Introduction

Sample assessment materials (SAMs) provide learners and centres with specimen questions and mark schemes. These are used as the benchmark to develop the external assessment learners will take.

Unit 1: Principles of Science

The SAMs for this external unit have been provided for the following qualifications:

- BTEC Level 1/Level 2 First Award in Principles of Applied Science
- BTEC Level 1/Level 2 First Extended Certificate in Applied Science

Unit 8: Scientific Skills

The SAMs for this external unit have been provided for the following qualifications:

- BTEC Level 1/Level 2 First Award in Application of Science
- BTEC Level 1/Level 2 First Extended Certificate in Applied Science
Pearson
BTEC Level 1/Level 2
First Award in
Travel and Tourism

Specification

First teaching January 2013
Issue 2
Pearson Education Limited is one of the UK’s largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

ISBN 978 1 446 93638 2
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Welcome to your BTEC First specification

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

BTECs are evolving

Informed by recent policy developments, including the Review of Vocational Education – The Wolf Report (March 2011), we have designed this new suite of BTEC Firsts to:

- ensure high quality and rigorous standards
- conform to quality criteria for non-GCSE qualifications
- be fit for purpose for learners, pre- or post-16, in schools and in colleges.

We conducted in-depth, independent consultations with schools, colleges, higher education, employers, the Association of Colleges and other professional organisations. This new suite builds on the qualities – such as a clear vocational context for learning and teacher-led assessment based on centre-devised assignments – that you told us make BTECs so effective and engaging.

This new suite introduces additional features to meet the needs of educators, employers and the external environment. They are fully aligned with requirements for progression – to further study at level 3, into an apprenticeship or into the workplace. We believe these features will make BTECs even stronger and more highly valued.

What are the key principles of the new suite of BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultations with you and embedded four key design principles into the new BTEC Firsts.

1 Standards: a common core and external assessment

Each new Level 2 BTEC First Award qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner’s work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lies at the heart of BTEC learning.
3 Breadth and progression: a range of options building on the core units; contextualised English and mathematics

The essential core, developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

The optional specialist units provide a closer focus on a vocational area, supporting progression into a more specialised level 3 vocational or academic course or into an apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector.

The skills have been mapped against GCSE (including functional elements) English and mathematics subject content areas.

4 Recognising achievement: opportunity to achieve at level 1

The new BTEC Firsts are level 2 qualifications with Pass, Merit, Distinction and Distinction* grades.

However, we recognise that some learners may fail to achieve a Pass at Level 2, so we have included the opportunity for learners to gain a level 1 qualification.

Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification itself to make the units easier to navigate, and provided enhanced support in the accompanying Delivery Guide.

Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who gave up many evenings of your own time to share your advice and experiences to shape these new qualifications. We hope you enjoy teaching the course.
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Purpose of this specification

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

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

<table>
<thead>
<tr>
<th>Qualification title</th>
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<td>Qualification Number (QN)</td>
<td>600/6512/6</td>
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This qualification is on the Regulated Qualifications Framework (RQF). Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner’s final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the Information Manual on our website, qualifications.pearson.com.
1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. Entry-level employment opportunities in travel and tourism include junior roles such as assistant travel agent, tourist information clerk or part of a visitor attraction team.

These qualifications are intended primarily for learners in the 14–19 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a level 3 course or an apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

The BTEC First suite continues to reflect this ethos and builds on the recommendations outlined in the Review of Vocational Education – The Wolf Report (March 2011). That report confirmed the importance of a broad and balanced curriculum for learners.

The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite:

- Application of Science
- Applied Science
- Art and Design
- Business
- Children’s Play, Learning and Development
- Construction and the Built Environment
- Creative Digital Media Production
- Engineering
- Health and Social Care
- Hospitality
- Information and Creative Technology
- Music
- Performing Arts
- Principles of Applied Science
- Sport
- Travel and Tourism.

Visit www.btec.co.uk for information about these qualifications and also for information about additional qualifications in larger sizes, and in different vocational sectors.
Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as schools, colleges and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- secure a balanced curriculum overall, so learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners’ development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways into further study or an apprenticeship.

Breadth and progression

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

Progression from Level 1

This qualification has been designed to provide a progression route from the following qualifications:

- Pearson BTEC Level 1 Certificate in Travel and Tourism
- Pearson BTEC Level 1 Diploma in Travel and Tourism.

This qualification is also designed to provide a progression route from the following qualifications:

- Pearson BTEC Level 1 Certificate in Vocational Studies
- Pearson BTEC Level 1 Diploma in Vocational Studies

See website for details: qualifications.pearson.com
2 Key features of the Pearson BTEC First Award

The Pearson BTEC Level 1/Level 2 First Award:

- is a level 2 qualification; the grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction*. Learners who do not achieve at Level 2 may be awarded a Level 1 grade. Learners whose level of achievement is below a Level 1 will receive an unclassified U result
- is for learners aged 14 years and over
- is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has core units and optional specialist units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- will be available on the Regulated Qualifications Framework (RQF)
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provides opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the core units when studying the optional specialist units. See Annexe D for more detailed information.

Learners can register for this BTEC Level 1/Level 2 First Award qualification from January 2013. The first certification opportunity for this qualification will be 2014.

Types of units within the qualification

The BTEC First qualifications have core and optional specialist units. See Section 4 for more detailed information.

Core units

- All qualification sizes in the sector share a common core of two compulsory units totalling 60 guided learning hours (GLH).
- Core units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19 year old learners.
- One unit will be internally assessed and one unit will be externally assessed.

Optional specialist units

The remainder of the qualifications in the sector will be formed from optional specialist units.

- Optional specialist units are sector specific, focus on a particular area within the vocational sector, and provide an opportunity to demonstrate knowledge, skills and understanding.
- Optional specialist units will normally be 30 GLH, but may be smaller or larger.
Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

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

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification sizes for BTEC Firsts in the Travel and Tourism sector

This suite of BTEC Firsts for the Travel and Tourism sector is available in the following sizes:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>GLH</th>
<th>TQT</th>
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<tbody>
<tr>
<td>First award</td>
<td>120</td>
<td>160</td>
</tr>
<tr>
<td>First certificate</td>
<td>240</td>
<td>320</td>
</tr>
<tr>
<td>First extended certificate</td>
<td>360</td>
<td>480</td>
</tr>
<tr>
<td>First diploma</td>
<td>480</td>
<td>640</td>
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</tbody>
</table>
Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism
3 Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

Rationale for the Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism

The rationale for all qualifications in the BTEC First suite in Travel and Tourism is to:

- inspire and enthuse learners to consider a career in the travel and tourism sector
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector
- support progression to a more specialised level 3 vocational or academic tourism course or an apprenticeship
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the travel and tourism sector, for example posts in travel agencies, visitor attractions and the tourist information centre.

The smallest qualification in the suite is the Pearson BTEC Level 1/Level 2 First Award (120-guided-learning-hour (GLH)) qualification. This qualification has been developed to provide an engaging and stimulating introduction to the travel and tourism industry. It includes two core units that form the fundamental knowledge and understanding of the travel and tourism sector, followed by a selection of four optional specialist units from which a further two are chosen.

The core units are:

- **Unit 1: The UK Travel and Tourism Sector** – this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector.

- **Unit 2: UK Travel and Tourism Destinations** – this unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes.

The optional specialist units offered within this qualification build on the core and provide learners with an opportunity to develop a wider understanding and appreciation of areas of the travel and tourism sector, depending on their interests and motivation. Learners will be able to select their optional specialist units from:

- **Unit 3: The Development of Travel and Tourism in the UK** – which looks at developments that have shaped the sector and how the UK travel and tourism industry has developed as lifestyles, interests and technology have changed, giving an insight into why it is such a dynamic sector.

- **Unit 4: International Travel and Tourism Destinations** – which looks at international travel and tourism destinations and gateways and reasons for their appeal to different visitors.

- **Unit 5: Factors Affecting Worldwide Travel and Tourism** – covers the influential factors on tourism and why events such as natural disasters can have a significant impact on the sector.

- **Unit 6: The Travel and Tourism Customer Experience** – which looks at the needs and expectations of different types of customer in the travel and tourism sector and how organisations address these.
Assessment approach

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism includes an externally assessed unit in the core to introduce externality into vocational programmes of study. This will assist learners as they progress either into higher levels of vocational learning, or to academic qualifications.

The remaining units are internally assessed. Internal assessment enables learners to receive feedback on their progress throughout the course as they gather and provide evidence towards meeting the unit assessment criteria.

Delivery strategies should reflect the nature of work within the travel and tourism sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism provides the skills, knowledge and understanding for level 2 learners to progress to:

- other level 2 vocational qualifications
- level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Travel and Tourism
- related academic qualifications
- employment within the travel and tourism industry, for example posts in travel agencies, visitor attractions and the tourist information centre.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

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. These skills include: self-management, teamwork, business awareness and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the Pearson BTEC First Award in Travel and Tourism, learners should develop a range of employability skills, engage with employers and carry out work-related activities. These opportunities are signposted in the suggested assignment outlines at the end of each unit.
For example, across the optional specialist units learners develop:

- project-/self-management and independent-learning skills, through units such as *Unit 2: UK Travel and Tourism Destinations*, where learners will investigate the appeal of UK tourist destinations
- communication skills, through units such as *Unit 3: The Development of Travel and Tourism in the UK*, which require learners to present information about the key developments over time and how they have moulded and influenced UK travel and tourism into the sector it is today
- business awareness and customer awareness skills, such as *Unit 6: The Travel and Tourism Customer Experience* covers the importance of customer service to travel and tourism organisations.

**Stakeholder support**

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism reflects the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.
4 Qualification structure

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism is taught over 120 guided learning hours (GLH). It has core and optional specialist units.

Learners must complete the two core units, and a choice of optional specialist units to reach a total of 120 GLH.

This BTEC First Award has units that your centre assesses (internal) and a unit that Pearson sets and marks (external).

<table>
<thead>
<tr>
<th>Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism</th>
<th>Assessment method</th>
<th>GLH</th>
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<tr>
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<tr>
<td>3 The Development of Travel and Tourism in the UK</td>
<td>Internal</td>
<td>30</td>
</tr>
<tr>
<td>4 International Travel and Tourism Destinations</td>
<td>Internal</td>
<td>30</td>
</tr>
<tr>
<td>5 Factors Affecting Worldwide Travel and Tourism</td>
<td>Internal</td>
<td>30</td>
</tr>
<tr>
<td>6 The Travel and Tourism Customer Experience</td>
<td>Internal</td>
<td>30</td>
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</tbody>
</table>
5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets your learners’ needs. As such, those already employed in the travel and tourism sector could study for the BTEC First Award on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you could use promotional materials that have been developed by a local travel agency
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace. For example, by developing a website for a small tourism business
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers to provide examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners’ specific needs. You may, for example, wish to seek employer help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

Resources

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

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

Your centre should refer to the Teacher guidance section in individual units to check for any specific resources required.
Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learners’ experience where relevant, for example by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil into learners who have a limited experience of the world of work some insights into the daily operations that are met in the vocational area being studied. It is suggested that the delivery of the BTEC Firsts can be enriched and extended by the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners to local workplaces
- inviting relevant experts or contacts to come to speak to the learners about their involvement in travel and/or tourism at different levels and in different ways
- arranging visits to employers in travel and/or tourism, such as hotels or travel agents
- asking a local employer to set learners a problem-solving activity to be carried out in groups.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) within a sector-related context. See Annexe A for detailed information about PLTS, and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*), Annexe B for mapping to GCSE English subject criteria (including functional elements) and Annexe C for mapping to the GCSE mathematics subject criteria (including functional elements).
6 Access and recruitment

Our policy regarding access to our qualifications is that:

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

This is a qualification aimed at level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant’s prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge, understanding or skills are necessary. There are no specific requirements for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

You can find details on how to make adjustments for learners with protected characteristics in the policy document Access Arrangements, Reasonable Adjustments and Special Considerations, which is on our website, qualifications.pearson.com
7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below uses placeholder text and is for **illustrative purposes only**.

- **Unit title**
  The title reflects the content of the unit.

- **Level**
  All units and qualifications have a level assigned to them that represents the level of achievement. The National Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.

- **Unit type**
  This shows if the unit is core or optional specialist.

- **Guided learning hours**
  All units have guided learning hours assigned to them. This is the time when you (as a teacher, tutor, trainer or facilitator) are present to give specific guidance to learners on the unit content.

- **Assessment type**
  Units are either internally or externally assessed. Your centre designs and assesses the internal assessments. Pearson sets and marks the external assessments.

- **Unit introduction**
  The unit introduction is addressed to the learner and gives the learner a snapshot of the purpose of the unit.

- **Learning aims**
  The learning aims are statements indicating the scope of learning for the unit. They provide a holistic overview of the unit when considered alongside the unit content.
Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:
- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with ‘e.g.’. These are provided as examples and centres may use all or some of these, or bring in additional material, as relevant.

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.
Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources

- Identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

Assessment guidance

- Gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines

- Gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment tasks.
8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.
The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within your school or college, but the term ‘assessor’ refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit
• an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
• internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:
• must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
• need to understand how they will be assessed and the importance of timescales and deadlines
• need to appreciate fully that all the work submitted for assessment must be their own.

