

● Learners could be split into groups, with each one focusing on a particular job role before presenting back to the wider group.

● Guest speakers from relevant industries who can talk about career progression within their organisations would benefit learners.

● Organisational websites for larger travel and tourism organisations may also provide useful information on career progression.

Assignment 3: You're Hired!*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

● *Unit 6: The Travel and Tourism Customer Experience*

● *Unit 13: Airports and Airlines*

● *Unit 16: Holiday Representatives.*

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General textbook including an introduction to the travel and tourism sector.

Journals

Travel Trade Gazette – for subscription email TTG Customer Services ttg@subscription.co.uk

Travel Weekly – for subscription, email: travelweekly@subscription.co.uk or access online www.subscription.co.uk/cc/travelweekly

Both periodicals contain live employment opportunities within the travel and tourism industry.

Local newspapers may provide learners with more local employment opportunities within their own town and surrounding areas, for example, in travel agents, accommodation providers and visitor attractions.

Websites

www.careerintravel.co.uk
This website will provide learners with career information on becoming cabin crew or an overseas holiday representative. It provides recruitment advice as well as airline information and tour operator information.

www.tuitraveljobs.co.uk
Learners will find career information on Thomson, as one of the largest tour operators in the travel and tourism sector, including cabin crew, overseas resort representatives and retail travel.

www.marriott.com/careers
This website will provide learners with career information and the opportunities available within a large chain accommodation provider.

www.thomascook.com/recruitment
Thomas Cook is also one of the largest tour operators and travel agents in the travel and tourism sector. Their website will provide learners with career information and opportunities for both working abroad and UK based employment.

www.traveljobsearch.com
This website provides wider information on a variety of employment opportunities within the various travel and tourism industries, such as business travel, reservations and tour operators and covers a wide geographical area.

Unit 10: Organising a Travel and Tourism Study Visit

Delivery guidance

Approaching the unit

This unit will give learners the opportunity to plan and organise a travel and tourism-related study visit. The unit focuses on the planning and organisational aspects as well as risk assessment factors, the relevance of working as a team and the skills involved in reviewing one's own visit or trip and performance.

To help your learners with the learning aims of this unit, there should be opportunities to take part in practical activities such as presentations, hands-on tasks and interactions with external agencies.

Delivering the learning aims

For learning aim A, learners should be introduced to factors that should be taken into consideration when planning for a study visit. A good starting point for this unit is to engage the learners in a group discussion about possible destinations for the study visit and the feasibility of each one. It would be beneficial to invite a speaker from a tour operator, travel agent or a local coach operator to explain all the stages they undertake when arranging trips abroad or in the UK for their clients. It is important that the learners are aware of the importance of working as a team to fulfil their aims and objectives, and that there are financial and safety constraints to be addressed and met. This part of the learning aim can be covered through group discussions and the keeping of a diary or log. To assist the learners with this part of the unit you could provide a checklist so that all aspects in the planning of a study visit are covered. For Topic A.2, the importance of undertaking a risk assessment can be addressed through researching safety related media with further input from guest speakers or teachers who have experience of arranging study visits.

For learning aim B, learners need to understand what roles and responsibilities must be undertaken to ensure the study visit is well planned and runs successfully. DVDs or YouTube clips from *The Apprentice* could be used to show the positive and negative aspects of working as a team. Learners could deliver presentations in the style of *Dragons' Den* to show they have identified their own role and responsibility within their team. The documentation needed for Topic B.1 and the code of conduct required for Topic B.2 could be gathered from several sources. Your centre will have examples of these that could be shared with the learners. Learners may also have experience of having to prepare documents and working with others through the Department of Education scheme, part-time employment or other extracurricular activities. Learners' prior knowledge and experience can be shared though discussion, role plays and presentations.

Learning aim C requires learners to reflect, review and evaluate the success of the study visit and what they have gained from their experience in organising and planning it. Learners could use their diary or log to form their evaluation. It may be beneficial to support learners by giving a structure for the report. For example, using the learners' checklists to determine whether aims and objectives were met, suitability of the destination and the itinerary and using peer and teacher feedback. For Topic C.2, learners are required to review their own part in planning and organising the study visit. You could give support here by providing a template for considering the positive and negative aspects of the learners' involvement in

the planning of the study visit. Learners also need to be able to recommend improvements which would be highlighted by any negative comments, reflections or statistical data.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 10: Organising a Travel and Tourism Study Visit

Introduction

To help promote an understanding of working as a team, learners could begin this unit by undertaking the following task:

- Learners should be divided up into teams. This will allow the principles of planning, working together and reflection to be applied in a practical activity.

- Learners should be provided with small fairy cakes, icing sugar and cake decorations and, as a team, they should decide on a simple design for their cakes. They should then ice the cakes in as attractive a manner as possible.

- Learners should think of the best way to sell their cakes and then aim to sell the finished cakes to fellow learners and see which team has sold the most at the end of a given time frame.

- This will start a discussion from which the learners can identify what factors go into working successfully as a team.

- Roles and ideas should come from this discussion and the plenary activity.

- Planning stages can be outlined and related back to the cake activity to identify successful factors.

Learning aim A: Plan a travel and tourism study visit or trip

Topic A.1 Developing a plan for a study visit or trip

- Introduce potential destinations and the purpose of a study visit by asking learners to think about their opinions on their suitability and the reasons for a study visit, and to share these in a group discussion.

- Aims and objectives can be set once the decision has been made as to the purpose of the study visit and where it is going to take place. This can be done through a group discussion.

- Learners can research and gather leaflets and policies concerning trip insurance, health and safety issues and examples of itineraries from travel brochures, newspaper advertisements and educational visit organisations. Learners could present their work as a range of posters.

- Decisions need to be made as to who is going to undertake the responsibility for gathering resources, finance, and admin. All of the work to do with the planning of the trip could be recorded in a logbook.

- Ask learners to research relevant legislation regarding transporting of passengers. Coach and airline organisations could be used. The main points can be outlined in a passenger-/student-friendly fact sheet or a three-page folded leaflet. Your input could be necessary here, directing learners to the Vehicle and Operators Service Agency (VOSA), the Passenger Transport Information and Compliance Service (PTICS) and the Rights of Passengers in Bus and Coach Transport (Exemptions) Regulations 2013.

- In a paired activity, ask learners to compare different type of itineraries in terms of destinations, organised activities, cost, comfort and convenience. This could be presented as a table.

Topic A.2 Process of risk assessment

- Learners need to draw up a risk assessment checklist. The unit content for this topic could be delivered as a formally delivered session or a talk by a trip organiser or a travel agent.

Unit 10: Organising a Travel and Tourism Study Visit
● A risk assessment booklet could be produced to show a code of conduct, potential hazards and personal health and safety issues.
Assignment 1: Planning a Study Visit*
Learning aim B: Work with others to deliver a travel and tourism study visit or trip
Topic B.1 Responsibilities prior to the study visit or trip ● Introduce the skills and qualities needed to work as a team. This could be done using Belbin's theory or ask the learners to make a peer assessment of themselves using a SWOT analysis. ● Learners should be aware of time management issues. This will also help with organisational issues. This could be shown through a flow chart. ● All of the work to do with the planning of the trip could be recorded, including explanation of the roles of individual team members. **Topic B.2 Roles during the visit** ● Learners need to choose which roles suit their abilities: who is good with administration such as documentation, who is good at communicating with external agencies, who is good at putting together an itinerary and researching factors such as location and weather, who is good at arranging meetings and taking charge. ● A code of conduct should be produced which outlines the expectations of the team and their roles and responsibilities. This could be agreed and produced after a team discussion.
Assignment 2: Undertaking a Study Visit*
Learning aim C: Review a travel and tourism study visit or trip and review own performance
Topic C.1 Travel and tourism study visit or trip review criteria ● Learners are to evaluate the success of the study visit. A template or table could be used to record what went well and what did not achieve set objectives. This could be done as a home activity. ● Learners could compare their findings with their peers. This way each learner can make notes and listen to other people's opinions. Feedback, written or verbal, from their peers and staff would be useful for these discussions. Learners should be encouraged to think about how things could be done more effectively on future trips. **Topic C.2 Self review** ● Following on from the group discussion and review, learners could use the same approach to undertake a self-review of their own part in the study visit and make judgements on their own personal participation. This could also be done as a comparison between a group perspective and an individual learner's perspective. Learners should be encouraged to recognise potential improvements from their visit, while also thinking about things that could still be done more effectively on future trips.
Assignment 3: Study Visit Review*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 2: UK Travel and Tourism Destinations*
- *Unit 4: International Travel and Tourism Destinations*
- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 9: Travel and Tourism Employment Opportunities*

Pearson GCE in Travel and Tourism:

- *Unit 9: Working in Travel and Tourism.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279
This is a useful textbook providing the breadth to cover the full assessment requirements. Each unit gives learners plenty of practice to deepen their knowledge and understanding of the industry and the qualification.

Van der Straeten K – *Events: How Do You Organise a Successful Event?* (Eventplanner media, 2011) ISBN 978 9081765305

Journals

Travel Trade Gazette – Reed Business Information Ltd

Travel Weekly – http://jobs.travelweekly.co.uk

Other useful resources include airline magazines, tour operators' holiday brochures and travel supplements from weekend broadsheets.

Journals/magazines/brochures are useful because they are current and feature issues and events which are impacting on the industry in the here and now.

Videos

YouTube clips
Sky Holiday Channel

These can be useful to help with researching suitable destinations.

Websites

www.thetraveladventure.co.uk
Study trips abroad with specialists in curriculum-driven trips.

VisitBritain – http://www.visitbritain.com
This website provides information about UK destinations, accommodation and attractions.

Unit 11: Delivering the Travel and Tourism Customer Experience

Delivery guidance

Approaching the unit

The focus of this unit is on delivering customer service in the travel and tourism sector. Learners may have been introduced to customer service in *Unit 6: The Travel and Tourism Customer Experience.* Unit 11 explores the different types of customers that employees come across on a daily basis in the travel and tourism sector, and how their needs and expectations can be met.

You could approach this unit by introducing your learners to the theory behind the topics listed in the specification, and then applying these to the industry through practical exercises and discussion. Ask learners about their experiences/examples of customer service in the travel and tourism sector.

This unit lends itself to a number of practical activities, such as role plays and presentations. Role-play activities will also highlight other communication, social and presentation skills needed in the travel and tourism industry. All these are skills that can be transferred to other roles, such as holiday representatives, air cabin crew, travel agency operations, tour operations, holiday entertainers and tourist information assistants.

Delivering the learning aims

For learning aim A, learners will explore customer service aims for a number of different types of travel and tourism organisations. This could be introduced with a matching pair activity and/or brief presentation on types and sizes of travel and tourism organisations. You could arrange for managers/owners/employees from local travel and tourism organisations to visit and explain ownership and size. Many travel and tourism organisations offer topical education lectures on customer service. Small-group work to determine the impacts of excellent and poor customer service is a worthwhile activity to engage your learners with the topic. Worksheets and other tasks can be used to highlight and find recent examples of how organisations research customer needs respond to them. For example, jet2 now allow customers who book a package holiday with them a 22kg luggage allowance, which is an improvement on the average of 15–20kg offered by other tour operators. This is in response to customer needs of families with young children. This is just one example of how a particular customer type has specific needs which have been responded to by an organisation. Learners will need to consider both internal and external customers, their needs and how travel and tourism organisations respond to different customer needs.

For learning aim B, whole-group teaching could be used to deliver the underlying content on customer service skills and techniques in travel and tourism situations. Learners may enjoy mystery shopping local travel and tourism businesses to find out what methods, skills and techniques are used by employees in customer service, and then feeding their results back to the class.

For learning aim C, a teacher-led discussion on the difference between meeting and exceeding customer needs will encourage learners to start thinking about ways of monitoring customer service and the reasons for doing this. Learners should investigate methods of monitoring customer service using real examples, such as

social media sites and websites, such as TripAdvisor, before producing their own customer service monitoring material. It is also important that learners consider how customer service is evaluated by travel and tourism organisations; this could be done as a home activity and shared with the group.

For learning aim D, a theory-led session on types of improvements to customer service, ways of improving customer service, recognising improvements to customer service and implications of improving customer service will give learners the basic understanding of improving the customer experience. A gapped handout could support a presentation. Learners could be given case studies, to look at ways of improving customer service in poor-performing customer service organisations. These could look at the implications of improving customer service and impacts on customers, travel and tourism organisations as well as employees.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 11: Delivering the Travel and Tourism Customer Experience
Introduction
You could introduce this topic with a list of potential definitions of customer service and ask learners to work out what the correct definition is. You could follow this with a group discussion on learners' experiences of customer service.
Learning aim A: Explore customer service aims and customer needs in the travel and tourism sector
- The main aims of customer service could be introduced as a matching pair activity, with travel and tourism organisations from different sectors in the industry matching aims of customer service.   - To introduce learners to the different types and sizes of travel and tourism organisations, you could produce a gapped handout and augment this with a brief presentation featuring the differences.   - A visiting speaker from a local travel agency, or a visit to a local airport or museum, could offer educational talks covering topics such as the size and type of their organisation and their customer service aims.   - You could give learners a sample organisation and their customer service aims. In small groups, you could ask learners to produce a spider diagram showing the impacts of excellent customer service, or the impacts of poor customer service, on the organisation's aims. Learners could share their findings and then use these as reference later.   - Topics A.3, A.4 and A.5 could be delivered as a formal lecture, with practical tasks used as a way of highlighting customer types and their needs and how travel and tourism organisations meet both stated and unstated needs.   - Learners could be given pen portraits of two different types of customer and be asked to role-play each. An example of a pen portrait could be a customer with limited mobility requesting suitable accommodation when booking an overseas holiday with a local travel agent. What would the needs of this customer be and how could the travel agent meet those needs? This could be done as a face-to-face scenario. This will assist with Topics A.3, A.4 and A.5.   - Learners should compare the customer service aims of two organisations. The comparison could take the form of a table showing similarities and differences between two travel and tourism organisations' customer service aims, and should state how these aims relate to customer needs, and be supported by relevant examples. To take it further an evaluation of the main customer service aims could be given; this could take the form of a written report.
Assignment 1: 'What Is the Aim of Customer Service?'*
Learning aim B: Demonstrate customer service skills and techniques in different travel and tourism situations
- Through whole-group teaching you could deliver a presentation to define the methods, skills and techniques used to deliver customer service in travel and tourism situations.   - Learners could mystery-shop local businesses to determine what methods, skills and techniques are used in customer service. This could include over the telephone, face to face and written communication, such as emails.