You will need to provide learners with an induction and a guide or handbook to cover:
• the purpose of the assessment briefs for learning and assessment
• the relationship between the tasks given for assessment and the grading criteria
• the concept of vocational and work-related learning
• how learners can develop responsibility for their own work and build their vocational and employability skills
• how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners’ skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:
• the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
• the assessment instrument gives clear instructions to the learner about what they are required to do
• the time allowed for the assessment is clearly defined and consistent with what is being assessed
• you have the required resources for all learners to complete the assignment fully and fairly
• the evidence the assignment will generate will be authentic and individual to
the learner
• the evidence can be documented to show that the assessment and verification has
been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units,
provided that all units and their associated learning aims are fully addressed through the
programme overall. A learning aim **must** be covered completely in an assessment.
Learning aim coverage must not be split between assignments. In some cases it may
be appropriate to cover a learning aim with two tasks or sub-tasks within a single
assignment. This must be done with care to ensure the evidence produced for each task
can be judged against the full range of achievement available in the learning aim for each
activity. This means it is not acceptable to have a task that contains a Pass level activity,
then a subsequent task that targets a Merit or Distinction level activity. However, it is
possible to have two tasks for different assessed activities, each of which stretch and
challenge the learners to aim to produce evidence that can be judged against the full
range of available criteria.

When you give an assessment to learners, it must include:
• a clear title and/or reference so that the learner knows which assessment it is
• the unit(s) and learning aim(s) being addressed
• a scenario, context, brief or application for the task
• task(s) that enable the generation of evidence that can be assessed against the
assessment criteria
• details of the evidence that the learner must produce
• clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against
the full range of assessment criteria; it is important the learners are given the
opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central
feature of vocational assessment is that it should be:
• current, i.e. it reflects the most recent developments and issues
• local, i.e. it reflects the employment context of your area
• flexible, i.e. it allows you as a centre to deliver the programme, making best
use of the vocational resources that you have
• consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local
resource availability and guidance to develop appropriate assessments. It is acceptable
to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit
requirement, that it is vocational in nature, and that the context in which the assessment
is set is in line with unit assessment guidance and content. For many units, this will mean
providing for the practical demonstration of skills. For many learning aims, you will be
able to select an appropriate vocational format for evidence generation, such as:
• written reports, graphs, posters
• projects, project plans
• time-constrained practical assessments
• audio-visual recordings of portfolio, sketchbook, a working logbook, etc
• presentations.
Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner’s own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner’s own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner’s evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a ‘description’ and a Merit an ‘analysis’, these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.
A final 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 all 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. A Level 1 criterion is not achieved through 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.

**Assessment decisions**

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.
Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as ‘punishment’ for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves one opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 10 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.
Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Your centre must have a policy for dealing with potential malpractice by learners. Your policy must follow the Pearson Assessment Malpractice policy. You must report serious malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson’s Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson’s Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.
# Learner Assessment Submission and Declaration

This sheet must be completed by the learner and provided for work submitted for assessment.

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Assessor name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date issued:</td>
<td>Completion date:</td>
</tr>
</tbody>
</table>

| Qualification: |
| Assessment reference and title: |

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

<table>
<thead>
<tr>
<th>Task ref.</th>
<th>Evidence submitted</th>
<th>Page numbers or description</th>
</tr>
</thead>
</table>

Comments for note by the assessor:

## Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: ___________________________ Date: ____________________
9 External assessment

Externally assessed units have the same grades as internally assessed units:
• Level 2 – Pass, Merit, Distinction
• Level 1
• Unclassified.

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

<table>
<thead>
<tr>
<th>Unit 1: The UK Travel and Tourism Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of external assessment</strong></td>
</tr>
<tr>
<td><strong>Length of assessment</strong></td>
</tr>
<tr>
<td><strong>No. of marks</strong></td>
</tr>
<tr>
<td><strong>Assessment availability</strong></td>
</tr>
<tr>
<td><strong>First assessment availability</strong></td>
</tr>
</tbody>
</table>

Your centre needs to make sure that learners are:
• fully prepared to sit the external assessment
• entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website: qualifications.pearson.com
Grade descriptors for the internal and external units

Internal units
Each internally assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes

- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes

- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units
The externally assessed unit is assessed using both marks-based and levels-based schemes. For the external assessment, the grade boundary, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit.

Level 2 Pass
Learners will be able to recall and apply knowledge of the types of tourism and purpose of travel. They will have a sound understanding of the economic contribution of travel and tourism, the industries involved and organisational interrelationships. They will be able to interpret information related to travel and tourism case studies, in order to select and apply knowledge of these topics. They will be able to define terms and communicate the purpose and function of the travel and tourism sector, selecting and using appropriate information in simpler and more familiar contexts. They will be able to relate knowledge of the sector and industries within it to realistic work-related situations, and make some comment on valid applications and their impacts. They will be able to relate the role of technology in travel and tourism themes to the factors that affect them, with some appreciation of positive and negative impacts.

Level 2 Distinction
Learners will be able to synthesise knowledge of the types of tourism and purpose of travel, and how these interrelate. They will be able to assess information related to travel and tourism case studies and show depth of understanding in relevant terms communicating how travel and tourism industries work in different situations. They will draw on understanding of the factors that impact development, and be able to make effective judgements of positive and negative impact based on analysis of given information. They will be able to explore and evaluate the potential effects of the role of technology and relevant travel and tourism working, drawing on appropriate concepts.
10 Awarding and reporting for the qualification

The awarding and certification of this qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

This qualification is a level 2 qualification, and the certification may show a grade of Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. If these are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified U result.

Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified U for that unit.

Award of Distinction* (D*)

D* is an aggregated grade for the qualification, based on the learner’s overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination. See the Calculation of qualification grade table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 12 points
- achieve the minimum number of points for a Level 1. See the Calculation of qualification grade table.
Points available for unit size and grades

The table below shows the number of points scored per 10 guided learning hours at each grade.

<table>
<thead>
<tr>
<th>Points per grade per 10 guided learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclassified</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the Calculation of qualification grade table.

Example:

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore they gain 12 points for that unit, i.e. 4 points for each 10 GLH, therefore 12 points for 30 GLH.
Calculation of qualification grade

<table>
<thead>
<tr>
<th>Award (120 GLH)</th>
<th>Grade</th>
<th>Minimum points required</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Level 2 Pass</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Level 2 Merit</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Level 2 Distinction</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Level 2 Distinction*</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

The tables below give examples of how the overall grade is determined.

**Unit numbering is for illustrative purposes only.**

**Example 1: Achievement of an Award with a Level 2 Merit grade**

<table>
<thead>
<tr>
<th>GLH</th>
<th>Weighting (GLH/10)</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit (weighting × grade points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Core unit</td>
<td>30</td>
<td>Level 2 Merit</td>
<td>6</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Core unit</td>
<td>30</td>
<td>Level 2 Pass</td>
<td>4</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Optional specialist unit</td>
<td>30</td>
<td>Level 2 Merit</td>
<td>6</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Optional specialist unit</td>
<td>30</td>
<td>Level 2 Merit</td>
<td>6</td>
</tr>
<tr>
<td>Qualification grade totals</td>
<td>120</td>
<td>12</td>
<td>Level 2 Merit</td>
<td></td>
</tr>
</tbody>
</table>

The learner has more than sufficient points across the core units to be considered for a Level 2.

The learner has sufficient points for a Level 2 Merit grade.
### Example 2: Achievement of an Award with a Level 2 Pass grade

<table>
<thead>
<tr>
<th>GLH</th>
<th>Weighting (GLH/10)</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit (weighting × grade points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Core unit</td>
<td>30</td>
<td>3</td>
<td>Level 2 Merit</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Core unit</td>
<td>30</td>
<td>3</td>
<td>Level 1</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Optional specialist unit</td>
<td>30</td>
<td>3</td>
<td>Level 2 Merit</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Optional specialist unit</td>
<td>30</td>
<td>3</td>
<td>Level 1</td>
</tr>
<tr>
<td>Qualification grade totals</td>
<td>120</td>
<td>12</td>
<td>Level 2 Pass</td>
<td>48</td>
</tr>
</tbody>
</table>

The learner has sufficient points for a Level 2 Pass grade.

### Example 3: Achievement of an Award at Level 1 but a Level 2 Pass grade points total

<table>
<thead>
<tr>
<th>GLH</th>
<th>Weighting (GLH/10)</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit (weighting × grade points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Core unit</td>
<td>30</td>
<td>3</td>
<td>Level 1</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Core unit</td>
<td>30</td>
<td>3</td>
<td>Level 1</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Optional specialist unit</td>
<td>30</td>
<td>3</td>
<td>Level 2 Merit</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Optional specialist unit</td>
<td>30</td>
<td>3</td>
<td>Level 2 Merit</td>
</tr>
<tr>
<td>Qualification grade totals</td>
<td>120</td>
<td>12</td>
<td>Level 1</td>
<td>48</td>
</tr>
</tbody>
</table>

Although the learner has gained enough points overall for a Level 2, they will get a Level 1 as they did not achieve sufficient points across the core units.

### Example 4: The learner has not achieved sufficient points in the core units to gain a Level 2 or Level 1 qualification

<table>
<thead>
<tr>
<th>GLH</th>
<th>Weighting (GLH/10)</th>
<th>Grade</th>
<th>Grade points</th>
<th>Points per unit (weighting × grade points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Core unit</td>
<td>30</td>
<td>3</td>
<td>Unclassified</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Core unit</td>
<td>30</td>
<td>3</td>
<td>Level 1</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Optional specialist unit</td>
<td>30</td>
<td>3</td>
<td>Level 2 Merit</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Optional specialist unit</td>
<td>30</td>
<td>3</td>
<td>Level 2 Merit</td>
</tr>
<tr>
<td>Qualification grade totals</td>
<td>120</td>
<td>12</td>
<td>Unclassified</td>
<td>42</td>
</tr>
</tbody>
</table>

Although the learner has gained enough points overall for a Level 1, they will receive an Unclassified grade as they did not achieve sufficient points across the core units.
11 Quality assurance of centres

Pearson will produce on an annual basis the BTEC Quality Assurance Handbook, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

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

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre’s strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.
12 Further information and useful publications

For further information about the qualification featured in this specification, or other Pearson qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website qualifications.pearson.com.

Related information and publications include:

- Equality Policy
- Information Manual (updated annually)
- Access Arrangements, Reasonable Adjustments and Special Considerations
- Quality Assurance Handbook (updated annually)
  - Publications on the quality assurance of BTEC qualifications are on our website at www.btec.co.uk/keydocuments

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external unit)
- a guide to Getting Started with BTEC
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Visit www.btec.co.uk/2012 for more information.

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you. Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website qualifications.pearson.com
13 Professional development and support

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

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

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

The national programme of training we offer is on our website at qualifications.pearson.com. You can request customised training through the website or you can contact one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. In addition, we have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. Call 0844 576 0027 to contact the curriculum team for your centre.

Your BTEC Support team

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

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with this qualification
- Subject Advisers: find out more about our subject adviser team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/subjectadvisors
- BTEC Hotline: call the BTEC Hotline on 0844 576 0026 with your query
Units
Unit 1: The UK Travel and Tourism Sector

Level: 1 and 2
Unit type: Core
Guided learning hours: 30
Assessment type: External

Unit introduction

Travel and tourism is one of the UK’s largest sectors, currently employing over 2.5 million people.

Have you ever thought about how many different types of tourism there are, and how important the travel and tourism sector is to the UK economy? Or about the industries within the sector, their varied roles, and how they work together? Have you considered how technology is changing the way tourists and travellers engage with the sector and its organisations?

Many people travel regularly for work and leisure, and the world of travel and tourism is of interest to the majority of people in the UK. Whether travelling into the UK from abroad, going on holiday or a business trip overseas, or visiting friends and relatives or taking a short break domestically, many industries work together to provide tourists and travellers with the products and services they need.

Whatever the industry, technology is now shaping how tourists and travellers engage with the sector. From mobile phone applications, to e-tickets, to self-service check-in, technology is changing the way organisations interact and engage with their consumers.

In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.

Learning aims

In this unit you will:
A understand the UK travel and tourism sector and its importance to the UK economy
B know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships
C understand the role of consumer technology in the travel and tourism sector.
Learning aims and unit content

<table>
<thead>
<tr>
<th>What needs to be learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim A: Understand the UK travel and tourism sector and its importance to the UK economy</strong></td>
</tr>
</tbody>
</table>

**Topic A.1 Types of tourism**
Know the differences between types of tourism:
- Domestic tourism: definition – taking holidays and trips in your own country
- Outbound tourism: definition – travelling to a different country for a visit or holiday
- Inbound tourism: definition – visitors from overseas coming into the country.

**Topic A.2 Types of travel**
Understand the different types of, and reasons for, travel:
- Leisure travel: day trips, short breaks, holidays, visiting friends and relatives (VFR), staycations, special events
- Business travel: meetings, incentive, conference and events (MICE)
- Specialist travel: adventure, health, education, cultural heritage, dark tourism, voluntary work, conservation, eco-tourism.

**Topic A.3 Principles of sustainable tourism**
Understand the concept of sustainable tourism, including why this is important and how it can be achieved:
- Definition: meeting the needs of present tourists and local communities while protecting the natural, historical and cultural environment for the future.
- Principles: tourism attempting to make as low an impact on the environment and local culture as possible, while helping to generate future employment for local people.
- Benefits: environmental protection, reduced energy consumption, reduced waste, links with the local community, competitive edge, image, cost savings.

**Topic A.4 The importance of the travel and tourism sector to the UK economy**
Understand the changing contribution, and effects of travel and tourism to the UK economy, including the interpretation of data, in terms of:
- employment: direct (created by travel and tourism organisations), indirect (created to supply and support travel and tourism organisations)
- gross domestic product (GDP):
  - the value of a country’s economy
  - a measure of all goods and services over a specific time
tourist numbers and the value of tourism spend:
  - inbound tourism – the number of inbound tourists and their associated spend
  - domestic tourism – the number of overnight trips and the associated spend
- economic multiplier effect:
  - direct spending by tourists, circulated throughout the economy on indirect products and services
  - impact on direct and indirect employment
- total value of goods and services (GDP) and the way in which growth/investment in one area tends to lead to growth and new jobs in another (the multiplier effect)
- infrastructure development – tourism growth/decline
### What needs to be learnt

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

#### Topic B.1 Industries in the travel and tourism sector

Understand the dynamic nature of industries within the travel and tourism sector, and (where relevant) their advantages and disadvantages.