Unit 11: Delivering the Travel and Tourism Customer Experience
● Simulated situations in the form of role-play activities could be used. If so, give learners an outline of the scenario in advance, so they can prepare for the role-play activities. They should also be encouraged to practise their skills and techniques with their peers. ● One scenario could cover a complaint; another could cover either providing advice or dealing with a problem. For example, a tourist information centre may give a customer advice on local hotels or attractions in person or over the telephone; a travel agent may provide advice on passports, visas and immunisations. Ensure scenarios provide opportunities for learners to develop skills for written, telephone and face-to-face situations. ● Learners should be given the opportunity to provide accurate written documents within the context of one of the scenarios. For example, they could act as a travel agent organising a family holiday and so have to provide a booking receipt.
Assignment 2: Customer Service Skills and Techniques*
Assignment 3: Put Yourself in My Shoes*
Learning aim C: Examine how customer service can be monitored and evaluated in the travel and tourism sector

● Ask your learners to consider the difference between meeting and exceeding customer needs. This will then open discussions for Topic C.1.
 	
● Ask learners to investigate how different travel and tourism organisations monitor customer service – for example, via customer comment cards from hotels and online customer review sites, such as TripAdvisor. Learners should also consider the role of social media, such as Facebook or Twitter, in monitoring customer service.
 	
● As a home activity, ask learners to write down as many ways as they can in which customer service could be evaluated by a specific travel and tourism organisation. Give each learner a different type of organisation, for example, a small visitor attraction, a large hotel chain etc. Learners should then share their outcomes with the rest of the group.
 	
● In small groups, give learners a specific travel and tourism organisation to investigate, focusing on how the organisation monitors and evaluates their customer service provision. You could issue a checklist of points to look for. These could include:
  o What monitoring methods do the organisations use?
  o Has the group heard of them before?
  o How effective are these monitoring methods?
  o How does the organisation evaluate their customer service provision?
  Groups could investigate contrasting travel and tourism organisations and this information could be shared with the whole group.
 	
● Learners should aim to evaluate the methods used by one travel and tourism organisation to monitor and evaluate their customer service provision. This may involve looking at monitoring methods individually and evaluating what is positive and negative about each method. Learners may also wish to recommend monitoring methods they feel will benefit the organisation as part of their evaluation.

Assignment 4: How Do You Rate Your Customer Service?*

Unit 11: Delivering the Travel and Tourism Customer Experience
Learning aim D: Explore how improvements to the customer experience in travel and tourism can be made
- To introduce learners to the topic of improving customer service, you could produce a gapped handout and augment this with a presentation featuring the types of improvements, ways of improving customer service, recognising improvements and the implications of improving customer service.   - Give learners case studies of travel and tourism organisations that have either excellent or poor customer service provision. Ask learners who are given an excellent customer service case study to note down the types of improvements that may have been made and the positive impact on the organisation. Learners who have been given poor customer service case studies should note down ways of improving customer service and how an organisation could relay this information to their customers to enhance the reputation of the organisation. Learners could share their findings from the case studies to assist with production of a training video or blog for travel and tourism organisations to use to improve their customer service. Describing the improvements an organisation has made could include improvements to policies, processes and resources, as well as products or services.   - Learners may wish to select a specific organisation taken from a case study previously provided by yourself and focus on assessing the changes the organisation has made to improve its customer service provision. You may wish to provide learners with a worksheet to help with this task, asking them to focus on improvements and whether they have worked. This can be done verbally or in written form – any verbal explanations must be supported by detailed witness statements.   - You may wish to do a formal lecture on the impacts of improvements to customer service provision for customers (better product or service, value for money, compliments), for the organisation (may have been a cost implication, more staff needed, bigger sales output, increase in profits) and for employees (more training, job satisfaction, new skills). It would be beneficial to focus the lecture on one organisation, demonstrating how learners should approach the task.
Assignment 5: Improving Customer Service in Travel and Tourism Organisations*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

● *Unit 6: The Travel and Tourism Customer Experience.*

Pearson GCE in Leisure and Tourism

City and Guilds Award in Welcome Host (Customer Service)

BTEC Apprenticeship (QCF) Customer Service and Contact Centre Operations

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Bradley S – *S/NVQ Level 2 Customer Service* (2nd edition) (Heinemann, 2007) ISBN 978 0435465292

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279

Journals

Travel Trade Gazette – Reed Business Information Ltd

Travel Weekly – CNP Information Ltd

Websites

www.beyondphilosophy.com
This website provides case studies on customer service from companies such as Aviva Trains.

www.bized.co.uk/learn/tourism/custservice
This website has activities for the topic of customer service as well as podcasts.

www.instituteofcustomerservice.com
This website outlines ways to deal with complaints, what impacts customer service has on an organisation and also how customer service policies and standards are written.

Unit 12: Marketing in Travel and Tourism

Delivery guidance

Approaching the unit

Successful marketing can make all the difference between the success and failure of a product or service in the travel and tourism sector. Your learners will need to consider the importance of getting the approach to marketing right in the context of the product or service that is being promoted. They will also need to think creatively to design and use their own market research. You could provide learners with an insight into the real application of marketing by visiting local or regional travel organisations and finding out how they approach marketing.

This unit lends itself well to group work activities. Learners could work together to design and carry out market research in teams. They should be encouraged to engage in group discussion about what the ingredients for successful marketing and promotion are. Learners could research existing examples of marketing and promotional materials Learners should also be given the opportunity to research how different organisations actually use marketing and the marketing mix. This could be achieved by allowing learners to access the promotional materials of any organisations visited, or access materials electronically via computers or mobile devices.

Delivering the learning aims

For learning aim A, you need to ensure learners understand the definitions and objectives of marketing, and how organisations use the marketing mix. When you introduce learners to existing marketing definitions, you could also encourage them to come up with their own definitions of marketing and the marketing mix. Learners will also need to be aware of different types of marketing objectives and understand why organisations have different marketing objectives. Finally, for this learning aim, you need to ensure that learners understand the different components of the marketing mix and are aware that the success of travel and tourism products and services is dependent on the marketing mix being properly implemented. Case studies of how different organisations use the marketing mix can reinforce learners' understanding.

For learning aim B, learners need to be able to design and use market research in the travel and tourism sector, and it gives them the opportunity to get involved in the actual design and application of real market research. To do this effectively, learners will need to be familiar with different types of market research and how it is used.

It is important that learners understand why organisations use different approaches to market research so that they can explain why they chose particular research techniques for their own market research. Learners will also need to be familiar with methods of presenting the findings of market research, including evaluating the success of their market research and coming up with recommendations about appropriate further research.

For learning aim C, you need to ensure that learners understand how the travel and tourism sector provides a range of products and services to meet the needs of different types of customers. Learners also need to understand the different market segments that use products and services from within the travel and tourism sector. Learners should then understand how these markets are targeted by different products and services and the promotional techniques that organisations use. Learners will need to be familiar with the needs of different market segments and the

actual products and services that meet these needs. This part of the unit gives you the opportunity to visit an organisation such as a travel agent to explore how their different travel products and services may be targeted towards the needs of different market segments.

For learning aim D, learners need to understand the use of promotional materials in the travel and tourism sector. Specifically, learners must be familiar with different types of travel and tourism promotional materials and how these may differ in relation to cost, scale and intended target market. Learners need to be analytical when studying promotional materials, as they will need to evaluate the effectiveness of the materials that they have looked at and justify suggested recommendations about how the promotional materials could be improved. You could use contrasting types of promotional materials for this part of the unit. For example, you could find example television commercials from organisations such as Thomas Cook using YouTube. You could also introduce printed promotional materials from newspaper adverts and magazines; low-cost airlines like easyJet and Ryanair often promote their latest offers using full- and half-page adverts in newspapers such as the *Daily* or *Sunday Telegraph* and *The Times*.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 12: Marketing in Travel and Tourism
Introduction
You could introduce this unit by asking learners what they already know about marketing. From this, learners could produce a detailed mind map to outline what marketing is and why organisations use marketing. You will need to ensure that learners are clear about the different specialist terminology linked to the unit, including words such as: marketing, marketing objectives, marketing mix, market, research, market segment, marketing materials. You could introduce the definitions of each term as a quick exercise, matching up the term to the definition.
Learning aim A: Understand marketing in the travel and tourism sector
• Learners could be introduced to the key definitions of marketing through teacher-led discussion. In groups, learners could complete online research and create their own definitions of marketing. Class discussion could follow from this.
• You will need to explain to learners what the marketing mix is and how it is used by organisations operating within the travel and tourism sector. Ask learners what they know about 'the 4 Ps'. Learners could divide into four groups; each group researches the importance of each 'P'.
• To introduce the idea of marketing objectives and the marketing mix, you could arrange for visitors or speakers from real organisations to give a talk in the classroom on their own organisation's marketing objectives.
• Learners could engage in group discussion about why organisations have many different marketing objectives. Put these up on a board or flip chart. Have they missed any?
• Learners could work in pairs to produce a mini-report that discusses the importance of the marketing mix and the consequences for an organisation if the marketing mix is not used effectively.
Assignment 1: Marketing Objectives and the Marketing Mix*
Learning aim B: Be able to design and use market research in the travel and tourism sector
• Learners should work in small groups to discuss the purpose of having market research objectives, and then feed back their findings to the wider group.
• Give learners examples of market research objectives for a real organisation. Then ask learners to research their own examples of market research objectives, or ask a visitor or speaker to share their organisation's marketing objectives.
• Briefly define primary research, secondary research, qualitative data and quantitative data. You could then give learners examples of different types of research and ask them to classify these, according to the type of research and the type of data.
• Learners could participate in a class debate about the advantages and disadvantages of different research methods and collecting different types of data.
• Encourage learners to explore working examples of how real organisations actually go about conducting market research and how they use it. Organisations such as VisitBritain provide some really good examples of market research, linked to the travel and tourism sector.

Unit 12: Marketing in Travel and Tourism

- Give learners an example of a full piece of market research, including details of any findings. Ask learners to consider the objectives of the research, the type of research used, the possible cost or budget of the research and the actual findings of the research.

- Encourage learners to generate their own ideas or research questions about an area of market research in which they could realistically conduct a study within the travel and tourism sector.

- Help learners to develop and carry out their own market research. This will give them practice in data presentation techniques.

- Learners should be encouraged to look critically at their market research findings and suggest further related research that they could undertake.

Assignment 2: Undertaking Primary Market Research*

Learning aim C: Understand how the travel and tourism sector provides a range of products and services to meet the needs of different types of customer

- You could introduce learners to this topic by creating a short presentation featuring different target market segments, such as age, gender, lifestyle, etc.

- Learners could be separated into small groups and asked to discuss how different marketing approaches are appropriate for a specific target market segment.

- To introduce the idea of different customer needs, learners could be given pictures or images to represent the different customer types, along with a list of actual customer needs in relation to travel and tourism products/services. Learners could then match customer types to the customer needs. These needs could be based on real examples, such as airline passengers with young children being given priority boarding.

- To ensure understanding of how needs and segments intersect, learners could create a presentation about the customer needs of different target market segments, using real examples. Encourage learners to think about how a customer's needs could change in relation to products and services within the travel and tourism industry – for example, changes to an individual customer's reasons for using a particular product or service.

- Encourage learners to work in small groups to research a given travel and tourism sector product or service from areas such as: package holidays, cruising, tourist attractions, accommodation, transport or specific customer services.

- Learners could then work individually to research three different market segments and types of customer. You could encourage learners to consider the type of customer for whom their chosen products or services would be most suitable.

- Explore why some customers have different needs from others and why a customer's needs might change over time.

- Encourage learners to look at different travel and tourism products and mind map an evaluation, highlighting the strengths, weaknesses and ways to improve the products or services for different customer types.

Assignment 3: Meeting the Needs of Different Customers*

Learning aim D: Understand the use of promotional materials in the travel and tourism sector

- You could present learners with information about factors such as cost/budget, nature of the target market, scale, use of a variety of promotional techniques.

- Learners could complete a piece of extended writing about the factors which affect the choice of promotional techniques and materials used.

Unit 12: Marketing in Travel and Tourism
● You could give learners some example promotional materials and ask them to work in pairs to analyse what makes the materials effective, or ineffective. They should then share their findings in small groups. ● You could discuss with learners the importance of the AIDA principles. You could display a piece of promotional material at the front of the class and use this to illustrate the different AIDA principles. ● For the same promotional materials, learners could also consider and discuss the extent to which the AIDA principles have been applied and whether the AIDA principles have been applied effectively or not. ● Learners should then focus their attention on different promotional materials from travel and tourism organisations and produce a report that shows how these materials make use of AIDA principles and any possible improvements that could be made to the materials.
Assignment 4: What Makes Travel and Tourism Promotional Materials Effective?*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 7: Travel and Tourism Business Environments.*

Resources

Textbooks

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279
This textbook provides essential information about the content of the different units and also assessment guidance.

Journals

Purna Satit R, Hon Tat H, Rasli A et al The Relationship Between Marketing Mix and Customer Decision-making Over Travel Agents, *International Journal of Academic Research in Business and Social Sciences* Volume 2, No. 6, June 2012, ISSN: 2222-6990
This journal article refers to the importance of the marketing mix in the context of retail travel agents.

Videos

www.youtube.com/watch?v=UO40A_AEE0c
This video demonstrates ideas about the next generation of tourism marketing.

Websites

www.tutor2u.net/business/marketing/what_is_marketing.asp
This website includes an explanation of what marketing is.

www.mindtools.com/pages/article/newSTR_94.htm
This website provides information about the marketing mix.

http://www.slideshare.net/nbairstow/marketing-research-design
This website includes information about market research design.

www.tutor2u.net/business/gcse/marketing_research_uses.htm
This website includes information about the use of market research.

www.futuresimple.com/blog/marketing-segmentation/
This website has information about target market segmentation.

www.functional-marketing.com/aida-marketing.html#axzz2OByDP7WS
This website has information about the principles of AIDA.