- **Tour operators:**
  - **types** – domestic, outbound, inbound
  - **role** – to assemble and operate component parts of holidays as a package for retail travel agents or direct sales
  - **products and/or services provided** – package holidays, accommodation, travel, transfers, excursions, other services.

- **Travel agents:**
  - **types** – multiples, independent, online
  - **role** – to provide expert advice and guidance, arranging and booking trips, excursions and package holidays or individual components
  - **products and/or services provided** – information; foreign exchange; sales and booking service for packaged holidays, accommodation, flights, transfers and ground transport, excursions, tickets, insurance, ancillary services.

- **Online travel services.**

- **Passenger transport:**
  - **types** – road, rail, air, sea, regional, national, global
  - **role** – to provide transport from one location to selected destination, safety
  - **products and/or services provided** – transport, hospitality, entertainment, information and advice.

- **Accommodation:**
  - **types** – hotels, motels, guest houses/bed and breakfast, apartments, youth hostels, caravans, chalets, camping, holiday cottages, holiday parks
  - **role** – to provide a range of accommodation options, services and facilities
  - **products and/or services:**
    - serviced (room, concierge, restaurant, bar, housekeeping, leisure, conferences)
    - non-serviced (room, self-catering facilities)
    - youth hostels (dormitory/shared rooms, private rooms, self-catering facilities, information and advice, social areas, meals)
    - camping, caravan sites, holiday parks (tent and mobile caravan pitches, static caravan hire, lodge and chalet accommodation, entertainment and hospitality, sports and recreation)
  - **location** (rural, urban).

- **Visitor attractions:**
  - **type** – natural, purpose-built, heritage
  - **role** – to provide entertainment, education, recreation, fun, hospitality, other visitor facilities
  - **products and/or services** – information and interpretation, rides, exhibits, events, tours and guides, educational talks, hospitality and catering, souvenirs.
**What needs to be learnt**

- **Arts and entertainment:**
  - types – special events, festivals, theatre
  - role – to entertain, inform
  - products and/or services – live entertainment, music and dance, hospitality and catering, merchandise.

- **Tourism development and promotion:**
  - types – national tourism agencies, regional tourist boards, tourism and visitor information centres, national and local government departments
  - role – encourage visitors, increase tourism revenue, promote special events, market and promote the UK, its regions and destinations, provide information, advice and guidance
  - products and/or services – information, literature, souvenirs and merchandise, visitor centres, industry representation.

**Topic B.2 Key organisations in the travel and tourism sector**

Understand of the nature of key organisations within the travel and tourism sector, and their benefits.

- **Trade and professional bodies:**
  - types – Civil Aviation Authority (CAA), Office of Rail Regulation (ORR), the Association of British Travel Agents (ABTA), the Association of Independent Tour Operators (AITO), UK inbound
  - role – regulation and protection, member representation, liaison with government
  - products and/or services – dealing with consumer complaints/arbitration, advice and support, representation, insurance, repatriation, licensing.

- **Ancillary organisations:**
  - types – car hire, travel insurance, airport services, event booking, product-comparison providers
  - role – supporting services for tourists and travellers
  - products and/or services – car hire, insurance, parking, lounges, information and advice.

**Topic B.3 Types of organisation in the travel and tourism sector**

Understand the characteristics and main functions of each sector.

- **Private:**
  - characteristics – organisations owned or controlled by private individuals or shareholders
  - functions – sales of goods and services to make a profit, maximise sales revenue, increase market share, support members.

- **Public:**
  - characteristics – funded and sometimes owned by central and local government
  - functions – to provide a service, regulation, to educate, promote and/or inform.

- **Voluntary:**
  - characteristics – independent organisations; funded by membership, donations, grants, sales of products and services
  - functions – to provide a service, provide/sell products, support members, promote a particular cause, educate and inform.
### Topic B.4 The interrelationships between travel and tourism organisations

Understand how organisations in the sector interrelate and the advantages and disadvantages of the following interrelationships:

- **common ownership, corporate groups** (vertical integration – where a business at one point of the chain of distribution purchases or acquires a business at a higher or lower level of the chain of distribution; horizontal integration – where businesses at the same level in the chain of distribution merge together or are purchased by another business)
- **commercial partnerships** (separate organisations working together for a common venture).

**Advantages for organisations of corporate groups/common ownership/commercial partnerships:**
- marketing and promotion
- increase sales and income
- provide good customer care
- economies of scale
- shared resources
- wider customer base.

**Disadvantages for organisations of corporate groups/common ownership/commercial partnerships:**
- size of operation
- less customer choice
- loss of personalised customer care
- inflexibility.

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### Topic C.1 The role of consumer technology

Understand the applications of technology and the advantages and disadvantages of technology for customers and organisations in the travel and tourism sector for the following:

- **airports** (self-service check-in, security)
- **visitor attractions** (multi-media, interpretation, online bookings)
- **accommodation** (entertainment, communication, online bookings)
- **mobile applications** (communication of information, booking, comparison)
- **electronic and mobile ticketing** (e-tickets, m-tickets)
- **websites** (reviews, booking, virtual tours).
Teacher guidance

Resources
There are no special resources needed for this unit.

Assessment guidance
This unit is assessed externally using a paper-based exam marked by Pearson.

Examination format
The learner will complete a 60-minute examination worth 50 marks.

The paper will consist of a number of structured questions, some with sub-sections. Some questions and sub-questions will be based on background and stimulus information provided in the examination paper, such as images, text and data.

The examination consists of a variety of question types, including objective questions, short-answer questions and one extended writing opportunity at the end of the examination paper.

The learner will need to both demonstrate and apply their knowledge and understanding.
Unit 2: UK Travel and Tourism Destinations

Level: 1 and 2
Unit type: Core
Guided learning hours: 30
Assessment type: Internal

Unit introduction

The travel and tourism sector is one of the largest and fastest growing in the world. An understanding of this sector is essential for anybody looking to pursue a career in travel and tourism, and knowledge of travel geography has been identified by employers as being a very important asset for working in the industry.

Do you know the major tourist destinations in the UK? And how they appeal to different types of visitors? Can you locate major UK airports? Do you know where other gateways, such as UK seaports, are located?

This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes.

Meeting different types of customer needs is a fundamental part of travel and tourism provision, so you will investigate the appeal of different types of UK destinations to different customer types.

You will also be introduced to reference materials and various sources of information to enable you to draw together your knowledge of the tourist destinations in order to successfully plan UK holidays for different types of customers using a range of sources.

On embarking upon a career in the travel and tourism industry, you may find yourself working for an organisation that contributes to the success of a UK travel and tourism destination, for example in transport, visitor attractions or hospitality. This unit will increase the awareness of destinations of anyone aspiring to work in the travel and tourism industry in the UK.

Learning aims

In this unit you will:
A know UK travel and tourism destinations and gateways
B investigate the appeal of UK tourism destinations for different types of visitors
C plan UK holidays to meet the needs of different visitors.
## Learning aims and unit content

<table>
<thead>
<tr>
<th>What needs to be learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim A: Know UK travel and tourism destinations and gateways</strong></td>
</tr>
</tbody>
</table>

### Topic A.1 UK travel and tourism categories

When considering travel and tourism within the UK it is essential to know about different destinations. These can be put into the following categories:

- **capital cities**, e.g. London, Edinburgh, Cardiff, Belfast
- **seaside resorts**, e.g. Brighton, Weston-super-Mare, Scarborough
- **countryside areas**, such as:
  - **national parks**, e.g. Snowdonia, Cairngorms, Exmoor, Peak District, New Forest
  - **Areas of Outstanding Natural Beauty**, e.g. Isles of Scilly, Causeway Coast, Kent Downs, Cotswolds
- **cultural and/or historical destinations**, e.g. Stratford-upon-Avon, Londonderry, Liverpool, Edinburgh.

### Topic A.2 UK gateway airports and UK seaports

It is also essential to know about how to get to and from destinations, including the use of airports and seaports:

- **UK airports**, e.g. London Heathrow, Birmingham International, East Midlands and identify their three-letter identification codes
- **UK passenger seaports** between UK and the Republic of Ireland, and UK and Europe, e.g. Dover, Holyhead, Portsmouth, Larne.

### Topic A.3 Road and rail travel

Air and sea are not the only ways to travel, and knowledge of the UK road and rail networks is also essential.

- **Road**:
  - motorways, e.g. M1, M62
  - coach and bus, e.g. National Express, Stagecoach.
- **Rail**:
  - rail lines, e.g. East Coast mainline, South West mainline, Midland mainline
  - major stations, e.g. London St Pancras International, Manchester Piccadilly, Birmingham New Street.

### Topic A.4 Examples of UK travel

Examples of typical routes by road, rail and air within and out of the UK (departure points, destinations, timings).
What needs to be learnt

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

Topic B.1 Appeal of UK destinations
Factors that affect the appeal of a destination.
Features:
- visitor attractions – e.g. National Trust and English Heritage properties, theme parks, museums, historical sites, heritage sites and wildlife parks
- natural features – e.g. mountains, beaches, lakes, rivers and coasts
- accommodation – e.g. hotels, guesthouses, bed and breakfast, self-catering, camping and caravanning, holiday parks and boats
- facilities – e.g. sport and leisure facilities, shopping, restaurants
- arts and entertainment – e.g. theatres, art galleries, exhibitions, local festivals/events
- sightseeing – e.g. guided tours, ghost walks, boat trips, road trains
- transport links – e.g. rail, road, air and sea links where applicable.

Topic B.2 Types of visitors
There are lots of different types of visitor, and each type has different characteristics and different needs.
- Visitor types, e.g. groups, families, visitors of different ages, visitors of different cultures, non-English-speaking visitors, visitors with specific needs, domestic visitors, inbound visitors.
  - The needs and characteristics of different types of visitor in relation to the appeal of UK destinations.

Topic B.3 Increasing appeal
Destinations can increase their appeal to different types of visitors in a wide range of ways.
- Ways of increasing appeal, e.g. improvement of facilities to cater for a specific customer type, or better transport facilities to encourage incoming visitors of specific types, cost.
## What needs to be learnt

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

<table>
<thead>
<tr>
<th>Topic C.1 Sources of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sources of information, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic C.2 UK holiday planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visitor types, e.g. groups, families, visitors of different ages, visitors of different cultures, non-English-speaking visitors, visitors with specific needs, domestic visitors, inbound visitors.</td>
</tr>
<tr>
<td>• The needs and characteristics of different types of visitor, in relation to planning holidays</td>
</tr>
<tr>
<td>• Planning:</td>
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<tr>
<td>o visitor requirements</td>
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<tr>
<td>- preferred dates/time of year</td>
</tr>
<tr>
<td>- travel requirements, e.g. air, cruise, rail, combination</td>
</tr>
<tr>
<td>- accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis</td>
</tr>
<tr>
<td>- motivation, e.g. relaxation, activity, culture, special occasion</td>
</tr>
<tr>
<td>- features, e.g. natural features, cultural features, facilities and services</td>
</tr>
<tr>
<td>- budget.</td>
</tr>
<tr>
<td>• Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.</td>
</tr>
</tbody>
</table>
# Assessment criteria

<table>
<thead>
<tr>
<th>Learning aim A: Know UK travel and tourism destinations and gateways</th>
<th>Level 1</th>
<th>Level 2 Pass</th>
<th>Level 2 Merit</th>
<th>Level 2 Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A.1 Locate four travel and tourism destinations, from each destination category, with support.</td>
<td>2A.P1 Accurately locate four travel and tourism destinations, from each destination category.</td>
<td>2A.M1 Plan in detail one route of road travel, one route of rail travel and one route of air travel in and around the UK.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A.2 Locate six UK gateway airports and four UK seaports, with support.</td>
<td>2A.P2 Identify and accurately locate six gateway airports and four seaports in the UK, including a typical passenger route for each.</td>
<td>2A.M1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A.3 Locate two motorways and two rail lines, identifying the destinations connected by them, with support.</td>
<td>2A.P3 Accurately locate three motorways and three rail lines, identifying the destinations connected by them.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors</th>
<th>Level 1</th>
<th>Level 2 Pass</th>
<th>Level 2 Merit</th>
<th>Level 2 Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>2B.M2 Recommend how one UK destination might be able to increase its appeal to different types of visitors.</td>
<td>2B.D1 Justify own recommendations as to how one UK destination might be able to increase its appeal to different types of visitors.</td>
<td></td>
</tr>
</tbody>
</table>
# Unit 2: UK Travel and Tourism Destinations

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2 Pass</th>
<th>Level 2 Merit</th>
<th>Level 2 Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim C: Plan UK holidays to meet the needs of different visitors</strong></td>
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</tr>
<tr>
<td>1C.5 Use different types of sources of information to plan one UK holiday for a selected visitor, and produce an itinerary.*#</td>
<td>2C.P5 Using at least two different information sources, plan two UK holidays, for alternative types of visitors, producing an itinerary for each.*#</td>
<td>2C.M3 Plan two UK holidays, for different types of visitors, producing a detailed itinerary for each, and justifying choices made.*#</td>
<td>2C.D2 Analyse ways in which the two planned UK holidays could be adapted to meet the needs of different types of visitors.*#</td>
</tr>
</tbody>
</table>

*Opportunity to assess mathematical skills

#Opportunity to assess English skills
Teacher guidance

Resources
The special resources required for this unit are an industry-standard travel atlas including gateway information and seaports, holiday brochures, guide books and the internet. Learners should also be encouraged to use their own locality and their experiences of destinations or gateways they may have visited.