Unit 13: Airports and Airlines

Delivery guidance

Approaching the unit

In this unit, learners will benefit from having some experience of airports and airlines, either through their own prior experience of holidaying abroad, or through an organised visit to a local airport. You should seek to explore learners' prior knowledge of various UK airports and use it to reassure learners that this knowledge gives them a good start with this unit. It is really important for learners to establish their geographical knowledge of both UK and foreign airports early on, as well as of their IATA airport codes. Learners will also need to be able to plan passenger routes by air.

Learners will be expected to be able to describe the main functional areas within a UK airport and how they influence the passenger's journey. At this point, learners would most benefit from an organised visit to a local airport in order to see first-hand the functional areas within a UK airport.

Learners will need to know the products and services provided by different types of airlines. Learners would benefit from either guest speakers from various airlines or from guidance for independent research into the different types of airlines available and the products and services offered.

There are many job opportunities available within the airport and airline industry. Learners will need to be able to describe the duties of different job roles within airport and airline functions, compare these duties, and assess the advantages and challenges of job roles. Again, learners would most benefit from a variety of guest speakers, an organised visit to a local airport and independent research tasks into a variety of job roles within airports and airlines.

Delivering the learning aims

For learning aim A, some teacher input may be required to help learners understand the different types of UK airports (international, regional and local), as well as international airports outside the UK and their use in route planning. Much of the delivery for this aim could be completed through the use of a large wall map or travel atlases, where learners can list the airports they recognise and categorise them into the relevant groups. Then learners could use a series of UK maps and a travel atlas to individually locate airports and list the IATA airport codes. Learners should also be given UK map outlines to use for locating airports and passenger routes. Some delivery on how to use travel atlases and/or electronic mapping accurately may be required here, as well as how to locate IATA airport codes.

For learning aim B, learners need to investigate the functional areas and facilities within a UK airport, so they would benefit from an organised visit to a local airport, where possible. Some of the delivery for this learning aim could also be achieved through independent research via airport websites to access further information on airport services and facilities. Learners should also be prepared to explain a typical passenger's journey through a UK airport, both outbound and inbound, and how functional areas influence the passenger experience. Class discussions using learners' prior knowledge of travelling abroad by air will support learners with their explanations around the passenger journey and how it could be improved.

For learning aim C, learners will need to investigate and describe the products and services offered by two different types of commercial passenger airlines, compare products and analyse the advantages and disadvantages of travelling with different airlines. Learners may need initial guidance on the different types of airlines. Guest speakers from the airline industry and/or an organised visit to a commercial airport and independent research into specific airlines would greatly benefit learners investigating the products and services of functional areas within a UK airport, the passengers experience and the products and services offered by commercial airlines.

For learning aim D, learners develop their knowledge of the employment opportunities within the airport and airline industries and the duties with associated job roles. Again, much of the delivery for this learning aim can be achieved through group discussions, guest speakers from the airport and airline industry, a visit to a local airport and individual learner research. Learners will also need to make comparisons of the duties within airport and airline functions and assess the advantages and challenges of job roles. In-class discussion, teacher input and internet access will help support learners' initial investigations around job roles and duties. In addition, learners should be encouraged to independently investigate job roles and duties within airport and airline functions, and to ask detailed questions of guest speakers, if available. You could set the topic as a research project or initially as group research across the different job roles within airports and airlines.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 13: Airports and Airlines
Introduction
In order to introduce learners to the different types of airports, learners could firstly be encouraged to list as many airports as they can think of within the UK and then internationally. Some initial teacher input may be required on the differences between international, regional and local airports and how they differ, so that learners are then able to categorise their original list.
Learning aim A: Understand different types of airport within the UK and their use in route planning
- Introduce learners to factors that can be used to define different types of airport, such as passenger numbers per year, location of airport, long-/short-haul flights, domestic or international destinations.   - As a group activity, learners could categorise UK airports into international, regional and local.   - Introduce learners to world travel atlases and give guidance on how to use them to locate airports. Introduce learners to electronic mapping facilities too, if available, and give guidance on where/how to find IATA airport codes. Give learners a list of airports and direct them to research each IATA airport code.   - Provide learners with a series of blank maps for use when locating UK and international airports, as well as IATA airport codes.   - Learners will need to be introduced to route planning and may require initial teacher input to cover the unit content. Explain terms such as: direct flight, non-stop flight, transfer, stopovers, transit, departure and arrival airports, time zones.   - Use set scenarios to help learners practise and gain valuable experience of route planning.   - Learners should further develop their work by comparing two international air passenger routes, and by evaluating an international passenger route by air. Comparisons and evaluations could be supported by initial group discussions on learners' chosen airlines and how they compare.
Assignment 1: UK Airports*
Learning aim B: Investigate the functional areas and facilities within UK airports
- Recognition of prior learning could form useful discussion points for this learning aim, so ask learners to say if they have travelled abroad by air and to provide their account of the airport's functional areas and facilities.   - An organised visit to a local international airport will provide a valuable starting point for this topic.   - Learners could use their first-hand experience to note down the different functional areas within the airport(s) they have used, and to record the facilities available within each one. They should make reference to landside and airside areas.   - Depending on the travel experience of the learner group, small groups could mind map the functional areas and facilities available within airports, based on their own experiences.   - Learners could be set an individual independent research task, using the internet to research a specific international airport. Group work could also be carried out, with

Unit 13: Airports and Airlines

each group investigating the functional areas and facilities of a given airport. Their findings could be fed back to the rest of the class through discussion or a short presentation.

- A carousel activity may also prove useful once learners have developed their knowledge of the airport functional areas. The functional areas can be listed around the room and each group/pair could note the facilities that can be found in each.

- Initial group discussion (with some teacher input if required) will allow learners to talk through the sequence in which a passenger passes through functional areas, the purpose of each area and the documentation required at each stage. Again, those learners who have experience of travelling by air could share their knowledge of airport functional areas and facilities through group discussion.

- You could ask learners to create flow charts depicting the sequence of a passenger's journey (outbound and inbound).

- They could also add (or create) a different chart showing the functional areas and facilities and how they influence the passenger's experience, their purpose and documentation required for each stage.

- A teacher-led group discussion could identify ideas for new and enhanced functional areas or facilities to improve the passenger experience and could further support and develop learners' views and knowledge.

Assignment 2: The Passenger's Journey*

Learning aim C: Investigate the products and services provided by different airlines

- Give learners an overview of the different products and services that airlines offer to different types of customers (e.g. full-service airline, low-cost, carriers).

- Ask learners to describe the products and services offered by two different types of commercial airlines and to select two airlines on which to focus independent investigations.

- Invite guest speakers from airlines where possible. This work could also be linked to an airport visit.

- Learners would benefit from independent internet access to investigate airline products and services further.

- In groups, ask learners to research the products and services available for a given airline when booking (pre-flight and in-flight), such as their booking methods, luggage allowances, loyalty schemes including air miles, meal/drinks service etc. Learners could present their findings to the rest of the class through a short presentation or discussion format.

- An in-class activity could be set using flip-chart paper for learners to start to compare the products and services provided by various airlines. Each learner should highlight how the products and services within one airline compare with those in another airline, and the implications each product or service would have for the passenger.

- Learners can further develop their work by analysing the advantages and disadvantages (from a passenger's point of view) of travelling with two different types of commercial airlines.

Assignment 3: Come Fly with Me?*

Learning aim D: Understand job roles within airports and airlines

- Learners need to describe the duties of different job roles associated with airport functions and different job roles associated with airline functions. Ask learners to start this topic by mind mapping the different jobs within airport functions and airline functions.

Unit 13: Airports and Airlines
● Learners should then start to think about the key duties of the associated job roles and add this to the mind map in a different colour, which will provide them with a good starting point.
● Group work could be carried out by allocating small groups to investigate the key duties of a specific job role. Each group then feeds back to the class via a short presentation or discussion format.
● Learners' chosen job roles should be checked to ensure their choices will enable them to consider a range of duties.
● Encourage learners to independently investigate their chosen job roles further for both airport and airline functional areas. They should then compare/contrast the same job role in airport and airline functions.
● A whole-class comparison activity could be used to support learners' skills in understanding the duties of a particular job role. Distribute a set of cards showing different generic and specific duties to reflect the number of job roles being used for the activity. Learners then match the card/duty to the job role.
● A carousel activity could support increased understanding of the advantages and challenges of job roles within airport and airline functions. Select the most popular job roles within airport and airline functions and list each on flip-chart paper around the room. Learners should then move around the room and write either an advantage or challenge for each job role. This could also be colour-coded, with learners using a green pen for an advantage and a red pen for a challenge. This activity also provides good discussion points for further investigation and development.
Assignment 4: Working in Aviation*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

● *Unit 2: UK Travel and Tourism Destinations*

● *Unit 4: International Travel and Tourism Destinations*

● *Unit 9: Travel and Tourism Employment Opportunities.*

Pearson BTEC Level 2 Certificate in Aviation Operations on the Ground (Knowledge) (QCF)

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279
This textbook relates specifically to this unit and provides good underpinning knowledge.

BTEC First Travel Atlas (Columbus Travel Publishing, 2006) ISBN 978 1846900051
This world travel atlas provides more travel-and-tourism-specific information, compared with a standard atlas.

Journals

Travel Trade Gazette – CNP Information Ltd

Travel Weekly – Reed Business Information Ltd

Both periodicals contain information relating to different types of UK retail travel agents.

Websites

www.iata.org/publications/Pages/code-search.aspx
This website provides access to IATA airport codes.

www.manchesterairport.co.uk
www.heathrowairport.com
www.birminghamairport.co.uk

These websites provide access to airport information.

www.britishairways.com
www.virgin-atlantic.com
www.monarch.co.uk

These websites provide access to airline information.

www.careerintravel.co.uk
This website provides general information on careers within airports and airlines.

www.traveljobsearch.com
This website provides general information on careers within airports and airlines.

www.tuitraveljobs.co.uk
Thomson is a large employer in the travel and tourism sector. The company's website will provide learners with information about airline job roles.

www.thomascook.com/careers
Thomas Cook is one of the largest employers in the travel and tourism sector. The company's website will provide learners with information about airline job roles.

Unit 14: Travel and Tourism Research Project

Delivery guidance

Approaching the unit

This unit will give learners the opportunity to research the reasons why the travel and tourism industry is so dynamic. Learners will have the opportunity to investigate why the travel and tourism industry needs to be prepared to respond to the changes and demands of an ever-changing world. Learners will understand how these factors affect the industry and the people who work within it. The choice of topics is vast and gives the learner the chance to investigate an issue that interests them.

To help learners work independently and improve their research skills, there should be opportunities for discussion, presentations and the application of personal SMART targets.

Learners should also be able to reflect, review and make appropriate conclusions at the end of their research project.

Delivering the learning aims

For learning aim A, learners could be encouraged to think about and research current news stories. This will help to highlight the constant changes within the travel and tourism industry. You could look at the effects of terrorist incidents or the effects of tsunamis, earthquakes and other natural disasters on popular holiday destinations. Other issues such as civil unrest, health and dark tourism, the impact of online booking and e-commerce are among the vast array of topics suitable for investigation. Learners could investigate how specific issues have changed, or are changing the profile of the industry. Basic research methods could be introduced through the use of sample materials.

In learning aim B, learners need to hone their research skills. These skills encompass organisation, communication, time management and application of researched material and are all transferable. Learners should be encouraged to investigate a current and realistic issue, area of interest or topic. This will hopefully encourage them to be enthusiastic about discovering why certain events happen, what the aftermath is and how the issue affects the destination, the residents and the tourists who visit. This learning aim expects learners to carry out an independent research project.

For learning aim C, learners will be expected to demonstrate skills in self-review and reflection. They will consider how their research project developed, whether they addressed their chosen issue, area of interest or topic successfully and what realistic suggestions for improvements can be concluded.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 14: Travel and Tourism Research Project

Introduction

To introduce this unit you could run a thought shower group activity. Learners could identify issues occurring in the world currently or in the last five years that might affect, or have affected, the travel and tourism industry, such as:

- civil unrest
- wars
- terrorist activities
- economic influences
- natural disasters
- health tourism
- dark tourism
- e-commerce and the rise of online booking.

Follow-up group work could be to locate the affected destinations/countries on a map and consider their proximity to the UK.

Learning aim A: Understand how to plan a research project in travel and tourism

Topic A.1 Planning a research project in travel and tourism

- Learners will need to select a suitable, realistic and appropriate research topic, area or issue. There are a number of factors that learners will need to consider when planning the various stages of their research project.
- Learners will need to consider what the expected outcomes of their project will be. Mock-proposals could be given to learners and the class split into small groups to produce outcomes for their proposals. The class could then discuss the feasibility of these outcomes. Learners also need to consider that they might encounter difficulties or obstacles in achieving their project goals.
- The use of a guest speaker, such as a local travel agent, could help strengthen learners' decisions. Teachers should lead a class discussion to ensure learners are choosing the right topic/issue/area for their project and that they can give reasons for their choice.
- Mind-mapping games could be used to highlight personal strengths and weaknesses when embarking on a research topic and to identify what strategies can be used. Peer evaluation could also be used. Once strengths and weaknesses have been identified, SMART targets can be introduced. A paper game could be used here:
  o Use a sheet of paper, get one learner to write one good attribute about themselves and then fold the paper over.
  o Pass the paper onto the next learner to write a strength about the previous learner, and so on, until the whole group has contributed.
  o When complete, the same thing can be done on attributes where the particular learner is weaker.
  o When the sheets of paper are unfolded and the comments read out, the learner and the rest of the group can use this information to set personal SMART targets, such as good/not good at meeting deadlines, good/not good at using secondary research, good/not good at working independently.

Unit 14: Travel and Tourism Research Project

- Learners will need to know the difference between primary and secondary research methods. This can be demonstrated through group activities. Each group can be given a particular method or source to research. Groups should use these methods and sources to research a relevant travel and tourism topic. The following sources and methods could be used:
  - websites
  - newspapers/journals/travel gazettes
  - YouTube or similar websites
  - TV and radio articles and reports
  - eye-witness accounts
  - questionnaires/surveys (personal and organisational).

- The groups could report back on topics such as ease of use, availability of information, validity of information and currency of information. Groups could produce a table so the most popular and effective research methods can be logged.

- As a follow-up activity, learners could award a star rating to which sources were the most accessible. The focus could be on which researched information contained the most relevant information, how current the information was, and whether primary or secondary research was most accessible. Learners could also express an opinion through a poll as to which sources they felt to be the most useful, important and interesting.

Assignment 1: What is a Research Project in Travel and Tourism?*

Learning aim B: Carry out a research project in travel and tourism

Topic B.1 Research proposal

- Using SMART targets, learners should be able to decide on short-term and final deadlines as well as identifying constraints and limitations. Reference to initial personal strengths and weaknesses could be used here.

- Once SMART targets have been set, learners should be able to come up with an appropriate personal plan. Learners could plan aims and objectives in a tabular format with questions, so that later reviews can be carried out easily.

- Flow or Gantt charts could be introduced here so that learners can plot the stages of their research project and outline what they need to be doing, the amount of time needed to do it and the deadlines for completion of each stage. This can then be linked to their SMART targets.

Topic B.2 Carrying out research

- Learners could mind map different types of sources: internet, journal articles, newspaper and TV reports. Here learners could choose a current issue, for example, civil unrest in a particular country/area, and source information from as many different sources as possible. After a given time limit, the material gathered can be shared with the whole group.

- From this, group discussion could take place regarding the best type of research source to use and why. A tabular format could be used to record the information from this session. Scores out of ten could be given for relevance, ease of use and credibility of information (fact or fiction!).

- A timeline could be used to outline the stages to be covered when going through the process of undertaking the research.

Topic B.3 Relevance of resources used in the research

- Sources need to be current, relevant and authentic (avoidance of Wikipedia could be stressed here and reasons given as to why).

- Referencing of sources could also be introduced here using a basic Harvard referencing system: editor, title, year published.

Unit 14: Travel and Tourism Research Project
• A research log could also be produced, so the sources used can easily be identified. This should hopefully avoid an over-dependency on websites and the internet.
Topic B.4 Presenting findings of the research project
• Learners should be encouraged to present their findings in a format that is suitable to illustrate their understanding of the topic/issue/area. This could be through a written report, magazine article, podcast, web material, recorded presentation etc.
• There should be definite conclusions evident and the project should have structure: an introduction, sections for each sub-topic and a conclusion. A writing frame or template could help to initiate ideas and investigations.
• Learners should pose a question which needs to be answered. This could be linked to their mind-mapping activities. Learners can include their researched information through the use of sub-sections in a report, showing different aspects of their topic under different headings in a magazine article, using a different voice to cover each part of the topic in a podcast or recorded presentation, and different hyperlinks in a website.
• At the end of the research project, there should be a clear conclusion evident.
Assignment 2: Plan a Travel and Tourism Research Project*
Assignment 3: Carry out the Travel and Tourism Research Project*
Learning aim C: Review the outcomes of the travel and tourism research project
Topic C.1 Review project outcomes
• Peer assessment can be used to make decisions about the success of each learner's project. This could be done through scheduled group feedback sessions once a particular learner has reviewed their own project. Feedback could be given through a grading system, star-rating or written comments. Teachers should advise learners on the required conventions and appropriateness of constructive feedback.
• To aid learners' understanding, feedback could be approached in a manner similar to a film or a TripAdvisor review. Personal reviews could refer back to agreed SMART targets set at the beginning of the project. There could also be group feedback once a particular learner has reviewed their own project.
• After feedback has been completed, learners should be encouraged to look critically at their research project and consider future improvements. These improvements could be shared in small groups or as individual presentations.
Assignment 4: Review Your Travel and Tourism Project*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit could link to any of the units found in Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism depending upon the research subject chosen. It links in particular to:

● *Unit 3: The Development of Travel and Tourism in the UK*

● *Unit 5: Factors Affecting Worldwide Travel and Tourism*

● *Unit 7: Travel and Tourism Business Environments.*

Pearson GCE in Travel and Tourism:

● *Unit 8: Current Issues in Travel and Tourism.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279
This is a useful textbook providing the breadth to cover the full assessment requirements. Each unit gives learners plenty of practice to deepen their knowledge and understanding of the industry and the qualification.

Journals

Travel Trade Gazette

Other useful resources include travel supplements from weekend broadsheets.

Journals/magazines/brochures are useful because they are current and feature issues and events which are impacting on the industry in the here and now.

Videos

YouTube
This is a useful resource as eye-witness accounts of issues are often captured and recorded and then uploaded to this site.

Sky Holiday Channel
This can be useful to help with researching suitable destinations which have been affected or recovering from current issues and events which re impacting on the industry now.

Websites

www.thetraveladventure.co.uk
This website contains up-to-date information on the hotspots to visit, what is popular and with what types of tourists.

www.skynews.com
This website will give a different journalistic approach and reporting of events of up-to-the-minute issues around the world.

www.bbcnews.com
The BBC website has a more straightforward approach to reporting. Very often statistics are contained in the reports and articles which can help when looking for visitor trends or evidence of recovery in a destination.

www.gov.uk/foreign-travel-advice
When civil unrest, wars, natural disasters or terrorist attacks occur, the Foreign Office website has up-to-date information and advice for travellers which will provide current research evidence.

VisitBritain – www.visitbritain.com
Information on a range of places to visit and events as well as advice can be obtained from this website.

Unit 15: Work-related Experience in Travel and Tourism

Delivery guidance

Approaching the unit

Your learners may well be considering pursuing a career in the travel and tourism sector. This unit provides learners with the opportunity to gain hands-on experience of working within a travel and tourism organisation. Employees want workers who are able to apply theoretical knowledge, understanding and skills in real working contexts; this unit will help learners to develop these attributes. It gives fantastic opportunities for you to develop links with local employers. Local employers could be involved in helping learners beyond just actual work experience; they could also be involved in helping learners prepare and participate in the interview process.

Completing this unit will give learners the skills to find a job, participate in the job interview process and actually gain work-related experience. Learners also have the opportunity to reflect on the benefits of participating in work-related experience. There are many opportunities for learners to participate in group work and open discussions about the benefits of work-related experience, to both themselves and the organisation that they worked for.

Learners may be nervous about some of the more practical elements of this unit, so it may be beneficial for you to arrange for them to visit their given organisation on occasions before they undertake the actual work-related experience. This should consist of approximately 30 hours, or about the equivalent of a week of full-time work.

Delivering the learning aims

For learning aim A, learners should prepare for work-related experience in travel and tourism. You will need to introduce learners to job-searching techniques, including how learners can match their own skills and interests to the requirements of specific jobs.

Learners will need to understand how to use different resources to search for jobs, including websites, job databases etc. It would be beneficial for learners to meet with representatives from job centres and recruitment agencies, as well as with potential employers, to discuss the best ways to search for a job.

You should help learners to prepare for work-related experience. They will need to make decisions about where they would like to undertake work-related experience, matching any choices to their own skills and attributes. You could create a presentation that demonstrates how learners can apply for work-related experience, including writing a CV and covering letter as one method of applying for a work-experience role. Learners could then practise applying for jobs by completing a full application form. It is essential that appropriate contact is made with organisations that could potentially employ your learners.

Learners also need to understand the interview process. You could show learners video footage of good and bad interview practice, followed by a discussion about how to perform effectively during a job interview. Setting up mock interviews, involving visitors from local organisations to assist in giving feedback to learners about their interview performance, would be very beneficial too.

For learning aim B, learners need to undertake a work-related experience in travel and tourism. The type of activities that would be suitable for this could include:

organising events, assisting with promotional activities, taking enquiries or bookings, cleaning, answering telephone calls or undertaking general administrative tasks. These types of activities should enable learners to demonstrate skills necessary to work within the sector. It is important that all necessary health and safety procedures are followed to ensure learner welfare is maintained and avoid possible litigation in extreme circumstances. Learners will also need to maintain a diary or logbook so that they can document the events and experiences that they may have had.

For learning aim C, learners need to review a work-related experience in travel and tourism. You will need to provide guidance about how learners could use their logbooks to help them reflect on any skills that they may have gained and on the overall benefits of their work-related experience. Learners should be able to understand the contribution that they have made to the organisation and consider how they could further develop their career, through feedback provided by yourself and the employers. It would be useful to have each learner prepare a short presentation about their experiences, which could then be delivered to the rest of the group.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 15: Work-related experience in travel and tourism
Introduction You could begin by asking learners to work in groups to mind map all of the different career paths available within the travel and tourism sector. This could then be reinforced if you create a presentation that informs learners of the different career paths within the travel and tourism sector. You should discuss the importance of work-related experience as valuable experience that potential employers would be looking for in a potential new recruit to their organisation.
Learning aim A: Prepare for a work-related experience in travel and tourism
Topic A.1 Job-searching techniques ● You could use internet job search engines to introduce learners to the concept of job search criteria. You could bring a competitive element to this by giving learners a list of job types and challenging learners to find a vacancy for each job type. ● You could develop this by introducing other places to search for vacancies, such as newspapers, recruitment agencies and job centres, and asking learners to write down their own skills and interests, and then match job vacancies to their own profile. **Topic A.2 Where to undertake a work-related experience** ● Conduct a whole-class discussion about where learners would like to undertake their work-related experience, and the factors to consider. Potential employers could discuss different travel and tourism job opportunities with learners. ● Learners could undertake research and design a presentation about where they would like to undertake work-related experience, and why. ● Learners could produce a personal skills audit, to help them understand their areas of strength and areas that might require further improvement. ● Learners could begin to make early contact potential work placements to enquire about availability. ● Learners could use websites such as www.prospects.ac.uk to find out suitable jobs and compile a research portfolio of jobs and career paths in which they are interested. ● Learners could complete an extended piece of writing, justifying which career path or job would be suitable for them in relation to their own skills and interests. If learners are interested in more than one career path, they could compare their suitability across career paths. **Topic A.3 Applying for a work-related experience** ● Introduce learners to CV writing by getting them to analyse examples of effective CVs and poor CVs. ● To help learners to apply their understanding about what makes an effective CV, you could ask learners whether there are any gaps in their experience that they would list on a CV. Can these be fixed? ● Discuss the importance of tailoring an application to the needs of the organisation and the given job description, including a covering letter in relation to a given job advertisement and a job application form. **Topic A.4 Interview process** ● Learners need to engage with the job interview process. The whole class can discuss what makes a job interview successful. Video footage of good practice and

Unit 15: Work-related experience in travel and tourism
poor practice could be used to initiate debate.
● Visitors from local organisations could help to set up mock interview situations. Learners should then participate in a simulated, but realistic, job interview process.
● Provide learners with feedback about their performance in the job interview. Again, there is also the opportunity for peer assessment of interview performances; learners may require briefing on the required conventions for giving constructive feedback to others. Learners could perform a SWOT analysis of their performance in the interview process.
Assignment 1: Choosing a Relevant Work-related Experience*
Assignment 2: Preparing to Secure Work-related Experience*
Learning aim B: Undertake a work-related experience in travel and tourism
Learning aim C: Review a work-related experience in travel and tourism
Topic B.1 Use work-related skills to carry out work-related activities
● In preparation for work placements, it would be useful for learners to participate in role-play situations that simulate real life workplaces. Learners could participate in peer and self-assessment to help them to become aware of their strengths and weaknesses prior to undertaking a work placement.
● You could focus on any common weaknesses and help learners to develop any skills which they may be lacking – for example, practising appropriate written responses to email enquiries.
● For learning aim B, you need to ensure that learners have a suitable work placement and are prepared to participate in work-related learning.
● You should aim to visit learners in their setting at least once throughout the duration of their work-related experience so that you can observe their practice.
Topic B.2 Maintaining a personal diary or logbook
● You could show learners an example diary or logbook to ensure that they record information in line with one of the required formats.
● Explain that they should use the diary or logbook to:
o keep a daily record
o document any experiences or achievements
o reflect on personal development
o monitor the completion of goals or targets.
Topic C.1 Benefits of undertaking a work-related experience in travel and tourism
● You could begin this topic by asking learners to share their experiences of their work-related activities.
● Ask learners to write a review of their career aspirations in relation to their actual work-related experience, including strengths and skills gained, as well as areas for development. They could present this as a detailed mind map.
● Emphasise that learners are responsible for collecting their own feedback, from their teacher and from their employer. You could also invite employers to visit and share general feedback about work-related experience with your learners.
● Learners need to consider the benefits they gained from their work-related experience. They could write a report describing the skills that they gained, the personal development they experienced, and how the experience has affected their interest in working in the travel and tourism sector in the future.
● You could present information about the importance of work-related experience as something employers will look for as part of the recruitment process. Again,

Unit 15: Work-related experience in travel and tourism
learners should consider this knowledge in the context of their own experiences.
● Ask learners to discuss the short- and long-term benefits of undertaking work-related experience.
● Finally, learners could use a range of sources to conduct further research into future job roles of interest, and identify the next steps that they would have to undertake to meet the chosen job specification. For example, their selected job might require a degree or other specialist qualification. They could produce a piece of writing about this.
Assignment 3: Undertaking and Reviewing a Work-related Experience*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 1: The UK Travel and Tourism Sector*
- *Unit 2: UK Travel and Tourism Destinations*
- *Unit 3: The Development of Travel and Tourism in the UK*
- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 7: Travel and Tourism Business Environments*
- *Unit 9: Travel and Tourism Employment Opportunities.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279
This textbook provides essential information about the content of the different units and also assessment guidance.

Journals

Travel Trade Gazette – CNP Information Ltd
Publication for the travel industry – this journal has a section related to the latest employment opportunities in the travel and tourism sector.

Videos

www.youtube.com/watch?v=8ibW4LWIZtU
The video presents a collage of the different career opportunities and sectors of the travel and tourism industry.