Assessment guidance
This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with Section 8 Internal assessment.

Learners will identify and locate significant tourist destinations, airports and seaports in the UK, referring to destinations that receive quantities of visitors from the UK or overseas. A series of blank maps of the UK must be provided on which learners must accurately identify and locate significant tourist destinations.

Learners will also need to identify and locate on blank UK maps gateway airports, including three-letter airport codes, and UK seaports, with a typical passenger route from each.

Maps that are produced must be learners’ own work (on a pre-printed outline) and not maps that have been downloaded or copied from elsewhere with locations already marked on them. Maps must be clearly labelled.

Learning aim A
Blank maps must be of A4 size for the assessment of relevant criteria relating to learning aim A.

For 2A.P1: learners will independently and accurately locate four tourist destinations in the UK including (four of each) capital cities, seaside resorts, countryside areas and cultural or historical towns. These must be tourist destinations that receive significant numbers of visitors from the UK or overseas and have a tangible tourist infrastructure in place to support this, for example accommodation providers and a tourist information centre. The focus of this learning aim is on knowing a broad range of tourist destinations. Atlases and/or electronic mapping software can be used to assist in identifying an accurate location. A series of blank maps of the UK should be provided on which learners must accurately locate significant tourist destinations.

For 2A.P2: learners will again independently identify and accurately locate six major UK gateway airports and four major seaports on a series of blank UK maps provided. This must include three-letter airport codes and four seaports, with a typical passenger route from each, including an example of a seaport route from the UK mainland to the Republic of Ireland, and from the UK to Europe.

For 2A.P3: learners must accurately locate three motorways and three rail lines, identifying the destinations connected by them.

For 2A.M1: learners must plan routes of tourism in relation to road, rail and air travel. This must include departure point, destination, mode of transport, routes and timings.

For 1A.1, 1A.2 and 1A.3: For these specific criteria, learners may be given limited tutor support on request, in order to locate four UK tourist destinations from each category, UK gateway airports with three-letter codes, and UK seaports and other travel methods. Appropriate limited guidance includes guiding the learner towards specific sources of information on destinations, or examples of gateway airports, for the learner to then independently locate these on their map.
Learning aim B

For 2B.P4: learners must conduct an investigation into three UK tourist destinations – one town or city, one seaside resort and one countryside area. For each destination learners must describe the appeal of that destination to at least two different visitor types. All key aspects of appeal must be addressed for each destination, including visitor attractions, natural features, range of accommodation, facilities, arts and entertainment, sightseeing and transport links. Learners must focus their explanations on aspects of the appeal for the specified type of visitor. For example, if learners choose a family travelling to a seaside resort, they would focus their explanation on attractions that would appeal to families (e.g. family-friendly accommodation, family-friendly facilities and local transport).

For 2B.M2: learners must recommend how one UK destination might increase its appeal to different types of visitors. This will link to assessment of 2B.M2. For example, its appeal could be increased by introducing special events and improving or adding to existing facilities.

For 2B.D1: learners should make justified recommendations as to how one UK destination can increase and widen its appeal to many types of visitors. In progression from 2B.M2, learners should choose one of the destinations previously investigated. For example, its appeal could be increased by introducing special events and improving or adding to existing facilities.

An appropriate level of response at Distinction level could be a recommendation for a countryside area to increase its appeal to families by developing walking routes through the countryside, developing farmyard attractions, and family-friendly campsite or caravanning accommodation nearby. Learners could justify this suggestion by stating that it is a relatively low-cost project that could be marketed to families, as it would be good value for money for them to take part in and would provide children with some exercise and fresh air as well as being appealing to parents.

For 1B.4: at this level learners will provide an outline and may not address all key aspects of appeal of three UK tourist destinations – one town or city, one seaside resort and one countryside area. For each destination learners must outline the appeal of the destination to two visitor types.

Learning aim C

For 2C.P5: learners must use at least two sources of information to plan two UK holidays for specific types of customer. Learners are required to produce an itinerary for each holiday. Learners will need a clear understanding of their customer needs and include relevant itinerary information. The holiday arrangements should be presented in such a way that the customer would have all the necessary details for the holiday, including the dates and times of travel, modes of travel, departure and destination locations, types of accommodation, board basis and special features that are included. Itineraries should be professionally presented in a format appropriate to present to a customer. Learners must provide details of sources used, including website addresses and names of holiday brochures or leaflets. This could be presented in a detailed bibliography. Copies of leaflets or articles could be attached as appendices. Learners must use relevant paper-based sources as well as the internet.
For 2C.M3: learners must use more detailed sources covering the range to plan two UK holidays for two different types of customer. Learners must provide details of sources used, including website addresses and names of holiday brochures or leaflets. This could be presented in a detailed bibliography but learners must comment on the information gained from sources used in order to determine its appropriateness for the task. Copies of leaflets or articles could be attached as appendices. Learners must use relevant paper-based sources as well as the internet.

For 2C.D2: learners should analyse ways in which the two planned holidays could be adapted to meet the needs of different customers. This should take into account alternative preferences that various customer types might have in terms of transport and accommodation choices, leisure interests and activities, e.g. a family holiday travelling by car to a seaside resort and staying in a holiday home or caravan. If a couple were to travel to the same seaside resort, what different alternatives could be offered, catering more for the needs of a couple?

For 1C.5: learners are required to use at least two appropriate information sources to plan one UK holiday for a specific customer or group and produce an itinerary. The holiday arrangements should be presented in a professional format, with all the necessary details for the holiday, including date and time of travel, mode of travel, departure and destination locations, type of accommodation, board basis and specific features included. The information sources need to be listed.
## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment</th>
<th>Scenario</th>
<th>Assessment evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1</td>
<td>UK Locations</td>
<td>You are employed by a local tourist information centre and have been asked to find tourist destinations and major UK gateways. In addition, you have been asked to provide a customer with details of road, rail and air travel in and around the UK.</td>
<td>Map work, travel plan.</td>
</tr>
<tr>
<td>1B.4, 2B.P4, 2B.M2, 2B.D1</td>
<td>The Appeal of UK Tourism Destinations</td>
<td>As an employee at a local tourist information centre you have been asked to investigate the appeal of UK tourist destinations and recommend improvements to a given UK destination in order that it might increase its appeal to visitors.</td>
<td>Booklet, leaflets, multimedia presentation. Observation statements must be completed for verbal evidence.</td>
</tr>
<tr>
<td>1C.5, 2C.P5, 2C.M3, 2C.D2</td>
<td>Sources of Information and UK Holiday Planning</td>
<td>Working for the tourist centre you have been asked to provide holiday itineraries for travellers, including planning, use of different sources of information and adaptation of UK holidays to meet the needs of different visitors.</td>
<td>Itinerary – professional format. Evidence of a bibliography. Appendices of sources used.</td>
</tr>
</tbody>
</table>
Unit 3: The Development of Travel and Tourism in the UK

Level: 1 and 2
Unit type: Optional specialist
Guided learning hours: 30
Assessment type: Internal

Unit introduction

Have you ever wondered why people travel? Or how people choose where to travel? What about what makes certain destinations more appealing? Or how and why holidays have changed?

These are all questions that reflect the development of the travel and tourism sector. This unit gives you the opportunity to explore how the UK travel and tourism industry has changed as lifestyles, interests and technology have changed, giving an insight into why it is such a dynamic sector. You will explore key developments that have shaped the sector, such as the rise of package holidays, the regeneration of coastal resorts and developments in transport and technology.

There are issues which force important changes in the travel and tourism sector through economic and environmental change or through the influence of political or social factors. Understanding how these issues can impact on the travel and tourism sector and influence its development is an important part of this unit.

Learning aims

In this unit you will:
A explore the developments that have helped shape the UK travel and tourism sector
B understand how lifestyle changes and trends have influenced the development of the UK travel and tourism sector
C investigate the issues that have impacted on the development of the UK travel and tourism sector.
Learning aims and unit content

<table>
<thead>
<tr>
<th>What needs to be learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning aim A: Explore the developments that have helped shape the UK travel and tourism sector</td>
</tr>
</tbody>
</table>

**Topic A.1 Key developments in travel and tourism**

Many developments have affected the UK travel and tourism sector. These include:
- early development of package holidays and tours and notable people (Billy Butlin, Thomas Cook and Vladimir Raitz)
- growth of mass market and specialist holidays
- overseas package holidays and how they have changed
- different types of holidays, e.g. all-inclusive, city breaks, long-haul, cruising
- travel agents, e.g. multiples, products and services offered
- tour operators (mergers between tour operators)
- decline and rebranding of coastal resorts
- technological developments, e.g. computer reservation systems, the internet, dynamic packaging.

**Topic A.2 Developments in transportation**

- Rail transportation, e.g. Eurostar, Pendolino.
- Sea transportation, e.g. superferries, cruise ship developments, P&O Cruises.
- Air transportation, e.g. aircraft technology, growth of low-cost airlines, growth of airports.
- Road transportation, e.g. low-cost intercity, luxury coaches, congestion charging and road tolls, Europcar, Hertz.

**Topic A.3 Developments in legislation**

How UK and international legislation has shaped the travel and tourism sector:
- Package Travel, Package Holidays and Package Tours Regulations (1992)
- Equality Act (2010)
- Data Protection Act (1998)
- aviation regulations (e.g. Denied Boarding, Cancellation and Delay Regulations and ATOL, Civil Aviation Authority).
### What needs to be learnt

**Learning aim B: Understand lifestyle changes and trends that have influenced the development of the UK travel and tourism sector**

<table>
<thead>
<tr>
<th><strong>Topic B.1 Lifestyle changes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifestyle changes that have influenced the development of the UK travel and tourism sector such as:</td>
</tr>
<tr>
<td>• increase in paid holidays</td>
</tr>
<tr>
<td>• flexible working patterns</td>
</tr>
<tr>
<td>• more disposable income</td>
</tr>
<tr>
<td>• increased leisure time</td>
</tr>
<tr>
<td>• increased second-home ownership</td>
</tr>
<tr>
<td>• use of home computing and other personal technology advancements used to plan and arrange bookings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Topic B.2 Trends</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>National and international trends that have influenced the development of the UK travel and tourism sector:</td>
</tr>
<tr>
<td>• niche market holidays, e.g. sports tourism, safaris, adventure tourism, trekking, conservation, pre-wedding holidays, cultural and heritage tourism</td>
</tr>
<tr>
<td>• growth of budget airlines and availability of flights to more destinations</td>
</tr>
<tr>
<td>• purpose-built resorts, e.g. Center Parcs</td>
</tr>
<tr>
<td>• themed destinations, e.g. Disneyland Paris, Disney World, Alton Towers</td>
</tr>
<tr>
<td>• decline and regeneration of traditional seaside resorts:</td>
</tr>
<tr>
<td>o seaside resort that is in decline, e.g. Bognor Regis, Morecambe, Southport</td>
</tr>
<tr>
<td>o seaside resort that has been regenerated, e.g. Weymouth, Newquay.</td>
</tr>
</tbody>
</table>
What needs to be learnt

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

<table>
<thead>
<tr>
<th>Topic C.1 Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>National and international issues that have influenced the development of the UK travel and tourism sector.</td>
</tr>
<tr>
<td>- Economic issues:</td>
</tr>
<tr>
<td>o collapse of airlines</td>
</tr>
<tr>
<td>o collapse of tour operators</td>
</tr>
<tr>
<td>o oil/fuel prices</td>
</tr>
<tr>
<td>o fluctuating currency rates</td>
</tr>
<tr>
<td>- Environmental issues:</td>
</tr>
<tr>
<td>o climate change</td>
</tr>
<tr>
<td>o natural disasters</td>
</tr>
<tr>
<td>- Political issues:</td>
</tr>
<tr>
<td>o civil unrest</td>
</tr>
<tr>
<td>o war or terrorism</td>
</tr>
<tr>
<td>- Social issues:</td>
</tr>
<tr>
<td>o recession</td>
</tr>
<tr>
<td>o unemployment</td>
</tr>
<tr>
<td>o demographics, e.g. ageing population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic C.2 Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Increase in prices.</td>
</tr>
<tr>
<td>- Withdrawal of destinations.</td>
</tr>
<tr>
<td>- Repatriation of customers.</td>
</tr>
<tr>
<td>- Disruption to travel.</td>
</tr>
<tr>
<td>- Growth/decline in sales of travel and tourism products or services.</td>
</tr>
</tbody>
</table>
### Assessment criteria

<table>
<thead>
<tr>
<th>Learning aim A: Explore the developments that have helped shape the UK travel and tourism sector</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>1A.1 Outline four key developments that have helped shape the UK travel and tourism sector.</td>
</tr>
<tr>
<td>1A.2 Outline four developments in transportation that have helped shape the UK travel and tourism sector.</td>
</tr>
<tr>
<td>1A.3 Outline four developments in legislation that have helped shape the UK travel and tourism sector.</td>
</tr>
</tbody>
</table>

### Learning aim B: Understand lifestyle changes and trends that have influenced the development of the UK travel and tourism sector

| **Level 1** | **Level 2 Pass** | **Level 2 Merit** | **Level 2 Distinction** |
|--------------------------------------------------|
| 1B.4 Describe, with support, two lifestyle changes that have influenced the UK travel and tourism sector. | 2B.P4 Describe four lifestyle changes that have influenced the UK travel and tourism sector. | 2B.M3 Explain four trends that have influenced the UK travel and tourism sector. |
| 1B.5 Describe, with support, two trends that have influenced the UK travel and tourism sector. | 2B.P5 Describe four trends that have influenced the UK travel and tourism sector. | 2B.M4 Explain four trends that have influenced the UK travel and tourism sector. |
### Learning aim C: Investigate the issues that have impacted on the development of the UK travel and tourism sector

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2 Pass</th>
<th>Level 2 Merit</th>
<th>Level 2 Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C.6</td>
<td>2C.P6</td>
<td>2C.M4</td>
<td>2C.D3</td>
</tr>
<tr>
<td>Outline how two selected issues have impacted on the development of the UK travel and tourism sector.</td>
<td>Describe how four selected issues have impacted on the development of the UK travel and tourism sector.</td>
<td>Explain how four selected issues have impacted on the development of the UK travel and tourism sector.</td>
<td>Evaluate how selected issues have impacted on the development of the UK travel and tourism sector.</td>
</tr>
</tbody>
</table>

*Opportunity to assess mathematical skills

#Opportunity to assess English skills
Teacher guidance

Resources
There are no special resources needed for this unit.