Websites

www.prospects.ac.uk
This website provides a comprehensive guide to employment opportunities and information about different career paths for young people in the UK.

www.work-experience.org/
This website aims to promote, support and develop quality work experience for the benefit of students, organisations and the economy.

www.travelindustrycareers.org/how-do-i-get-into-the-industry
This website contains information about travel industry careers.

www.travelcareersforum.co.uk/how-to-get-into-the-travel-industry/
This website provides advice for those wishing to pursue a career in the travel and tourism industry.

Unit 16: Holiday Representatives

Delivery guidance

Approaching the unit

Working as a holiday representative is just one of many exciting and varied jobs that are available in the travel and tourism industry. This unit will give learners the opportunity to investigate the different categories of holiday representatives by looking at the varied roles and responsibilities that come with the job. Learners will also be able to take part in practical activities, such as delivering a welcome meeting, using a microphone to carry out a transfer speech and selling an excursion to a holidaymaker.

The skills that learners will use in this unit are transferable to many jobs in the travel and tourism industry and there are ideal opportunities for development of presentation skills in front of groups. Small-group discussions could be used as a starting point for views on how important a holiday representative actually is to the customers' overall holiday experience.

You could approach this unit by using a mix of theory to introduce the individual learning aims, followed by practical activities, such as role plays, presentations and group discussions, to encourage the development of communication skills and interpersonal skills.

Delivering the learning aims

To engage learners in this topic, it is imperative to use different categories of holiday representatives as examples, so that learners can see the similarities and differences in the job roles and responsibilities.

Learning aim A can be delivered by encouraging learners to draw on their own experiences as holidaymakers. This can lead to discussions about how a holiday representative contributed to their holiday experience (or not, as the case may be). You could arrange for a guest speaker who has worked as a holiday representative to come in and discuss their job role. Ask learners to use the internet to investigate the roles and duties of different types of holiday representatives. Group work, discussions and/or debates could help gauge opinions on how a holiday representative's role and responsibilities contribute to the customer's overall holiday experience.

For learning aim B, a formal teaching session on communication methods, social and presentation skills will provide the theory to support learning aim C. Worksheets and role plays are good opportunities for learners to practise communication, social and presentation skills. Teacher-led discussions defining interpersonal social skills, followed by directed question-and-answer sessions will allow learners to share their thoughts on how to handle different situations as a holiday representative. When introducing the topic of presentation skills, you could deliver a welcome meeting/transfer speech/sales talk, or find a suitable clip/video and ask learners to complete an assessment of the presentation skills they have seen.

Learning aim C addresses the practical assessment of the theory that has been delivered in learning aim B. Some learners may not have been on a holiday overseas and other learners may not have had a holiday representative on their holiday. Consequently they may have never seen a welcome meeting or transfer speech. Learners may need initial guidance on how to deal appropriately with different situations such as complaints and accident reporting. Learners should be aware of

the necessary communication methods and social and presentation skills needed for the practical assessments. They should familiarise themselves with complaint forms and accident/incident reporting forms (these could be generic and provided by you) prior to taking part in the role plays.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 16: Holiday Representatives
Introduction To build up a visual picture of holiday representatives, you could introduce the unit by creating a large wall chart. Make groups of learners responsible for different categories of holiday representatives and ask them to list the roles and duties they think relate to a particular type of holiday representative, such as: ● a ski representative ● a campsite representative ● a resort representative ● a children's representative. This can then be used a reference for learning aim A, but also relates to the skills and situations that a holiday representative might find themselves in for learning aim C.
Learning aim A: Understand the roles and duties of different categories of holiday representatives
● Introduce the topic of customer service by asking learners to think about their own experiences of going on holiday and, if they had a holiday representative, what roles and responsibilities the holiday representative had. This information can be shared in small groups. ● Using a range of different holiday brochures (for example, for skiing holidays, summer sun holidays, villa holidays, camping holidays, family holidays), ask learners to list the types of holiday representatives they might find on each of these types of holidays. ● A guest speaker who has worked as holiday representative could offer learners valuable insight into the daily routine of a holiday representative. However, it might be quite difficult to find this type of guest speaker. ● Prepare learners to ask the guest speaker questions about areas such as the recruitment process, the skills required to do the job, the daily routine, and about delivering welcome meetings and transfer speeches. ● Using sites such as www.careerintravel.co.uk, show learners examples of the daily routine associated with being a holiday representative. Ask them to think about the lifestyle of a holiday representative and the associated challenges and benefits – for example, wages, working hours, being away from home/family. ● Ask learners to use the internet to carry out further investigation of the roles and duties of a holiday representative. Most tour operators have recruitment pages on their websites giving information on specific types of holiday representatives, and general careers sites such as Prospects and the National Careers Service also cover the role of a holiday representative. ● You could give out a set of cards with roles and duties of each type of holiday representative and ask learners to match the cards up with what they believe to be the correct roles and duties for each category of holiday representative. ● Learners could then choose which types of holiday representatives' roles and duties to investigate further.

Unit 16: Holiday Representatives
● Learners could also have a debate, with one group in favour of holiday representatives and their positive contribution to customer holidays, and another group against holiday representatives and stating that they feel that holiday representatives do not contribute to the overall holiday experience.
● Finally, ask your learners to devise a short questionnaire to find out the opinions of holidaymakers regarding the importance of a holiday representative to the overall holiday experience. Learners should ensure they complete the questionnaire with a range of holidaymakers (families, couples, different ages, customers with specific needs).

Assignment 1: A Day in the Life of a Holiday Representative*

Learning aim B: Understand the social and presentational skills required by holiday representatives

- Introduce communication methods and the communication, social and presentation skills required by different types of holiday representative. This could be done as a formal teaching session, referring to the introductory wall chart for examples.

- Ask learners to complete a worksheet giving examples of the most appropriate communication method to use in different holiday situations. For example, a welcome meeting would require formal, verbal communication in a face-to-face environment, whereas an evening entertainment would require informal, verbal communication.

- In pairs, ask learners to take part in role plays using given scenarios that holiday representatives may find themselves in, so they can practise communication skills and methods. Learners will need to think about how they would respond to the situations as a holiday representative.

- A teacher-led discussion defining social skills may be required. Ask learners to suggest a variety of situations where a holiday representative will need to use these skills, such as dealing with angry or upset customers.

- Introduce a 'What would you do if…' task to learners, and give each learner a scenario/situation. Ask learners to write down what they would do if they were a holiday representative and what social skills would they need to use. This could be shared with the group and will open up discussion around what other people would do and show the difference in social skills of individuals.

- To introduce the topic of presentation skills, you could deliver a welcome meeting/transfer speech/sales talk and ask learners to complete an assessment of your presentation skills, ensuring that you make obvious errors so that they are picked up by the learners. You could use the content from the unit specification as headings – for example, personal presentation.

Assignment 2: Have You Got What it Takes to Be a Holiday Representative?*

Learning aim C: Be able to apply social skills in a range of holiday situations

- Recap on the communication methods and social and presentation skills required for holiday representatives. Encourage learners to choose a specific type of holiday representative for their practical assessments.

- In groups, ask each group of learners to consider the communication skills and social and presentation skills required in a different scenario, such as welcome meetings, transfer speeches, dealing with complaints and dealing with an incident such as an accident.

- You could give out an example of a welcome meeting script or bullet points to help learners. When they are planning for a welcome meeting and transfer speech, learners should be encouraged to prepare a script or prompt cards, but should not rely on these.

Unit 16: Holiday Representatives
- Encourage learners to search the internet for clips of welcome meetings in different holiday settings; they could search sites such as YouTube. This will help learners with the format and style of a welcome meeting, especially those who may not have a welcome meeting for themselves.   - You could deliver an example transfer speech to learners, demonstrating what needs to be included in the speech.   - For transfer speeches, learners must use a microphone. If possible, set up the classroom to look like a coach, or even use a school/college minibus; this will make the situation feel more realistic. Remind learners about the communication, social and presentation skills associated with a transfer speech.
Assignment 3: I Want to Be a Holiday Representative*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 1: The UK Travel and Tourism Sector*
- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 11: Delivering the Travel and Tourism Customer Experience.*

Pearson GCE in Leisure and Tourism

City and Guilds Award in Welcome Host (Customer Service)

BTEC Apprenticeship (QCF) Customer Service and Contact Centre Operations

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Dale G – *BTEC National Level 3 Travel and Tourism Book 2* (Pearson Education, 2010) ISBN 978 1846907289

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson Education, 2010)
ISBN 978 1846907296

Porter A – *So You Want to be a Holiday Rep? The In-depth Career Guide on How to Become a Holiday Representative* (Travelvocation, 2002) ISBN 978 0953623211

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Both these journals give information on the current travel industry.

Videos

YouTube clips can be very useful when looking for examples of welcome meetings, transfer speeches and tour operator recruitment videos. The following may help:

www.youtube.com/watch?v=pchlszMv0p8
Short clip which shows a day in the life of a TUI travel representative.

www.youtube.com/watch?v=TlO_3kZU4Ug
Advertisement for Thomas Cook – join our overseas team!

www.youtube.com/watch?v=s93T58DZtKA
Short clip showing a college student delivering a welcome meeting for their Holiday Representatives unit in Travel and Tourism.

Websites

Campsite representatives:

www.vrgcampingrecruitment.com
www.holidaybreakjobs.com

Both of these websites recruit campsite holiday representatives for sites in Europe.

General careers information:

http://www.careerintravel.co.uk/real-holiday-rep-martinc
A day in the life of a holiday representative, including highlights, a typical day and initial interview information.

www.nationalcareersservice.direct.gov.uk
Gives an overview of the job roles and responsibilities.

www.prospects.ac.uk/holidayrepresentative
Provides information on the role of a holiday representative.

Ski representative jobs:

www.neilson.co.uk/recruitment-overseas/job-roles
www.jobsinwinter.co.uk/thomson/to-ski-representative

Both of these websites recruit ski representatives for resorts worldwide.

Resort representatives:

www.club18-30.com/club1830-recruitment
www.tuitraveljobs.co.uk
www.thomson.co.uk/jobs/overseas-travel-jobs/holiday-reps-and-management

These websites recruit resort representatives for resorts worldwide.

Unit 17: UK Travel Agency Operations

Delivery guidance

Approaching the unit

In this unit, learners will benefit from having some experience of travel agency operations through organised visits, guest speakers or work experience. Learners will be required to explore the retail travel environment by researching the different types of retail travel agents and their varying roles. Learners will also be expected to consider trends within the travel and tourism sector and the effects they have had on the retail environment.

Learners will be expected to know the products and services offered within retail travel and have knowledge of the booking cycle. It would be beneficial for learners to hear first-hand from employees within retail travel about the products and services they offer, the booking cycle process and how they maximise their revenue to stay in business. Learners would also greatly benefit from an arranged visit to a local travel agent to see this in action and gain first-hand knowledge.

Being able to select and cost overseas package holidays and provide information is essential to success in working as a travel agent. Therefore, learners will need to select and cost overseas package holidays for specific customer types, and also provide relevant information and advice.

Delivering the learning aims

For learning aim A, learners will explore the retail travel environment in order to describe the different types of retail travel agents and their roles. Much of the delivery for this aim can be achieved through teacher presentations, group discussions, learner research and guest speakers from retail travel agents. Learners will need access to the internet to support their research and to carry out investigations about trends and developments affecting the UK retail travel environment, how travel agents have responded to these trends, whether they have responded effectively and how these trends have influenced the role of retail travel agents. Learners would benefit from links with local travel agents in order to have a focus point for their investigations. Class discussions can also develop learners' ideas about these trends. A guest speaker focusing on current trends within travel and tourism would strongly support learners' knowledge.

For learning aim B, learners should investigate the products and services offered by UK travel agents. Learners will benefit from an organised visit to a local retail travel agent, or they should be encouraged to visit a variety of different types of travel agents independently to develop their knowledge of the different types available. Some of the delivery for this aim can also be achieved through learner discussions on the more familiar types of travel agents and through learner research on the less familiar aspects. Learners will also be expected to explain the booking cycle and regulatory requirements for a standard package holiday. Again, learners would benefit from a travel agent visit in order to obtain a first-hand, visual experience of this process. Some teacher delivery on requirements for staying in business may be required, or could be covered through a guest speaker who explains how travel agents maximise their revenue, gain competitive advantage and the techniques used by travel agents.

For learning aim C, learners should be provided with a variety of brochures for overseas package holidays to familiarise themselves with their content and the information provided to customers. Some teacher input may be required on the type

of information provided to customers by travel agents, as well as how to cost a package holiday with ancillary products. Learners will also benefit from in-class customer scenarios to practise costing and producing itineraries.

Pair activities and role play will encourage learners to explain why the chosen package holiday is suitable for the type of customer, including justification, and trend considerations.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 17 : UK Travel Agency Operations
Introduction
In order to kick-start this unit, learners could, in small groups, could use a large piece of flip-chart paper to mind map the names of all the different travel agents they can think of. Encourage them to think of travel agents they know locally, as well as those that operate online. Learners should then be encouraged to think about what type of travel agent each is, and how they sell their products and services, so learners start to identify which category each of their named travel agents would belong to. They could develop their work further by putting this information into a table.
Learning aim A: Explore the retail travel environment in the UK
Topic A.1 The UK retail travel environment
● Learners will need to be able to describe the different types of travel agent, such as leisure, business, high street etc and their roles, such as providing products and/or services to customers on behalf of other organisations. Some teacher input on the more unfamiliar types may be required.
● Encourage learners to use the internet to carry out independent research on the different types of travel agents and their roles. This could also be done in small groups, with each group researching a different type of travel agent.
● A carousel activity may also prove useful, once your learners have further developed their knowledge on some of the different types of travel agents. The different types of travel agents should be listed around the room, and each group should note what they know about each type.
Topic A.2 Trends within the travel and tourism sector
● Learners will need to describe recent trends that have affected the retail travel environment, such as low-cost airlines, changing working patterns and the move from traditional package to dynamic package. Guest speakers from different types of retail travel could be invited to provide valuable information on trends, how they have influenced the travel agent and how they have responded to relevant trends.
● Some teacher input may be required around trends affecting the retail travel environment.
● Group discussions in class, with learners providing examples, will develop learners' knowledge on this topic further.
Assignment 1: Types of Retail Travel Agent*
Learning aim B: Understand UK retail travel agency operations
Topic B.1 Products and services within UK retail travel
● An organised visit to a local retail travel agent will provide a valuable starting point to this topic. Alternatively, learners could be encouraged to visit a travel agent independently.
● Learners should note the types of product they have seen through this first-hand experience, including the variety of holidays and ancillary services offered by travel agents (tours, flights, ferry bookings, accommodation etc).
● Learners should be provided with a range of holiday brochures sourced from local travel agents. This will support development of learner knowledge in some of the products offered by travel agents. These brochures can also be used for Topic C.1.

Unit 17 : UK Travel Agency Operations
- Learners could mind map the products and services they are now aware of from their visits to local travel agents, and start to develop their knowledge of the types of products and services offered by other types of travel agents.   - Whole-class discussions on how travel agency products and services differ across the different types of travel agent would support development of learners' knowledge for Topic B.1.   - Further group work could be carried out, with each group investigating a specific type of travel agent's products and services. The findings could be fed back to the rest of the class through discussion.

Topic B.2 The booking cycle and regulatory requirements

- An organised visit to a local retail travel agent could provide valuable first-hand experience of the booking cycle and regulatory requirements when making a booking, if the travel agent is willing to demonstrate this.
- A guest speaker from a travel agent would also be beneficial to develop learners' knowledge of the booking cycle process, including the terminology, front- and back-office systems etc.
- Remind learners to take detailed notes during any visits or talks by guest speakers. Encourage learners to prepare questions in advance so that they can maximise their opportunities to find out information about the booking cycle and regulatory requirements.
- Learners should then be set an activity in which they draw the booking cycle as a flow chart. Their flow charts should show detailed understanding of the process, with explanatory annotations.
- If required, a further research task could be set for learners to develop their knowledge of the regulatory requirements further.

Topic B.3 Staying in business

- Learners would benefit from a range of guest speakers from different retail travel agents, such as a leisure agent and a business agent.
- Some teacher input may be required concerning how retail travel agents generate and maximise revenue to support learners' knowledge.
- Learners should be reminded to make detailed notes and think about the key areas from the unit specification.
- A research task where learners investigate the different booking fees, promotional initiatives and window displays will allow learners to develop their own knowledge further in these areas. With prior permission from the travel agent, learners could photograph window displays for reference and further discussion in class.
- Some teacher input may be required on the meaning of competitive advantage and techniques used by travel agents to gain competitive advantage.
- Learners should make links to knowledge already gained and research completed in this topic, such as ancillary services, the range of products and services and level of service provided by travel agents. Learners could then further develop their research independently or in small groups – for example, on staff training, promotional activities and advertising.

Assignment 2: The Retail Travel Business*

Learning aim C: Be able to select and cost overseas holiday packages and provide information

Topic C.1 Selling package holidays within the context of current trends in travel and tourism

- Learners can use the range of brochures already used for Topic B.1. They should also be introduced to suitable travel websites such as Thomas Cook's online site

Unit 17 : UK Travel Agency Operations
and sites such as lastminute.com.
● Some teacher input may be required regarding planning, itinerary content and layout, ancillary sales and other information provided.
● Learners could mind map the planning stages, starting with the key information a travel agent would need to know from a customer in order to match and book a holiday successfully. Feedback to the group could create further discussion around the planning stages and what should be included within an itinerary.
● A task could be set for learners to create their own enquiry form which would capture essential information from customers.
● Some practice of costing holidays will be required, with teacher support in this process, as well as with adding on and costing ancillary services. You could use pre-set questions for learners to use as practice in order to get them started.
● Learners could then be given different scenarios which include a range of different types of customers with different requirements. Learners should practise matching the customer scenario and requirements to a suitable holiday.
● Learners should also practise producing a suitable itinerary containing all relevant information and explaining why they have chosen the holiday for a particular customer. Teachers should check learners' work for accuracy and appropriateness at this stage, and provide guidance if necessary.
● Further teacher input and class discussion around relevant trends and requirements around selling an overseas package holiday will further support learners to justify their choices in the context of current travel and tourism trends.
Assignment 3: How can I Help You?*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 4: International Travel and Tourism Destinations*
- *Unit 6: The Travel and Tourism Customer Experience*
- *Unit 8: Promotion and Sales in Travel and Tourism*
- *Unit 10: Organising a Travel and Tourism Study Visit*
- *Unit 11: Delivering the Travel and Tourism Customer Experience.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279
This textbook relates specifically to this unit and provides good underpinning knowledge.

Journals

Travel Trade Gazette – CNP Information Ltd

Travel Weekly – Reed Business Information Ltd

Both periodicals contain information relating to different types of UK retail travel agents.

Websites

www.expedia.co.uk
Expedia are one of the largest e-agents in the travel and tourism sector. Their website will provide learners with information about their retail provision.

www.thomascook.com
Thomas Cook are one of the largest multiple tour operators and high-street travel agents in the travel and tourism sector. Their website will provide learners with information about their retail sector.

www.co-operativetravel.co.uk
The Co-operative Travel are a leading miniple travel agent in the Midlands area. Their website will provide learners with information about their retail travel agents.

www.businesstravel.americanexpress.com/uk
American Express are one of the largest business travel agents in the travel and tourism sector. Their website will provide learners with information about their business travel sector.

www.holidayhypermarket.co.uk
Holiday hypermarket are one of the leading retail hypermarkets in the travel and tourism sector. Their website will provide learners with information about their retail travel agents.

Unit 18: The Cruise Industry

Delivery guidance

Approaching the unit

This unit will introduce learners to the exciting world of cruising and could prepare them for work in the cruise industry, tour operations or retail travel.

Throughout the unit the learners will look at cruising destinations and ports of call around the world, the different types of cruises available and the facilities offered on different types of cruise ships.

It may be advisable to complete this unit after other units, such as *Unit 4: International Travel and Tourism Destinations*, where learners will previously have looked at destinations around the world including some cruising areas.

Delivering the learning aims

For learning aim A, learners need to know and be able to locate the major cruising areas around the world and the ports of call, as well being able to distinguish the different types of cruise on offer. This learning aim will give learners an understanding of the different cruises available and their purpose. Learners will need to be confident using an atlas and standard cruising brochures, and be able to locate various cruising destinations around the world.

Learners should be encouraged to use map work to reinforce their knowledge of cruising destinations.

Investigating a number of cruising brochures will help learners to gain a visual understanding of the different types of cruises available. Access to the internet will also be beneficial, as there are many cruising websites with access to cruising itineraries.

Learning aim B requires learners to develop a thorough understanding of the different features of cruise ships and their different on-board facilities. Learners will need to research and investigate two different types of cruise ships and the facilities on board.

It is important that learners have access to different cruise operators' brochures to enable them to look at a variety of on-board facilities. This will then allow them to explain the target market for each of the selected cruises. Guidance will need to be given to ensure that learners meet the requirements of this topic by investigating cruise ships that are sufficiently different.

For learning aim C, learners need to be able to select suitable cruises for different types of customers and their needs. You could give learners a selection of pen portraits covering a variety of customers and their needs. Providing more than two examples would give the learners the opportunity to select and research a number of different cruises.

Access to cruising brochures and the internet will be needed to complete this aim. It may be beneficial for learners to be given a writing frame/cruise enquiry form which contains all the relevant headings; this would help ensure they have all the correct information.

This unit provides an opportunity for your learners to develop their research and career skills, as they will use the approach expected as if they were actually working as a travel agent or tour operator. Particular emphasis should be put on the range of

activities available prior to assessment, to allow the learners to gain a full understanding of what makes cruising an increasingly popular holiday choice.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 18: The Cruise Industry
Introduction
Kick-start this unit by asking learners what they know about cruising. You could adopt a true/false approach. Ask each learner to write, on a flipchart or board, anything they know about cruises. You could then discuss the statements, asking learners whether each one is true or false.
Learning aim A: Understand different types of cruise and the major cruise areas of the world
- Introduce the session to the learners by looking at what a cruise is. Has anyone been on a cruise? If so, ask them to explain what it was like.   - Many cruise companies offer DVDs or links to promotional videos about their ships. This is an excellent way for learners to understand the size of and facilities of different ships.   - Refer the learners to www.mapsofworld.com/world-cruises, which shows all of the main cruising areas of the world.   - Compile a range of cruise brochures (most travel agents are happy to give away old copies of these). Try to get brochures that cover the range of different types of cruises. This will help learners appreciate the comparisons and contrasts between different types of cruises.   - Ask the learners to identify and pick out a number of cruises in different areas of the world.   - Ask learners to look at all the ports of call for each cruise to gain some understanding of the different types of places customers can see.   - In small groups, ask learners to investigate a different type of cruise for each group – for example, cruise and stay, river cruises, fly cruises. Encourage learners to think about what makes different types of cruises appealing to different customer types. Learners should then feed back to the other groups with their findings. Learners could go on to look at two cruises and discuss the differences.
Assignment 1: Cruising Areas and Types of Cruise*
Learning aim B: Investigate different types of cruise ship, their target markets and the facilities they offer
- Introduce the session to the learners by looking at a range of cruises and identifying the terminology with which they will come into contact. Encourage the learners to think about what facilities customers would like on board a ship. You could give the learners a list of ships they could investigate, to ensure they have a selection of significantly different cruise ships.   - Learners could start by looking at the owners and operators of ships, as well as the age and size. Size can be looked at by tonnage. Another important factor learners should be aware of is PCR (passenger crew ratio).   - Invite as many guest speakers as possible who have cruised before or worked on a cruise ship. They will all probably have different things to say. Some cruise companies offer ship visits when in port and this could be an invaluable experience for learners. Trying to explain the sheer size of some cruise ships is difficult. If you have access to an appropriate space, why not mark out the length of a cruise ship, for example, on a sports field?

Unit 18: The Cruise Industry

- Produce a set of cards that list different activities, such as ice skating, golf or keep-fit classes. Ask the students to compile a list, showing which activities they think can be done on board a ship – they may be surprised! Remember to add in some bluffs. In small groups, learners could investigate the facilities on board a number of sufficiently different types of cruise ships and then present their findings to the rest of the group. Exposing learners to a wide variety of types of cruise ship will help them to draw comparisons between the on-board facilities.

- Learners could be encouraged to look at a variety of cruise brochures and websites to gain a full understanding of the facilities on board ships. Websites that have a lot of useful information include www.cruisecritic.co.uk and www.cruiseadvice.org.

- Learners could discuss the different target markets of cruises – for example, families, couples, by age or socio-economic group.

- Once learners have discussed and come up with a list of different types of customers/target markets, they can then go on to look at the facilities they think each group of customers will need on board. It is important that learners describe the type of on-board facilities (and the appropriateness of those facilities) in terms of how these facilities might appeal to particular market segments. Teacher input may be required to develop learners' understanding of terms such as 'target market', 'market segment' and 'customers with specific needs'.

Assignment 2: Which Ship to Sail?*

Learning aim C: Be able to select cruises to meet customer needs

- Learners should now have a good understanding of what a cruise is like. Introduce these sessions by asking the learners: 'If you were planning a cruise for yourselves, what would be important to you?'

- Invite guest speakers to talk to learners – for example, people who have worked on a cruise ship. This can bring cruises to life, as guest speakers may have documents or photos from their time on board ship. Learners will enjoy listening to a real-life experience and will have the chance to ask questions.

- For practice, learners, working in pairs, could be given a scenario and/or pen portraits, and asked to find a suitable itinerary for those customers from a brochure. You could then lead a whole-class discussion on why they think that particular cruise is suitable, encouraging other groups to give their opinions. Useful group feedback could include details on why specific aspects of each itinerary are suitable or not suitable.

- Ensure the learners have access to a wide range of cruise brochures and suitable websites and that learners appreciate that the information in cruise brochures and websites reflects the cruise operator's intention to meet specific customer needs.

- Produce a writing frame or cruise enquiry form that learners can use to enter all of their search information. This will assist them when role-playing their findings.

Assignment 3: All in a Day's Work*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

- *Unit 4: International Travel and Tourism Destinations*
- *Unit 5: Factors Affecting Worldwide Travel and Tourism.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

World Travel Atlas (11th edition), Columbus Travel Publishing, 2011
ISBN 978 0956606600
As well as the normal maps found in atlases, there are also passenger shipping maps.

Dale G – *BTEC National Level 3 Travel and Tourism Book 2* (Pearson Education, 2010) ISBN 978 1846907289

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson Education, 2010)
ISBN 978 1846907296

Ward D – *Berlitz: Complete Guide to Cruising & Cruise Ships 2013* (Berlitz Travel, 2012) ISBN 978 1780040608

Journals

Travel Trade Gazette – Reed Business Information

Travel Weekly – CNP Information

Both journals give information on the current travel industry, as well as having case studies on different types of holidays and destinations.

Websites

www.mapsofworld.com/world-cruises/
Map showing cruise areas of the world.

www.cruiseadvice.org/
General advice on cruises, ships and destinations.

www.cruisecritic.co.uk/
General advice on cruises, ships and destinations.

www.thomson.co.uk/cruise
Thomson cruise and stay holidays.

www.vikingrivercruises.co.uk/index
Viking River cruises.

www.royalcaribbean.co.uk/
Royal Caribbean fly-cruises, mini cruises.

www.pocruises.com/
P&O ex-UK cruises, round-the-world, mini cruises.

www.thecruisevillage.com/special-interest-cruises
Details of special-interest cruise operators.

www.seabourn.com
Luxury cruises.

www.cunard.co.uk/
Luxury, round-the-world and transatlantic cruises.

www.ncl.co.uk/destinations/transatlantic
Transatlantic cruises.

Other

Tour operators' cruise holiday brochures

Unit 19: Hospitality Operations in the Travel and Tourism Sector

Delivery guidance

Approaching the unit

This unit will introduce learners to the hospitality sector of travel and tourism. As hospitality is a major growth area within the travel and tourism industry, with an increasing number of jobs on offer, some of your learners may well work in this area in the future.