Assessment guidance
This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with Section 8 Internal assessment.

Learning aim A
For 2A.P1: learners must describe key developments that have shaped the UK travel and tourism sector given in the unit content. They should use specific examples where appropriate, e.g. the different types of package holiday, travel agents and they should describe the different technological developments, such as computer reservation systems.

For 2A.P2: learners must describe how transportation methods have developed and changed over time. Sea, road, rail and air methods of transport should all be included, with one specific example for each, such as the A380m airbus, Eurostar, ferries, and trains such as the Pendolino. Learners could compare the increase in low-cost airlines and their products and services, and should consider the growth of airports.

For 2A.P3: learners must describe the key developments that have taken place in the relevant and current legislation that has directly affected the UK travel and tourism sector. Learners must cover the five examples given in the unit content.

For 2A.M1: learners must explain how the key developments have shaped the UK travel and tourism sector. The explanation should be clear and detailed.

For 2A.D1: learners need to evaluate key developments that have shaped the UK travel and tourism sector. The evaluation should consider how and why the developments have shaped the sector and what effect these changes have had. The learners should include a conclusion.

For 1A.1, 1A.2 and 1A.3: learners need to outline some of the key developments that have shaped the UK travel and tourism sector. Learners need to consider only two developments for transportation and legislation.

If learners are presenting their work as a multimedia or a verbal presentation, then witness or observation records would be needed to support the decisions being made.

Learning aim B
For 2B.P4 and 2B.P5: learners need to describe the main lifestyle changes and trends that have influenced the sector. They should be able to show how lifestyle changes and trends are linked, for example how the increase of home PC ownership and use has resulted in the increase in use of low-cost airlines. Learners should also consider how the increase in paid holidays and more leisure time has resulted in more second-home ownership and greater availability of certain types of transportation. They should also consider how purpose-built resorts have become popular while some more traditional seaside resorts have declined in popularity, and they should give the reasons for this change.
For 2B.M2 and 2B.M3: learners must explain how lifestyle changes and trends have influenced the UK travel and tourism sector. They should be able to make a clear link between these two, considering how, for example, PC ownership and the use of the internet, both at home and at work, have allowed customers to make independent travel and accommodation arrangements, including car hire and transfers. At this level learners should link two developments. They should be encouraged to support their explanations with additional information, such as articles, data and statistics relating to the issues they are explaining.

For 2B.D2: learners must analyse how lifestyle changes and trends have influenced the UK travel and tourism sector. They should consider how and why lifestyle changes and trends have had such an influence. At this level learners should link at least three developments. They should be encouraged to support their analysis with additional information, such as articles, data and statistics relating to the issues they are explaining.

For 1B.4 and 1B.5: for these specific criteria, learners may be given limited tutor support on request to outline two main lifestyle changes and two trends that have influenced the UK travel and tourism sector. Appropriate limited support includes guiding the learner to appropriate research that could help their understanding and application for one lifestyle change and one trend so that then the learner can independently outline these in their work. They should then independently research and outline another applied lifestyle change and applied trend.

Learning aim C

For 2C.P6: learners must first identify and then describe four selected issues that have impacted on the UK travel and tourism sector. The issues should be recent (within the last five years). The issues considered should be economic, environmental, political and social factors.

For 2C.M4: learners need to expand on the evidence for 2C.P6. They should consider in their explanation how and why the issues have had such a significant impact on the UK travel and tourism sector, for example the climatic change that resulted in the volcanic ash cloud in 2010, the impact of which was that airlines and tour operators went out of business, customers had to be repatriated and insurance organisations faced an increase in claims. Learners should be encouraged to support their explanations with additional information, such as articles, data and statistics relating to the issues they are explaining.

For 2C.D3: learners must consolidate all the evidence that they have acquired in order to achieve 2C.P6 and 2C.M4. When assessing the four issues selected, learners should, at this level, assess how travel and tourism organisations are responding to the challenges created by the issues explained in 2C.M4. For example, do tour operators and transport providers reduce prices or increase capacity to other non-eurozone areas? Learners may also assess the impact of fluctuating exchange rate of British sterling against the euro and the impact this has on travel to countries in the eurozone. They should be encouraged to support their assessment with additional information, such as articles, data and statistics relating to the issues they are explaining.

For 1C.6: learners need to outline the impacts that have affected the UK travel and tourism sector. The evidence produced may be limited in detail. Only two issues/impacts need to be considered.

If learners are presenting their work as a multimedia or a verbal presentation, then witness or observation records would be needed to support the decisions being made.
**Suggested assignment outlines**

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment</th>
<th>Scenario</th>
<th>Assessment evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1</td>
<td>Key Developments in the UK Travel and Tourism Sector to Include Transportation and Legislation</td>
<td>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.</td>
<td>A report, a multimedia presentation, wall display or charts showing the timeline of key developments. This could be done as group work. Supporting evidence to show explanatory comments.</td>
</tr>
<tr>
<td>1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D2</td>
<td>Lifestyle Changes and Trends</td>
<td>Your work was seen by the local FE college’s travel lecturer. She has asked you to produce a booklet showing the lifestyles and trends that have influenced the UK travel and tourism sector. The booklet will be used in the college’s resource library.</td>
<td>Booklet showing the changing lifestyles and trends over time and how these changes are linked to the developments that have taken place.</td>
</tr>
<tr>
<td>1C.6, 2C.P6, 2C.M4, 2C.D3</td>
<td>Issues and Impacts</td>
<td>You will need to produce information on the issues and impacts that have affected the UK travel and tourism sector. This time the college lecturer has asked for it to be delivered as a presentation to learners.</td>
<td>Multimedia presentation, oral presentation, newspaper article or a report for a travel journal. This could be done as group work. Presentations would need tutor observation records.</td>
</tr>
</tbody>
</table>
Unit 4: International Travel and Tourism Destinations

Level: 1 and 2
Unit type: Optional specialist
Guided learning hours: 30
Assessment type: Internal

Unit introduction

There are over 190 countries in the world. How many will you visit in your lifetime?

Working in the travel industry provides opportunities to explore some of these countries, so why not start dreaming now, and look at some of the fascinating destinations that exist?

Travelling beyond the UK opens up a world of different cultures, traditions, landscapes and experiences. There are exotic locations and bustling, vibrant cities to explore, while the wonders of the natural world entice the traveller and offer opportunities for adventure.

Advances in transport, technology and increasingly independent travellers mean that holidays to far-flung corners of the world are becoming more and more accessible. It is now possible for many thousands of UK travellers to enjoy the experience of visiting international destinations every year.

Throughout this unit you will be asked to locate numerous international holiday destinations and their gateways. You will also be asked to investigate natural features, local attractions, accommodation and transport options to suit a variety of customers in various holiday destinations.

This unit is particularly relevant for anyone who wishes to work in retail travel or tour operations and it will broaden your knowledge should you wish to work overseas, perhaps as a holiday representative or flying the world as cabin crew.

Learning aims

In this unit you will:
A know the major international travel and tourism destinations and gateways
B investigate the appeal of international travel and tourism destinations to different types of visitor
C be able to plan international travel to meet the needs of visitors.
## Learning aims and unit content

### What needs to be learnt

<table>
<thead>
<tr>
<th>Learning aim A: Know the major international travel and tourism destinations and gateways</th>
</tr>
</thead>
</table>

### Topic A.1 International destinations

When considering international travel and tourism it is essential to know the continents and regions:

- Europe
- Africa
- North America
- South America
- Asia
- Australasia
- Arctic/Antarctic
- regions – European, worldwide (outside of Europe).

### Topic A.2 Major gateways

It is essential to know about major international gateways:

- airports, e.g. London Heathrow, Budapest Ferenc Liszt, New York John F Kennedy
- three-letter codes, e.g. LHR, BUD, JFK
- train terminals, e.g. St Pancras International (UK), Gare du Nord (Paris, France), Penn Station (New York, USA), Sirkeci (Istanbul, Turkey)
- seaports (passenger ferry or cruise ports), e.g. Bilbao (Spain), St Malo (France), Miami (USA).

### Topic A.3 Types of destination

International travel and tourism requires knowledge about different European and worldwide destinations.

- European destinations:
  - summer sun, e.g. Benidorm, Algarve, Faliraki
  - winter sun, e.g. Playa de las Americas, Paphos, Madeira
  - winter sports, e.g. Chamonix, Zermatt, Sauze d'Oulx, Lillehammer
  - countryside area, e.g. Lake Garda, Black Forest, Bernese Oberland
  - city breaks, e.g. Barcelona, Paris, Prague
  - cruise areas, e.g. Aegean, Mediterranean, Norwegian fjords.

- Worldwide destinations:
  - beach resort, e.g. Palolem (Goa, India), Bondi beach (Sydney, Australia), Miami beach (Florida, USA)
  - city breaks, e.g. New York, Cape Town, Istanbul
  - islands, e.g. Jamaica, Mauritius, Ko Samui
  - winter sports, e.g. Aspen, Banff, Nagano
  - UNESCO World Heritage Sites, e.g. The Great Wall, Great Barrier Reef, Grand Canyon.
### What needs to be learnt

#### Topic A.4 Examples of international travel routes
Examples of typical routes of European and worldwide air travel (departure points, destinations, air carriers, timings):

- e.g. Newcastle Airport (NCL) to Bangkok International Airport (BKK), stopping at Dubai Airport (DXB) using Emirates airline, departing 13:35 on Thursday 21 June arriving 12:25 Friday 22 June.

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

#### Topic B.1 Features
The features at, or near, a destination will contribute to its appeal. Different features will appeal to different types of visitors:

- natural features, e.g. climate, mountains, lakes, rivers, forests, beaches
- local attractions, e.g. historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events
- accommodation, e.g. hotels, campsites, apartments, villas, youth hostels
- facilities and services, e.g. local transport, shops, markets, nightlife, sport and leisure, sightseeing opportunities, restaurants, weddings
- cultural features, e.g. festivals, local cuisine, siestas, religious practices, pilgrimages, values and traditions, language
- special interest tourism, e.g. health tourism, religious tourism, music, sport, dark tourism, volunteering.

#### Topic B.2 Types of visitor
The needs and characteristics of different types of visitor in relation to the appeal of international destinations:

- types of visitor, e.g. families, groups, customers of different ages, customers of different cultures, non-English-speaking customers, customers with specific needs
  - e.g. the south of France would appeal to families because the younger family members enjoy the beach and the older family members need the peace and enjoy the food.
<table>
<thead>
<tr>
<th>What needs to be learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim C: Be able to plan international travel to meet the needs of visitors</strong></td>
</tr>
<tr>
<td>● Information sources, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.</td>
</tr>
<tr>
<td>● Types of visitor, e.g. groups, families, solo travellers, customers of different ages, customers of different cultures, non-English-speaking customers, customers with specific needs.</td>
</tr>
<tr>
<td>● Needs and characteristics of different types of visitor, in relation to planning holidays.</td>
</tr>
<tr>
<td>● Planning:</td>
</tr>
<tr>
<td>o visitor requirements, e.g. preferred dates/time of year</td>
</tr>
<tr>
<td>o travel requirements, e.g. air, cruise, rail, combination</td>
</tr>
<tr>
<td>o accommodation requirements, e.g. standard of accommodation, type of accommodation, board basis, e.g. full-, half-board</td>
</tr>
<tr>
<td>o motivation, e.g. relaxation, activity, culture, special occasion</td>
</tr>
<tr>
<td>o features, e.g. natural features, cultural features, facilities and services</td>
</tr>
<tr>
<td>o budget.</td>
</tr>
<tr>
<td>● Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.</td>
</tr>
</tbody>
</table>
# Assessment criteria

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2 Pass</th>
<th>Level 2 Merit</th>
<th>Level 2 Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim A: Know the major international travel and tourism destinations and gateways</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A.1 Locate three major gateways, from at least two different continents, with support.</td>
<td>2A.P1 Locate six major gateways, from at least two different continents.</td>
<td>2A.M1 Explain four typical routes of air travel in relation to European and worldwide tourism.</td>
<td></td>
</tr>
<tr>
<td>1A.2 Locate one of each type of European and worldwide destination, with support.</td>
<td>2A.P2 Locate two of each type of European and worldwide destination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visitor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B.3 Outline three features that contribute to the appeal of one European and one worldwide destination, for one visitor type, with support.</td>
<td>2B.P3 Describe three features that contribute to the appeal of one European and one worldwide destination, for two different visitor types.</td>
<td>2B.M2 Explain how the features contribute to the appeal of one European and one worldwide destination, for two different visitor types.</td>
<td>2B.D1 Compare and contrast the contribution of different features to the appeal of one European and one worldwide destination, for two different customer types.</td>
</tr>
<tr>
<td><strong>Learning aim C: Be able to plan international travel to meet the needs of visitors</strong></td>
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<td></td>
</tr>
<tr>
<td>1C.4 Plan holidays to one European and one worldwide destination, producing an itinerary for each, with support.**</td>
<td>2C.P4 Plan holidays to one European and one worldwide destination, for different visitor types, producing an itinerary for each. **</td>
<td>2C.M3 Plan holidays to one European and one worldwide destination, for different visitor types, producing an itinerary for each and justifying choices made. **</td>
<td>2C.D2 Analyse ways in which the two planned holidays could be adapted to meet the needs of different types of visitors. **</td>
</tr>
</tbody>
</table>

*Opportunity to assess mathematical skills
#Opportunity to assess English skills
Teacher guidance

Resources
The special resources required for this unit are:
- atlases of industry standard that include specialist information, including gateway information
- access to the internet, including web-based mapping systems.