Throughout the unit, learners will look at the products and services that are offered by hospitality providers and the factors that can affect their success. The learners will also have to plan hospitality provision in a travel and tourism context.

Visits and/or guest speakers will form an invaluable part of this unit. This could include visits to a local hotel, visitor attraction or railway station. If these can be combined with a talk on the services offered, it would really bring the unit to life.

This unit also provides an opportunity for your learners to develop their research and career skills, as they use the same approach expected if they were actually working as a hospitality planner or in events management. Particular emphasis should be put on the range of activities prior to assessment to allow the learners to gain a full understanding of what makes hospitality operations within travel and tourism so important.

Unit 6: The Travel and Tourism Customer Experience also has elements that may help the learners, such as different types of organisation and the needs of different types of customers.

Learners could also look at some of the criteria needed for this unit when they are completing *Unit 20: UK Visitor Attractions* as hospitality operations play an important role within visitor attractions.

Delivering the learning aims

For learning aim A, learners need to know about different travel and tourism providers where hospitality is part of the main business, such as a hotel, and where it is an additional service, such as at an attraction. Once they have an understanding of this, learners should then look in detail at the core products and services hospitality has to offer everyone, and then at those products and services that meet specific customer expectations, such as dietary requirements, or family facilities.

Learning aim B gives the learners the opportunity to produce a plan for hospitality within a travel and tourism context. The actual context should be chosen by the learner and suggestions could include an attraction, event or a conference. Learners can either design a new hospitality provision, or modify an existing one. They can use whichever method they feel most comfortable with for their design, such as using a PC to make a 3D model, etc.

For learning aim C, learners must understand the importance of the factors that can have an effect on hospitality provisions in travel and tourism contexts. This is where visits and talks from hospitality providers can be of great importance as they can give the learners insight into real-life examples. Learners will need to research specific examples and provide evidence, such as promotional materials and news articles.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 19: Hospitality Operations in the Travel and Tourism Sector
Introduction A suitable starter activity for the unit may be to give the learners a hospitality provider (hotel, attraction or airport) and then to ask the learners to think of all the different products and services the provider offers for different customers.
Learning aim A: Investigate products and services offered by hospitality providers in a travel and tourism context
● Introduce the learning aim to the learners by looking at what hospitality is. Ask learners: 'What does your school or college offer in the way of hospitality?'. Although this is obviously not a travel and tourism context, it will get them thinking about hospitality provision. However, the focus throughout the unit should be on hospitality in travel and tourism contexts. ● Visits to attractions, hotels, and railway or coach stations could be invaluable. If carefully planned, learners could visit a site that is also relevant to other units. Inviting guest speakers from any hospitality provider would give the learners an opportunity to ask about the facilities they offer to their customers. ● In small groups, ask learners to research local hospitality providers. ● When they have chosen their hospitality providers, learners could produce questionnaires to ask their families and different types of customers what products and services they would expect, including meeting any specific expectations. This could help with Topic A.2. Learners should explore whether the products and services expected by the customers match up to those on offer by the chosen hospitality providers. ● Encourage the learners to use the internet to research a variety of hospitality providers in travel and tourism contexts so they gain awareness of a broad range of the products and services offered and are able to appreciate that these services differ because they cater for the needs of different types of customer. ● Learners could be encouraged to produce a chart comparing two different providers and their products and services. Learners could explain which customer types they are best suited for. ● Learners should also consider new, improved and enhanced types of service or products in response to customer feedback.
Assignment 1: Local Hospitality Provision*
Learning aim B: Plan hospitality provision in a travel and tourism context
● Introduce the learning aim to the learners by looking at a range of hospitality provision within travel and tourism contexts. Encourage learners to think about the layouts, names, products and services they think customers would like. Give the learners a list of places they could investigate, to ensure they have a selection of sufficiently different places for which to plan hospitality provision. ● Invite guest speakers from local hospitality providers, or from an events management company, to speak to learners about what they provide and how they meet the needs of different customer types. ● Many local organisations offer talks and the opportunity for learners to visit. You may not have to travel far to visit a local hotel/guesthouse, visitor attraction with a café or a restaurant. ● In small groups, learners could investigate the current hospitality provision in a number of travel and tourism areas and then present their findings to the rest of

Unit 19: Hospitality Operations in the Travel and Tourism Sector

the group.

- Each group should then be encouraged to think about how that particular organisation's hospitality provision meet the needs of different customer types, such as families or solo travellers. This will assist learners later in considering how their own hospitality plan would successfully meet the needs of certain types of customer.

- Encourage learners to look at a variety of promotional materials for hotels, attractions, events and conferences. This could include leaflets, brochures, websites and social media pages. This will continue to provide the learners with ideas and information on what hospitality operations are offered within the travel and tourism sector.

- Learners could also come up with examples of hospitality operations from local hospitality providers that they think could be modified, and state why.

- Learners could be given a set of customer scenarios such as a children's birthday party in a café or a college student conference in a local hotel. They should think about the themes and different furnishings they could use when providing hospitality, and produce drawings of the rooms and plans they have thought about.

- Encourage learners to design their plan for hospitality provision in their own styles. The plan should be appropriate and relevant and show clear links to the needs of the targeted customer types. Learners could hand-draw their plan, make a 3D model or use online tools to design it on the computer.

Assignment 2: Plan Hospitality Provision*

Learning aim C: Understand factors affecting hospitality operations in travel and tourism organisations

- To introduce this aim, you could start by asking learners what factors they think affect hospitality provision. By this stage they will have generated some of their own ideas from having looked at various hospitality providers, as well as designing their own plan of hospitality provision.

- The learners will need teacher input to produce a comprehensive list of the factors that affect hospitality operations in travel and tourism contexts. This could be done by teachers producing picture cards of the different factors, which the learners then need to identify. In small groups, learners can separate these into those they think are internal factors and those they think are external; you may need to explain the difference between internal and external.

- Learners could investigate these factors in small groups or pairs and produce a mind map with ideas of what they think each factor means. They could then present their findings to the rest of the group.

- You could compile some case studies about different hospitality providers (the same ones could be used throughout the unit). These case studies could help learners gain more ideas about the factors that affect the success of hospitality provision.

- Learners could look for articles regarding the travel and tourism sector in online hospitality magazines, such as www.hospitalitytoday.co.uk.

- Learners should have access to the internet so that they can research hospitality providers; they may like to contact local providers to ask questions about how different factors influence hospitality operations.

- Visits to, or guest speakers from, local hospitality providers could again give learners information on the factors that influence their particular organisation.

Assignment 3: The Hospitality Environment*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

● *Unit 8: Promotion and Sales in Travel and Tourism*

Learners could produce a piece of promotional material based on their designed plan of a hospitality provision.

● *Unit 10: Organising a Travel and Tourism Study Visit*

Part of the planned study visit could include the chance to see a hospitality provider, such as an attraction.

● *Unit 20: UK Visitor Attractions*

Learners will be looking at a range of attractions and the products and services they offer, which includes the hospitality provision within the attraction.

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Dale G – *BTEC National Level 3 Travel and Tourism Book 2* (Pearson Education, 2010) ISBN 978 1846907289

Batten S, Carysforth C, Dale G et al *BTEC Level 2 First Hospitality Student Book* (Pearson Education, 2011) ISBN 9 780435026592

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack*, (Pearson Education, 2010) ISBN 978 1846907296

Journals

Travel Trade Gazette – Reed Business Information Ltd

Travel Weekly – CNP Information Ltd

Both journals give information on the travel industry as well as having case studies on different types of organisations throughout the industry.

Brochures and leaflets

Many hospitality providers produce brochures and leaflets advertising their organisation, such as hotels, restaurants, visitor attractions and campsites – these will be invaluable for the learners.

Websites

www.hospitalitytoday.co.uk
Online copy of industry-related hospitality magazine.

www.bha.org.uk
British Hospitality Association website.

There are a wide variety of hospitality providers who have their own websites such as:

www.hilton.com
Hilton Hotels website

www.merlinentertainments.biz
Merlin Entertainments website

www.heathrowairport.com
Heathrow airport website

www.jdwetherspoon.co.uk
JD Wetherspoon website

Unit 20: UK Visitor Attractions

Delivery guidance

Approaching the unit

In this unit, learners will be guided through the range of UK visitor attractions from theme parks such as Alton Towers to natural attractions such as Cheddar Gorge and Becky Falls.

Learners will discover the variety of different UK visitor attractions and will learn how to group these into different categories based on whether attractions are purpose-built or natural.

Different types of attractions appeal to different customers. Learners will investigate how the range of products and services that different attractions offer to customers affects their appeal. This appeal could be the thrill of riding Nemesis at Alton Towers or from taking part in a guided tour in the Natural History Museum or a warden-led walk across the Brecon Beacons. Learners will investigate how products and services appeal to visitors of different attractions and why.

Learners will also investigate how attractions use technology to appeal to visitors. During this unit, learners should be given the opportunity to visit different attractions.

Delivering the learning aims

In learning aim A, learners should investigate the range of products and services available at UK visitor attractions. They should look at the similarities and differences. Are there always catering facilities, whether a café or just an ice-cream stand? Are souvenirs and merchandising available in gift shops? What services are provided for customers with specific needs? Learners will also be able to investigate which products and services are popular and why some products and services are changed to keep up with trends. This topic can be presented to learners through case studies, with learners encouraged to conduct individual research regarding an attraction that interests them. This research could then be presented to the rest of the class.

Learning aim B requires learners to understand why and how different visitor attractions appeal to different types of visitors. Delivery of this learning aim builds upon the knowledge gained in learning aim A. Learners should use the information researched previously regarding products and services as a basis for understanding the appeal of attractions to visitors. In small groups, learners could look again at the case studies previously provided and discuss why and how they think the available products and services appeal.

For learning aim C, learners need to understand the importance of UK visitor attractions in terms of popularity, visitor numbers and trends. Introducing statistical data from organisations such as VisitBritain and the Office for National Statistics will help learners understand recent and relevant trends that have occurred in the travel and tourism industry.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 20: UK Visitor Attractions
Introduction   Introduce the unit by asking learners to: ● make a list of what they consider to be the 10–20 most popular UK visitor attractions (specific named examples should be given)   ● divide the list into purpose-built, heritage and natural.   Learners' lists could then be compared with the published list from VisitBritain.   Through group discussion you could find out who has visited which attraction and for what purpose. Once the information has been gathered, a wall chart could be produced to record the information. The attractions can be placed on a large map of the UK. Images could be used to illustrate the findings.   Learners could be encouraged to look at the geographical location of the attractions they have named and then could research further for attractions in other parts of the country.
Learning aim A: Investigate the products and services provided by UK visitor attractions
Topic A.1 Types of local and national UK visitor attraction   ● Learners could be divided into three groups. Each group could be given a type of UK visitor attraction to research. The group should find examples of the type of attraction and locate where they are in the UK.   **Topic A.2 UK visitor attraction products and services**   ● For this topic, learners could be provided with a writing frame or template which would help them identify the range of products and services available at UK visitor attractions.   ● Again, group work lends itself to this topic as each group could investigate which products and services are provided at each specific type of attraction, and whether the attractions are natural, purpose-built or heritage. The groups could then compare similarities and differences in provision.   ● The findings could then be presented as a class activity on a large wall chart.   **Topic A.3 How UK visitor attractions products and services are provided**   ● Learners could use the large wall chart to list the most popular facilities, products and services at a wide range of visitor attractions from the information gathered through their visits. Commonality between facilities, products and services would be evident, and the reasons for their appeal could be investigated.   ● Peer comparison and evaluation could be used to outline which facilities, services and products are popular and have appeal at attractions. From this, learners could use a mind map to identify where there are gaps in provision for each of their chosen attractions.   ● Learners could then make informed suggestions as to which facilities, services and products could be added to their chosen attractions to further add appeal and enhance the provision for visitors.
Assignment 1: What's on Offer?*

Unit 20: UK Visitor Attractions

Learning aim B: Understand how UK visitor attractions appeal to different visitor types

Topic B.1 Different types of visitor and their associated needs

- Learners could look at different customer types and their needs and present the information in a tabular format or in a writing frame. The suggested headings could be: types of visitor, needs of visitors, how needs are met through the appeal of UK visitor attractions. As part of the investigations, learners need to be able to make judgements on what gives their chosen visitor attractions appeal. A local visitor attraction could be compared to a national one.

  Types of visitor include:
  o individuals, e.g. adults, children
  o families
  o groups, e.g. education, corporate
  o people of different ages, e.g. teenagers, pensioners
  o people with specific needs

  Visitor needs include:
  o speed of service
  o cost, convenience, comfort/relaxation
  o hospitality
  o entertainment
  o specific interest
  o accessibility
  o information/education
  o safety and security.

- Learners need to record which of the key features are evident at the visitor attractions and which visitors they appeal to and why. A table or tally chart could be one way to collect this information. The key features that should be the focus of the investigation are as follows:
  o accessibility, e.g. location, and key transport routes
  o weather and climate, e.g. indoor/outdoor facilities
  o opening times/seasonality
  o facilities, e.g. eating places, washrooms, signs/information, Braille
  o prices and pricing strategies
  o special events and entertainment
  o image and reputation

Images could be used to illustrate and support comments and findings.

Topic B.2 Appeal of UK visitor attractions

- A column could be added to the table to allow the learners to make their own judgements on how effectively UK visitor attractions actually meet the needs of their visitors, focusing on the key features.

- Learners could be split into different groups, each covering a different type of attraction. They then should present a case as to which key features give the attractions their appeal and how the visitor attractions then meet the needs of their customers through the identified key features. Specific examples should be provided. Learners should be encouraged to ask questions of each group.

Unit 20: UK Visitor Attractions

- This topic lends itself well to either a guest speaker or a trip to a visitor attraction. Guest speakers from local attractions can discuss how their attraction uses their key features and provides the services necessary to appeal to different types of visitors. When a visit is undertaken, learners should be encouraged to take notes about the products and services available.

Topic B.3 Use of technology in UK visitor attractions

- Learners also need to investigate how technology can be used to attract and manage visitors. If available, learners could use an interactive whiteboard to record their knowledge of the types of technology that they think attractions currently use.