Assessment guidance
This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with Section 8 Internal assessment.

Learning aim A
Atlases and/or electronic mapping software can be used to assist in identifying an accurate location. Maps used by learners for learning aim A (for evidence of the identification of destinations) should be A4 blank maps that have been provided by the teacher.

For 2A.P1: learners should be able to locate six major gateways from at least two different continents (Europe, Africa, North America, South America, Asia and Australasia) on blank maps. Overall coverage should include airports, together with their three-letter codes, Channel Tunnel and Eurostar terminals, where appropriate, and ferry and/or cruise ports.

For 2A.P2: learners should be able to locate major international destinations on blank maps. They must locate two each of the following types of European destinations: summer sun, winter sun, winter sports, countryside areas, city breaks and cruise areas. Learners should then go on to identify and locate two each of the following types of international destinations: beach resort, city break, islands, winter sports and areas of natural significance.

For 2A.M1: learners must explain four typical routes of air travel in relation to European and worldwide tourism. This must include departure points, destinations, appropriate air carriers and timings.

For 1A.1: For this specific criterion learners may be given limited tutor support on request to locate three major gateways from at least two different continents. Appropriate limited support includes guiding the learner towards specific sources of information on, or examples of gateways, for the learner to then independently locate these on their map.

For 1A.2: For this specific criterion learners may be given limited tutor support on request to locate one example for each type of European and worldwide destination. Appropriate limited support includes guiding the learner towards specific sources of information on, or examples of European and worldwide destination for the learner to then independently locate those required on their map.
Learning aim B

Learners must conduct an investigation into two European and worldwide tourist destinations.

For 2B.P3: learners should investigate and describe at least three features that contribute to the appeal of one European and one worldwide destination. The aim is for learners to be able to show that they understand that the world is very diverse and that different features contribute to the appeal of different destinations. Learners must ensure they use different types of destinations, e.g. a European summer sun destination and a worldwide city break. They may wish to produce mini brochures or a multimedia presentation on their destinations. Images would enhance the work to show the appeal. Care must be taken to cover at least three of the features shown in learning aim B: natural features, local attractions, range of accommodation, facilities, traditions and cultural aspects, and special interest tourism. Learners must base their findings on at least two different customer types per destination.

For 2B.M2: learners must show that they have looked at and explained in detail how all six features can be suitable for more than one visitor type per destination. They may decide to look at a New York city break and the features that contribute to the appeal for singles and educational groups, and then look at a Benidorm summer sun holiday and the features that contribute to the appeal for families and couples.

For 2B.D1: learners must then go on and compare and contrast the contribution of two of the destinations looked at for Pass and Merit for different features and different customer types in relation to appeal.

For 1B.3: For this specific criterion, learners may be given limited tutor support on request to provide an outline of three features that contribute to the appeal of one European and one worldwide destination. Learners may look at just one customer type. Appropriate limited support includes guiding the learner to features that contribute to the appeal of one destination so that the learner can independently outline these in their work and then proceed to independently research, decide on appropriate features of appeal and outline these for the other destination.

Learning aim C

For learning aim C learners can either use brochures and online holiday planning packages or create their own holidays using the internet. Visitor types should be varied and supplied by the teacher and/or agreed with learners in advance where suitable.

For 2C.P4: learners must select destinations (one European and one worldwide), plan a holiday and produce an itinerary for two different visitor types. Learners should think independently and look at different visitor types for each destination. Each set of customers will have different needs and motivations. These should be shown within the itinerary, which should include preferred dates or time of year, plus travel methods used with timings, accommodation details and specific features for that destination suitable for the visitor, e.g. attractions, sports, shopping. At this level the itinerary may have limited detail but should show the learner has an understanding of their customers and their needs. Learners should use different destinations to those investigated for P3/M2.

For 2C.M3: in order for learners to achieve Merit, they must justify their choices of destinations selected for each itinerary and explain how the destinations will meet the visitors’ needs. For example, in the case of a honeymoon couple, the justification could include an explanation and evidence that the destination chosen would be suitable for the occasion, that the weather would be suitable for a beach holiday at that time of year and that the destination has suitable accommodation to suit their needs.
For **2C.D2**: learners must then go on to analyse ways in which the two planned holidays could be adapted to meet the needs of different types of visitors. This will include changes to the itineraries produced for the holidays planned for Pass and Merit criteria for different visitor types.

For **1C.4**: For this specific criterion, learners may be given limited tutor support to plan holidays to one European and one worldwide destination producing an itinerary for both. At this level the itinerary may be brief/an outline but should still meet the visitors’ needs. Appropriate limited support includes providing a pen portrait for both sets of visitors with destinations. The learner could then independently plan the holidays and produce itineraries for the visitors.
## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment</th>
<th>Scenario</th>
<th>Assessment evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1</td>
<td>Where in the World?</td>
<td>You are working for a tour operator and are required to identify and locate international holiday destinations and gateways for a destination display.</td>
<td>Series of maps and information sheets on routes of travel.</td>
</tr>
<tr>
<td>1B.3, 2B.P3, 2B.M2, 2B.D1</td>
<td>What’s the Appeal?</td>
<td>You are working for a tour operator and are required to investigate and explain the different features that contribute to the appeal of two international destinations for different customers.</td>
<td>Mini brochures or multimedia presentation. Witness statement confirming explanation with justification.</td>
</tr>
<tr>
<td>1C.4, 2C.P4, 2C.M3, 2C.D2</td>
<td>Where in the World?</td>
<td>You take part in travel consultant scenarios to select, plan, analyse and adapt suitable holidays for specific customers.</td>
<td>Role play/itinerary/written proposal. Witness statement of analysis, explanation with justification of the itinerary or proposal.</td>
</tr>
</tbody>
</table>
Unit 5: Factors Affecting Worldwide Travel and Tourism

Level: 1 and 2
Unit type: Optional specialist
Guided learning hours: 30
Assessment type: Internal

Unit introduction

Travel and tourism employees must have well-developed knowledge and understanding of the world, and of how different conditions and events can affect the sector.

If you work in the travel sector, any of the following events could impact on your working day:

- a volcano erupting in southern Asia
- an outbreak of malaria in East Africa
- a terrorist attack taking place in the middle of a busy day in the UK
- a visitor arriving at an airport to travel without a passport or necessary visa papers.

The travel and tourism sector is extremely dynamic. It is affected by so many factors, both large and small. The best planned itineraries can be wrecked in seconds by a multitude of different events, and new ones must quickly be put into place.

In this unit you will study climatic conditions that affect travel and tourism around the world. You will develop an awareness of varying climatic conditions in different parts of the world. You will gain knowledge of monsoons, dry and wet seasons and hurricane seasons that influence the timing of travel and holidays. You will also learn where and when snowfall results in the availability of winter-sports holidays.

You will identify time zones, calculate worldwide time differences and examine the effect these can have on visitors travelling across time zones.

You will learn how different countries control visitor numbers through visa requirements. In addition you will learn the causes and symptoms of some major diseases and the precautions visitors need to take to avoid becoming unwell.

You will research major emergency situations and the impact they have had on international destinations and the visitors to them.

Learning aims

In this unit you will:

A investigate how climate, and worldwide time, can affect the appeal of worldwide destinations

B understand influential factors on worldwide travel and tourism destinations.
Learning aims and unit content

<table>
<thead>
<tr>
<th>What needs to be learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim A: Investigate how climate, and worldwide time, can affect the appeal of worldwide destinations</strong></td>
</tr>
</tbody>
</table>

**Topic A.1 Climatic conditions affecting the appeal of travel and tourism**
It is essential to know about climate and seasonality factors that influence travel and tourism both in Europe and worldwide.

- Climatic conditions, e.g. tropical storms, monsoons, high humidity, low humidity, extreme heat and cold, wet and dry seasons, sun, snow, wind.
- Seasonal variations:
  - locations, and times of the year to avoid, e.g. hurricane season, monsoon season locations, and times of the year with favourable conditions, e.g. snow for skiing, sunny, hot conditions with low humidity for comfort
  - locations in respect of global aspects, e.g. proximity to equator, northern and southern hemispheres, tropics.

**Topic A.2 The effect of worldwide time**

- Time/date zones, e.g. Greenwich Mean Time (GMT), International Date Line
- Lines of longitude.
- Time differences when travelling through the eastern and western hemispheres.
- Countries having a number of different time zones, e.g. USA, Russia
- Daylight Saving Time (DST).
- Location of the Prime Meridian (International Date Line and Greenwich Meridian).
- Calculation of worldwide time.
- Human health, e.g. jet lag, circulatory problems caused by long haul flights.
What needs to be learnt

Learning aim B: Understand influential factors on worldwide travel and tourism destinations

Topic B.1 How entry/exit requirements affect different destinations

It is important to understand how entry and exit requirements, health issues and emergency situations, related to different countries, affect how, where and why people travel. Different factors will be applicable to different types of visitors.

- Reasons for, and importance of, exit/entry requirements:
  - passports
  - visas
  - departure tax applied by international destinations
  - Airport Passenger Duty (APD) tax applied by the UK government.

- Effects, e.g.:
  - inconvenience to travellers
  - additional security for destinations and travellers.

- Requirements associated with different destinations.

- Requirements associated with different types of traveller.

Topic B.2 How health issues affect travel and tourism

- Travel health risks, e.g.:
  - malaria
  - human immunodeficiency virus (HIV)
  - pandemics, such as. swine flu, bird flu, foot and mouth disease
  - typhoid
  - hepatitis
  - malaria
  - tetanus
  - yellow fever
  - dengue fever.

- Precautions:
  - vaccinations
  - clothing
  - medicines
  - equipment.

Topic B.3 Emergency situations that affect travel and tourism

- Emergency situations:
  - extreme weather, e.g. hurricanes, monsoon season
  - terrorist attacks
  - wars and riots
  - natural disasters such as earthquakes, tsunamis and volcanic eruptions.

- Effects, e.g. disruption to travel, cancelled holidays, repatriation, restricted seasons, personal safety, effect on visitor numbers, advice and guidance (Foreign Office (FCO) advice, tour operator guidance, airline advice).
### Assessment criteria

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2 Pass</th>
<th>Level 2 Merit</th>
<th>Level 2 Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim A: Investigate how climate, and worldwide time, can affect the appeal of worldwide destinations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A.1 Outline two climatic conditions affect the appeal of destinations, including examples, with support.</td>
<td>2A.P1 Describe how climatic conditions affect the appeal of two short-haul and two long-haul destinations.</td>
<td>2A.M1 Explain how different climatic conditions can affect the appeal of destinations.</td>
<td>2A.D1 Compare and contrast climatic conditions and seasonal variations that affect the appeal of one short-haul and one long-haul destination.</td>
</tr>
<tr>
<td>1A.2 Outline seasonal variations that affect the appeal of two short-haul and two long-haul destinations, with support.</td>
<td>2A.P2 Describe seasonal variations that affect the appeal of two short-haul and two long-haul destinations.</td>
<td>2A.M2 Assess seasonal variations that affect the appeal of destinations.</td>
<td></td>
</tr>
<tr>
<td>1A.3 Outline what time zones are, including two examples of calculated worldwide time differences, with support.*</td>
<td>2A.P3 Describe what time zones are, including four examples of calculated worldwide time differences.</td>
<td>2A.M3 Explain how time zones can affect visitors when travelling.*</td>
<td></td>
</tr>
</tbody>
</table>

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* Indicates additional requirements.
<table>
<thead>
<tr>
<th>Level 1</th>
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<th>Level 2 Merit</th>
<th>Level 2 Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim B: Understand influential factors on worldwide travel and tourism destinations</strong></td>
<td><strong>2B.P4</strong> Describe the importance of, and reasons for, using passports and visas for two travel destinations.</td>
<td><strong>2B.M4</strong> Explain health risks and precautions related to four destinations.</td>
<td></td>
</tr>
<tr>
<td>1B.4 Outline the importance of using passports and visas to two travel destinations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B.5 Outline health risks and precautions related to four different destinations, with support.</td>
<td>2B.P5 Describe health risks and precautions related to four different destinations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B.6 Outline two emergency situations that have affected different destinations.</td>
<td>2B.P6 Describe two emergency situations that have affected different destinations, including examples.</td>
<td>2B.M5 Explain the effects that two emergency situations have had on travel, including examples.</td>
<td>2B.D2 Assess the short- and long-term effects that one emergency situation and one health risk have had on travel, including examples of destinations.</td>
</tr>
</tbody>
</table>

*Opportunity to assess mathematical skills

#Opportunity to assess English skills
Teacher guidance

Resources
There are no special resources needed for this unit.

Assessment guidance
This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with Section 8 Internal assessment.

Worldwide destinations in the context of this unit could include those within the UK or abroad. It is key that destinations selected can provide sufficient source material to ensure achievement of the assessment criteria.