- Teacher-led discussion could then provide examples of UK attractions which use the different types of technology. Guest speakers from local attractions can add further information regarding visitor management and virtual reality facilities – for example, website updates.

Assignment 2: Attraction Appeal*

Learning aim C: Understand the importance of UK visitor attractions

Topic C.1 Popularity and Topic C.2 Importance of UK visitor attractions to destinations

- Learners will need to be guided to the relevant statistical data required to address this learning aim. Useful websites include those of VisitBritain, Merlin Entertainment Group, TripAdvisor and the Office for National Statistics. Other local tourist offices such as VisitYork often include visitor statistics in their annual reports. Sub-sections can be suggested so that the learners can investigate the whole range of data available. Some examples of relevant statistical data should be provided by the teacher. Teacher-led discussions about similarities and differences in the data would aid recognition and lead to well-developed comparisons which should then inform reasoned judgements and evaluations of the importance of visitor attractions to a specific destination. Suggestions for appropriate data could include:
  o overall visitor numbers
  o visitor spend
  o numbers of day visitors
  o numbers of overseas visitors.

- The most popular UK attractions researched in learning aim A can be used as the basis of investigation into how UK visitor attractions measure their appeal and popularity. The learners need to consider:
  o visitor numbers
  o types of visitor
  o length of stay
  o repeat business.

- Learners should look at statistical data as well as other forms of evidence on the importance of attractions in areas such as the Liverpool Albert Dock, Salford Quays, Manchester and the Cardiff Bay regeneration schemes, as well as conservation projects such as the Eden Project. Learners should look at the wider importance and impact of attractions in these areas.

- Visitor attractions in a specific destination should be investigated to give a good spread of statistical information. Learners need to be able to compare appeal in terms of all-year-round usage or seasonality, repeat business, contribution to the local economy, and the types of accommodation, restaurants and transport providers that exist in the destination.

Unit 20: UK Visitor Attractions
● Teacher-led discussions would help learners focus on and identify relevant trends, popularity, similarity of appeal and the reasons for the appeal and popularity.
Assignment 3: Importance of Visitor Attractions*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

● *Unit 2: UK Travel and Tourism Destinations*

● *Unit 10: Organising a Travel and Tourism Study Visit.*

Pearson GCE in Travel and Tourism:

● *Unit 4: Destination Britain.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Textbooks

Jefferies M, Kerr A, King C, Rock T et al – *BTEC First in Travel and Tourism Student Book* (Pearson Education, 2013) ISBN 978 1446906279
This is a useful textbook providing the breadth to cover the full assessment requirements. Each unit gives learners plenty of practice to deepen their knowledge and understanding of the industry and the qualification.

Dale G – *BTEC National Level 3 Travel and Tourism Book 2* (Pearson Education, 2010) ISBN 978 1846907289

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson Education, 2010) ISBN 978 1846907296

Journals

Travel Trade Gazette

Journals/magazines/brochures are useful because they are current and feature issues and events which are impacting on the industry in the here and now.

Videos

YouTube
Clips for conservation and regeneration schemes in the UK and clips showing theme parks and zoos.

Websites

www.tripadvisor.co.uk
This website has useful information written by visitors. Attractions are given ratings so that a good or poor impression and experience can be recorded and shared with interested potential customers.

www.visitbritain.com
This website gives information on the top 10 UK visitor attractions and other popular visitor attractions which can be visited.

www.discovernorthernireland.com
This website gives information on the top 10 NI visitor attractions and other popular visitor attractions which can be visited.

www.visitscotland.com
This website gives information on the top 10 Scottish visitor attractions and other popular visitor attractions which can be visited.

www.visitwales.com
This website gives information on the top 10 Welsh visitor attractions and other popular visitor attractions which can be visited.

Association of Leading Visitor Attractions – www.alva.org.uk
Current visitor numbers, visitor trends and other statistical data can be obtained from this website.

Other

Leaflets and guidebooks from Tourist Information Centres (TICs).

Other useful resources include travel supplements from weekend broadsheets.

Unit 21: Overseas Holiday Operations

Delivery guidance

Approaching the unit

This unit will allow learners to gain awareness of the jobs, roles and responsibilities of teams working abroad for tour operators. There are many behind-the-scenes staff that holidaymakers may never see but who play a crucial role in making an efficient overseas holiday operations team.

Throughout the unit delivery, you should use real-life examples, and industry speakers would also be of great benefit. Encouraging your learners to present their work in a range of formats, including presentations and leaflets, will make the unit more exciting and help with assessing their English and IT skills.

You could deliver this as a stand-alone unit; however, *Unit 16: Holiday Representatives* also contains useful information and links.

Delivering the learning aims

For learning aim A, learners need to be aware of the different employment opportunities overseas. They will investigate the numerous jobs for different types of tour operators in different locations. Then they will look at the opportunities available for progression/role transfer when working overseas. This is a crucial part of the unit, as it will increase their understanding of who makes holidays run smoothly overseas. Guest speakers could play a key role in introducing learners to the different roles. Learners could be presented with prepared case studies that could give them a realistic viewpoint of the various job roles available in different areas of the industry, such as a large and specialist tour operator.

Learning aim B will give learners a thorough understanding of the different key roles and responsibilities of members of the overseas team. It would be beneficial for learners to be given a number of job adverts or job descriptions for a variety of overseas job roles. This will give them some idea of how the structure and type of overseas operator can affect the roles and responsibilities required. Learners should be directed to travel and tourism job sites where they could independently research the functions of some of the roles available. Guest speakers could again be a useful resource here. To consolidate understanding, learners could each be given a specific job role and asked to research the responsibilities of that role.

Learning aim C is all about the importance of teamwork. Learners will need to understand the importance and benefits of working successfully as a team, as well as the negative impact of unsuccessful teamwork, or a lack of teamwork. It would be beneficial to the learners if you provided a scenario of a particular overseas team for this aim, highlighting the staff involved and their key roles. There is the opportunity for role play in this learning aim. Learners could be asked to operate in a team and act out specific scenarios. Learners could then be asked to analyse how they felt the experience worked and develop an understanding of the importance and benefits of working successfully in a team.

Getting started

This provides you with a starting point for one way of delivering the unit, based around the suggested assignments and tasks in the specification.

Unit 21: Overseas Holiday Operations
Introduction
You could start the unit introduction by setting a short task. Ask the learners to spend a short amount of time researching and finding as many overseas jobs as possible, using both the internet and travel publications. The results of their research could then be put onto a board; this will demonstrate the variety of employment opportunities available.
Learning aim A: Explore the opportunities for working in overseas holiday operations
● Introduce the session to the learners by asking who has been abroad, and then asking the learners to think about all of the people they saw working there who could have been employed by a tour operator. Make a list, then go through the list with the group to decide whether each person was working for the tour operator, or not. You can add any other suggestions to the list.
● Using a number of tour operators' brochures, ask the learners, in pairs, to decide which type of tour operator produced them – for example, winter sports, cruise, camping specialist, etc. They could then go on to look at the variety of locations on offer in each of the brochures.
● Ask the learners to produce a mini-poster showing the different types of holiday representatives, resort office staff, supervisors and managers who could work overseas.
● You could produce a series of laminated cards with a picture of a person doing a job, such as holding a clipboard outside the airport, and then produce a list of real job titles and ask the learners to match them up. This will act as a reminder of the variety of job types.
● Divide the learners into small groups and give each group a different type of tour operator. Each group should then draw up an organisation chart of their type of company, so they can see all of the different departments. They could then feed back their findings to the other groups. Guidance will be needed so you could produce the outline for the chart and place some of the jobs in the right positions just leaving a few for the learners to complete.
● Once the previous activity has been completed, the whole group could discuss progression, and where overseas employees could move to next. Using the charts previously produced should make this easier. Using a spider diagram on the board, learners could come up with ideas of other travel and tourism organisations they could progress to.
● Give learners a missing-word activity which describes which sort of holiday representatives, supervisors, managers and resort office staff work in different locations.
Assignment 1: What Can I Do Abroad?*
Learning aim B: Investigate roles and responsibilities when working in overseas holiday operations
● Introduce the session to the learners by looking at job vacancies for a range of overseas tour operators. You could give the learners a fact file containing lots of different jobs to ensure they are able to consider a variety of jobs in a variety of locations with different types of tour operators.

Unit 21: Overseas Holiday Operations

- Invite guest speakers who have worked as overseas holiday representatives or as part of an overseas holiday team. If you have an independent tour operator near to your school or college, you may be able to ask them to come in and speak to your learners, or arrange a visit to their premises.

- Ask the learners to look at careers websites, which usually give a breakdown of job roles and responsibilities. Training manuals from overseas travel operators could also be useful sources of information. Learners should research a range of different organisations in order to understand how the organisation's size, aims and objectives all impact the responsibilities of each role. You should lead discussion on these factors before learners begin their research.

- You could produce a 'Who am I?' quiz, either on paper or as a presentation. It could include a description of some job responsibilities, together with pictures. The learners have to guess who is fulfilling those roles.

- Looking in more detail at the key responsibilities, you could break the group down into small groups and give each group two or three of the topic content headings. The learners must then explain what the staff member would be doing when completing that particular job role.

- In small groups, learners should each be given a job role and could discuss how the business would be affected if that role was not carried out effectively.

- Ask the learners to write a 'Dear diary' extract of a day in the life of 'their' job. You could then put all job titles into a box and ask each learner to pick out a job. Learners can then be sorted into appropriate teams and asked to role-play a provided scenario.

- Learners could be given a number of different types of tour operators, such as mass-market operators, specialist operators and camping operators. They should then be able to give a short description of the difference of each to show their understanding.

- Continuing on from the previous activity a whole-group discussion could start on how working for each of the above types of tour operators will affect the roles and responsibilities of staff. Guidance will need to be given by you about some of the differences and you should then encourage the learners to think of some other differences and the effect it will have on the staff.

- Learners should then evaluate how their teamwork skills worked and whether any improvements could be made.

Learning aim C: Understand the importance of successful teamwork in overseas holiday operations

- Learners should now have a good understanding of how overseas holiday operations work. This third learning aim looks at teamwork and how working successfully together will ensure a smooth holiday experience for the customer and a successful overseas holiday operation.

- Give the learners newspapers, scissors and adhesive tape. Working in small teams, give them 15 minutes to make accessories for one member of their team suitable for an overseas representative, using only the items they have been given. This should include making a bag, clipboard, name badge, etc, all out of paper.

- After this activity, ask each learner to make some notes on what each team member did and why their role was important. This could then lead to a group discussion. Did anyone have a joint role? Did one person have overall charge? Were they successful? And why, or why not, was the team successful?

- You could give learners a holiday scenario that includes numerous issues and problems that various members of the overseas team would have to deal with. This could include damaged luggage at the airport, a customer being hospitalised and another customer having their wallet stolen, containing their passport and return

Unit 21: Overseas Holiday Operations
flight tickets. In relation to their given scenario, learners should then consider the benefits of successful teamwork and the consequences of unsuccessful teamwork. Invite learners to rate teamwork in terms of varying degrees of effectiveness. It is important that learners consider the three-way impact of both good teamwork and poor teamwork on the customer, the organisation and the team itself. A teacher-led discussion could help learners appreciate that this three-way impact could be significant and wide-ranging.
● Once the above activity has been completed, the learners could be given another version of how each of the teams responded to the above issues in the given holiday scenarios. When you produce the response you should ensure there is room for improvement. The learners then need to read this and discuss in small groups how teamwork could be further improved, and should give the reasons why.
● As a whole class, look at all of the benefits of teamwork in the content and ask the learners to suggest some more detailed examples.
Assignment 2: Working Together Overseas*

*Full details for the assignment and scenario can be found in the relevant qualification specification.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 1/Level 2 Firsts in Travel and Tourism:

● *Unit 16: Holiday Representatives.*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Firsts in Travel and Tourism. Check the Pearson website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Journals

Travel Trade Gazette – Reed Business Information Ltd

Travel Weekly – CNP Information Ltd

Both these journals give information on the current travel industry, as well as having case studies on different companies. They also have a recruitment section which includes overseas employment.

Websites

www.aito.co.uk
The Association of Independent Tour Operators website.

www.fto.org
The Federation of Tour Operators website.

www.travelweekly.co.uk
Travel Weekly journal.

www.myjobsearch.com/careers/tour-operator
Tour operator roles and responsibilities.

www.careerintravel.co.uk/holiday-rep-latest-jobs
Current overseas employment opportunities.

Annexe

Definitions of terms used in assessment criteria grids

Most assessment criteria start with a command word – 'describe', 'explain', 'evaluate' etc. These words relate to how complex a learner's answer should be.

Learners will need to provide evidence that meets the command-word requirements of a criterion. Some terms in the assessment criteria grids have particular meanings in the travel and tourism sector. For clarification, definitions are given below for each of the terms used.

You can use this glossary with your learners to:

● help them understand what the language used in the criteria means

● help them understand what they will need to do to attain a specific grade

● give further clarification on how their work has been assessed.

You may also find it useful as a means of providing further guidance when you are assessing learner work against the assessment criteria.

Command word	Definition
Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Give careful consideration to all the factors or events that apply, and identify which are the most important or relevant.
Compare and contrast	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Demonstrate	Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills.
Describe	Give a clear series of statements that include all the relevant features. Think of it as 'painting a picture with words'.
Evaluate	Produce or judge the reliability and validity of a conclusion, based upon all of the known evidence. Give evidence for each view or statement, and for counter arguments.
Explain	Provide detail that shows understanding of a description, and give reasons and/or evidence to support the points being made. Start by introducing the topic, then give the 'how' and/or 'why'.
Identify	Recognise or indicate an object or trend, or the features or purpose etc of them.
Justify	Give reasons or evidence to support own opinion to show how these conclusions were arrived at.

Command word	Definition
Locate	Find and show a location. **or** Find and show awareness of a location.
Outline	Provide a summary, overview or brief description.
Plan	Work out in advance how to carry out a task or activity.
Recommend	Make relevant and appropriate suggestions, usually for improvement.
Review	Consider something in order to give an opinion on it.
Use	Apply as appropriate.

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