Learning aim A
For 2A.P1: learners must describe how different climatic conditions affect travel to four destinations. This could be presented in the form of an information leaflet aimed at visitors. This could, for example, involve tropical storms (cyclones, hurricanes or typhoons), flooding, monsoon weather, sun or snow. Learners must show an appreciation of their potential effect on travel to destinations. Descriptions should include reference to global aspects where applicable, for example proximity to the equator, northern or southern hemispheres and the tropics.

For 2A.P2: learners must describe seasonal variations that affect the appeal of destinations. This must relate to the appeal of four locations and the time of year and is likely to link to the assessment of 2A.P1 as it covers the seasonal nature of similar climatic events.

For 2A.P3: learners must provide a description of time zones. It is essential that learners are able to demonstrate knowledge of time zones and associated terminology. They must include accurate calculations of worldwide time differences, including one for the eastern hemisphere, for example calculating time differences when travelling between London GMT and Dubai, or Dubai and Sydney, and one for the western hemisphere, for example when travelling between London GMT and Chicago, and Chicago and Hawaii. At least one example must involve crossing the International Date Line.

For 2A.M1: learners must explain how climatic conditions affect the appeal of destinations. It must be noted that the effects can be positive or negative. At least two different destinations must be considered for M1 and between them they should offer an insight into the effect of at least two different climatic conditions, for example hurricanes and snow. Snow is a particularly good example as it is a motivator in drawing visitors to ski destinations, but it is unpredictable and can become a negative feature if there is a lack of seasonal snow or even too much snow. Learners should explain how these conditions affect the destinations and their visitors, and this could include factors such as visitor numbers, seasonality, popularity, adverse publicity and potential disruption to travel plans.

For 2A.M2: learners must provide an assessment of seasonal variations that affect the appeal of destinations. This must cover four locations and time of year and is likely to link to the assessment of 2A.M1 as it covers the seasonal nature of similar climatic events.

For 2A.M3: learners must explain time zones and how they can affect visitors. It is essential that learners are able to demonstrate their understanding of time zones and associated terminology in their own words and then to explain jet lag and other potential effects on visitors when gaining and losing time and crossing the...
UNIT 5: FACTORS AFFECTING WORLDWIDE TRAVEL AND TOURISM

International Date Line. All aspects of the unit content must be included in the explanations. A range of (at least three) accurate calculations of worldwide time differences need be included to bring clarity to the time zone explanation. For example, calculate time differences when travelling from Los Angeles to Australia when explaining the International Date Line. All calculations must be accurate. At least one example must involve crossing the International Date Line and another crossing the Greenwich Meridian.

**For 2A.D1:** learners need to compare and contrast climatic conditions and seasonal variations on travel to specific destinations. Examples might include the impact of major hurricanes on a tourist area or a significant delay in early season snowfall and the corresponding effect on a specified winter sports destination. Learners will need to use real case studies, newspaper articles and so on to inform their analysis and to examine the effects on the destinations. Examples must be drawn from the last five years.

**For 1A.1 and 1A.2:** for these specific criteria, learners may be given limited tutor support on request to demonstrate their knowledge of at least two different climatic conditions and seasonal variations and how these affect the appeal of destinations. For example, a hurricane including where/when hurricanes are likely to occur, and the effect this can have on visitor numbers at different times of the year. Appropriate limited support includes guiding the learner towards specific sources of information on climatic conditions and seasonal variations for the learner to independently demonstrate knowledge of how these can affect appeal of destinations.

**For 1A.3:** for this specific criterion, learners may be given limited tutor support to outline what time zones are and include calculations of two worldwide time differences, one for the eastern hemisphere, for example calculating time differences when travelling from London to Singapore, and one from the western hemisphere, for example calculating time differences when travelling from London to New York. Both calculations must be accurate. Appropriate limited support includes guiding the learner through one calculation by providing the specific steps to follow in the calculation, then the learner can independently follow these to make this calculation plus the second one.

**Learning aim B**

**For 2B.P4:** learners must provide a description of the importance of, and reasons for, using passports and visas for two travel destinations. Two specific visa examples must be included in the description.

**For 2B.P5:** learners must describe some health risks and precautions in relation to travel to four different destinations.

**For 2B.P6:** learners must investigate two examples of emergency situations that have occurred over the last ten years. Learners must describe what effects these emergency situations have had on the destinations. Effects could include a range of the following: disruption to travel, cancelled holidays, repatriation, restricted seasons, personal safety and visitor numbers. For example, the volcanic eruption in Iceland would be a good example of disruption to travel and repatriation difficulties. The civil unrest in Cairo, Egypt would be a good example for effect on visitor numbers and personal safety.

**For 2B.M4:** learners must explain most health risks in relation to destinations. Specific examples of destinations with significant health risks must be referred to.

**For 2B.M5:** learners must add depth to the information given for 2B.P5. There will be evidence of using research to produce an explanation of the effects rather than a description of what occurred.
For 2B.D2: learners must give an assessment contrasting short- and long-term effects, for example the impact on visitor numbers in both the short and long term. There will be an assessment of how long visitors are deterred from travelling after an emergency and health risk situation. For example, the massive destruction that occurred after the tsunami on Boxing Day in 2004 maybe had more of a long-term impact. Learners should assess the reasons for this.

For 1B.4: learners must outline the importance of passports and visas for two travel destinations. They must provide investigative evidence for two destinations that require visitor visas.

For 1B.5: For this specific criterion, learners may be given limited tutor support on request in order to provide evidence outlining health risks and precautions related to four different destinations. Appropriate limited support includes guiding the learner towards the specific sources of information on health risks and precautions for the learner to then independently use these to provide the outline evidence.

For 1B.6: learners should give evidence of investigation and the ability to outline two examples of emergency situations. There should be some detail in their outline covering dates, numbers affected and how sectors in the travel and tourism industry responded.
**Suggested assignment outlines**

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

<table>
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<tr>
<th>Criteria covered</th>
<th>Assignment</th>
<th>Scenario</th>
<th>Assessment evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.M3, 2A.D1</td>
<td>Climate and Time Zones</td>
<td>Your manager at the travel agency has asked you to produce a leaflet for visitors to the agency. Often they appear confused about the climatic conditions and time changes that can affect their enjoyment of tourist destinations. Your leaflet will include information about a range of climatic conditions and how these can affect specific international destinations, for example hurricanes and the times of year to avoid affected destinations. Also information on time zones demonstrating how to calculate worldwide time differences and explaining the effects of time zones on travellers.</td>
<td>A leaflet containing information on a range of climatic conditions and how they can positively and negatively affect international destinations. Reference should be made to seasonal variations, including reference to global aspects if appropriate. Effects include factors such as visitor numbers, seasonality, popularity, adverse publicity and potential disruption to travel plans. Section on time zones and associated terminology. Practical tasks to calculate worldwide time differences. Explanation of effect of time zones on travellers.</td>
</tr>
</tbody>
</table>
### Criteria covered
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M4, 2B.M5, 2B.D2

### Assignment
Key Factors of Travel

### Scenario
The local FE college has asked you to speak to some travel and tourism learners about visas and other measures, such as taxes, that may affect visitors to destinations. You also need to advise on the risks and precautions related to diseases that may be encountered when travelling, and give examples of emergency situations, including their effects. Design a leaflet to give to the learners.

### Assessment evidence
- A report/multimedia presentation providing explanations and/or analysis of the impact of visa requirements and taxes on both international destinations and the visitors who travel to them.
- Leaflet providing information on the risks and precautions of typical ill heath when travelling.
- Report and multimedia presentation providing explanation/evaluation of two examples of emergency situations that have occurred in the last 10 years and how the travel and tourism industry dealt with these situations.
Unit 6: The Travel and Tourism Customer Experience

Level: 1 and 2
Unit type: Optional specialist
Guided learning hours: 30
Assessment type: Internal

Unit introduction

It has been said that if you don’t take care of your customers, someone else will, which is why knowing your customers and their needs and providing excellent customer service is so important to all travel and tourism organisations.

Customer service in the travel and tourism sector is about knowing your customers’ needs and expectations about the products and services they are using and have purchased.

All types and sizes of travel and tourism organisation aim to be successful and to ensure this is possible they must make sure that the products and services that their customers receive meet their needs, are what they expect, give full satisfaction and at times exceed expectations.

In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation.

You will look at different types of customers, both internal and external to travel and tourism organisations. Internal customers are important – a happy workforce will want to keep the external customers happy. Determining what a customer needs may depend on what products and services are available, which is why all travel and tourism organisations will investigate their customer needs first. It is also important to recognise where the customer needs come from and often these can be unstated, which can make it difficult to find out exactly what the customer wants. One thing all travel and tourism organisations hope for is that they will meet and exceed every customer’s needs and expectations.

Finally, you will consider the importance of customer service to travel and tourism organisations and understand the impacts of getting customer service right or, in some cases, wrong.

Learning aims

In this unit you will:
A investigate travel and tourism customer service
B explore the needs and expectations of different types of customer in the travel and tourism sector
C understand the importance of customer service to travel and tourism organisations.
Learning aims and unit content

<table>
<thead>
<tr>
<th>What needs to be learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning aim A: Investigate travel and tourism customer service</strong></td>
</tr>
</tbody>
</table>

**Topic A.1 What is ‘customer service’?**
- Definition: customer service is the provision of service to customers before, during and after a purchase/service.
- The aims of customer service (which vary depending on the organisation) include:
  - meeting customer needs
  - meeting organisational targets, e.g. visitor numbers, bookings, sales
  - increasing profits
  - creating new business
  - encouraging repeat business.

**Topic A.2 Different organisations in the travel and tourism industry**
Within travel and tourism there are many different types and sizes of organisation. The type and size of an organisation are important when considering customer service provision.

- **Size of organisation:**
  - small – fewer than 50 employees
  - medium – fewer than 250 employees
  - large – more than 250 employees.

- **Type of organisation:**
  - public, e.g. tourist information centres (TICs), Visit Britain, Visit Scotland, Visit Blackpool, World Tourism Organisation
  - private, e.g. TUI, Hilton Hotels, Alton Towers, Windsor Castle, Manchester Airport Group, Madame Tussauds, Blackpool Pleasure Beach, National Express, Hertz Car Hire
  - other, e.g. Youth Hostel Association, National Trust.
What needs to be learnt

Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector

Topic B.1 Customer types
- Internal customers:
  - colleagues and staff with whom you work closely
  - supervisors and managers
  - directors and owners
  - staff at other branches
  - suppliers.
- External customers:
  - existing or new
  - individuals and single customers
  - groups, which may be organised groups
  - families
  - couples
  - those with special interests
  - business people
  - different age groups
  - different cultures/ethnicity
  - those with additional physical needs.

Topic B.2 Needs of different types of customer
- Accurate information, e.g. giving directions, signposting to facilities, price, availability, product knowledge.
- Health, safety and security.
- Assistance, e.g. with luggage, with language, for parents with young children or babies, elderly customers.
- Advice may be needed, e.g. the suitability of a tourist attraction, how to obtain a visa, solving problems or issues.
- Products and services, e.g. provided as booked, meeting a specific need.
- Specific needs, e.g. induction loop, disabled access.

Topic B.3 Responding to customer needs
- Written requests in the form of an email for information, a completed booking form or a letter.
- Verbal requests, either face to face or over the telephone.
- Recognising unstated needs, e.g. parents with a baby may need priority boarding on a flight if they are travelling with a pushchair; a customer with mobility problems may need ground-floor accommodation at a hotel and disabled access for a wheelchair.

Topic B.4 Exploring expectations of different types of customer in the travel and tourism sector
- Meeting expectations, including level of products, level and efficiency of service.
- Exceeding expectations, including over and above what is expected, pre-empting needs and solving problems for the customer.
What needs to be learnt

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

Topic C.1 Customer service

- Skills and techniques:
  - skills and techniques needed to provide excellent customer service in different situations, e.g. patience, empathy, active listening when dealing with different situations, showing sensitivity towards different customer types, use of correct language in all situations
  - teamwork impact on customer service, e.g. working as a team and supporting each other when dealing with customers can boost morale and ensure that customers receive the best service.

- Policies and standards:
  - key customer service policies and procedures, e.g. complaints policy, mission statement
  - customer service standards setting and maintenance.

- Impacts:
  - impact of product and service knowledge on customer service delivery, e.g. lack of product and service knowledge may impact on the service provided to customers and complaints may follow if customers do not get the information they require; excellent product and service knowledge will encourage customers to repeat business, i.e. stay loyal as well as recommend products and services to others.

- Technology:
  - the role of technological developments in improving the customer experience, e.g. self-check-in at airports and online check-in have reduced queuing time for short-haul flights and business travellers, meaning that people are happier with the service they have received; online booking systems mean that commission charges paid to travel agents can be passed on as a discount to customers who book direct with tour operators; helping customers to save money will enhance the customer experience.

Topic C.2 Impact of excellent and poor customer service on travel and tourism organisations

- Increased/decreased sales.
- Number of complaints.
- New customers.
- Number of compliments.
- Repeat business/brand loyalty.
- Staff turnover.
- Referred business.
- Job satisfaction.
### Assessment criteria

<table>
<thead>
<tr>
<th>Learning aim A: Investigate travel and tourism customer service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>1A.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>1B.2</td>
</tr>
<tr>
<td>1B.3</td>
</tr>
</tbody>
</table>
### Level 1

<table>
<thead>
<tr>
<th>Learning aim C: Understand the importance of customer service to travel and tourism organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C.4</td>
</tr>
<tr>
<td>1C.5</td>
</tr>
</tbody>
</table>

### Level 2 Pass

| 2C.P4 | Explain customer service skills relevant to two travel and tourism organisations. |
| 2C.P5 | Assess the impact of excellent and poor customer service on travel and tourism organisations. |

### Level 2 Merit

| 2C.M3 | Compare customer service skills relevant to two travel and tourism organisations. |
| 2C.M4 | Compare, using relevant examples, the impacts of excellent and poor customer service on two travel and tourism organisations. |

### Level 2 Distinction

| 2C.D3 | Recommend and justify improvements to poor customer service for one travel and tourism organisation. |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills
Teacher guidance

Resources
There are no special resources needed for this unit.

Assessment guidance
This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with Section 8 Internal assessment.

Customer experience in the context of this unit could be related to UK and/or worldwide examples or a mixture of the two. It is key that examples selected can provide sufficient source material to ensure achievement of the assessment criteria.

Learning aim A
For 2A.P1: learners must provide a description of the main aims of customer service as outlined in the content, referring to three different organisations.
For 2A.M1: learners must expand on the information presented for 2A.P1 and explain the main customer service aims of two different travel and tourism organisations. Learners must select organisations that are different in size and type; examples can be used from 2A.P1.
For 2A.D1: learners need to draw on their findings from 2A.M1 and compare and contrast the main customer service aims for two different travel and tourism organisations. These organisations will normally be those that have been used for 2A.M1. This criterion lends itself to a report or learner presentation.
For 1A.1: learners must articulate briefly the main aims of customer service for at least three travel and tourism organisations, as outlined in the unit content.

Learning aim B
For 2B.P2: learners need to explain the needs of three customer types. Examples must cover both internal and external customers. Learners must cover all six categories of need across each of the three customer types. It should state how these needs are met by an organisation and learners must cover customer requests: in writing, verbally (face to face or by telephone) and recognition of unstated needs. The latter refers to the ability of the organisation to recognise needs that have not been actually specified by the customer, for example:
- A resort representative notices from the booking form that there is an elderly customer with walking difficulties and ensures that the room allocated is on the ground floor and in an appropriate position within the hotel.
- A customer service agent at the airport notices that a single parent is travelling with a baby, carrying luggage and a pushchair and asks whether they would like a seat towards the front of the plane and also whether they would like assistance to the gate prior to boarding.
For 2B.P3: learners must explain how organisations meet and exceed customer expectations by using examples from the organisations they have investigated. This will link closely to the assessment for 2B.P2. It is acceptable to use case studies if the organisations previously researched do not provide sufficient examples.
For 2B.M2: learners need to build on their descriptions for 2B.P3 and compare, using relevant examples, how travel and tourism organisations meet and exceed customer expectations. Learners can use two of the customer types from 2B.P3 or they can use others.
For **2B.D2**: learners must consolidate all the information gathered from 2B.P2, 2B.P3 and 2B.M2 to evaluate how travel and tourism organisations meet and exceed customer needs and expectations through the recognition of their needs. Learners should expand on the information given for 2B.P3 to include the links between needs, recognition of needs and being able to meet and exceed customers’ expectations. They should provide examples of the links.

For **1B.2**: learners must identify the needs of one internal and one external customer and examples should cover the outlined content.

For **1B.3**: learners need to outline the main points or essential features of two travel and tourism organisations and how they meet and exceed expectations.

**Learning aim C**

For **2C.P4**: learners must explain customer service skills relevant to two travel and tourism organisations. This gives learners the opportunity to reflect on their experiences of customer service and links in well with 2C.P5.

For **2C.P5**: learners must assess the impact of excellent and poor customer service on travel and tourism organisations. Learners should think of the effects of excellent customer service on both internal and external customers. For example, external customers may bring repeat business and increased customer loyalty, and job satisfaction for internal customers. The effects of poor customer service may include losing customers, poor reputation and lower visitor numbers. Internal customers may suffer from low morale or job dissatisfaction.

For **2C.M3**: learners need to expand on their description in 2C.P4 and compare service skills relevant to two travel and tourism organisations.

For **2C.M4**: learners must build on their evidence for 2C.P5 as they compare, using relevant examples of the impact of excellent and poor customer service on travel and tourism organisations.

For **2C.D3**: learners need to recommend and justify improvements to poor customer service for one travel and tourism organisation. Learners can use an organisation already researched in this unit or they can use another.

For **1C.4**: learners are required to outline the importance of customer service to travel and tourism organisations. This should be a clear description but not a detailed one.

For **1C.5**: learners need to describe the impacts of excellent and poor customer service on travel and tourism organisations.
### Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment</th>
<th>Scenario</th>
<th>Assessment evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A.1, 2A.P1, 2A.M1, 2A.D1</td>
<td>Customer Service – What Is It All About?</td>
<td>You are on work experience placement at a local visitor attraction and you have been asked to look into the customer service aims of some competitor visitor attractions. Initially you will produce a colourful poster to accompany a report investigating what the main aims of customer service are at the different attractions.</td>
<td>Poster and report.</td>
</tr>
<tr>
<td>1B.2, 1B.3, 2B.P2, 2B.P3, 2B.M2, 2B.D2</td>
<td>Who Needs Customer Service Anyway?</td>
<td>Your work experience placement is going well and you have been asked to produce a series of leaflets/information sheets, which show the different types of customers to the visitor attractions and two similar attractions and what their needs are. You will then produce a table and present it to your supervisor showing the similarities and differences between two of the attractions from your investigations. You have also been asked to evaluate the success of two different attractions in meeting and exceeding customer needs and expectations through the recognition of their needs.</td>
<td>Series of leaflets/information sheets for a display.</td>
</tr>
</tbody>
</table>
### Criteria covered
1C.4, 1C.5, 2C.P4, 2C.P5, 2C.M3, 2C.M4, 2C.D3

### Assignment
Customer Service Is Important!

### Scenario
It is the last few days of your placement and you have really impressed the management of the visitor attraction. You have now been asked to do a final presentation which provides information on the customer service skills relevant to visitor attractions and the impacts of getting it right or wrong.

You have also been asked to show how suggested improvements to one visitor attraction could improve the service customers receive.

### Assessment evidence
Individual multimedia presentation with assessor observation record and copies of slides and notes.
Annexe A

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.

Team workers
Self-managers
Independent enquirers
Reflective learners
Creative thinkers
Effective participators

For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that is indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.
### The skills

#### Independent enquirers

**Focus:**
Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

**Young people:**
- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

#### Creative thinkers

**Focus:**
Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

**Young people:**
- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others’ ideas and experiences in inventive ways
- question their own and others’ assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

#### Reflective learners

**Focus:**
Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

**Young people:**
- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.
### Team workers

**Focus:**
Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

**Young people:**
- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

### Self-managers

**Focus:**
Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

**Young people:**
- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

### Effective participators

**Focus:**
Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

**Young people:**
- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.
Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

**Key:**

✓ indicates opportunities for development

a blank space indicates no opportunities for development

<table>
<thead>
<tr>
<th>Unit</th>
<th>Independent enquirers</th>
<th>Creative thinkers</th>
<th>Reflective learners</th>
<th>Team workers</th>
<th>Self-managers</th>
<th>Effective participators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>4</td>
<td>✓</td>
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<tr>
<td>5</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>6</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Annexe B

**English knowledge and skills signposting**

This table shows 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 (including functional elements).

<table>
<thead>
<tr>
<th>Unit number and title</th>
<th>Learning aim</th>
<th>Assessment criterion reference</th>
<th>Subject content area from the GCSE subject criteria (details of the content area can be found below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: The UK Travel and Tourism Sector (External Assessment)</td>
<td>A</td>
<td>N/A</td>
<td>2, 3, 5, 15 (where learners practise extended writing questions)</td>
</tr>
<tr>
<td>Unit 1: The UK Travel and Tourism Sector (External Assessment)</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2: UK Travel and Tourism Destinations</td>
<td>C</td>
<td>1C.5, 2C.P5, 2C.M3, 2C.D2</td>
<td>1, 3, 4, 13</td>
</tr>
<tr>
<td>Unit 3: The Development of Travel and Tourism in the UK</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit 4: International Travel and Tourism Destinations</td>
<td>C</td>
<td>1C.4, 2C.P4, 2C.M3, 2C.D2</td>
<td>2, 4, 5, 6, 15</td>
</tr>
<tr>
<td>Unit 5: Factors Affecting Worldwide Travel and Tourism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit 6: The Travel and Tourism Customer Experience</td>
<td>B</td>
<td>1B.3, 2B.P3, 2B.M2, 2B.D2</td>
<td>1, 3, 4, 13</td>
</tr>
</tbody>
</table>
Annexes

GCSE English subject content area

The topic areas below are drawn from the GCSE English subject criteria.

**Learners should:**

1. analyse spoken and written language, exploring impact and how it is achieved
2. express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
3. form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
4. understand and use the conventions of written language, including grammar, spelling and punctuation
5. explore questions, solve problems and develop ideas
6. engage with and make fresh connections between ideas, texts and words
7. experiment with language to create effects to engage the audience
8. reflect and comment critically on their own and others’ use of language.

**In speaking and listening, learners should:**

9. present and listen to information and ideas
10. respond appropriately to the questions and views of others
11. participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
12. select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

**In reading, learners should:**

13. understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
14. evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

**In writing, learners should write accurately and fluently:**

15. choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
16. adapting form to a wide range of styles and genres.
Annexe C

Mathematics knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE mathematics subject criteria (including functional elements).

<table>
<thead>
<tr>
<th>Unit number and title</th>
<th>Learning aim</th>
<th>Assessment criterion reference</th>
<th>Subject content area from the GCSE subject criteria (details of the content area can be found below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: The UK Travel and Tourism Sector (External Assessment)</td>
<td>A</td>
<td>N/A</td>
<td>1, 2, 7, 16 (where learners use stimulus material related to questions)</td>
</tr>
<tr>
<td>Unit 2: UK Travel and Tourism Destinations</td>
<td>C</td>
<td>1C.5, 2C.P5, 2C.M3, 2C.D2</td>
<td>1, 2, 9, 10, 14, 16</td>
</tr>
<tr>
<td>Unit 3: The Development of Travel and Tourism in the UK</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit 4: International Travel and Tourism Destinations</td>
<td>C</td>
<td>1C.4, 2C.P4, 2C.M3, 2C.D2</td>
<td>1, 2, 9, 10, 14, 16</td>
</tr>
<tr>
<td>Unit 5: Factors Affecting Worldwide Travel and Tourism</td>
<td>A</td>
<td>1A.3, 2A.M3</td>
<td>1, 2, 9, 10, 14, 16</td>
</tr>
<tr>
<td>Unit 6: The Travel and Tourism Customer Experience</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
GCSE mathematics subject content area

The topic areas below are drawn from the GCSE mathematics subject criteria.

**Learners should be able to:**

1. understand number size and scale and the quantitative relationship between units
2. understand when and how to use estimation
3. carry out calculations involving +, −, ×, ÷, either singly or in combination, decimals, fractions, percentages and positive whole number powers
4. understand and use number operations and the relationships between them, including inverse operations and the hierarchy of operations
5. provide answers to calculations to an appropriate degree of accuracy, including a given power of ten, number of decimal places and significant figures
6. understand and use the symbols =, <, >, ~
7. understand and use direct proportion and simple ratios
8. calculate arithmetic means
9. understand and use common measures and simple compound measures such as speed
10. make sensible estimates of a range of measures in everyday settings and choose appropriate units for estimating or carrying out measurement
11. interpret scales on a range of measuring instruments, work out time intervals and recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction
12. plot and draw graphs (line graphs, bar charts, pie charts, scatter graphs, histograms) selecting appropriate scales for the axes
13. substitute numerical values into simple formulae and equations using appropriate units
14. translate information between graphical and numerical form
15. design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data
16. extract and interpret information from charts, graphs and tables
17. understand the idea of probability
18. calculate area and perimeters of shapes made from triangles and rectangles
19. calculate volumes of right prisms and of shapes made from cubes and cuboids
20. use Pythagoras’ theorem in 2-D
21. use calculators effectively and efficiently

**In addition, level 2 learners should be able to:**

22. interpret, order and calculate with numbers written in standard form
23. carry out calculations involving negative powers (only −1 for rate of change)
24. change the subject of an equation
25. understand and use inverse proportion
26. understand and use percentiles and deciles
27. use Pythagoras’ theorem in 2-D and 3-D
28. use trigonometric ratios to solve 2-D and 3-D problems.
Annexe D

Synoptic assessment

Synoptic assessment in travel and tourism is embedded throughout the assessment criteria across the units of study. The core units provide the essential knowledge, understanding and skills required in travel and tourism, and underpin the content of the optional specialist units.

Learners studying the Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria. These include:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their knowledge of specific specialist areas of travel and tourism, such as customer service, selling and holiday itinerary planning
- drawing together and integrating knowledge, understanding and skills across different units, in order to develop an appreciation of how topics relate to one another and how each may contribute to different travel and tourism contexts/situations
- making and applying connections to particular travel and tourism contexts or situations
- being able to suggest or apply different approaches to contexts or situations
- synthesising information gained from studying a number of different travel and tourism activities
- applying knowledge, understanding and skills from across different units to a particular travel and tourism situation, issue or case study
- using specialist terminology where appropriate
- demonstrating use of transferable skills
- evaluating and justifying their decisions, choices and recommendations.

For example, Unit 4: International Travel and Tourism Destinations gives learners the opportunity to draw together and demonstrate the knowledge and skills developed across the programme of study, by the planning of holidays to a European and a worldwide destination. For example, if a learner considers a working role that will involve selling holidays to customers, this would closely link to Unit 5: Factors Affecting Worldwide Travel and Tourism and Unit 6: The Travel and Tourism Customer Experience, as well as to the two core units. For this reason, it is advisable for centres to deliver Unit 4 throughout the programme of study.